An Investigation of FIU Students' and Lecturers' Attitudes, Perceptions, Challenges and Strategies in English Medium Programs (EMI): A Case of English as an Academic Lingua Franca (ELFA)

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by

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APPROVAL

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DEDICATION

To my mother and father
for their love and support.

ETHICAL DECLARATION

I, Ga'elle Makougang Youbi, hereby, declare that I am the sole author of this thesis and it is my original work. I declare that I have followed ethical standards in collecting and analyzing the data and accurately reported the findings in this thesis. I have also properly credited and cited all the sources included in this work.

Ga'elle Makougang Youbi

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ABSTRACT

Turkish Republic of Northern Cyprus like every other country around the globe has embraced the educational policy of disseminating knowledge in higher education sectors via a global language such as English. This has led to varying status of English in TRNC. The status of English seems to have changed from ESL to EFL, ELF, EMI, or ELFA. In light of this, research studies conducted in this domain reveal that English as an academic Lingua Franca comes into existence in EMI contexts. Consequently, both instructors and students in the EMI programs display different attitudes and perceptions towards EMI/ELFA. The study investigated the evaluative attitudes and perceptions of international students and instructors towards studying in English Medium institution. In particular, the present study examined the relationship between attitudes and perceptions of English Medium Instruction (EMI) and English as an Academic Lingua Franca (ELFA). It also aimed to assess the role of students' and instructors' attitudes and perceptions of EMI/ELFA on students' academic and future career success. It equally investigated the challenges encountered and strategies students and instructors employed in the EMI/ELFA context of Final International University TRNC.

To that effect, a mixed method approach was employed in order to gather data for this research. In order to report the findings of this study, both qualitative and quantitative approaches were applied. The research conducted Statistical analysis of 200 students' questionnaires and descriptive coding techniques to analyze 4 students and 6 instructors' semi structured interviews.

The insights obtained from this mix method inquiry revealed that both students and instructors perceived EMI/ELFA as useful tools for academic, career and language skill development. The research unveiled the different perceptions and attitudes of students and instructors, i.e., instructors perceive students' attitudes of EMI/ELFA as negative while students demonstrated positive attitudes towards EMI/ELFA.
In addition, the study revealed the major challenges students and instructors encountered, low language proficiency, low self-confident and comprehension problems. Wherefor, they apply strategies such as code switching, note taking, vocabulary learning, simplification, researching, confidence building and watching English movies to overcome the challenges.

ÖZ

Kuzey Kıbrıs Türk Cumhuriyeti, dünyadaki her ülke gibi, yükseköğretim sektörlerinde bilginin İngilizce gibi küresel bir dil aracılığıyla yaygınlaştırılması eğitim politikasını benimsemiştir. Bu, KKTC'de İngilizcenin statüsünün değişmesine yol açmıştır. İngilizce'nin durumu İkinci Dil Olarak İnilizceden (ESL), Yabancı Dil Olarak İngilizce (EFL), Ortak Dil Olarak İngilzce (ELF), İngilizce Olarak Öğretim (EMI) veya (ELFA)'ya değişmiş gibi görünmektedir. Bu sebepten dolayı, bu alanda yapılan araştırmalar, İngilizce'yi akademik bir Lingua Franca şeklinde eğitim dili olarak bağdaşlaştırmıştır. Bu sebepten, ingilizce dili egitimi programlarındaki hem öğretim elemanları hem de öğrencileri EMI/ELFA'ya karşı farklı tutum ve algılar sergilemektedir. Bu calışma, uluslararası öğrenci ve öğretim elemanlarının ingilizce dili egitim kurumunda okumaya yönelik değerlendirici tutum ve algılarını araştırmıştır. Bu çalışma birincil olarak İngilizce Orta öğretim ile İngilizcenin Akademik Ortak Dil Olarak Kullanılması (ELFA) yönelik tutum ve algılar arasındaki ilişkiyi incelemiştir. Ayrıca öğrencilerin ve öğretim elemanlarının (EMI/ELFA)'ya yönelik tutum ve algılarının öğrencilerin akademik ve gelecekteki kariyer başarıları üzerindeki rolünü değerlendirmeyi amaçlamıştır. KKTC de ki Uluslararasi Final Universitesinde (EMI/ELFA) bağlamında karşılaşılan zorlukları ve öğrenci ve öğretim görevlilerinin stratejilerini eşit olarak araştırdı.

Bu amaçla, bu araştırma için veri toplamak amacıyla karma yöntem yaklaşımı kullanılmıştır. Veri toplamak ve analiz etmek için hem nitel hem de nicel yaklaşımlar kullanıldı; 200 öğrencinin 30 maddelik bir ankete verdiği yanıtların istatistiksel analizi ve 4 öğrencinin 6 öğretim üyesi ile yarı yapılandırılmış görüşmelerin tanımlayıcı kodlaması, bu araştırmanın bulgularını ortaya çıkarmak için üçgenleme yontemiyle calisilmistir.

Bu karma yöntem araştırmasından elde edilen içgörüler, hem öğrencilerin hem de eğitmenlerin (EMI/ELFA)'yı akademik, kariyer ve dil becerilerinin gelişimi için yararlı araçlar olarak algıladıklarını ortaya koymustur. Araştırma, öğrencilerin ve öğretim elemanlarının farklı algı ve tutumlarını ortaya çıkardı, yani öğretim görevlileri öğrencilerin (EMI/ELFA) tutumlarını olumsuz olarak algılarken, öğrenciler (EMI/ELFA)'ya karşı olumlu tutum sergilediler.

Ayrıca çalışma, öğrencilerin ve öğretim elemanlarının karşılaştığı başlıca zorlukları, düşük dil yeterliliğini, düşük özgüven ve anlama sorunlarını ortaya çıkarmıştır. Bu nedenle, zorlukların üstesinden gelmek için kod değiştirme, not alma,

kelime öğrenme, basitleştirme, araştırma, özgüven oluşturma ve İngilizce film izleme gibi stratejiler uyguladiklari belirlenmistir.

Anahtar Kelimeler: Tutumlar, Algılar, Zorluklar, Stratejiler, İngilizce-Orta Öğretim, Akademik Lingua Franca olarak İngilizce.

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LIST OF ABBREVIATIONS

CLIL   Content and Language Integrated Learning

EMI   English Medium Instruction

ELFA   English as an Academic Lingua Franca

ELF   English as a Lingua Franca

ESL   English as a Second Language

EFL   English as a Foreign Language

EAP   English for Academic Purpose

ESP   English for Specific Purpose

EGP   English for General Purpose

FIU   Final International University

IL   Inter Language

L1   First Language

L2   Second Language

LMS   Learning Moodle System

NS   Native Speaker

NNS   Non-native Speaker

TRNC   Turkish Republic of Northern Cyprus

ZPD   Zone of Proximal Development

CHAPTER 1

INTRODUCTION

This chapter provides an overview of the current research study by discussing the following: background of the study, statement of problem, the purpose of the study, the scope of the study, research questions, significance of the study and definitions of key terms. The chapter sets an agenda for the research by introducing the blueprint of this study with the help of the titles listed above.

1.1 Background of the Study

Within the past century, the English language has undergone enormous changes and challenges in terms of its status, speakers and, hence, its use across the globe. It has also been increasingly used all across the world under different names such as English as the first language, English as a foreign language (EFL), English as a second Language (ESL), English as an international language, and English as a Lingua Franca (ELF). Ryan (2019) refers to English as a bandwagon for every nation and Tasbulatova (2017) sees it as the world's lingua franca used in various spheres of interaction. The use of English has also brought international recognition for the language by becoming the language of sciences and scholarship in various academic fields such as law, business, engineering, medicine and education. Kachru (1985) categorized English language speakers into 3 groups ("inner circle", "outer circle" and "expanding circle"). The first category (inner circle) consists of native speakers such as British and Americans, the second being the post colonies and the third representing other regions where English is used mostly for business or educational purposes. One of the predominant varieties emerging out of the expansion of English across the world has been English as a Lingua Franca which is defined as English used in "cross-cultural interactions between speakers from different regions around the globe" (Jenkins & Leung, 2017, p. 2).

A perfect glance at the history of English Language reveals that the language has served various socio-economic, political and educational functions for many nations in the world. Apart from being a first language of around 400 million people around the world, English is estimated to be used by another 1.5 billion other users for various purposes (Crystal, 2003). English has also been used for various purposes across different educational settings: English for specific purposes (ESP), English for

academic purposes (EAP), and English for general purposes (EGP). Universities across the world have also adopted English as a medium of instruction and for teaching content courses; hence two sub-fields of English medium instruction (EMI) and Content and language integrated learning (CLIL) has been quite popular within the last two decades. All these fields have also contributed to the growth of the English language and have enriched the language with their contributions.

Following the decisions arrived at in the Bologna conference of 1999, Airey (2004) expatiates on how English became a common language for higher education across Europe; and eventually in most universities all over the world. Smit (2010) stated that the Bologna conference aimed to enable compatibility in higher education around Europe and the world at large. In view of this declaration, in order to gain internationalization, accreditation and recognition, countries around the globe embarked on using English as a medium of instruction in most higher education programs. Qiang (2003) states that "the internationalization of higher education is one of the ways a country responds to the impact of globalization" (p. 249). Jenkins (2014) also refers to the important status of English as a lingua franca in academia across the globe. Thus, this study intends to explore the perceptions, practices and strategies of a group of university students and their lecturers in an English Medium program university in Northern Cyprus.

1.2 Statement of the Problem

A number of studies have investigated the perceptions and attitudes of students and teachers towards English as a medium of instruction and the role of English as a lingua Franca in academia (e.g., Bayyurt, 2006; Jenkins 2007; Sifakis 2021). These studies have offered various propositions, suggestions and recommendations on how to facilitate the EMI teaching and learning process in higher education. Importantly, the role of English as a lingua franca in academic settings and the integration of English as an academic lingua franca (heretofore ELFA) standards in higher institutions have been acknowledged and debated (Jenkins, 2014, 2017; Mauranen et al., 2012; Sifakis & Bayyurt, 2015). However, little emphasis has been laid on the effects of the co-existence of these two concepts (EMI and ELFA) in academia. Although the extant literature in the field of ELT has acknowledged the importance of ELFA (Faber, 2010; Smit, 2010), the EMI teachers' awareness of ELFA (Lillis et al., 2010; Sifakis, 2021), students' perception of ELFA and their attitudes towards both

EMI and EFLA (De Meerleer, 2012; Reko, 2019), the relation of the two concepts (EMI and ELFA) has been rarely researched. Also, fewer studies have examined the impact of varying perceptions and attitudes in EMI programs, the strategies students employ to overcome their challenges and their existing practices in such academic settings. Furthermore, only a handful of studies have been conducted in the context of Northern Cyprus on students' perceptions and attitudes towards EMI and ELFA (Akin, 2015; Tasbulatova, 2017). Thus, this research explored the perceptions, practices, and challenges of a group of around 216 students (16 questionnaires were discarded due to incomplete information), and 6 lecturers in an EMI university in Northern Cyprus.

1.3 Purpose of the Study

This study aimed at investigating a group of students' attitudes and perceptions towards EMI and ELFA at Final International University (FIU). The findings of the current study intend to shed some light on students' thoughts, attitudes, beliefs towards EMI/ELFA at FIU, their motivation as well as their practices and strategies adopted to cope with the possible challenges of the academic setting. The research also aims at investigating the co-existing bond between EMI and ELFA in higher education settings. The study further aims to investigate the perceptions and attitudes of academics (teachers and instructors) towards both EMI/EFLA and their practices and strategies within the context of this study.

1.4 Scope of the Study

The current study was conducted at Final International University, in Kyrenia, Northern Cyprus. The target population of the study was international students and academic staff (lecturers and instructors). The research employed convenience sampling by mainly exploring the perceptions, attitudes, strategies and practices of EMI students and academics in the study context. The whole population of the context of the study is 3740 students of whom 2254 are international students. Around 844 students were registered either in Preparatory school or their relevant programs. For this research, after obtaining the Ethics committee of the context of the study, the researcher contacted the School of foreign Languages and obtained their consent to conduct her study. Since the research concerned the perceptions of the students towards EMI, efforts were made to survey students who were already registered in their programs. At the time, around 600 students were registered into the Modern

Language Division. This group constituted the research population of the study. The students were from different programs(banking and finances, business administration, Management Information systems, International Trade, Civil Engineering, Computer Engineering, Software Engineering, Economics, Political Science, Electrical and Electronic Engineering, Architecture, Accountancy, Pharmacy, Tourism, International Law, Nutrition and dietetics, International Hospitality, Psychology) and were from different countries namely, Cameroon, Congo, Mali, Libya, Syria, Yemen, Russia, Turkey, Pakistan, Kazakhstan, Kyrgyzstan etc. The students surveyed were mainly from the Engineering, business, architecture and tourism departments; lecturers were also selected from the aforementioned Faculties.

The study incorporated a mixed-method approach by collecting both quantitative and qualitative research data from the study participants. The aim of this method of data collection is to gain detailed insights into the topic under investigation by using more than one data collection instrument.

1.5 Research Questions

This paper sought to answer the following research questions:

1) What are students' attitudes and perceptions towards EMI / ELFA in the context of this study?

2) What are the instructors' perceptions towards EMI and ELF in the context of this study?

3) What strategies do students employ to cope with the challenges, if any, of EMI and ELF in the context under study?

4) What practices and strategies do instructors adopt in their instruction to cope with students' difficulties or challenges, if any?

5) How are the two concepts of EMI and ELFA related in the context of this study?

1.6 Significance of the Study

EMI is an indispensable aspect of academia and plays a significant role in the internationalization (Airey, 2004) and accreditation (Ekoç, 2020) of higher education in many parts of the world. Identifying the perceptions, practices and strategies of university students and lecturers can offer a valuable insight into the lives of both students and lecturers in EMI settings.

The present research explored the perceptions, practices and strategies of a group of 200 students studying at Final International University in the context of Northern Cyprus. The study is significant since the concept of EMI and particularly ELF seems to have received scant attention in the context in question. Thus, this research attempts to add to the already existing literature knowledge of the importance of ELFA, the irresistible existence of English as an academic lingua franca in the EMI context of FIU.

The study also investigated perceptions and attitudes towards the two major concepts of EMI/ELFA. That is, attempts were made to compare the research findings on the students' perceptions of EMI with those of ELFA. Moreover, 4 students and six instructors were also interviewed which provided qualitative data for this research.

1.7 Definition of Key Terms

1.7.1 English as a Medium of Instruction (EMI)

Ducker (2019, p.2) defines EMI as "the lecturing and studying of course content via English in context whereby this language is not the main medium of instruction". This could also involve schools such as primary, secondary and higher education institutions. This is commonly used by universities in regions where the first Language is not English and often a foreign language, for example, the case of universities in Northern Cyprus. This however leads to the rise of another form of English known as ELF. Airey (2004) posits that universities in many regions in the world, adopted EMI so as to enable their institutions to gain accreditation, which led to a rise in the number of courses offered in English language in most universities. In the same light, Ekoç (2020) states that universities in Turkey regard English medium instruction as a means of internationalization through the program they provide.

Further, Dearden (2014) defines it as "[The] use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p. 2). In other words, EMI can be considered the subject focused type of CLIL, whereby academic courses are taught via English as the official language of instruction in context where this language is the native language of the people.

1.7.2 English as a Lingua Franca (ELF)

Seidlhofer (as cited in Smith, 2010) defined ELF as an additionally acquired language system that serves as a means of communication between speakers of

different first languages or a language by means of which the members of different speech communities can communicate with each other, but which is not the native language of either. ELF can be defined as English used as a common language for interaction between two or more Non-native speakers in context where English is not the L1 for communication.

Jenkins (2017, p. 2) referred to ELF as "English used in intercultural communication among users from any part of the world." Here English is used as a global means of communication between two or more speakers whose L1s are not the same. This language is mainly used for the purpose of communication between the two parties; which takes place in any context of the outer circle (Kachru, 1985). The English as a lingua franca is believed to have been coined by Werner Hüllen and Karlfried Knapp in 1980s; which is described as the diverse communication strategies and practices applied in intercultural communicative context by the users of English (Marlina & Xu, 2018). However, when ELF becomes part of an educational environment, it comes to be viewed as English as an academic Lingua Franca (ELFA). Jenkins (2014) argued that ELF standards should be implemented in universities as their medium of instruction, similarly, Muaranen (2012) aligning with this view stated that ELF is unarguably the language of academia in many universities now.

1.7.3 English as an Academic Lingua Franca (ELFA)

English is used as a lingua franca in this context for academic discourse between two speakers of different languages who are faced with the communicative obligation to use English to interact within the academic setting; Either to attend lectures, give lectures, publish articles and give presentations. Mauranen et. al (2010) maintained that many scholars across the globe are expected to exchange ideas regarding their fields of study both in universities, seminars, conferences and webinars. English thus becomes a medium for this exchange. Takahashi (2014) reported that many nonnative speakers (NNS) who learn English as a foreign language find themselves producing the language as a lingua franca. Mauranen et al. (2012) also stated that ELF status is expanding every day since the most prominent publications of academic text nowadays are from China, Germany, France and Japan, representing the inevitable existence of ELFA. Mauranen et al. (2012) also believe that academic English is changing thanks to English as a lingua franca. Along the same line, Jenkins (2017) stipulated that the native speaker norms cannot be the key standard for English

in Universities, but rather ELF norms should be included since the academic discourses and texts are characterized by ELF features, such as the pluralization of uncountable nouns ("feedbacks", "softwares").

1.7.4 Perception

Richardson (1996) defined beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 103). Oxford Languages Dictionary (2022) defines perception as "The way in which something is regarded, understood, or interpreted". In other words, it is the way in which someone sees and becomes aware of something around oneself. In this study, Perceptions can be considered as the beliefs and opinions of students and teachers towards a concept.

1.7.5 Attitude

A way of thinking or feeling towards something. Fishbein and Ajzen (1975) defined attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given issue. Further, Mansoory (2016) viewed attitude as the behavioral and emotional inclinations of someone towards an object.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

In this chapter we will discuss the key issues related to this study by examining the extant literatures as well as the theoretical underpinnings and the empirical frameworks of the study. The chapter will revolve around the following main issues: the growth of English Language, the status of English in Turkish Republic of Northern Cyprus (TRNC), English medium Instruction (EMI), the concept of English as an Academic Lingua Franca (ELFA), the role of EMI and ELFA in tertiary educations, and the attitudes and perceptions of students and instructors towards EMI and ELFAP.

2.2 Theoretical Background

2.2.1 The Theory of Constructivism

The advocates of this theory state that learners are constructors of a language, rather than passive receivers of the language. They believe that language already exists in the minds of every learner, and it is constructed once they are exposed to new information. Learners are considered as active participants of their language development by developing knowledge of the language based on their prior life experiences. This theory is based on the principle that learning is a social activity and knowledge is constructed contextually in the mind of the person. The proponents of this theory believe that learning occurs when learners connect their past experiences with the context around them. Constructivists also focus learning on student centeredness and view learning fixing around the interest of learners. The main proponents of this theory are Jean Piaget, Jerome Bruner and Lev Vygotsky (1997).

The theory argues that learners are not passive participants in the teaching and learning process, but rather as active participants and constructors of knowledge. That is to say that instructors need to create an environment that conducive to and promotes engagement in learning. EMI instruction seems to fit the theory of social constructivism as knowledge is constructed through the interaction of students and teachers in a social setting. For example, the study of Chun Yeh (2014) revealed EMI students taking notes in EMI lectures, formation of study groups, seeking help from instructors, reviewing and previewing course materials. While Jiang et al (2019)

reported students practice of cooperativeness in EMI lectures. These examples adhere to the sociocultural views that learners are active participants of learning.

2.2.2 Vygotsky's Sociocultural Theory

This theory of social development known as the constructivist perspective of learning suggests that language learning is a co-construction of meaning by the speaker and the interlocutor. This theory deals with the topic of Human Mental growth. It emphasizes mediation, regulation and internalization for learning to occur in the Zone of Proximal Development (ZPD). ZPD refers to the place between learners' actual development and potential development through problem solving under the scaffolding of the interlocutor who might be the teacher or another proficient classmate (Larsen- Freeman & Anderson, 2013). Learners use language as a tool to connect the physical environment and the mental environment. Learners also come to negotiate meaning through the Zone of Proximal development, thereby constructing learning in a specific sociocultural context with the collaboration of a peer or instructor (Gass, et al., 2020). The language constructed and produced by learners is considered by most scholars an interlanguage (IL). The features of these learners' IL may be similar to the features of English as lingua franca. In the context of EMI in universities, the instructor and the learners are viewed as co-constructors of knowledge. Learners co-construct learning with the help of their teachers when they participate in class discussions and complete in class tasks. Learning in this context is mediated, negotiated, regulated, and internalized by the lecturers and students. Since, the instructors and learners in most universities in Turkey and TRNC might be considered Non-native speakers, ELFA can be used as a mediator for interaction in EMI classrooms; hence meaning is negotiated and knowledge is constructed from the learners' prior experience in English and the context of learning which is EMI.

2.3 Content and Language Integrated Learning (CLIL)

Marsh (2002) refers to Content and Language Integrated Learning hence CLIL as a dual educational setting where a foreign language which is not the learners' L1 is used as the instructional language of academic subjects such as mathematics, geography and history.

Airey (2016) in addition to the definition above stipulates that the first "L" in CLIL refers to any language that is not the learners' L1, but in majority of times the

"L" refers to English. In this regard, Graddol in Airey (2016) defines CLIL as an "approach to bilingual education in which curriculum content and English language are taught alongside" (p. 72). This approach to learning originated from the European integration policies (Marsh, 2002; 2008) and focuses on both language and the content. The rationale behind CLIL principle is that both language and content are learned simultaneously, by doing so learners develop thinking skills that link both abstract and concrete understanding of the target language and the content. Similar theories to learning emerged from other areas around the world such as the Content Based Instruction in America and the Canadian Immersion Program; all of which integrate disciplinary content with learners' second language; hence promoting content progression, communication, cognition and culture (hence the four Cs of CLIL). Perez-canado (2011) states that CLIL provides an opportunity for students to acquire both disciplinary content and language from academic themes. In this regard, it may be concluded that when students learn the subject discipline via the medium of English, they may improve both their language skills and career skills.

Larsen-Freeman and Anderson (2013) maintained that the proponents of CLIL embrace the Vygotsky (1978) theory of social interaction in learning; in which learning is believed to be realized through the interaction between the instructor (the expert) and the learners (the novices). Critical and cognitive thinking is also considered to be stimulated during social interaction which Vygotsky defined as the Zone of Proximal Development (ZPD). Thus, two versions of communicative approaches to learning have been identified: the strong and the weak version; CLIL in this light is considered to have both the strong and weak versions (Larsen-Freeman & Anderson, 2013).

Further, in their study Arkin and Osam (2015) discussed two types of CLIL: the language-led and subject-led CLIL. The Language- led CLIL is referred to by Airey (2016) as English for academic Purposes on the left side of his continuum for CLIL approach to learning. Here, the focus is on the linguistic aspect of the courses. The main aim is for the learners to acquire the language terms that will facilitate the learning of academic disciplines. The Subject-led on the other hand focuses on the subject content taught via the target language. Arkin and Osam (2015) viewed EMI in the Turkish Universities as the Subject-led CLIL, where students study the curriculum disciplines in English which is a medium of instruction. Airey (2016) in affirmation of this statement places EMI on the right side of the CLIL continuum which is being

applied in most tertiary education systems in the name of CLIL, also known as the Integration of content and language in Higher Education (ICLHE). Moreover, Ljosland (2011) portrays this situation in the Norwegian higher education sector where the implementation of EMI excludes the provision of language support or development but focuses more on delivering the course content via English regardless of the existence of the Norwegian language or the course instructors' proficiency in English. In the Northern Cyprus case, it seems that subject-led CLIL learners are also assumed to have attained at least B1 proficiency in English after going through intensive language studies at the English Preparatory School (Arkin & Osam, 2015). Björkman (2016) In an English Medium Instruction class, the aim is not to learn or acquire the language at all. The language serves only as a tool, as a vehicular language in which content needs to be learned and taught. In support of this, Airey (2010) suggested that the syllabuses for EMI outcomes be inclusive of both the content and Language outcomes. Nguyen et al (2017) equally emphasizes that higher education policy makers should strive to create a balance between the content taught and language proficiency of the learners. By doing so, the Principles of CLIL might be fully implemented by EMI hence fostering positive perceptions and attitudes towards EMI approaches in higher education contexts.

Finally, since non-native English-speaker teachers constitute the majority of the CLIL program instructors, the forms of language they produce whilst teaching the subject content may be considered non-nativelike standards. Additionally, since the students who are registered in CLIL programs or syllabuses in English are non-native speakers of the CLIL language, English can be considered a version of English as a lingua franca which at times could deviate from the norms and practices of English as a native Language. Hence, the language that these students use as a medium of instruction can also be categorized as an academic lingua franca simultaneously.

2.4 The Growth of English Language in the World

The ever-increasing number of users of English has led to the rapid spread and growth of the language around the world. The English language is one of the widely used languages which are used by both native and nonnative speakers in the world; the non-native speakers are estimated to be around 1.5 billion people in the world (Crystal, 2003). The increasing use of English for various purposes has given rise to the emergence of new varieties of the language, namely Lingua Franca and academic

Lingua Franca which are characterized by interlanguage features of the users and standardized features of English. In this regard, Masters (1998) stated that English is a predominant language of education, business, diplomacy and technology. Crystal (2019) also asserts that these new varieties of English express the different identities of their users. English medium education and English as an academic lingua franca have recently contributed immensely to the growth of English language. This is because many higher education institutions around the world have opted to use English as the language of instruction for their programs, wherein new standards of English have emerged. English, unlike other international languages, continues to grow in the number of varieties, users and importance. It is like the biblical Oak tree that grows bigger each day, with many branches for the birds in the sky to Perch on, with green leaves that never shed out and it keeps bearing many fruits as days go by. Takahashi (2014) believed that communicative needs of people around the world is the major cause of this language spread and growth. Coleman (2013) viewed the "Englishization" of tertiary education institutes such as the Erasmus Program and the Immersion programs as another contributing factor to the English language growth. Moreover, Marlina and Xu (2018) consider the rapid evolution of technology in communication leading to English as a "global lingua franca" as another reason for the widespread use of English. Several scholarly studies have revealed that education is the main contributing factor to this rapid growth (see Kachru, 1992; Kaplan, 2001; Jenkins, 2006; seidlhofer, 2005; Holmes, 2013). One study by Jensen et al (2013) revealed a steady growth in the number of postgraduate courses and bachelor degree programs offered in English Medium instruction in most Danish universities. Lillis et al. (2010) identified another reason for the rapid circulation of English around the world, which is the linguistic pressure to publish scholarly articles and books in English in order to gain international recognition and audience.

2.5 The Status of English in Turkish Republic of North Cyprus

A number of studies have investigated the status of English as a medium of instruction in Northern Cyprus. Following the 1974 separation of the island of Cyprus, Turkish became the language of the North and Greek the language of the southern part (see Tasbulatova, 2017). Since then, English has changed from being an ESL to a lingua franca for both parts of the island and foreigners who come into the island. The status of English also seems to have changed from ESL to EFL, ELF, EMI, or ELFA.

Since Cyprus is a former colony of Britain, English was initially the official language of Law, business and civic institutions before 1995 (Hadjioannou Tsiplakou & Kappler, 2019). Yazgin (2007) believed that Cyprus is one of the few countries that has seen a shift from the expanding circle to the outer circle, hence shifting the status of English as Second Language to a foreign language or a Lingua Franca. In addition, English appears to be a second official language in Northern Cyprus to a certain extent because it is the language of education especially in the higher education and tourism sectors. Yazgin (2007) further stated that although English is a foreign Language and a Lingua Franca, its status cannot be compared with other foreign languages on the Island. In the same light, Yaratan and Kural (2010) viewed English as a basic constituent of education in North Cyprus. In recent years, the status of the English language on the island has become quite multi-faceted; because the language is used in various fields of life such as education where most universities have upgraded the status of English in TRNC from a foreign Language to a Lingua Franca of the academia. Another status is English as a lingua franca in the field of business (tourism) and in the field of Law and diplomacy which seems to be a foreign Language.

2.6 English Medium Instruction

Nguyen et al. (2017) refers to EMI as the programs that discipline content are taught via English. Dearden (2014) defines EMI as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p. 2). Arkin (2013) views EMI as the teaching of university disciplinary courses via English as a medium of instruction, which is considered as a foreign language in the Turkish context of Northern Cyprus. Mansoory (2016) also points out that for any country to meet the globalization needs of the world, there are two factors at work: language and technology.

Coleman (2006) identified some of the pull factors of EMI as globalization, mobility of academic personnel, foreign recognition, research integration, foreign exchange programs, content and language integration (CLIL), and employment reasons. Universities and tertiary institutions around the world in general and in North Cyprus in particular have adopted the educational policy of integrating English into their educational systems with the aim of gaining international validation and promoting nationalism and multiculturalism (Coleman, 2006; Jensen et al., 2013; Werther et al., 2014; Nguyen et al., 2017; Akin & Dikilitaş, 2022). In a study by Jiang

et al. (2019) in China, the authors reveal that the Chinese Government, like every other nation in the world inspired by the interest to gain academic internationalization, has intensified EMI practices in tertiary education across the country. Kim et al. (2017) also stated that the Korean State adopted the policy of English medium instruction in order to attract international students and to encourage global competition of Korean learners.

2.7 English as an Academic Lingua Franca (ELFA)

While many Scholars around the globe have attempted to define English as a lingua franca (Jenkins, 2007; De Meerleer, 2012). Few attempts have been made to define English as an academic Lingua Franca, De Meerleer (2012);

About 80% of the English speakers in the world are non-native speakers, these speakers use English as a common tool to communicate with people with different mother tongues. They are primarily users of the language whose main consideration is "not formal correctness but functional effectiveness. Especially in Europe, the need for international communication is high. More specifically, English is used in the domains of education, business, international relations and scientific research. (P. 23)

In this light, the English used in the domain of education can be considered English as an academic Lingua Franca. Pisanski Peterlin (2013) in support of this view refers to ELFA as "English as a lingua franca use for translation of academic texts, academic discourses in academic settings by users with different linguistic and cultural backgrounds". Mauranen et al. (2016) explained that many scholars across the globe are expected to exchange ideas regarding their fields of study both in universities, seminars, conferences and webinars. The discourse produced by both authors, readers and speakers in this context are characterized as hybrid forms of native and non-native English standards. Thus, English as an Academic Lingua Franca is English used in an educational context for academic purposes between two speakers of different languages. From another perspective Swan (2012) viewed ELFA as the English students are exposed to: the digested (meaning the forms they learn) and produced forms (the structures they construct in communication); thus, learners in such contexts tend to use features of English taught to them incorrectly and at times may forget some of the forms taught to them, as a result, they produce target language features that do not conform to the rules of the native standards. These mixed forms are termed English as a Lingua franca (ELF) in academic settings, which Seidhofer

(2011) terms as the "English Learnt". De Meerleer (2012) reveals that English as an academic lingua franca is an area of linguistics that has received little attention for research, scholars have oftentimes view it as a broken form of norm-standards. Even though this area has received little attention in terms of research, it is facing rapid expansion. One reason for its growth is the expansion of publications in English. Lillis (2010) reported that, whilst scholars face the pressure to publish their articles and books in English language for a larger audience, English as an Academic Lingua Franca undergoes rapid growth in that about 80% of the scholars are non-native speakers of English. Also, Alhasnawi (2021) suggests that another reason for the growth of English as an academic Lingua Franca could be the concept of internationalization in universities. By the same token, Faber (2010) stated that English unites speakers of different languages thereby enabling nationalization and inter-communication. Thus, English as an academic Lingua Franca has its own structures and features, namely interlanguage and intra -language (Alhasnawi, 2021). In line with this argument, Jenkins (2017) argued that the native speaker norms cannot be the key standard for English in universities, and that ELF norms should be included since the academic discourses and texts are characterized by ELF features, for example, the pluralization of uncountable nouns ("feedbacks", "softwares"). One major feature of ELF is the functional and societal depth in communication; in other words, English as a lingua franca serves the functional purpose of a language which is mainly to communicate and integrate in the society with non-native speakers. Another feature of ELFA discussed in the studies of Wu et al (2020) syntactic complexity in written academic text such as progressive (ing) and phrasal verbs, syntactic simplification in spoken ELF. There equally exists a differing nature of ELFA standards to native standards in terms of semantic, lexis, syntactic structures. The scholars discussed these deviations as an innovative, blend and adaptive use of English in ELFA settings. Inspired by the studies of Canagarajah (2005) and Pennycook (2007), Sifakis (2021) stipulates that the power of interaction between global communities of non-native speakers overrides the norms of nativelike standards of English language by so doing the scholar advocates for ELFA awareness. Kaur (2014) equally recommends the recognition and adoption of ELF in academic context and practices, rather than exonormative standards which might be obsolete in the Malaysian context. Björkman (2011) also points out the predominant role of ELF to communication and interaction in many fields in life, the scholar identified the

academic setting as one of the domains that ELF is used to and considers the presence of this variety in the academic setting as an influential one. And it can be considered the language of research and knowledge. In light of this Literature, it seems that ELFA promotes English language by adding new structures and lexicons to the English corpora (Mauranen et al., 2008, 2016). Sifakis (2015) suggested that ELF is a valuable tool for communication in the academic context and it widens the horizons of instructors to be aware of new developments in the educational fields of language, culture and communication. Which needs to be recognized, adopted and integrated in EMI pedagogy.

2.8 The Role of EMI and ELFA in Tertiary Education

EMI and ELFA nowadays are two inevitable trends in most universities following the internationalization movement. Jensen et al. (2013) noted that one of the pull factors of EMI in Higher education sectors is the aim of such programs to attract the best students and to prepare them for the globalized job market. Faber (2010) argued that these two trending varieties of English are essential to most universities in Europe and across the globe intending to meet up the globalization demands. The author further claimed that the degree of importance of these two varieties depends on individual departments in every university (how the departments value EMI/ ELFA in teaching of the disciplinary content), but she emphasized that it is very necessary for fields such as technology, engineering and sciences to adopt and fully implement these two trending forms of English in their university programs. In view of this, it is assumed that EMI and ELFA co- exist in university context where English is not the native language of the indigenes and an international arena like in the case of TRNC, Belgium, Germany and Malta. Parallel to this, Jenkins (2014) firmly advocated for the total recognition and validation of English as a lingua franca in the context of academia. In addition, Marlina and Xu (2018) claim that English as a lingua franca is germane to fields like World Englishes, linguistics, language planning policy and intercultural communication. In this regard, Mauranen et al. (2017) went further stressing the prominence of ELFA in higher education, by designing the ELF corpus for academia. Thus, the baseline of higher education language policy should be drawn from the practices and speeches of instructors and learners of ELFA (Alhasnawi, 2021). This, however, reveals the inevitable significant role of English-medium instruction and English as an Academic Lingua Franca in Universities around the

world. English Medium Instruction and English as an Academic Lingua Franca are two sides of a coin that are inseparable. In most contexts where EMI is implemented, English language takes the form of a lingua franca. This is because most instructors and students in the institutions come from different native language backgrounds which often are not English. Therefore, in order to facilitate the achievement of their set goals and objectives, universities offer the majority of their programs in English. Chun Yeh (2014) also discussed that EMI acts as a guarantee for students' future; that is, studying in an EMI institution could facilitate their future movements, employability and further studies.

2.9 Attitudes and Perceptions of EMI and ELFA

Attitudes and perceptions are very crucial features in any given context. Breen (2001) identified that perception, beliefs and attitudes are factors that influence students' learning and achievements. Gardner, (2010) identified three types of attitudes namely; Cognitive, affective and behavioral. While, perceptions are the emotions, thoughts, beliefs and ideologies of individuals towards an event, perception falls under the cognitive (thoughts) and affective (emotion and feelings) attitudes. The third one which is the behavioral attitude can be defined as the way a person responds to an issue either positively or negatively which could be a continuum ranging from negative to positive or vice versa. A number of scholars have emphasized the importance and have investigated the role of human's perceptions and attitudes towards various aspects related to human studies, such as languages, educational policies and cultures (e.g., Mansoory, 2016). Garrett (2010) advocates that studying linguistic attitudes is crucial examining public attitudes and to increase the public awareness of linguists' scientific knowledge.

For any educational policy to be implemented successfully, the participants involved need to have positive attitudes and perceptions towards the target policy. Therefore, in the context of EMI and ELFA in universities, both the students and instructors are expected to depict positive energies and thoughts in order to have a smooth transition into the mainstream education where English is the main medium of instruction. That is, the misconception of language learning can hinder the motivation and success of second language learners (Victori & Lockhart, 1995).

A number of studies have investigated the concepts of attitudes and perceptions in the context of EMI. Yaratan and Kural (2010) in an attempt to examine the

perceptions of teachers towards the contemporary phenomenon of technological advancement in teaching English in the middle schools in Northern Cyprus suggested that perception provides empirical evidence to an ongoing issue concerning the challenges the students encounter in English classes whilst using instructional technologies. In another study conducted in North Cyprus, Mansoory (2016) found that most Iranian students had positive feelings and attitudes towards EMI. In another study conducted in Malaysia, Choy and Troudi (2006) presented the influence of students' perception of EMI as an environmental trigger for the use of English language in interaction and communication within the school context. Moreover, Werther et al (2014) in Denmark found that EMI instructors perceive EMI practice as an academic prestige that is beneficial for their oral production, career progression and teaching assignments. This means that EMI programs might be a helpful tool to sell the instructors abilities as well upgrade their professional status. Further, the study reported that lecturers in the study believed that they could be recognized nationally and internationally, if they portray good command of the EMI skills (Werther et al, 2014; 453-454).

Selvi (2014) identified students' perceptions and views towards EMI as an instrumental motivation regardless of the challenges they encountered. While Kilickaya (2006) revealed teacher's feelings and perceptions of EMI as time consuming, alienating for both students' and teachers' home cultures. (Ekoç, 2020; p 234-240)

However, Dearden (2014) reported that views and attitudes towards EMI are not always without controversies. In this regard, Ölçü and Tuğa (2013) found negative attitudes of academic personnel in Turkish universities towards EMI. Prinz (2017) also came up with similar findings reporting the relationships between students' negative perceptions in an EMI setting and their writing practices. This study shows how negative perceptions and attitudes towards EMI can impact the teaching and learning practices. The scholar further explains that a change in students' perception of their writing skills through reflections and help can lead to better results in future. In other words, if students perceive EMI/ELF as useful then they might be able to successfully acculturate themselves in the EMI programs with positive attitudes. Further, Jenkins (2014) indicated the negative attitudes ESL/EFL instructors display towards ELFA standards, since they usually advocate the native-like standards, hence suppressing the spread and growth of ELFA. Kim et al (2017) similarly reported the negative attitudes

and perceptions of Korean Students towards EMI in engineering departments, due to their language deficiency and the obligatory implementation of the EMI Policy. Nguyen et al. (2017) reported both negative and positive perceptions of Vietnamese students and teachers. They believed EMI impedes students from decoding the specific language terminologies of their discipline due to low proficiency of English. Further, in the study, the instructors viewed themselves as experts in their fields rather than as experts in English since they perceived English as a separate skill-set requiring an expert in the domain of linguistics to teach. The lecturers furthermore argued that language deficiency is over-burdening the content instructors who are considered by Toh (2014) as "surrogate Language teachers".

Moreover, psychological factors have been associated with classroom language learning in second language acquisition research. In this regard, Horwitz and Cope (1986) found Foreign language anxiety as a unique inferiority complex perceived about oneself caused by classroom processes in language learning that do not align with one's expectations. In this regard, Hamisa (2014) emphasized that foreign language anxiety may lead to varying perceptions and attitudes towards English language as a medium of instruction hence inhibiting students' acquisition of the language and skills taught.

In another study in North Cyprus, Tasbulatova (2017) reported positive views of students towards EMI but conflicting views of lecturers towards EMI and the improvement of student's cognition and learning. The researcher identified that students with positive perceptions and attitudes of English view the language as a "source of prestige, a determinant of success and superiority. While those who have negative attitudes are reported to perceive it as a threat to their identity and culture". (P. 72). This as a result shapes students' motivation to learn and to use it as a medium for their academic life.

Flowerdew and Miller (1992) investigated the effects of students' perceptions on lecture comprehension in Hong Kong indicating that perception influences Learners' ability to comprehend L2 concepts and their ability to concentrate. Some other studies have also reported the beliefs and views of students, parents and teachers that studying in English can guarantee a better future and can assure career 21 century skills development (e.g Channa et al., 2016; Smit, 2010). Thus, the baseline of higher education language policy should be drawn from the practices and discourses of

instructors and learners of ELFA by particularly considering the perceptions and attitudes of instructors and students in EMI and ELFA contexts (Alhasnawi (2021).

2.10 Raising Awareness Towards English Medium Instruction and English as an Academic Lingua Franca

A good number of studies have come up with ideas that awareness towards EMI and ELFA be created for both instructors and students involved in respective contexts of use. Sifakis and Bayyurt (2015) defined ELF awareness as the process of understanding and engaging the ELF in one's classroom practices, researching and reflecting on the implementation and recognition in pedagogy. Recently, Sifakis (2021) maintained that ELF should be integrated in the pedagogy of EMI classes. By doing so, both teachers and learners could become aware of the inevitable existence of these two concepts. Mauranen (2012) in support of this referred to ELF as "hybrid similect of English" while Jenkins (2014) suggested English language to be prescribed for communication and as a contact language. Therefore, it seems if English is used as a medium of instruction while accepting the ELFA standards, the perceptions and attitudes of both teachers and students may turn out to be more positive than negative. Further, Sifakis (2021) acknowledges that English as a lingua franca cannot be taught, but it is inevitable in communication amongst non- native speakers of English. If this language is included in the curriculum, it may enhance the EMI classes, thereby reducing the burden of content teachers who are currently both language and content teachers. Creating this awareness according to Sifakis may enhance the professional development of academic instructors. Some scholars have also discussed the significance of ELF in enhancing pragmatic competence in communication (see Jiang et al., 2019; Jenkins et al., 2011; Firth, 1996; Björkman, 2013).

2.11 Challenges in EMI/ELFA Universities

A number of scholars have expressed some challenges that faculty members in EMI/ELFA universities encounter whilst practicing EMI/ELFA. Ölçü and Tuğa (2013) expressed that EMI negatively affects the teaching and learning processes of the content in some universities in Turkey. They claimed that EMI practices retard the spread of Turkish language and its scientific development, affects culture and the learners in Turkish universities. Jiang et al. (2019) also identified challenges such as instructors' low proficiency in English, the learner's heterogeneousness, mismatch in

the theory and the practices of EMI, communication breakdowns and learners' difficulties with their oral and listening skills in EMI classes. Likewise, Nguyen et al. (2017) reported other challenges posed by EMI/ELFA practices in High education institutes such as the struggle to adapt the EMI programs in the local Vietnamese context, instructors' heavy workload of lesson preparation in English, and instructors' struggle with their and their students' low proficiency in English.

Moreover, Chun Yeh (2014) found that students attributed their difficulties in EMI to their English language abilities rather than to the teachers or the course contents. The students in the study also reported satisfactory learning through EMI courses and they agreed that EMI boosts employability and language skills.

2.12 EMI Practices

Jiang et al. (2019) investigated the practices of EMI in Mainland China, focusing on the dual focus on form and content in EMI classrooms. The study findings demonstrated that in most cases this practice is not fully implemented as intended with regards to the principles of EMI, that is every lesson is recommended to teach both English as well as the disciplinary content. Further, Nguyen et al. (2017) explored the EMI practices of testing students' proficiency level and readiness to study in the EMI programs in Vietnam before the students commenced their studies. The findings revealed that EMI faced a couple of issues in attempting to implement it at the governmental, institutional and classroom levels.

In most EMI programs, students are required to obtain a minimum CEFR B1 or B2 proficiency level from one of the international exams (TOEFL, IELTS, OXFORD Language Test) administered by accredited institutions before proceeding to the department (Airey 2016, Arkin 2015). In addition, the instructor's language competencies are also evaluated before they are being hired to lecture in EMI programs (Klaassen 2008; Ball and Lindsay 2013; Werther et al 2014). In the Turkish Republic of Northern Cyprus and in mainland Turkey, the ministry of higher education has set a minimum score in one of the international English proficiency exams or exams recognized by the ministry of education in Turkey as a requirement for academic staff working in EMI universities.

Airey (2016) proposed a convergence between the EAP/ESP and discipline teachers to enable a successful EMI/ELFA in tertiary education. Nguyen et al. (2017) considering this suggested that students should submit their discipline-specific

academic writings and essays to English teachers for language feedback. In other words, both ESP/EAP teachers and EMI/ELFA teachers are required to work in collaboration in order to improve both language and academic skills of students in EMI institutions. Fenton-Smith et al. (2015) discussed the practice of offering ESP courses alongside content courses for students in EMI departments to improve their subject-specific language skills. Jiang et al. (2019) suggested that this practice could enable the students to develop the subject-specific terminologies and practice the discourse types and genre of their specializations in institutions which offer ESP courses for business, engineering and law studies. Further, students could practice text types, discourse and corpus of their field of study. This can be beneficial to the students in that they might not have to struggle with the language as they proceed with their studies. They could also have opportunities to practice the language of their fields before they come across it in their academic courses. Another practice of EMI in higher institutes is that of EMI professional development for instructors. Such practices entail participating in EMI conferences and seminars, attending EMI training sessions and developing EMI skills such as language competencies to participate in academic discourse and presenting academic content (Fenton-Smith 2015; Werther et al., 2014).

2.13 EMI / ELFA Strategies

Björkman (2011) revealed that most EMI instructors do not use strategies to deliver their lectures in their lessons, but learners mostly employ pragmatic strategies, group work, presentations and in class task completions. Investigating theTaiwanesse students, Chun Yeh (2013) reported that the students adopted cognitive strategies such as note taking and concentration in EMI lessons to overcome the challenges they encountered such as comprehension and language difficulties. In this regard, Ljosland (2010) identified code switching as another strategy employed by both Instructors and students in EMI settings. Chun Yeh (2014) also found that code switching was the most prevalent strategy whereby lessons in most EMI programs are taught in both English and the native language of both teachers and students. The scholar further reported other strategies such as formation of study groups by students, previewing and reviewing texts, seeking help from instructors and reading extra materials. Jiang et al. (2019) also presented the following strategies employed in Chinese main university: the use of pragmatic strategies (such as convergence to accommodate listeners' abilities and cooperativeness), code-switching (a means of saving one's

cultural identity) and written prompts enabling students understanding of subject content. A few other studies have also reported such strategies (e.g., Alenezi, 2010; Thøgersen & Airey, 2011). Nguyen et al. (2017) also revealed that the Vietnamese Medium of instruction (VMI) was used as a strategy to clarify meaning and for comprehension for EMI Students. In addition, Werther et al. (2014) stipulated that EMI lecturers face difficulties to improvise, create jokes and hence digress often due to limited language abilities and low self-esteem to teach in a foreign language other than their mother tongue.

Finally, Ölçü and Tuğa (2013) suggested the following strategies to embrace the challenges in EMI/EFLA universities in Turkey namely, translation of academic resources, the use of English as an aid to instruction not as a medium of instruction, inclusion of academic reading and writing activities for students and other foreign languages in the EMI settings.

2.14 Chapter Summary

To conclude, this chapter has covered so far, the main theoretical paradigms of the study, the main concepts of the study and extant literature related to the research study. The chapter looked at the sociocultural and social cognitive theories of Vygotsky and Content and language integrated learning. In addition, it discussed the main concepts of the research such as the growth of English, the status of the English language in Turkish republic of North Cyprus, English Medium Instruction, English as an Academic Lingua Franca, attitudes and perception and the role of EMI/ELFA in universities. Furthermore, the chapter has discussed a number of key issues related to the main focus of this study such as the EMI/ELFA practices, the challenges involved in these practices, and the strategies the students and instructors employ to eradicate these challenges. Lastly, the chapter presented some literature from scholars who advocate for the recognition of and awareness of connection between EMI and ELFA.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter discusses the methodology of the current study. The discussions will include the description of the research design, the area of the study, population of the study, the participants, sampling techniques and procedures, ethical considerations, data collection techniques, tools and data analysis procedures. In the preceding paragraphs the following dimensions listed above will be presented.

3. 1 Research Design

The present research adopted a mixed method approach (Andrew & Halcomb, 2009) by collecting both qualitative and quantitative data. Miles et al. (2018) refers to the mixed method as the second level which combines two data types such as survey and open-ended interview. They argued that this method of triangulation helps in validating, clarifying and verifying quantitative findings in a study. In order to attain in-depth, sustainable, reliable and valid findings of the issues under investigation in the study; this research fuses these two approaches. The aim of this approach is to understand the complex issues surrounding the main phenomena under investigation through a data triangulation approach.

Quantitative research is systematic inquiries into social phenomena with the use of empirical and statistical data (Cohen, 1980). In this approach, the phenomena under investigation goes through the following procedures: "prediction, assumptions, measurements, analysis and then conclusions". (Newman & Benz, 1998; Watson, 2015). Creswell (1994) stated that the findings of quantitative studies are mathematically analyzed. Moreover, the goal of this design is to understand the objectivity of the events in the world by testing hypotheses based on the theory of statistical generalization of findings to the target population at large (Suter, 2012). In this same light, the quantitative data of this study were collected through a survey and were analyzed statistically.

Qualitative research on the other hand as Suter (2012) stated is based on the philosophy of conducting a quality investigation to understand a challenging phenomenon while maintaining the natural context and the experiences of participants. The goal of qualitative research design is to reveal the complex insight, patterns and themes (Patton, 2002). Unlike the observable outcomes of quantitative research, the

phenomenon of qualitative research is subjective to the emotion and thought of participants. The current study in order not to limit itself to generalizations triangulated three data types namely, quantitative data from the students, interviews with students and interviews with the lecturers in the context of Final International University in Northern Cyprus.

3. 2 The Study Context

The current study was conducted at Final International University, North Cyprus, collecting data from students who were enrolled in their programs in the following programs: Business administration, engineering, tourism and hotel management, and psychology. The study context hosts a capacity of 3740 students from Cyprus, Turkey, and other countries from Africa (Congo, Nigeria, Mali, Morocco, Libya and Cameroon, Middle East (Saudi Arabia, Yemen and Palestine) and Asia (Pakistan, Uzbekistan, Kazakhstan, Turkmenistan and Russia). FIU, like every other university on the island of Cyprus, is home to both international and local students who speak either English or their local languages. Most of the programs are offered in EMI format and a few in Turkish. Students admitted to and lecturers employed in the EMI programs are required to possess adequate proficiency in English (e.g., a score of 6 in IELTS for students and 7 for lecturers). The school also administers its own English Exam proficiency and students who cannot pass the proficiency have to take preparatory English courses before enrolling into their programs. The programs listed above are the programs in which EMI is implemented. Both the lecturers and students of the mentioned programs are mostly Non-native speakers of English language with different L1 backgrounds whereby English becomes not just the language of instruction but also the Lingua Franca for academic purposes. Thus, the population of this research was a group of around 600 students who were at the time registered into the Modern Language Division of School of Foreign Languages and a group of around 30 lecturers who were available in the campus.

3.3 Participants

The current research comprises two different categories of participants. The instructors and students of the departments of civil engineering, computer engineering,

electrical engineering, architecture, business, international trade, tourism and hotel management and psychology.

The students are the principal participants of the current study. The students who participated in this study were enrolled in bachelor's degree, masters and professional programs in the departments listed above who out of their own free will accepted to participate in the survey. The target number of students to participate in the study was 200 from all the departments listed above.

T**able 1**

Demographic Description of the Students

Gender	Frequency	Valid Percent
Male	114	57%
Female	86	43%
Total	200	100
Level of Education	Frequency	Valid Percent
Bachelors	174	87%
Masters	9	4.5%
Others	17	8.5%
Total	200	100

Table 1 shows the demographic details of student participants who responded to the questionnaire administered via google forms. As evident in the table, majority of respondents were male with the percentage of 57% while female was 43%. In terms of level of education, the Participants were mostly bachelor's degree (87%), followed by others (referring to professional programs like HND and unspecified levels of education) (8.5%) and masters (4.5%). In other words students who selected the others option were either professional degree holders or students who did not indicate their level of education.

Table 2

Demographic Descriptions of Students' Departments

Department	Frequency	Valid Percent
Finance and banking	5	2.5%
BA	39	19.5%

Management information	7	3.5%
Civil engineering	16	8%
Engineering	12	6%
Computer engineering	19	9.5%
Software engineering	12	6%
Economics	6	3%
Political science and international regulation	6	3%
Electrical and electronic engineering	12	6%
Architecture	19	9.5%
None	6	3%
Accountancy	4	2%
Pharmacy	10	5%
Tourism	9	4.5%
International law	9	4.5%
Nutrition and dietetics	1	.5%
International finance	3	1.5%
International hospitality	2	1%
Turkish law	2	1%
Psychology	1	.5%
Total	200	100

Table 2 illustrates the programs in which the student participants study in the university under investigation. In total there were 20 programs indicated by the students. Majority of the students indicated that they were enrolled in business administration program. All of these programs are EMI programs of the university.

The second category of participants of this research are the instructors of the selected departments at FIU and at the time were actively engaged in teaching. That is, the lecturers taught subject and domain specific courses through the medium of English. Most of them are from countries with different language backgrounds like their learners and are non-native speakers of English. The group of participants used Pashto, Turkish, French, Azari, Russian, Persian and Greek as their first language. The target number of instructors to be interviewed was 10 from all the departments listed above; however, only 6 lecturers expressed willingness to participate in the study.

3.4 Sampling Techniques

The present study employed the purposive and convenient sampling technique. For the purpose of this research the participants were selected to match the objectives of the study. The instructors and their students were asked to participate in the study

voluntarily and they accepted. The English Language Teaching department, their lecturers, the members of the School of Foreign languages (SFL); English Preparatory school (Prep School) were all exempted because the research focused on programs using English as their medium of instruction. Since the present study intended to investigate students' perception and attitudes towards EMI/ELFA, their challenges and strategies, the researcher concluded that students from the ELT and SFL department may not be appropriate for the study because the language is the content of study. Meaning the English is the subject matter of these two departments.

3.5 Data collection Instruments and Procedures

As mentioned above, this inquiry adopted a mixed method (quantitative and qualitative research design). Questionnaires were designed for the survey and semi-structured interviews were used for the case study. The questionnaire containing three main sections with ten items in each section, was administered to students to find out their awareness, perceptions, attitudes, challenges strategies and co-existence of the EMI/ELF in the selected university. The questionnaire is a 5-point Likert-scale tool adapted from Tasbulatova (2017) and Mansoory (2016). The scales were Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, which showed the degree to which the students perceive, feel, are aware, behave, view and react towards EMI/ELF. The first section of the tool contained information about the age, gender, education, marital status and department of the students. The questionnaires were administered via google form; the links were emailed to the student's university email address. Also, the ELF and EMI instructors shared the link to their students via the Learning Management System (LMS) of the university. The questionnaires were analyzed with SPSS 23 to conduct the descriptive statistical analysis, correlation and regression analysis. The estimated time a student took to respond to the questionnaires was between 15 to 20 minutes.

The semi-structured interview consisting of seven open ended questions was administered to the volunteering instructors and students in an attempt to gain in-depth insight into EMI/ ELFA and to avoid falsification of results from the survey. Miles et al. (2018) argued that interview data validates, verifies, clarifies, interprets the results of questionnaires. The interview guide was adapted and adopted from the study of Reko (2019). The interviews were recorded with an audio recorder and later on

transcribed to notes, the notes were then coded into themes and sub-themes. The demographics about the teachers age, gender, languages, department, and education were also collected prior to the interview sessions. The interview period ranged between 15-20minutes per session and took place in the school campus in lecturers' and students' convenient times.

3.5 Data Analysis Procedures

The statistical package SPSS 25 was employed to analyze data gathered from the questionnaire. The descriptive statistic analyzed the frequencies, mode, mean median and standard deviation of the students' questionnaires. The regression analysis examined the degree of relations amongst the variables that is to investigate the relationship between EMI and ELF variables. For this research, EMI was considered the dependent Variable while ELFA an independent variable to find out co- existence and relationship between EMI\ELFA. The transcribed interview data were coded following Paton (2015) qualitative data analysis technique and then were compared with the results of the questionnaires to find the reliable conclusions for the present study.

3.6 Ethical Considerations

In view of the ethicality, the researcher applied to the ethics committee of the university to obtain permission to conduct the current study. After due evaluation procedures, the committee approved and granted permission for this study to be conducted in FIU. With the approval forms from the ethics committee, the researcher obtained permission from both the instructors and students to participate in her research. The participants signed a consent form both on google forms and before the interviews and were told that they could leave the study anytime they wanted to. The majority of the participants willingly participated in the study, some opted not to take part in the study. In addition, the participants' details such as their names and identities were kept confidential in order to respect the rights of the participants. The interviewees were only recorded if they accepted to be recorded.

3.7 Reliability Analysis

To ensure that the findings were valid and reliable, data triangulation was used alongside Cronbach's alpha test. The Cronbach's alpha test was used to check the

reliability of the students' questionnaires and each item's validity of the Instrument was measured based on the valid percentage. Every item on the instrument had a valid result based on the percentage presented on the tables.

Table 3
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.803	30

3.8 Chapter Summary

In this chapter, the focus was on the research methodology. That is, the research paradigm applied in this research, the context of the study, the participants and sampling techniques. The chapter equally discussed how data was collect and processed such as data collection tools, the data collection procedures, data analysis procedures and tools used to analyze data. Lastly, the chapter explained the model employed, ethical consideration, validity and reliability factors of the study. All of which has been discussed above.

CHAPTER 4
DATA ANALYSIS AND PROCEDURES

This chapter reports the study findings from both the quantitative and qualitative methods of data collection. The current study presents the results collected from students' surveys, and students' and instructors' interviews. The first part reports data from students' questionnaires (4.1) which provides responses to research questions number 1 and 2, while section 4. 2 presents data from students' semi-structured interviews which provide responses to research question 4. Section 4.3 reports data from instructors' semi-structured interview which answer the research question 3 and 5.

4.1 Students Questionnaire

The data from the questionnaires were analyzed on three levels following the five Likert scale dimensions of each item on the quantitative instrument (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). Strongly Agree and Agree are grouped as Agree while Strongly Disagree and Disagree are grouped together as Disagree. The frequency, mean score and standard deviation are equally presented for each item. These results are presented in order of our research question number 1 and 3 which are as follows:

1) What are students' attitudes and perceptions towards EMI / ELFA in the context of this study?

3) What strategies do students employ to cope with the challenges, if any, of EMI and ELF in the context under study?

The items on this section are divided into four subsections which include perceptions and attitudes towards EMI, perceptions and attitudes towards ELFA, perceptions towards English as a useful tool for students' academic and future workplace success and strategies to overcome challenges in EMI/ELFA Universities. The responses are reported in the tables below.

4.1.1 Perception and Attitudes Towards English Medium Instruction

In this section, we identified three categories: Awareness, positive view and negative views and attitudes towards EMI.

The first category is about students' awareness of the concept of EMI, the present category is analyzed in table 4.1.

Table 4

Awareness of the English Medium Instruction (EMI)

Item	N	SA and A %	N %	D and SD %	Mean	SD
11	200	44.0	30.5	25.5	2.7200	1.02805

Strongly Agree and Agree (SA&A): Agree

Disagree and Strongly Disagree(D&SD): Disagree

Item 11: I know what English Medium Instruction is.

Table 4 shows the Mean Score =2.72 and SD = 1.02805 for item 11 which illustrates that the majority of participants know what EMI is, with a frequency percentage of 44.0 %. While 30.5% have neutral opinions of what EMI means and 25.5% of students do not know what EMI is all about.

The second category reveals the positive views of English Medium Instruction on Table 5

Table 5

Students Positive Views and Attitudes towards English Medium Instruction

Item	N	SA and A %	N%	D and SD %	Mean	SD
13	200	87	9.5	3.5	1.6700	.79008
14	200	68	25.5	6.5	2.0750	.92393
15	200	34	18	48	3.2350	1.25204
17	200	80.5	15.0	4.5	1.8150	.88583
20	200	87	11	2	1.6650	.79114

Item 13: I find it appropriate that all my courses are taught in English.

Item 14: ENGLISH MEDIUM INSTRUCTION (EMI) does not prevent me from speaking my mother tongue.

Item 17: If my lecturers have perfect language competence in English, my learning of the course will be facilitated.

Item 20: Using English to Study all my courses enables me to improve my skills in this language as it gives me the opportunity to use the language more often.

Item 15: I find it difficult to understand most topics and concepts in classes due to my language limitations

In Table 5, in response to item 14, which refers to their perceptions that EMI is not a barrier to their L1 usage, the results indicated that most of the students (68%) agree that EMI does not prevent them from speaking their native language, 25.5 % are not sure about this and 6.5% disagree. Most of the students in item 13 agree (87%) that it is appropriate that all their university courses are taught in English. On the other hand, 9.5% are not sure and 3.5% disagree. The findings also demonstrate that 80.5% believe that the instructors' language competency in an EMI institution may affect their achievements (Item 17). Though 15% are neutral, the percentage of students that disagree is 4.5. However, 2% of students disagree that using English to study in the university enables them to improve their language skills. At the same time, 11% are neutral and 87% of the students agree that EMI enables them to achieve English language skills.

The Table above also shows the percentage of students who disagree with the view that EMI limits their comprehension of subject matter in their courses due to low language proficiency (48%), 34% of the participants agree that they face difficulties grasping the main topics and concepts caused by language deficiency. Moreover, 18% are not sure about this. The standard deviation and mean score of item15 are SD= 1.25204 and M=3.2350 respectively.

4.1.2 Perception and Attitudes Towards English as an Academic Lingua Franca

This section presents the following identified categories: Awareness, positive views and attitudes towards ELFA.

The first category is about students' awareness and knowledge about the concept of ELFA, this category is presented in table 6

Table 6

Awareness of English as an Academic Lingua Franca

Item	N	SA and A %	N %	D and SD %	Mean	SD
1	200	98.0	1.0	1.0	1.350	.58831

8	200	46	38	16	2.5900	.98323

Item 1: Because English is an international language, English has become a common language for academic affairs.

Item 8: I know what English as an Academic Lingua Franca (ELFA) is.

As shown in table 6, the information regarding student's awareness of ELFA, indicates that 98% of students agree that English language is a common language for international and academic affairs. While a minimal proportion of students (1%) are not sure and 1% disagree with this view. Moreover, 38% of students are not sure that they know what ELFA means, 16% disagree that they know what it means and 46% express agreement that they know the meaning of English as an academic Lingua franca.

The second category identified in the current section is positive views, beliefs and behaviors toward ELF in Academic affairs. The table below shows these views and attitudes of students.

Table 7

Positive Attitudes and Perceptions towards the use of English as a Lingua Franca in Universities in contrast to the use of Native like Standards

Item	N	SA and A %	N %	D and SD %	Mean	SD
4	200	71.5	23.5	5.0	1.9900	.91876
5	200	85.5	9.5	5.0	1.7600	.85795
6	200	64.5	26.0	9.5	2.1650	1.02618
10	200	88.0	8.5	3.5	1.7400	.77809

Item 4: I feel very much at ease when I have to speak English.

Item5: Schools should teach English not as the native speakers speak it, but for efficient international communication.

Item6: I do not mind that people can hear English is not my first language. It is a part of who I am.

Item 10: I am not bothered about mistakes that other learners of English make as long as I understand what they want to say.

Table 7 presents students' perceptions when using English to communicate. Majority 71.5% indicated that they feel at ease when speaking English, 23.5% expressed doubts about it and a small Percentage of Students expressed disagreement

(5%). Concerning the opinion that English should be taught in schools for efficient international communication and not as native speakers use it, a large percentage of students agree with this view (85.5%), 9.5% are not sure whether English should be taught as nativelike or non-native like whilst 5% of the students disagree with this opinion. In item 6 of the questionnaire in the table above, 9.5% of the participants are of the opinion that they do mind that interlocutors can hear that English is not their L1, 26% are not sure about this opinion and 64.5% of the students agree with the opinion that listeners being able to identify that they are not native speakers of English is a part of their identity. Further, most students (88%) agree with the statement that they don't mind the mistakes other students make when conversing in English. However, 3.5% disagree with this statement and 8.5% are not sure whether they agree or disagree with this statement all of which are evident in item 10 of the questionnaire.

4.1.3 Perception of English as a Useful Tool for Students' Academic and Future Workplace Success

The third Section of this analysis examines views regarding EMI/ ELFA as useful and important in academic and workplace successes. The items of questionnaire in this section aims to elevate EMI/ ELFA over nativelike standards of English Language. Table 8 and 9 demonstrates the participants' views.

Table 8

Perception of English as an Academic Lingua Franca as a Useful Tool in Academic and Future Workplace Success

Item	N	SA and A %	N %	D and SD %	Mean	SD
2	200	95.0	3.5	1.5	1.5200	.70860
3	200	75.5	20.0	4.5	1.9450	.90336
7	200	83.0	15.0	2.0	1.7650	.77639
9	200	94.5	4.5	1	1.4700	.65670

Item 2: English is a useful tool for communication.

Item 3: Attending an institution where English is the main medium of interaction is a social prestige for me.

Item 7: Studying English is important because it will enable me to better understand and appreciate the people around me.

Item 9: Being able to speak English is mainly important because I want to be able to interact more easily with speakers who do not speak my language.

As illustrated on the table above, the majority of the students (95%) agree with the belief that English is a useful tool for international communication, even though a small percentage is not sure about this belief (3.5%) and 1.5% of the participants express disbelief of this claim. Further, item 3 which received the highest mean score of 1.9450 and Standard Deviation of .90336 attempted to examine the importance of English as lingua franca (common language of interaction) in the educational context as a prestigious tool for socialization. In agreement to this view, 75.5% of the participants selected Strongly Agree and Agree. Only 4.5% displayed disagreement and lastly 20% of the students were not sure about this point. Moreover, in terms of being able to appreciate people around them, 83% of students agree that English enables them to gain interpersonal, intercultural and intercommunication skills; while 5% of the students are not sure and 2% disagree with this perception of ELFA being a useful component of social interaction. Furthermore, item 9 relates to the view that ELFA fosters multiculturalism, cross cultural relations amongst speakers of different languages in the academic and workplace settings. To this, 94.5% of students agree, meanwhile 4.5% are not sure whether they agree or not and just 1% of the students disagree.

The next set are students' perceptions and attitudes towards English as a beneficial factor for their academic and job success. The table below best illustrates this viewpoint.

Table 9

Perception and Attitudes Towards English Medium Instruction as Useful for their Academic and Future Job Success

Item	N	SA and A %	N %	D and SD %	Mean	SD
12	200	75.5	22.5	2.0	2.0100	.76998
16	200	88.5	10.0	1.5	1.5900	.79059
18	200	54.5	28.5	17.0	2.4650	.79059
19	200	60.5	37.0	2.5	2.2050	.84054

Item 12: ENGLISH MEDIUM INSTRUCTION (EMI) is useful for tertiary education (university) I have positive attitude towards English as a common language for education.

Item 16: Studying in English is important because it will help me learn the language of business and technology which is helpful in my career.

Item 18: That most of the main courses are taught in English does not determine my academic performance.

Item 19: ENGLISH MEDIUM INSTRUCTION contributes to my cognitive (mental) development.

Table 9 displays varying views of students about the usefulness of EMI to their academic and career development. Item 12 on the table states that most students are of the opinion that EMI is useful for tertiary education and they have positive attitudes towards English as a common language for education (75.5%). However, 22.5% are not sure and 2% of the student's indicated disagreement to this statement. Concerning the usefulness of EMI in enhancing the students' language profile in business and technology (Item 16), 1.5% view EMI as useless, 10% are not sure whether it is useful or not while 88.5% regard EMI as useful to their future career. Further, as shown in the table, 17% of students disagree with the statement that EMI affects their academic performance in their university courses; 28.5% of the students are not sure about the effects of EMI on their academic performance, while 54.5% of the participants agree that EMI does affect their academic performance in their major courses. Finally in an attempt to validate item 19 of the questionnaire, most of the students (60.5%) agree that EMI contributes to their cognitive development, 2.5% disagree with this statement while 27% express that they are not sure whether this claim is applicable to their cognitive development or not.

4.1.4 Students Strategies to Overcome Challenges in EMI Universities

The table below portrays the various strategies students may employ to acculturate themselves to the EMI/ELFA practices and traditions. Items 21-30 on the questionnaire displays the different predicted strategies evident on table 10.

Table 10

Strategies Students Use to Overcome their Challenges in EMI Universities

Item	N	SA and A %	N %	D and SD %	Mean	SD
21	200	19.0	26.0	55.0	3.5100	1.16477
22	200	58.5	18.5	23.0	2.5900	1.20380
23	200	64.5	15.5	20.0	2.4000	1.26013
24	200	28.5	18.5	53.0	3.4200	1.23744

25	200	27.0	17.0	56.0	3.5000	1.26809
26	200	27.5	36.5	36.0	3.1900	1.06280
27	200	41.0	32.5	26.5	2.8950	1.05810
28	200	39.0	24.5	36.5	3.0300	1.21096
29	200	51.0	21.5	27.5	2.7050	1.23108
30	200	74.0	11.5	14.5	2.0900	1.25690

Item 21: Some courses should be translated into my native language.
Item 22: If my proficiency in English is higher, I will find most courses taught in English easy.
Item 23: I learn English to become international.
Item 24: I translate (Google translate) most of my notes into my native language when studying.
Item 25: I watch videos online on the main concepts in my native language to understand what is taught in my university courses.
Item 26: I seek for additional help from my lecturers during office hours.
Item 27: I attend study groups with friends from other countries.
Item 28: I spend some time in the library reading books in English to increase my English Proficiency.
Item 29: I make friends with my mates whose proficiency is higher than mine to improve my English.
Item 30: I watch movies in English to improve my English skills.

The table above shows that 55% of the students disagree with the strategy of university courses to be translated to students' L1, 26% are not sure whether they want to attend lectures in their native languages and 19% of the students agree. Moreover, with regard to item 22, 58.5% of students agree with the opinion that the higher their proficiency the easier the comprehension of the lectures taught in the English language. While,23% express disagreement and 13.5% are not sure. Further, most students agree with the view that they learn in English to become internationally recognized (64.5%), just 16.5% are neutral and 20% disagree.

Additionally, 53.0% disagree that they translate their notes to their L1 when studying, 18.5% are not sure and 28.5% agree that they translate their notes using google for better comprehension. In addition, the next strategy (item 25) which aimed to examine the extent to which learners agree to the practice of watching online videos in the L1 to understand the main concepts taught, 56% of participants disagree, 27% agree and only 17% are neutral. Besides, while 27.5% of students agree that they seek additional help from their instructors during office hours, 36.5% students are not sure if they employ such practice and 36% state that they do not seek for help from teachers outside of class.

As seen on the table, 41% students say they attend study groups with friends and 32.5% neither agree nor disagree that they attend study groups, those who disagree with this practice are 26.5%.

Moreover, regarding the use of the library and reading English books, students expressed varying opinions; 39% of the participants agreed with the opinion above, similarly 24.5% are not sure if they visit the library to improve their language skills and 36.5% expressed their disagreement. At the same time, the majority of the participants agreed that they make friends with mates whose English language proficiency are higher than theirs (51%), as well as 27.5% students disagree that they don't choose friends based on the proficiency levels and 21.5% of them neither agree nor disagree. Lastly, item 30 of the questionnaire aimed to assess the percentage of students who apply the strategy of watching English movies to improve their English skills. A total of 74% of the respondents agree that they practice the strategy, 11.5% are not sure and 14.5% disagree.

4.1.5 Regression Analysis

In this section, to determine the impact of EMI on ELFA a regression analysis was applied. These analyses were conducted in order to compare the participants' degree of awareness, perceptions and attitudes towards these two main concepts under study (EMI and ELF). EMI, which is considered to be the main concept here, was assumed to be the independent variable and ELFA as the dependent variable. The analysis below illustrates the significance of these two concepts to each other, also it provides answers to research questions 1 and 2. These analyses were conducted based on the previous descriptions in tables in section 4.

4.1.5.1 Regression Analysis between Students' Awareness of EMI and ELFA

Table 11

Model Summary for Regression of Awareness of EMI with ELFA

Model Summary

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	.517[a]	.267	.263	.51151

a.   Predictors: (Constant), Awareness of English as a Medium of Instruction (AEMI)

b.   Dependent variable: Awareness of English as an Academic Lingua Franca (AELFA)

This table shows the model summary; R Square is 0.267 which shows that students Awareness of EMI (Independent variable) might impact their awareness of ELFA (dependent variable) by 26.7%. This implies that 26.7% variation of ELFA awareness can be explained by students' awareness of EMI.

Table 12

ANOVA in Regression in Awareness of EMI with Awareness of ELFA

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	18.883	1	18.883	72.171	.000[b]
Residual	51.806	198	.262		
Total	70.689	199			

a. Dependent Variable: AELFA

b. Predictors: (Constant), AEMI

According to the table above, the p value is 0.000, with $p < 0.05$, therefore there is a significant linear relationship between Awareness of EMI and Awareness of ELFA. Based on this, it can be concluded that students are aware of both EMI and ELFA.

Table 13

Coefficients in Regression in Awareness of EMI and ELFA

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.167	.103		11.387	.000
AEMI	.300	.035	.517	.8495	.000

a.   Dependent Variable: AELFA

The table 13 shows that Awareness of English as a Medium of Instruction has a significant influence on English as a Lingua Franca Awareness with a beta value of .517.

4.1.5.2 Regression Analysis between students' Positive Perceptions and Attitudes towards EMI and ELFA

Table 14

Model Summary for Regression of Positive Perception and Attitude Towards EMI with ELFA

Model Summary

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	.473[a]	.224	.220	.49473

a. Predictors: (Constant), Positive perception and attitude towards English as a Medium of Instruction (PPAEMI)

b. Dependent variable: Positive Perception and Attitude of English as an Academic Lingua Franca (PPAELFA)

According to the table above, the model summary shows that R Square is 0.224 which shows that positive perception and attitudes of students towards English medium instruction, which is the independent variable, impacts positive perceptions and attitudes towards English as an academic lingua franca which is the dependent variable by 22.4%. This explains the links between EMI and ELFA in education.

Table 15

ANOVA in Regression in Positive Perception of EMI with ELFA

ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	13.988	1	13.988	57.150	.000[b]
Residual	48.462	198	.245		
Total	62.450	199			

a. Dependent Variable: PPAELFA

b. Predictors: (Constant), PPAEMI

As seen in the table 15 ANOVA in Regression, p value is 0.000. From the table, it can be inferred that positive attitudes and perceptions of students towards EMI have significant impacts on positive attitudes and perceptions towards English as a lingua franca in the academic settings.

Table 16

Coefficients in Regression between Positive Perception and Attitudes of EMI and ELFA

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.067	.117		9.097	.000
PPAEM	.469	.062	.473	7.560	.000

a. Dependent Variable: PPAELFA

The coefficient in Regression between Positive Perceptions and attitudes towards EMI and ELFA in table 16 shows that there is a positive statistical significance between the two variables (independent and dependent).

4.2 Student Semi-Structured Interview

As mentioned in chapter three, the data gathered from both students and instructors were read several times by the researcher and several themes were identified. Then for interrater reliability, the data were also cross-checked by another experienced ELT lecturer and practitioner in the field and three main themes were agreed upon unanimously by both researcher and the lecturer. The three main themes identified in the study are perceptions and beliefs, challenges and strategies which will be discussed in the next sections.

4.2.1 Students' Attitudes and Perceptions Towards EMI/ELFA

The participants of the study mainly indicated that English is a global language for international communication and advancement and that studying in a university where English is the language of instruction enables them to get a good international experience and facilitate their intercultural skills to effectively communicate with people from different cultures, religions, languages and countries. That is, the study participants viewed their experiences positively and expressed that the English language and studying in an international context affords them multiple professional and personal opportunities. In this regard, some of the participants of the study described their experiences as below:

"English is an international Language, so we have to use it when we are working". Student 4 (S4)

"When I meet my Congolese friends, I don't know their language, French, I speak English with them". S2

"I am from Asia, our educational language is mostly English, I have friends from Africa whose educational language is English, they speak mostly English. This is due to globalization of the world". S1

Moreover, studying in an EMI context also, as some of the participants indicated, afforded them multiple learning opportunities through socialization with peers and friends, which in turn translated into a positive attitude towards EMI and their future career or success:

"When I talk with my friends, I learn new words, I will just keep in my notebook and check it and keep it in my vocabulary for next learning". (S4)

"When I took advance English course, I knew I was low in English after the course I learned new things academically that enabled me to understand my main course easily. I learnt the professional way of writing and how to be more formal. He further explains that EMI/ELFA is useful for modernization, "we speak to my daughters in English so that they can catch up with the modern needs, it will also benefit her in higher education".(S1)

Although, students portray positive attitudes and perceptions towards English medium Instruction and English as an academic Lingua franca; however, they expressed ambivalent views towards ELF standards and nativelike norms. Some of the participants showed positive attitudes towards English as a lingua franca in the academia, they said that it was a language for socialization, communication and interaction, as indicated in the following extract:

 "Of course, I have friends from another country. I have too many friends. And it's very good so I can talk very, very good English". "I think, it belonged to anyone. As you said, anyone that taught in English because, as I said, it's international language so. Everyone is talking if they if they need so it's not belonging to the native Speakers."S4

S1 argues that he does not think English nowadays still belongs to the native speakers but to everyone who is able to communicate in the language, which means the native like standards of English shouldn't be overemphasized.

…. OK, as I said before, now we are becoming globally. Aware we have access due to Internet everywhere, so I don't think so. It's like before, not only natives. Have the English, but every we we I'm from Asia. Our mostly education is in the English, so our education medium is in English mostly as I have a lot of friends from Africa. They speak mostly all of them speak English. So the question is due to globalization I don't think so. English is only for natives. S1

However, on the other hand, some participants somehow displayed positive attitudes towards nativelike standards against ELF, as expressed below by one of the participants:

…. because you know at the same time English is an international language, so people are using it all over the world to communicate to understand each other to come towards common term. So that's more from one side and from the other side it belongs to them. You could say because they are they are the English real English speakers in short. So that's why. But nowadays, like I believe like people can speak, it doesn't matter like people can speak whatever they want as long that they keep it within a good boundary like respecting each other and so on.

4.2.2 Challenges in an EMI and ELFA Context

The study participants identified several challenges that they encountered while studying in EMI/ELFA context. At the early stages of learning English, they encountered difficulties with comprehension of subject specific vocabularies, due to their low proficiencies in the language. In this regard, one of the students stated that:

"Yeah, I start speak English here in Cyprus because I'm my native language is French, so when I come to Cyprus, it's here. I speak English. I did foundation one year, and after my proficiency exam. I'm go to department, but it was not easy because the thing you learn in foundation is not the same thing you learn in the department. For example, you do. Mathematics in English is not really the same thing, and it was difficult for me for the first semester, but it was online so. I try my best to pass all the course, but actually. When the teacher teaches the course, there's some word I don't understand. But after at home I'm going to Practice." (S3)

Another student reported that he had problems with comprehension, speaking production and tenses, as explained below:

"For my first year it was not easy to understand the classes. Ehhhh For the daily talking it was easy, but on the classes the language is changing like there is too many

words from the architectural things. So, it was not easy but day by day I get used. So now it's good." But some sometimes I can do mistake, but he can hear me and understand. I think conjugation, Sometime I can speak in present, but I maybe I will say something in the past. (S4 See Appendix E)

Similarly, S2 faced difficulties with vocabularies while interacting with friends from different countries.

"…. since I came to this country, especially when I registered to find International University. It is a very you can see that it's a very diverse university from people from different countries from different religions. Different beliefs like come here. So I have Morocco friends. I have Congolese Ivory Coast Nigerians, Cameroons, my Oh my God a lot. There are so many, so like when I talk with the Arabs, I talk with them in Arabic because I know Arabic. When I meet my Congolese friend those, I don't know their language Swahili, French so I speak to them in English, When I talk to them, when I communicate with them like I I listen, I learn new words. They start to say something new now and I will be like what's that? And I will just keep it in my notebook so I will check it and keep it in my vocabulary to learn next time."

On the other hand, academic writing, particularly formal writing and professional language skills specific to each domain of study, in an EMI setting was another challenging aspect to which S1 responded as below:

"When I came to the university, I had a good practice. I have a good background, so I think any anyone can be the good in speaking. They will not have some issues yes, but in some cases let's say I was explaining you before when I took advanced English with one of my teachers, so I thought I am low in low in English proficiency. So, in that case only I understood but other courses were very easy, but I had to learn new things academically."

4.2.3 Practices and Strategies

Here the participants of the study enumerated a number of practices and strategies that they employed to overcome challenges that they faced in an EMI setting. S1 applied the strategy of learning 5 new words per day, having a pocket dictionary practicing the newly learned words in context, researching and reporting to his teacher for feedback. He believes that every learner can become perfect by practicing.

"How I learned while I was in the school my teacher gave me this strategy to learn the language. Like every day you learn new 5 words. If your vocabulary is strong,

you can learn the language very easily. So I used to have an Oxford Pocket dictionary in my pocket. And every day I have to explain to my teacher. New words, I learned the meanings. I'm gonna use them in tenses plus according to with along with that. Like for other languages or when I wanted to learn some higher skills, I used to keep a notebook in my pocket. If I don't learn something. If I don't know something, I write it and then I search it. I learn about this.

S2 expresses that although he does not face many difficulties while studying in English at the University, he employs various strategies to overcome some of the challenges that he faces as below:

"When I talk to them, when I communicate with them like I I listen, I learn new words. They start to say something new now and I will be like what's that? And I will just keep it in my notebook so I will check it and keep it in my vocabulary to learn next time."

He also uses mobile apps to improve his language skills called Doulingo.

"This app has really helped me. What I do whenever I learn new words I keep for the day. The next day I try to revive them with the new words that I study so I can keep them in my mind."

S3 discussed several practices he employs to improve his language skills and to overcome his challenges which he enlisted them as below:

"It depends. I have a lot of things. Sometimes I watch movie, but I think the good thing is…. For speak with another person who speak English just English because. Me really, I don't have a lot of friends who speak English. I always meet with my friend, so I always speak French, but it's not good because not improve my English. So these guys speak always with me in English, so I understand I have some Nigerian friend so I speak English with them. normally I don't like reads I don't like to read so. I don't spend my time to read books. I can listen video but read no."

Lastly, S4 equally applied similar strategies to cope with their challenges as such:

"I try to watch more documentaries about my department so I can get used to that language architectural language. So when I did these things it gets more easy. I spend time with my friends from different countries. Its good I learnt with them."

Overall, the students interviewed in the study viewed their experiences in an EMI positively as the context afforded them multiple learning opportunities to develop

their language skills which also translated itself into positive attitudes and perceptions towards both their context of study and a positive attitude towards their future success and careers. Moreover, the EMI context presented various language-related and content-related challenges to which the study participants opted to incorporate different strategies or practices.

4.3 Semi-Structured Interviews with Instructors

4.3.1 Instructors' Attitudes and Perceptions Towards EMI in the Context of Study

The six study participants in this study showed positive attitudes and perceptions toward English as a medium of Instruction. Most of the instructors felt that English is the only language they can use to teach their university courses and that teaching their academic courses in any other languages other than English is almost impossible for them. T1 presents his belief as below:

"Well, I couldn't have taught in any other language because I was born ehh ever since I was born, I've been using English as a medium of instruction. I mean, I learned in English, so my command of English is quite different and even for my own native language. So, my attitude is, I have had no choice. I have not had an opportunity to teach in any other language apart from English. So, it's I don't think I can say I have an exciting attitude until I have used another. Maybe if I was very, very conversant or very proficient in using my language to teach, and I've taught in my language. Perhaps I could then compare and say, OK, this is better, but for now, English is the only one I've known them. I think my attitude towards it still remain positive."

T2 also likes the fact that he teaches in English and would prefer to teach English if she is given the opportunity to choose which language to give lectures in. In this regard, she states:

"I really don't know, but like I studied in English. So, I learned all these things in English. I think this is kind of maybe. Umm? Like this is how I learned these topics, so for me I'm not sure even if I can teach the same things in even in my own language, you know, because I have learned them in this in English, I have worked on all my assignments when I was a student. Everything that I do in this field was in English so, It would be English again. because I'm not sure even I know exactly the exact

definitions or the terminologies in this field in my own language, even because I never studied these concepts in that language so."

T3 In his opinion, portrays positive attitudes towards EMI. He also suggested that EMI practices be implemented in earlier stages of education not just at the tertiary level.

"Yes, I do believe that it's quite important to be taught in the university and even before in high school, whatever is the country. And I believe that it's you anyway. You will know in your own language but having an education in English brings you more opportunities to have in your future employment."

Teachers also voiced their attitudes and perceptions towards EMI in universities by saying that it promotes cultural diversity, creates opportunities for advanced learning and professional development. This could be some of the affordances of an EMI context which most of the participants agreed on. In this regard, one of the participants expressed that:

"For me, the English language itself became the common language. For Furthering knowledge, developing knowledge, so in my experience, over the years I see that when we are trying to reach some knowledge that always does not come in our mother tongue. So, we always must go to other sources to the research, especially if you are pursuing an academic career. English needs to be a part of it, even if you are teaching or even if you have taken your courses in your mother tongue still English needs to be incorporated in it so that you can access more and more if you're pursuing this as a career. I think with incorporating English into courses in universities, you can create an environment where you have people from different cultures who are speaking a common language, which I think in turn enriches the class discussions. So, I think when we teach a course in English to people from different cultures, natives or non-natives of English speaking, English, we create a diversity in teaching. We create diversity in creating and applying and discussing information. It gives richness to creating new projects and more examples in the field." (T5 see Appendix E)

Moreover, T4 feels that institutions that apply EMI have advantages over those that do not use English as a medium of instruction which can be another affordances of an EMI context:

"Well, I believe that English language is a global language that it needs to be taught in every level, not only in university, and I believe that it should start even

before university so students get prepared, gets well prepared and they don't face any difficulties that University so I do fully support this idea of having English education and I believe that the universities that they offer as a medium instruction English language, they have advantage over the others that they do not."

Some of the study participants also pointed out that they could also teach in other languages than English. However, overall, with regard to the medium of instruction in universities, teachers presented varying ideologies alongside positive perceptions about the rationale for EMI. Most of the teachers believe that English is a common language for globalization and an international tool used for dissemination of educational information from one part of the world to another, as illustrated below:

"I think it's because that's the language chosen by the university, and because English remains one of the most international Ahh languages, so I think for most universities that teach in English, they have no choice than using in English to communicate this university courses. Even though there are some that actually use other languages, so I think that's the reason we're using English for this particular course in this university." T1

T2 indicates that TRNC, the context under study, is an international country with students from different parts of the world and different language backgrounds. Thus, English comes to be the only language everyone can understand.

"Actually, I think I'm not sure, but I think since we are living in an international country, we can assume that here is an international country full of people from different backgrounds. So, I think English is a language that mostly both parties are understanding and That's the reason, I think that we are teaching in English."

4.3.2 Instructors Attitudes and Perceptions Towards ELFA in the Context of Study

All the participants agree that English is a common language for communication, business and education. They all believe that ELFA prepares students for academic and career success. The study participants are mostly positive about EMI and ELFA. In this regard, T1 expresses a strong positive perception of ELFA; he believes that ELFA has already been implemented in universities where EMI exists. He views ELFA as a job-oriented tool for professional readiness, as expressed below:

"I mean, if they are going to, if they desire to work in international spaces where English, is the main language. Then it is all very necessary for them to be

acquainted with the language and even learn it proficiently. Although we have some who don't really care about the language like the Turkish universities, there are Chinese and there are universities in French. Such universities who don't really care about English. Such Student when they go to those schools they don't desire to work in the English setting. But if they desire to work or school in countries where English is the main language of course it's really important for them to be acquainted to the language. I mean It's already been done, I mean almost, I think English is the most spoken language when it come to the academic world, so is already, the feasibility is already there. The works is being incorporated."

Similarly, T3 believes that ELFA provides an opportunity for career readiness for the students, as discussed below:

"Yes, I do believe, of course, because I think in every job application, it's the one of the first criterias before your diploma, even if you don't know English. Well, that's kind of difficult to find any employment, so it's a must. It comes first before your maybe the main degree. So I believe that even though maybe you may not be needed to use in your own country, but. To communicate with the others, if you work in an international company, if you're working in university, that's a must to know English language. So yes, definitely."

However, when it came to the native speaker or ELFA norms and standards, some mixed opinions were voiced. T4 expresses mixed attitudes and feelings towards ELFA. He is positive about ELFA practices in a university but at the same time believes that practice over time can lead to native speakerism in a language.

"it's fine why because in fact, Let's say that for example, if I'm learning lingala language, most probably I will need many years in order to be able to speak or to tell the Lingala as the native African. But as soon as a native of Lingala hears me speak, he can understand what I'm talking about, and he can even get the context from my speech. It's enough because there is no rule which says that if you want to learn a language, you must be a native. So, everyone can become a native speaker of a language over time. What more important is if you can understand language, it's enough."

T2 on the other hand indicates that having an accent is ok as long as the person can communicate in English, as expressed below:

"I myself I don't think that I have any of these kinds of accents. I think any as long as you can communicate and you can speak properly, I think that's enough. Even if you don't speak like real native people, this is my belief, but maybe other people have other opinions."

Further, T3 opinioned that one needs more than communication to be successful in one's area of speciality, as described below:

"I do believe that everyone needs to know the basics in order to communicate, but at the same time having a good proficiency or good level of English in the areas like ours in when you need to promote your business when you need to meet customers. And that's I believe that a bit more than just knowing English is quite important in order to reach the people in order to be able to explain and sell your stuff at the end is the promotion is the business. So, I do believe that the English shouldn't be only just as a like a basic communication."

T4 believes in the concept of world Englishes, to him sticking to native standards of English might not depict the identity of speakers. Thus, having a touch of one's original accent or culture in communicating in English depicts oneself, which can only be a feature of ELFA.

"Yes, if for example, an American scientist who originally is from Africa from Arabia, or from Persia or whatever, writes in English with some Persian English letters. So, in fact the language is not English language for the English people anymore. So, the people they adapt. They're all English. So, you have some countries, for example, more than eight countries. They are officially use English. Most probably it is not like the English English, but it's still their own English which they feel it's OK for them and they feel it's fair to finalize their work."

4.3.3 Instructors Perceptions About Students' Attitudes and Perception Towards EMI/ELFA in the Context of Study

Here most of the instructors are of the opinion that their learners have negative attitudes and perceptions towards EMI/ELFA. They describe their experience in class and exam papers of their students that made them believe that students have displeasing views towards these concepts. They equally indicated that Learners' proficiency level determines their motivation and attitudes. In other words, students who are highly proficient may depict positive attitudes while the low proficient ones from the Preparatory School may be a little demotivated.

"And from my experience, I've seen a lot of Turkish People Turkish speaking students struggle with writing and speaking in, they wish they could do it in Turkish, but they're actually learning in English because they have to, Umm, so I don't think they have a very good attitude towards that. And then I've come. I've also come to express with the Francophone students that if you ask them if you allowed them, they would prefer to write their answers back to you in French because it's easier for them. So they find it they struggle and sometimes it makes them doubt themselves because a lot of them say I'm I'm intelligent when it comes to my language. But then I sound dull When I have to speak English and it makes it look like I don't know what I'm saying, but I do know what I'm saying, but I cannot really, really say it because it's another language, so they struggle with it." T1

T5 also reveals that students have negative attitudes towards learning in the English language. She discusses that students with low English language proficiency face language learning barriers due to their negative perceptions towards EMI/ELF.

"One of the first obstacles that comes is that the students, they put a defense against learning English because most times they see it as a necessity as a requirement to move forward so they don't see it as an opportunity to move forward. But as a step that they need to just satisfy enough so they can move forward so. I see students are struggling to Fight against learning in English. It's because it's a course at the end of the day. It's a course. You have exams."

In addition, in an attempt to provide evidence for the importance of students' proficiency level of English for their comprehension of the subject matter, the lecturers expressed conflicting views. T3 believes that learners' proficiency level is not very significant in understanding the main concepts of the lessons. He claims that it depends on the field of and the requirements of every field of study.

"Yes or no. Yes and no. I believe that in theoretical courses English is quite important to understand the concept of the class. But for example, speaking about my area, it may not be that much importance, especially in a calculation or more scientific like areas like engineering that needs more application of the things rather than just having with the theory so I believe in literature, maybe or in English teaching it's quite important, but it may not be that much importance as it is in the theoretical parts. It is really important, but I said it's a bit less important. But yes, definitely it is important to know in the class having a high language proficiency in order to follow up the instructors and understand, fully understand what's he or she is meant to teach you so

ehh Yes, I do support, which I believe that's in some fields. They may have a bit less requirement."

Somewhat similarly, T2 stresses the importance of students' proficiency for the understanding of subject matter of the courses in her domain which is more focused on theory than practice.

"For sure for sure, especially our courses are mainly theoretical courses in this faculty, so it's lots of we are going to talk about lots of theories, lots of definitions and and if you don't know the language, of course you're understanding will be affected. It's not mathematic, it's not like physics that you have a formula and as long as you know it, the rest are numbers. You really need to understand in these courses so."

Moreover, some of the participants believe that learners' proficiency level does not only affect their comprehension level but it also affects their level of confidence and performance in the language which is the key issue in instruction. In this regard, one of the participants voiced his opinions as below:

"Yes, it does, especially with it been taught in English language and if the students first language is not English. If they are actually had to learn English before learning the course, then it becomes problematic because there are so many words they're not used to and it affects their confidence. But oftentimes I notice that when you explain some of these terms in their own language to them, they understand it even perfectly. But because they're used to that language, but when it comes to English, their lack of competency in that in speaking the language affects how they understand the subject, and so I've seen this many times in class." (T1 see appendix)

4.3.4 Instructors' challenges in an EMI and ELFA context

The lecturers established that students in the early years of study in the universities always encountered a number of challenges due to low proficiency in English and unfamiliarity with the terminologies and concepts in the departments and programs. However, as time passes, they become enculturated and accustomed to the language jargon of their fields of study. The instructors identify some common problems learners face such as difficulty in comprehension, writing academic texts, question interpretation, speech production and lack of motivation to learn the language of instruction, which at times stall the teaching and learning process of these courses. In this regard, T1 mentioned that students who had to learn English before coming to the department face a lot of difficulties because most of the words are new to them and

that they are not very versed with these words so it impacts their confidence and their ability to produce the language. Some representative challenges faced by lecturers have been provided below:

"...They are saying that we don't understand. There are many of them saying that we are coming from French speaking countries, so we don't quite understand the questions in exams where we don't quite understand what you say all the time in the class, so it is really painful for them I think". It can slow down the lesson, not to like not that much, but to some extent yes. T2

Not everyone is coming as a proficient or fluent speaker here. Yes, we do face such a thing where I give some terminology, but then I see that they don't understand it". T3

"So, I figured out the students do not understand English very well. In the exam they are going to struggle to understand the question and most probably they are going to give an answer which contradict the thing I want. For example, if I ask him about what is the for example, what is the CPU, who's going to say the CPU is the run, but in fact he must say it's a central processing unit. I mean in the sense. It in order to start on this, I have many students. They are struggled with the English unfortunately and their performance is horrible." T4

One of the study participants also pointed out that apart from struggling with comprehension due to low language proficiency, students also experience difficulties with the pace and speed of delivery of course content in lessons. This reveals the fact that some of the comprehension problems students face might not be due to their proficiency level but the delivery nature of the lectures by the instructors which could encompass lecturers' fluency, speed, accent and language competency. This was aptly expressed by one of the study participants as "If we cannot express ourselves to students, how we're gonna give them main subject?" T6. In the following extract, T5 expatiated on the challenges that students face in her classes:

T5: "I can see that some students are struggling with understanding it. Not necessarily, only because of English, obviously a part of it might be because of me. I speak very fast in my language and in English as well, because I always try to speak at the speed of my thought so. It's not easy for some students to follow, especially when it's not their native language. It becomes problematic, especially when we are using terminology when they are not highly familiar with, especially for the 100 level courses that we teach on in the first year, because that's the year when they start to get

familiar with terminology and they're struggling with their language and comprehension of the course as well. So it's not only related to their level of English, but at the same time it depends on, on their year of study, the first year, students struggled more with this, …… We usually have in our faculty three hours courses and usually those three hours are not enough for me. One of the reasons for that is that I tend to repeat the same sentence in different ways, many times because everyone has a different vocabulary set. And this is time consuming."

Another study participant expressed difficulties she faced in understanding students' use of symbols, notations in mathematics, since students come from different first language backgrounds and use different notations in their L1. This was expressed as below:

"There are many students in my courses that comes from different countries and their native languages are different, so it's not possible to just learn that, especially the notations according to their native language. So in this case, you know teaching would be very hard because even though the subject is easy, but the notations doesn't, the notations are not so that doesn't make any sense for the students. So Yanni. The class gonna be impossible to continue." T6

4.3.5 Instructors' Practices and Strategies

Finally, the lecturers discussed the practices and strategies they employed to motivate students, to overcome the challenges discussed above and to cultivate a positive attitude towards EMI/ELFA. They mentioned practices like recommending students to make individual efforts to improve their language skills, classroom comprehension strategies like repetition, simplification, using synonyms, explanation, paraphrasing, slowing down of speech delivery, using ice breakers, reviewing vocabulary and using demonstrations.

T1 stated that he tries to apply some of these strategies listed above such as simplification, and explanation to build up learners' self-esteem and confidence. He equally identified that teachers sometimes assume that students are following up the lesson but they are confused or not clear about what they are taught. At this point he applies the strategy of comprehension checks and clarification requests from students by probing the students.

"Well, I have had a number of them who in Some basic words, are hard for them to understand, so I have to break it down and give a lot of explanations. So

oftentimes I have to slow down when speaking. I must repeat words and sentences for them to understand. …Most times I also have to have to use simpler synonyms in case they are finding it hard to understand. So sometimes I notice that they're not following, and I ask what is wrong, and then they say, can you please explain this part and I may have assumed that they understood it because they're most times basic sentences, but then I'm realizing it's because of their non-proficiency. How would I say that then I have to explain it so I have to slow down to make sure that they are also understanding what I'm teaching"?

T3 declares the efforts he puts in during his lessons to ensure he is on the same page with the students, he also gives advice and recommendations to students on how to improve their skills in the target language.

"We try our best to maybe the thing that's in the previous question. We mentioned to go to the basic English rather than going that much into terminology. So sometimes I need to explain for example in the financial terms I. I turn back and I try to explain may be like primary school level English and I'm like okay we have two apples and three oranges, how much is going to make it together. So I'm trying to decrease my level of English so when I'm trying to explain and then when I go back I believe when I go down and up again. I believe that they understand it much better. Especially for like non-fluent students, I always say that do not hang out with your own language or your friends from your country just try to focus on and just in your daily life. Go for lunch, go for having coffee or do your assignment with a person that who is from different country with a different language so you can have the conversation and improve your language and of course there are many other tools like by watching movies and I don't take some extra courses, but I believe that university level the communication is quite important to improve your skills in English language."

T2 indicates that she encourages the students to find more resources that will help them improve their English like watching movies in English etc. she believes at this level of their educational growth, the greatest chunk of responsibility is on the students and lesser on the lecturers. She tries to employ some of the classroom strategies listed above.

It I myself I'm just encouraging them to of course work on their language to practice to watch movies, but I try as much as I can to use a really, really, really simple language with really simple words like simple tense of the word verbs. You need to

repeat everything and you need to think about the words you're using. That's what I can do, but the rest is on them. There are parts that I can take care of, but the rest is up to them.

T4 on the other hand recalled employing two different vocabulary strategies when the students in his classes encounter difficulties in comprehension as below:

In fact, I have two opposite strategies. The first one is, If I think that the word is not famous I mean that most probably the student does not know then what is the exact meaning of the word. I make a comment about the Definition, I mean English Definition of the Word in order to declare what is the meaning of this word. So I don't give any native meaning for that word. Or I could replace it by some least complex words so they can use it. …. Secondly, I try to teach the student English, as soon as I figure out that there is a problem. So it's time for me to help the students. So as a computer engineer instructor, I try to teach them English from the Engineering point of view and that's what's happened with me. I teach them some advanced techniques in order to help them to know how to process the meaning of words from the sentence.

Another participant of the study referred to his experience of using repetition strategies as below:

…. I tend to repeat the same sentence in different ways, many times because everyone has a different vocabulary set. And this is time consuming. T5

T5 makes use of affective strategies to deal with challenges emanating from low confidence and low proficiency. She also employs several comprehension strategies such as using synonyms, simplification etc. The participant also applied classroom management techniques such as group formation, teamwork, assignment and presentations as discussed below:

"So sometimes I rephrase words, sometimes giving a different example. So even if they don't understand by the terminology and the. The main definitions of this I try to give them examples. I try to include them in the course creation, what do we do of, for example, with first year students, as I said, these are the most problematic. As far as I observe, we do Ice Breakers so I do Ice Breakers. I keep asking them questions that they to see that what they have in common and what not. So from the first year first course and I tell them to focus on their similarities rather than their differences. This actually helps a lot to do these Ice Breakers because students feel less defensive against others other people. So after doing that I try to incorporate a lot of teamwork in classrooms. So what I do is that I divide them into groups of four or five,

not usually with two, because two you can manage with someone that you're not. Manage someone that you're not good to get along with. But when you're four or five, it becomes a challenge definitely. So what they do is after seeing that they have something in common, even though they are not sharing the same lifestyle or things like. I even asked questions like, have you ever lost someone dear to you? So when you get to this emotional point, people kind of open up to each other a bit. So with the teamwork and with presentations and I try to have them as much as possible, I try to give them that confidence so they can move forward, move forward, practicing their English and understanding because as an English teacher in in the past and in this classroom as well, I see most of the problem with practicing the second language as you learn is that you are ashamed of making mistakes so one thing that I do in class is like I start by saying even it's in my syllabus course syllabus, I always start by saying that no bullying in my class. …I tell them look, Because I speak English like this now, but it wasn't always the case. I always struggled with presentations whenever I had a course with presentations, I would withdraw it if I could, but I tell them. But today you see I own this stage and when you come up here, you own the stage. So what I do is like in our daily day class activities, I've tried to find ways to improve their confidence so they can be feeling comfortable in chipping in their ideas. Even the silliest ideas because we do not bully each other because I do not tolerate that and I think creating that environment helps a bit in terms of language, barrier language, or barrier overcome, I think."

4.4 Comparison of Students' and Teachers' Attitude and Perception Towards EMI /ELFA

From the analyses above, it is evident that both students and teachers face several challenges in the teaching and learning process of EMI/ELFA context. That is, the participants of the study attribute the main challenges to language proficiency, which in turn leads to comprehension difficulties, low confidence and negative perceptions. Also, both students and instructors' express positive attitudes towards these concepts under study with little or no resistance or negative attitudes. Both parties view ELFA and EMI as useful tools for academic and career success. They also displayed their knowledge of EMI/ELFA and the degree to which ELFA can be incorporated into their EMI classes. However, both instructors and learners are of the

opinion that both native speakers' and ELFA norms and standards of English could be incorporated in their classrooms.

Another interesting finding of the study was a mismatch that was observed between students' and instructors' perceptions with regard to EMI or ELFA. Although students overwhelmingly portray positive attitudes and behaviors towards these concepts, the instructors reported that students usually display negative attitudes and opinions towards EMI/ELFA in their classes.

The next to compare are the strategies instructors and students employ to overcome the challenges they faced each. Students employ individual strategies such as researching the new words, watching videos, socializing with friends while teachers apply in class strategies such as as simplification, repetition, explanations, feedback provision, teaching of vocabulary, teaching subject specific English (ESP), using affective strategies such as motivation building and recommendation, group formation, team work, and assigning oral presentations as another strategy to involve students in the classroom activities.

4.5 Summary

In this chapter, we analyzed the data collected from both teachers' interviews and learners' (questionnaires and interviews). The data were analyzed according to the research questions of this study. The first sections of this chapter looked at students' perceptions and beliefs by running both a descriptive (frequency and mean score analysis) and statistical (regression) analysis. Then, the findings on students' interview insights were presented which was followed by results on lecturers' interview data. Finally, we provided a comparison of students' and lecturers' interview insights. In the next chapter we will be discussing, interpreting, drawing conclusions from the findings presented in this chapter.

CHAPTER 5
DISCUSSION AND CONCLUSIONS

This chapter discusses the findings in light of the research questions. The chapter also concludes the findings of the current research, presents implications of the study, and offers limitations and recommendations for further research.

5.1 Discussions

The results are discussed according to the five major research questions, which are presented in the paragraphs below.

5.1.1 Students' Attitudes and Perceptions Towards EMI

The first research question aimed to identify students' attitude and perceptions towards studying in an English medium institution. The results obtained from students' questionnaires revealed that students have positive attitude towards EMI, and they are aware of what EMI means. The second set of data on the questionnaire was intended to provide answer to this question. The data on chapter four provides evidence that students attitudes and perceptions towards EMI are positive, the highest mean score (M =2.075) with 68% of students stating that EMI is not a barrier for L1. A total of 87% of the students believe that EMI helps them to develop competent language skills in English (item 20). Also, 87% of the students find it appropriate that their courses are taught in the English language. Moreover, the majority of the students (80%) believe that their instructors' competence in English facilitates their learning of the course. From the data obtained in the students' interviews, students expressed their positive attitudes towards EMI. Students believe that it is important to study in English and as such socialize with other friends in English. The participants also believe that EMI develops their academic language skills such as formal writing and professional language skills. All the student interviewees are of the opinion that EMI urges them to be researchers in their field and through this they learn new vocabularies which in turn enables them to improve their skills in English. They all mentioned that whenever they heard new words they would search for the meaning and try to use it in conversations.

Contrary to this finding of the study, some research studies have reported negative attitudes and perceptions towards EMI and skills development. In this regard, Ölçü and Tuğa (2013) reported negative attitudes of academic personnel in Turkish universities towards EMI. Prinz (2017) also reported similar findings reporting the relationships between students' negative perceptions in an EMI setting and their writing practices. Nguyen et al (2017) reported both negative and positive perception of Vietnamese students and teachers, revealing that EMI impedes students from decoding the specific language terminologies of their discipline due to low proficiency of English. The quantitative data of this study shows that 34% of students agree to the item which states that EMI impedes students' comprehension of main concepts and topics in their courses due to low proficiency in English. This has also been confirmed by the interview data as one of the challenges that students encounter in their EMI courses.

Despite these challenges the students in this study hold positive attitudes towards EMI. A comparison of students and teachers' challenges will be discussed in the coming sections.

Another aspect to consider was the findings about students' perception and proficiency level. Both data from questionnaires and interviews show that a high proficiency level of English builds up self-confidence and facilitates studies in EMI settings. In line with this view, Chun Yeh (2014) found out that students had difficulties with their studies in EMI which they attributed the cause to their English language abilities rather than the teachers and the course content. Jiang et al (2019) also identified challenges such as learners' low proficiency in English which led to communication breakdowns and learners' difficulties with their oral and listening skills in the EMI classes due to low proficiency. A major difference between these literatures and this research is that students in this study still portray positive attitudes towards EMI despite challenges that they face in the context in question; which could work as an instrumental motivation (Selvi, 2014).

5.1.2 Students' Attitudes and Perceptions Towards ELFA

The secondary aim of this study was to examine students' attitudes and perceptions towards ELFA. In other words, the study intended to explore the coexistence of these two concepts in the context of this study. The first data sets of the questionnaire aimed at investigating students' attitudes and perceptions towards

English as an academic Lingua franca. The result from this section reveals that almost 98% of students are aware of what English as an academic lingua franca is and agree that English has become a common language for academic affairs because it is an international language. Data from the interviews also show that students know English is an international language that has become a common language for educational settings. This finding could be related to Sifakis's (2021) study which acknowledged that English as a lingua franca cannot be taught, but it is inevitable in communication amongst non- native speakers of English. Besides, if it is incorporated in EMI pedagogy, learners will become more aware of the concept.

Further, the majority of the study participants expressed positive attitudes which means they indirectly know what ELFA is. Items 4,5,6,10 of the students' questionnaire reveal that students have positive attitudes towards ELFA: 71.5 % of students feel comfortable speaking in English, 85.5% are of the opinion that schools should teach English not as native speakers speak but for effective international communication, 64.5% of students believe that not sounding like a native speaker help to portray their identities as non- native speakers and 88% of the students do not mind the mistakes their mates make when communicating in English. While findings of the interview show that learners believe that English language is not more a language of the native speakers but an international language that everyone needs to know in order to be able to communicate all around the world. Some study participants also express that native speakers remain the owners of the language, thereby giving credit to the superior nature of native standards. This implied that students accepted the standards of ELFA as part of their identities and at the same time recognized the native standards as superior standards.

5.1.3 Students' Perceptions of the Role of English in Their Academic Success and Their Future Success in the Workplace

The next point of inquiry deals with how students perceive the role of English in their academic and future success in the workplace. Some Items (2, 3, 7, 9, 12, 16, 18 and 19) from data sets 1and 2 of the students' questionnaire were designed to provide answers to this question. The first 4 items listed above provided data on the usefulness of ELFA while the last 4 items were for EMI. Item 18 which has the highest Mean score (M =2.46; 54.5 %) indicates that EMI is not the sole factor that determines their academic performance. Around 89 % of students believe that EMI is beneficial

to them in terms of learning the language of business and technology suitable for their domains of specializations. That means that EMI contributes to their career and professional development. This finding confirms the finding of Arkin (2013) who revealed that students view EMI as useful for their professional and academic success. Item 12 investigated the role of EMI in Tertiary education, 75.5% of students' express agreement to the usefulness of EMI in tertiary education. This finding is also in line with Chun Yeh (2014) who found that EMI acts as a guarantee for students' future; that is, studying in an EMI institution facilitates their future movements and advancement like getting a job abroad and further studies. Moreover, students (item 19) believe that EMI develops their mental and cognitive skills (60.5%) which was also confirmed in the interview insights.

These findings are at variance with some previous study findings. For instance, Kim et al. (2017) reported the negative attitudes and perceptions of Korean students towards EMI in engineering departments, due to their language deficiency and the obligatory implementation of the EMI Policy. On the contrary, students form the engineering department of this study finds EMI useful for their academic and career growth and embraces the obligatory implementation positively as evident in the words of Student 1 who mentions that studies in his country and other African countries are done through EMI which is a good thing for him.

In addition, 95.0% of students in this study are of the opinion that English is a useful language for communication and that being able to speak English is advantageous to them because it helps them to be able to communicate with people from different language backgrounds other than theirs (94%). These findings were also echoed in the interview insights of the study participants.

Moreover, 83% of the students agree that English as a lingua franca aids them to better appreciate the people around them which categories EFLA as a language of socialization and and around 76% indicate that attending an institution where English is a medium of interaction is a social prestige for them. In line with this findings, Tasbulatova (2017) reported the students view studying in English as a social prestige. This implies that ELFA gives value to people's lives as they interact with others around the world. Jenkins (2014) in view of this finding maintains that English language is prescribed for communication but in most cases is not used as a native language but as a contact language (ELF) meaning that it is used for social and economic interaction and exchange.

5.1.4 The Instructors' Perceptions Towards EMI and ELFA

5.1.4.1 Instructors Perceptions Towards EMI. The second research question aimed to explore instructors' perceptions towards EMI/ELFA. This first section discusses instructors' perceptions of EMI obtained from the interviews. The findings show that most instructors believe that EMI is a useful tool for students' academic success as well as career preparedness. That is, most of the instructors view the implementation of EMI in universities as concrete instrument institutions employ to prepare their students for contemporary educational advancement and job market. Moreover, the instructors in this study view EMI as a tool for promoting cultural diversity and at times time consuming and deterring students from understanding the discipline-specific concepts. This finding somewhat contradicts Kilickaya's (2006) study findings which reported teacher's feelings and perceptions of EMI as time consuming, alienating for both students' and teachers' home cultures.

Another aspect revealed by the instructors about EMI is the language they would prefer to use in teaching their university courses. Five of the instructors preferred English over their native languages. They said it would be more challenging for them to teach most concepts in their courses in their native languages because they learnt these things in English. Contrary to this study finding, studies of Ölçü and Tuğa, (2013) and kilickaya (2006) found that instructors preferred to use their native language to teach at the universities. One reason for this difference between the findings of this study and those mentioned above could be the fact that the context of this study is an international one where there is a higher communicative need of English in academia, professional and socio- economic domain. While in the case of Turkey with majority of Turkish native speakers there might be lesser need for English used as language of communication.

Also, the instructors unanimously expressed that the proficiency level of students played a significant role in learners' comprehension of content taught, and that teachers' proficiency, speed of delivery and interaction with the students influenced their students' understanding hence learning.

5.1.4.2 Instructors Perceptions Towards EFLA. Furthermore, the results of the interview showed that instructors presented positive attitudes towards ELFA. On the contrary, Jenkins (2014) indicated that ESL/EFL instructors portray negative attitudes towards ELFA standards, since they usually advocate the native-like standards, hence suppressing the spread and growth of ELFA. However, the context of Northern Cyprus, especially the context neighborhood, might be both considered as ESL and EFL. Additionally, the interviewed instructors acknowledged and recognized the value of ELF in academic settings as well as its significance to students' future job prospects. Some study participants also expressed that ELFA promotes pragmatic competence in the learners' field of study and that is what employers are counting on in every job opening. This finding echoes the finding of the previous research which reported the significance of ELF in enhancing pragmatic competence in communication (Jiang et al., 2019; Jenkins et al., 2011; Firth, 1996; Björkman, 2013).

5.1.5 Research Question 3: Students' Practices and Strategies

Data from the quantitative method (questionnaire) reveal that students apply diverse practices and strategies to overcome the challenges listed in chapter four. The item with the highest mean score indicated in the third set of data is (21) M= 3.51 with the Percentage of 55 students who disagree with the aspect that courses should be taught in their native language. 53% of students disagree with the aspect of translating their notes into their L1. 58.5% Students agree that they find most courses taught in English easy when their proficiency is high. Most students said they learn English to become international, they watch movies in English to improve their language skills, but they do not watch programs to understand the main concepts and that they don't visit the library to read English books. Further, 51% of students make friends with mates whose proficiencies are high so as to improve their English. Findings from the interview shows that learners' practice and learn new vocabularies in English to improve their comprehension skills. Such as noting down new vocabulary to be repeated and reviewed later as an effective strategy to learn vocabulary was mentioned by study participants of the current research. This finding is somewhat in line with the study of Chun Yeh (2014) which revealed that Taiwanese students adopted cognitive strategies such as note taking and concentrations in EMI lessons to overcome the challenges they encountered such as comprehension and language difficulties. These findings correlates with the theories discussed in chapter two, the social constructivist

and socio-cultural theories of language learning who believe in the active participation of learners and the co-construction of knowledge between learners themselves in study groups and instructors in EMI lessons (task completion and presentations in class).

5.1.6 Research Question 4: Instructors' Practices and Strategies

As mentioned in the previous chapter, instructors indicated the use of multiple practices and strategies to maximize learners' comprehension of courses they teach. The study of Björkman (2011) revealed that most EMI instructors do not use strategies to give lectures in their lessons, but learners mostly employ pragmatic strategies in group work, presentation and in class task completions. On the contrary, the findings of this study depict instructors' use of various strategies such as repetition, explanations, simplification, use of synonyms, use of multiple examples, ice breakers, comprehension checks, slowing down of speech delivery and minimal code switching in their teaching.

Some instructors also mentioned that they incorporated explanation and delay speech by explaining some of the key vocabulary and concepts before starting their teaching of content. All instructors also stated that they used various affective strategies and cognitive strategies in their instruction. The instructors in the context seemed to be quite confident in using English as a means of instruction and some even stated that they sometimes improvise and digressed during their lessons as one of the practices to teach English. This finding is somewhat at variance with the finding of Werther et al. (2014) study that reported EMI lecturers face difficulties to improvise, create jokes and digress due to limited language abilities and low self-esteem to teach in a foreign language other than their mother tongue.

The lecturers also indicated that they sometimes benefit from icebreakers in order to build up self-esteem and self confidence amongst the students, also to encourage them to speak even if they make mistakes and to motivate the learners. As mentioned in the earlier sections, the interview insights also demonstrated that instructors are unanimously aware of the significant role of English in their teaching and students' understanding of the concepts; hence they employed various assessment strategies to assess their students' English level in their instruction. Also in line with the views of CLIL theory, EMI instructors take the role of language teachers in their lessons, the findings of this student also revealed that the instructor participants teach

English to their students when the identify language needs in their lessons thereby adopting the role of ESL/EFL instructors in EMI lessons.

5.1.7 Research Question 5: The Relationship Between EMI/ELFA

The regression analysis in chapter four revealed that the is a correlation between the independent variable EMI and the depending variable ELFA. This shows that a slide change in the perception and attitude of EMI may lead to a change in instructors and students' attitudes towards ELFA. Also, the interview discussions illustrate that there is a relationship between EMI/ELFA thereby confirming that there is co-existence of EMI/ELFA in the context of this study. This is glaring when instructors discussed how the apply strategies of simplification and delay speech in giving EMI lectures to ensure students comprehension. Syntactic simplification being one of the features of ELFA, confirms the co-existence of these two concepts.

5.2 Conclusion

With regards to the results of this study, the following conclusions can be arrived at; both students and instructors have positive attitudes and perceptions towards EMI/ELFA. Although proficiency level affects learners' perceptions, both low and high proficient learners perceive EMI/ELFA positively. Both instructors and learners agree that studying in EMI context promotes their language skills, English as an academic lingua franca and career skills. The regression analysis confirms that positive attitudes towards EMI leads to Positive attitudes towards ELFA. This leads to the conclusion that where EMI is implemented, ELFA is applicable and feasible in the teaching and learning process. Most especially in international universities where majority of students and academics are from different countries with different language backgrounds. Also, in context where there is a communicative need of English for academic, professional, socio-cultural and personal purposes. Like the case of TRNC that majority of inhabitants are foreigners whose purposes in the territory are either on personal, professional, diplomatic and academic journeys.

The findings also show that students in their first years of the university may face challenges such as comprehension breakdowns, low self-esteem and self-confidence, low motivation due to limited language skills in English but as time unfolds and they get enculturated into the EMI/ ELFA practices, they turn to be more proficient and competent in the language. Also, despite numerous challenges that

study participants encountered in the context of this study, both lecturers and students still perceive EMI/ELFA as useful tools for 21st century academic and career skills development. The findings of this study are also consistent with the previous studies of (Akin, 2015; Tasbulatova, 2017; Chun Yeh, 2014) revealing the positive attitudes and perception of students towards EMI. The findings also revealed a discrepancy between students' perceptions and attitudes towards EMI and their instructors' perceptions of the students in an EMI context. Which might be that the instructors misinterpret learners' challenges and low self-confidence to be unwillingness to study hence negative perceptions.

5.3 Pedagogical Implication of the Study

The current study has several pedagogical implications. Firstly, as Sifakis (2021) suggested, English as a lingua franca (ELF) should be integrated in the pedagogy of EMI classes. By doing so both teachers and learners will become aware of the inevitable existence of these two concepts and that students may develop self confidence in their communication in English.

Secondly, every department in this university should offer a course for specific academic purposes (ESAP) aside from the general Modern language division courses which is a common university requirement. Offering an ESAP course could afford various opportunities for the students to acquire field-specific language skills suitable for their academic needs.

Thirdly, EMI instructors should pay more attention to building first year students' vocabulary in the courses they teach, so that students can expand their vocabulary in their genre of specialization.

5.4 Limitations and Recommendations

The first limitation of this study is that questionnaires were not administered to instructors. Maybe if this had been done, the controversial views of instructors' perceptions towards students' attitudes and perceptions would have been resolved. As the current study revealed teachers expressed that student had negative perceptions towards EMI/ELFA while students portrayed positive attitudes towards EMI/ELFA both in the quantitative and qualitative data. With the presence of teachers' questionnaires, the study would have been able to determine any statistical differences between instructors' perceptions and students' perceptions regarding EMI/ELFA.

In addition, the number of instructors who participated in the study were limited and the number of students who were interviewed were equally limited for the study. More study participants would have provided detailed insights concerning these two concepts.

Another limitation of this present research was the double investigation of EMI/ELFA in the context of study. Considering that these are two major concepts and practices in the fields of linguistics, it would have been better to conduct an extended comparative study on these two concepts.

Also, apart from instructors' affective and motivational strategies, instructors can also create communicative and interactive sessions in their classes for students to practice using English to communicate, to write academic projects suitable to their domain and to encourage peer evaluation. By doing so, the instructors can assure that students are practicing and improving in their language and academic skills.

Lastly, the study did not involve a third method of collecting data such as observations. This method would have contributed to the study in that during the interview sessions the researcher noticed some challenges with the interviewees which would have been more beneficial for this research. Issues identified included comprehension problems, grammatical errors, pronunciation and coherence in speech delivery from both instructors and students in their interviews.

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APPENDICES
APPENDIX A

Appendix A: Sample questionnaire used for used for the study

QUESTIONNAIRE FOR STUDENTS

TOPIC: An investigation of FIU students' and lecturers' attitudes, perceptions, challenges and strategies in an English as an Academic lingua franca (ELFA) in English medium Programs

Dear respondent,

I am a masters Student from the Department of English Language Teaching, I am conducting this research for my Thesis An investigation of FIU students' and lecturers' attitudes, perceptions, challenges and strategies in an English as an Academic lingua franca (ELFA) in English medium Programs, under supervision and guidance of Assistant Prof. Dr. Abbas Hadizadeh, my supervisor. The success of this research study depends on your participations. Please, spare a little bit of your time to complete this questionnaire. The researcher promises to keep every information you provide confidentially and shall be used strictly for the purpose of this research.

Instructions: Please choose only one answer for a given question from the options provided by ticking where appropriate, otherwise fill in the blanks provided

SECTION A: DEMOGRAPHIC QUESTIONS

1) Gender of respondent: Male [   ]   Female [   ]

2) Age of respondent: Below 20 [   ]   21-30 [   ]   31-40 [   ]

                                   41-50 [   ]   51-60 [   ]   Above 60 [   ]

3) Marital status of respondent?

   Single [   ]   Married [   ]   Others [   ]

4) What is your level of educational?

   Diploma [   ]   Bachelors [   ]   Masters [   ]   PhD [   ]   Others [   ]

5) Occupation: Student [   ]   Teacher [   ]

6) Department ……………………………..

SECTION B: STUDENTS' PERCEPTION OF ENGLISH AS AN ACADEMIC LINGUA FRANCA

Instruction: please choose only one answer for given question from the options given by ticking where appropriate:

Strongly Agree =SA, Agree =A,   Neutral =N Disagree =D,   Strongly Disagree =SD

SN	items	SA	A	N	D	SD
1	Because English is an international language, English has become a common language for academic affairs					
2	English is a useful tool for communication.					
3	Attending an institution where English is the language is the main medium of interaction is a social prestige for me.					
4	I feel very much at ease when I have to speak English.					
5	Schools should teach English not as the native speakers speak it, but for efficient international communication.					
6	I do not mind that people can hear English is not my first language. It is a part of who I am.					
7	Studying English is important because it will enable me to better understand and appreciate the people around me.					
8	I know what English as an academic lingua franca is.					
9	Being able to speak English is mainly important because I want to be able to interact more easily with speakers who do not speak my language.					
10	I am not bothered about mistakes that other learners of English make as long as I understand what they want to say.					

SECTION B: STUDENTS' ATTITUDES TOWARDS ENGLISH MEDIUM INSTRUCTION.

SN	Items	SA	A	N	D	SD
11	I know what English Medium Instruction is.					

SN	items					
12	EMI is useful for tertiary education(university) I have positive attitude towards English as a common language for education.					
13	I find it appropriate that all my courses are taught in English.					
14	EMI does not prevent me from speaking my mother tongue.					
15	I find it difficult to understand most topics and concepts in classes due to my language limitations.					
16	Studying in English is important because it will help me learn the language of business and technology which is helpful in my career.					
17	If my lecturers have perfect language competence in English, my learning of the course will be facilitated.					
18	That most of the main courses are taught in English does not determine my academic performance.					
19	English medium of instruction contributes to my cognitive development.					
20	Using English to Study all my courses enables me to improve my skills in this language as it gives me opportunity to use the language more often.					

SECTION B: STUDENTS' STRATEGIES TO OVERCOME CHALLENGES

SN	items	SA	A	N	D	SD
21	Some courses should be translated to my native language.					
22	If my proficiency in English is higher, I will find most courses taught in English easy.					

23	I learn English to become international.					
24	I translate most of my notes to my native language when studying.					
25	I watch videos online on main concepts in my language to understand what was taught.					
26	I seek for additional help from my lecturers during office hours.					
27	I attend study groups with friends from other countries.					
28	I spend sometime in the library reading books in English to increase my English Proficiency.					
29	I make friends with my mates whose proficiency is higher than mine to improve my English.					
30	I watch movies in English to improve my English skills.					

Thanks for your Participation

APPENDIX B

A. Please comment on the things you do to improve your language skills and strategies that you use when facing difficulties understanding the concepts and your lecturers' instructions in English.
B. Do you think English does not belong to the native speakers anymore, but to anybody who uses it, Why/Why not?

C. How do you describe your attitudes towards English language as a medium of instruction?
D. Do you have problems as you study in English Language
E. What kind of strategies do you use to facilitate your comprehension and understanding of your lessons?

Thanks for your Participation

APPENDIX C

SECTION C: Interview Guide

Questions for EMI Teachers (Roope Reko, 2019)

Answer each question reflecting your own thoughts and opinions.

A. What are the main goals of teaching University courses in English language?
B. Do you think English does not belong to the native speakers anymore, but to anybody who uses it, Why/Why not?
C. In your opinion, does learners' language proficiency level play a role in defining their competencies in understanding the subject matter of the courses that you teach?
D. Is it necessary and useful for your students to be aware of English as an Academic lingua franca?
E. Is it feasible in practice to incorporate ELFA into teaching university courses? Why/Why not?
F. How do you describe your attitudes towards English language as a medium of instruction?
G. How do you describe your attitude towards English as an academic Lingua Franca?
H. How do you deal with students' low proficiency level, if any in your lessons?
I. What kind of strategies do you use to facilitate your students' comprehension and understanding of your lessons?

Thanks for your Participation

APPENDIX D

Final International University
Informed Consent Form

Dear Participant,

This research project is being conducted by Ga'elle Makougang Youbi of the Department of English Language Teaching. This research project aims to investigate international students' and instructors' attitudes and perceptions towards English as an Academic Lingua Franca and English Medium Instruction. This survey is intended for people of 18 or over years old.

The proposed study is entitled " An investigation of FIU students' and lecturers' attitudes, perceptions, challenges and strategies in an English as an Academic lingua franca (ELFA) in English medium Programs ". You will be a participant of the project if you read and approve this informed consent form. The survey link will be active between 15TH March 2022 and 15TH July 2022. You are expected to participate in this survey study only once [The survey will be online]. This survey is anonymous. Other than being anonymous, no information is required to identify you and you cannot be identified by the answers you supply. Information to be obtained within the scope of this study will only be shared in scientific publications, presentations and online environments for educational purposes by the researcher. The data collected is anonymous and will be kept safely in an encrypted file on a computer.

Participation in this study is voluntary. Your participation in this project can contribute to your knowledge about English as a common language for academia and can support you in your career and studies. None of the steps in the survey can cause personal discomfort. However, if you feel uncomfortable for any reason, you are free to quit the survey and leave the research without explaining the reason. In such a case, the information you provide will only be used by the researcher with your consent.

Thank you in advance for participating in this study. If you need any further information about the study or if you have any question you would like to ask, you can contact me on (*email: gaelle.youbi@final.edu.tr, phone: +905338704334*), the researcher.

Thank you,

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Miss Gaelle Makougang Youbi

Toroslar Cad. No: 6 Girne, Cyprus

I accept to participate in this research.   Yes / No

Name and Surname of the participant:

Signature:

Date:

If you have questions about your participation in the research and the protection of your rights, or if you believe that you are at risk or will be exposed to stress in any way, you can contact Final International University Ethics Committee (0392-6506666) by phone or via email iaek@fiu.edu.tr

Note: *If the form is used online as a preamble, the wording should be adapted to suit this. Then, Radio buttons Yes/No should be added allowing the participant to proceed to the survey if and only if the Yes option is selected. In this case, Yes/No sections above should be deleted together with the participant's details. Text in between [and] should be deleted if not relevant.*

Thanks for your Participation.

APPENDIX E

Interview Transcripts

STUDENT 1

Good afternoon, thank you very much for this great opportunity.

And for accepting to take part in this research. First of all, we're just going to go straight, find out your country and your department and level of education. Then we go straight to the questions.

S1: You're welcome dear. It's a pleasure of mine. OK, first of all, I'm from Pakistan. I finished my bachelor's degree in computer engineering from Final International University. Currently I'm a student second year student of MBA. Also, doing from final International University.

S1: So the first part of the the research you, you responded to the questionnaire so I would just like to ask you to comment on the things you do to improve your language skills and the strategies you use when facing difficulties in understanding concepts in your lectures. OK, the question is what a nice question. I would say I'm fun of learning languages. I speak eight different languages, so English is one of them. How I learned while I was in the school my teacher gave me this strategy to learn the language. Like every day you learn new 5 words. If your vocabulary is strong, you can learn the language very easily. So I used to have a Oxford Pocket dictionary in my pocket. And every day I have to explain to my teacher. New words, I learned the meanings. I'm gonna use them in tenses plus according to with along with that. Like for other languages or when I wanted to learn some higher skills, I used to keep a notebook in my pocket. If I don't learn something. If I don't know something, I write it and then I search it. I learn about this.

Thank you so that was a very good way of, you know. Improving your English.

Thank you.

The next question is, do you think English language still belongs to just the native speakers of English or it belongs to anyone who uses the language?

S1: OK, as I said before, now we are becoming globally. Aware we have excess due to Internet everywhere, so I don't think so. It's like before, not only natives. Have the English, but every we we I'm from Asia. Our mostly education is in the English so our education medium is in English mostly as I have a lot of friends from Africa. They speak mostly all of them speak English. So the question is due to globalization I don't think so. English is only for natives.

Ok Thank you in your opinion. Do you think that if a student like you?

Whose native language is not really English has a low proficiency in English language. Will it affect the way they understand the subject matter of the courses they are thought?

S1: I don't think so, because when we are using a medium you become. Perfect by practicing so when I came to the university, I had a good practice. I have a good background so I think any can any anyone can be the good in speaking. They will not have some issues yes, but in some cases let's say I was explaining you before when I took advanced English with one of my teacher so I thought I am low in low in English proficiency. So in that case only I understood but other courses were very easy but I had to learn new things academically. I took one course with Doctor Abbas. It was amazing, like I in that courses I learned the professional way of writing or the how to be more formal. OK, we can understand. We can speak, but to be formal or to understand the professional things. It was a bit different for me. In that case I thought I'm low, yes.

Thank you so much.

Do you think?

What's your attitude towards English as a medium of instruction in universities?

S1: In universities. OK, first of all, I would say everybody should learn their native languages first. But along with that, like I'm a father to two children and my children speak English like my daughter is 2 years and we speak with her

English so she can catch up with the modern needs. Along with that I speak my native languages with her so she can learn these things from skills from now in future it will help her benefit her in her higher education and also there is a saying of one of my great teacher.

He used to tell me languages are like weapons, so try to learn as much as possible languages so you will win more battles.

Thank you for participating.

You welcome

STUDENT 2

Good morning.

S2: Good morning.

Do you have problems in English language as you study in English language. Do you face any problems, difficulties?

S2: Personally, in general I don't face that much problems because I started learning English since a very young age, so I don't face that much difficulty with learning English.

OK, thank you. Do you think that English right now does not belong to the native speakers? When I mean native speakers, I mean Americans, British, Canadians, Australians, But it belongs to whosoever speaks the language like you and me.

S2: To be honest, it's a tricky question. I would say kind of because you know at the same time English is an international language, so people are using it all over the world to communicate to understand each other to come towards common term. So that's more from one side and from the other side it belongs to them. You could say because they are the they are the English real English speakers in short. so that's why. But nowadays, like I believe like people can speak, it doesn't matter like people can speak whatever they want as long that they keep it within a good boundaries like respecting each other and so on.

And communicating More

 yeah yeah

 while using their language.

S2: And communicating definitely to communicate well using their language.

Thank you so much

Welcome welcome

OK, then the last question.

Please can you see the things you do when you have the things you do to improve your language skills?

S2: OK personally, just like I told you I didn't have any problem with English, but after I came here to study in Cyprus I got interest in studying Turkish. So one of the best things that really helped me to improve my Turkish language is after I have the downloaded an app by the name Duolingo. It was very very beneficial. Approximately right now I know 300 words but because of the exams here and there I had to. Leave it a little bit, shall God willing I will plan to return back and study more after I finish it, but it was a very good choice that I started learning from that app. To be honest

OK So when when you use Duolingo, do you practice English more?

No, no English. I don't have that much difficulties in English. Yeah, God bless.

Yeah,

S2: yes, I don't have that much problem in English, but the thing now because I came here and I'm planning to finish my bachelor's degree here. I'm thinking you know, why not learn Turkish because I need to learn in order to interact with the society. When I go to the supermarket to the mall, you know I have. I have get a lot of Turkish friends now here since I came so. Yeah, I'm so interested in learning

Turkish and this app have really helped me. What I do whenever I learn new words I keep for the day. The next day I try to revive them with the new words that I study so I can keep them in my mind.

OK, when you meet with friends like friends of on campus, which language do you use? Do you use Turkish or English or Arabic?

S2: Mashalah ! It's a very good question, like since I came to this country, especially when I registered to find International University. It is a very you can see that it's a very diverse university from people from different countries from different religions. Different beliefs like come here. So I have Morocco friends. I have Congolese Ivory Coast Nigerians, Camerons, my Oh my God a lot. There are so many, so like when I talk with the Arabs, I talk with them in Arabic because I know Arabic.

When I meet my Congolese friend those, I don't know their language Swahili, French so I speak to them in English, and when I meet a guy who only speaks Turkish here and there, I try to throw at him Turkish words and so on.

OK, but let's say if you meet a Turkish person, is it Turkish you speak with or Turkish and English.

S2: Turkish and English, or sometimes Turkish people you know they even know Arabic because like there are so many like Arabic words in Turkish so they understand so I can speak with them in Arabic here and there. Not all of them. For example, the people that they are born in Hatai and Urfa. Those Turkish people they are next to the Syrian border. So Syria is an Arab country so they know so many Arabic. So those people that are from orpha and hatai they can understand my Arabic. They speak fluent Arabic.

When you speak with your friends from these different countries you've listed, do you think your English Improves or it Declines ?

S2: definitely it improves because every time when I interact with them. When I talk to them, when I communicate with them like I I listen, I learn new words. They start to say something new now and I will be like what's that? And I will

just keep it in my notebook so I will check it and keep it in my vocabulary to learn next time.

Thank you Patrick

Sorry I didn't ask where You're from

S2: I am from Ethiopia,

 Ethiopia, it's OK That's nice.

S2: welcome welcome. Welcome anytime, sister.

Thank you.

STUDENT 3

  Good morning,

good morning.

Thank you so much for accepting participate in this study.

No problem

Ok first lets start by asking your name your country

Ok

S3: I'm from Ivory Coast and My department is electrical engineering.

Are you very fluent in English?

S:3 Hmm.It depends, not really, but I can speak and understand,but some sometime I I can do mistake but he can hear me and understand.

 so you make mistakes in pronunciation or in writing… which mistakes do you make.

S3: I think conjugation , Sometime I can speak in present, but I maybe I will say something in the past.

so do you face problems when you attend classes, like when you lecture as a teaching?

S: Yeah, I I start speak English here in Cyprus because I'm my native language is French, so when I come to Cyprus, it's here. I speak English. I did foundation one year, and after my proficiency exam. I'm go to department but it was not easy because the thing you learn in foundation is not the same thing you learn in the department. For example, you do. Mathematics in English is not really the same thing, and it was difficult for me for the first semester, but it was online so. I try my best to pass all the course, but actually. When the the teacher teach the course, there's some word I don't understand. But after at home I'm going to Practice

OK, practice. How do you practice to improve your English?

S3: It depends. I have a lot of things. Sometimes I watch movie but I think the the good thing is. For speak with another person who speak English just English because.Me really, I don't have a lot of friends who speak English. I always meet with my friend so I always speak French, but it's not good because not improve my English. So these guys speak always with me in English, so I understand I have some Nigerian friend so I speak English with them.

Ok that's good You said you you watch movies. You interact with friends. Do you sometimes study English books? Or is the visionary to understand some difficult words?

S3: normally I I don't like reads I don't like read so. I don't spend my time to read books. I can listening video but read no.

OK, that's that's good. Thank you very much. And now the last question, do you think that English now is not not longer?

It does not belong to the Americans, the British, the Canadians, the native speakers. But to anyone who can speak their language like you and me.

S3: Yeah, I think that because actually English is like the first international language, every country speak English every where. So you have to speak English, but it's not your Latin your native language, but. You should speak because if you go somewhere and you speak French, maybe you go to Turkey. they speak Turkish. But you can speak Turkish if you speak English. I think they will understand you if you want to fly in the plane. They speak English, so you must speak English.

OK, so English is no longer like a native language compared to just like French, Turkish, German, but it's. A language everybody

Yes For Everybody.

Like a common language

Yeah.

Thank you very much,

You are welcome

that's all.

Thank you.

 I appreciate and wish you all the best in your studies,

 Thank You

  STUDENT 4

Good morning.

Good morning.

OK, thank you very much for accepting supporting the study. So please, let's start with your name, your department, and your country.

S4: OK, I'm from Turkey and my department is architecture.

The first question is do you speak English fluently?

S4: Yes, because my department is English.

Yeah, that's why. OK, do you think?

Umm Studying in English is a great idea. Do you enjoy studying?

S4: Yes Of course, of course, it's great idea because you know the English is international language, so we have to use it when we are. Working and I think it's good idea.

OK, so do you face any problems? Any difficulties when you're you know? Studying in English, maybe attending classes or reading or taking exams?

S4: For my first year it was not easy to understand the classes. Ehhhh For the daily talking it was easy, but on the classes the language is changing like there is too much words from the architectural things. So it was not easy but day by day I get used. So now it's good.

Ok Thank You Beautiful now. You said it was not easy, you know, because of the architectural words in English. So how did she do to overcome this difficulties, like to Solve the problem you had.

S4: I try to watch more documentaries about my department so I can get used to that language architectural language. So when I did this things it get more easy.

OK, do you have friends from different countries that you communicate with them in English? Did it help you?

S4: Of course I have friends from another countries. I have too many friends.And it's very good so I can talk very very, very good, yahnie! Annie.Unless my first year for this year, this is my third year, so it's become more good and effective.

Thank you very much. OK, now the last question is English, do you think English does not belong to the native speakers? Native speakers here? I mean, the British, the American, the Canadian, the Australians but. It belongs to anyone who speaks the language like you and me.

S4: I think, it belonged to anyone. As you said, anyone that taught in English because, as I said, it's international language so. Everyone is talking if they if they need so it's not belong to the native language. Ehh Native Speakers, native speakers.

OK, thank you very much and Yeah, that's it, that's.

S4: It OK, thank you so much.

Thanks too**.**

APPENDIX F

TEACHER: 1

Question A: What are the main goals of teaching university courses in English language?

T1: I think it's because that's that's the language chosen by the university, and because English remains one of the most international Ahh languages, so I think for most universities that teach in English, they have no choice than using in English to communicate this university courses. Even though there are some that actually use other languages, so I think that's the reason we're using English for this particular course in this university.

Question B: OK, thank you. Do you think English does not belong to the native speakers anymore, but it belongs to anyone who uses the language?

T1: No, I don't think so. I think it's still be generally English remains a borrowed language for those who are not native speakers, main originating from the United Kingdom. And eeee, I mean, United States of America. So I don't think. It is ehh belonging to just anyone who uses it. They are still the original natives speakers. however, there are some countries who were colonized or who have this language as their official language and it remains native to them as well.

OK, so do you mean? Take for example, countries like Cameroon, Nigeria and China, even though these countries were colonized by the British or let's not talk about the history. Even though English is the official language, they are not considered native speakers of the language**.**

T1: Well, it's very very. It's tricky. There are many countries with the recognize. I think for Nigeria it is recognized that English is the official language as we're directly colonized by the British, but the Chinese? I mean they literally have their own language. That they speak, which is already becoming, fast becoming an official, I mean a commercial language or universal language generally, so I wouldn't say Chinese person is a native speaker of English.

But would you say Nigerian or any other country like South African is a native speaker of English language?

T1: I'm South Africa leave South Africa and even if they, even if they have other languages they are. I mean their level of comprehension for English is quite Ahh I would. I would consider a…quite a huge number of them native speakers. Nigeria is also I think we are native speakers, but of course our local languages does affects ahhThe way we speak English, because oftentimes that's where we start having broken English language.

But don't you think maybe it's Am an effect of the their accent or the origin or the other languages. Like you said, it's not like it's broken, but it's their own form of the language.

T1: Of language in my language. Yoruba, we call some words ehh I don't I don't , ehhhh I wanted to say to you, but they're called borrowed words.Yeah, as much as English is an official language in my country. My local language still recognizes English as a borrowed language. Does that make sense? So we have a way of trying to them adapt that English to our own style to fit in our own way. And of course, our accent when it comes to our own language does affect just the same way Frenchman's accents affect the way he speaks English.

Question C

T1: In my opinion, the learners language proficiency level play a role in defining their competencies in understanding the subject matter of the courses you teach.

Yes, I does, especially with it been taught in English language and if the students of your first language is not English. If they are most of them. If they are actually had to learn English before learning the course, then it becomes problematic because there are so many words they're not used to and it affects their confidence. But oftentimes I notice that when you explain some of these terms in their own language to them, they understand it even perfectly. But because they're used to that language, but when it comes to English, their lack of competency in that in speaking the language affects how they understand the subject, and so I've seen this many times in class.

Question H: OK, ahm just to still work in the same light of their competency, their proficiency in the language.

How do you deal with students that have low proficiency level? If you have any**.**

T1: Well, I have had a number of them who in Some basic words, are hard for them to understand, so I have to break it down and give a lot of explanations. So oftentimes I have to slow down when speaking. I have to repeat words and sentences for them to understand. Most times I also have to have to use simpler synonyms in case they are finding it hard to understand. So sometimes I notice that they're not following and I ask what is wrong, and then they say, can you please explain this part and I may have assumed that they understood it because they're most times basic sentences, But then I'm realizing it's because of their non proficiency. How would I say that then I have to explain it so I have to slow down to make sure that they are also understanding what I'm teaching .

OK, and in this case slowing down or noticing that the learners are not. Understanding what you're saying. Do you think it affects your lesson ? Does it affect your ? Let's say the curriculum in general because you have time to manage. You have the workload to cover up and do you think it slows down the pace**?**

T1: Ideally, I do not think so because I think I have quite enough time for each class to give room for that, so I have not actually seen that slowing me down. I haven't had that bad I mean. I mean below the level of understanding it has not really gotten that bad that we were really really slow me down affect the lesson. I'm still able to cover what I need to cover during the time. Yeah, so it doesn't really slow me down but yeah I usually factor that either some people might not understand I think this comes from the experience I have had with different students over the years.

So in another word what you mean is it doesn't really have any negative impact on your work, on the lesson?

T1: Yeah no it doesn't. Actually my goal is to make sure they understand, so I'm always happy when they are able call me back and say please Sir explain this .it has never really negatively affected my work.

Okay! Thank you

Question D: The next question, is it necessary or useful for your students to be aware of English as an academic lingua franca?

T1: I mean, if they are going to, if they desire to work in international spaces where English is the main language. Then it is all very very necessary for them to be acquainted with the language and even learn it proficiently. Although we have some who don't really care about the language like the Turkish universities, there are Chinese and there are universities in French. Such universities who don't really care about English. Such Student when they go to those schools they don't desire to work in the English setting. But if they desire to work or school in countries where English is the main language of course it's really important for them to be acquainted to the language.

Question E: Uh do you think is feasible to put into practice or incorporate English s an academic lingua franca in teaching university courses?

T1: I mean It's already been done, I mean almost, I think English is the most spoken language when it come to the academic world, so is already, the feasibility is already there. The works is being incorporated

Yeh hocam, but the thing is, some people, some instructors are still resisting the issue of incorporating English as a lingua franca because they have this believe that it's a broken form of English, as broken standard so incorporating it in their lesson and accepting that if a student sounds like this its not because the student is not aware of the language but because it's the student's own way of using the language.

I need to understand, what does a lingua franca mean here?

Lingua franca is a common language use in communication. English is used as a lingua franca when we have two speakers of different languages. Who do not have a common language? So then English is used as a common language for communication and When we are in an academic Arena, like the university where we have no native speakers of English language that cannot communicate in any other language but English is now considered English as a lingua franca.

T1: It's only when they are their language is not native. They're not native to English. Ah well. I think in Cyprus is something that is we see. While it is difficult because you would always find a lot of them, especially the Turkish begins student resorts to communicating in Turkish because they're finally hard to communicate in English, but, In cases where they have no choice.I mean most of the university had we are studying in English, although we're gonna have issues with how they write, how they speak, the words they use because they're not native to it. But it also depends on their background in their in learning English. Like you know, many of them have to go to this pre English school and stuff.

Yeah so it depends on their background. If they really comprehended the world they were taught well, then it becomes easier to. I mean I mean to go in, but of course because some of the words that I use in academiacan be quite complex for them. So yeah, I see a little bit of some. How do you call that some difficulties in establishing that? Especially when they're not native to English, but it is still feasible.I mean, I teach in another university online where most of the students are from different countries and when they're making their submissions, I can't see the differences in their English writing style.Those who are native and those who aren't, but still the feasibility of using English as a lingua franka. I mean, it still works despite the difficulties.

Question F: How would you describe your attitude towards English language as a medium of instruction?

T1: Well, I couldn't have taught in any other language because I I was born ehh ever since I was born , I've been using English as a medium of instruction. I mean, I learned in English, so my command of English is quite different and even for my own native language. So my attitude was is I have had no choice. I have not had an opportunity to teach in any other language apart from English. So it's a I I don't think I can say I have an exciting attitude until I have used another. Maybe if I was very, very conversant or very proficient in using my language to teach, and I've taught in my language. Perhaps I could then compare and say, OK, this is better, but for now, English is the only one I've known them.I think my attitude towards it still remain positive.

OK, and do you think the students have The same artitude like you because you have students that are from Uzbekistan to Spanish fan Turkey, Cameroon, Congo. Do you think they have the same attitude towards English Being used as a medium of instruction?

T1: And from my experience, I've seen a lot of Turkish people Turkish speaking students struggle with writing And speaking in, they wish they could do it in Turkish, but they're actually learning in English because they have to, Umm, so I don't think they have a very good attitude towards that. And then I've come. I've also come to express with the Francophone students that if you ask them if you allowed them, they would prefer to write their answers back to you in French because it's easier for them. So they find it they struggle and sometimes it makes them doubt themselves because a lot of them say I'm I'm intelligent when it comes to my language. But then I sound dull When I have to speak English and it makes it look like I don't know what I'm saying, but I do know what I'm saying, but I cannot really, really say it because it's another language, so they struggle with it.

Question I: So when you experience students facing these difficulties struggling with the language, what do you think?

Or what are the strategies that you use to, you know, help them?

T1: Well, when it comes to their command of English, it's not really my place to help per say I can try to explain the terms in my courses or my subjects to make them understand, but then I advised them to continue to practice their English speaking. Sometimes I recommend watching movies, especially British movies.ahh for them to actually continue to learn more vocabularies or read more novels or somethings that would actually help them build their. I mean there weren't there. Let me say that word bank because that's usually the issues they don't know. I mean, there's some words they've never seen before, and I could imagine because they haven't. They only just started learning English. And so there are some words they're not really familiar with, but when it comes to my course, there's really nothing I can do to help them. Command of English except just break down my teaching to make them understand the terms in the course.

TEACHER: 2

T2: I'm teaching in faculty or department business administration, let's say.

Thank you Hocam Where are you from**?**

Iran.

Question A: What are the main goals of teaching university courses in English language like? Why do?

They have to teach the courses in English.

T2: Actually, I think I'm not sure, but I think since we are living in an international country, we can assume that here is an international country full of people from different backgrounds. So I think English is a language that mostly both parties are understanding and That's the reason, I think that we are teaching in English.

Question B: Do you think English language does not belong to the native speakers anymore.

T2: that's not, of course, now I think you, even though we still see people that they really don't know How to speak in English but you barely see people without any knowledge of English And I think in this world, In the current condition, you cannot assume that people can survive without knowing English. So in that regard, do you think there's no need to over emphasize on the standards they native like standards like you should sound like a British or sound like an American to show that you can communicate in English. I myself I don't think that I have Any of these kind of accents. I think any as long as you can communicate and you can speak properly, I think that's enough. Even if you

don't speak like real native people, this is my belief, But maybe other people have other opinions.

Question C: In Your opinion, do you think that when students English language proficiency slow, does it affect the comprehension level of the courses you teach ?

T2: For sure for sure, especially our courses are mainly theoretical courses in this faculty, so it's lots of we are going to talk about lots of theories, lots of definitions and and if you don't know the language, of course you're understanding will be affected.

It's not mathematic, it's not like physics that you have a formula and as long as you know it, the rest are numbers. You really need to understand in these courses so.

Ok Hocam. In that light, so do you face? Do you encounter such situations of students facing?

T2: Yes, of course. They are saying that we don't understand. There are many of them saying that we are coming from French speaking countries, so we don't quite understand The questions in exams where we don't quite understand what you say all the time in the class, so it is really painful for them I think.

Question H: Ok Hocam. And how do you manage this situation? Like how do you improve it?

T2: It I myself I'm just encouraging them to of course work on their language to practice to watch movies, but I try as much as I can to use a really, really, really simple language with really simple words like simple tense of the word verbs. That's what I can do, but the rest. There there is this part that I can take care of, but the rest is up to them,

OK Hocam. In your own opinion, Do you think when you try to simplify when you try to attend to their comprehension needs of the language, does it slow down your lesson, or does it interrupt?

T2: It can slow down the lesson, not to like not that much, but to some extent yes. Of course, because then you need to repeat everything and you need to think about the words you're using. And of course you already repeated it few times, but not that much that I say that it's an obstacle. No, but of course. Okay Hocam. So The next question is how do you describe your own attitude towards English as a common language in the academia and English as a medium of instruction? I really don't know, but like I studied in English. So I learned all these things in English. I think this is kind of maybe. Umm, Like this is how I learned this topics, so for me I'm not sure even if I can teach the same things in even in my own language, you know, because I have learned them in this in English I have worked on all my assignments when I was a student. Everything that I do in this field was in English so. I don't know.

So, in other words, if you had your own way to choose a language to teach the courses you take, it will be English.

T2: It would be English again because I'm I'm not sure even I know exactly the exact definitions or the terminologies in this field in my own language, even because I never studied these concepts in that language so.

Hocam, Most of your students they do take English courses at the department and do you think it's necessary for them to? For the English teachers to incorporate The standards of English as a lingua franca Alongside the native standards.

T2: I think it would be beneficial for both of us for both students and instructors. If English instructors do that, Because. Then, I think the job would be easier for both of us.

T2: I don't think as I said is some thing that only instructors can work on, half of the job is for the instructor and half is for the student emm but I think if like the instructor give them may be at least CR failed because its   as I said is full of theories and explanations and definitions so we really have problems with students writing's , so there are times that I really don't understand what they are trying even to say so in that case if we work on the writings may be abit more may be may be that will be beneficial for us at least we understand what they are trying to say.

TEACHER: 3

Question A: What do you think are the main ideas or goals and aims for teaching English teaching university courses in English language?

T3: Well, I believe that English language is a global language that it needs to be taught in every level, not only in university, and I believe that it should start even before university so students get prepared, gets well prepared and they don't face any difficulties that University so I do fully support this idea of having English education and I believe that the universities that they offer As a medium instruction English language, they have advantage over the others that they do not.

Question B: Do you think English does not longer belong to the native speakers. When I say native speakers, I mean like the Americans, the British and Canadian and Australians. Do you think it doesn't belong to them again? But it belongs to whosoever uses the language to communicate to the business to study.

T3: Yes I do believe, of course, because I think in every job application it's the one of the first criterias before your diploma, even if you don't know English. Well, that's kind of difficult to find any employment, so it's a must. It comes first before your maybe the main degree. So I believe that even though maybe you may not be needed to use in your own country, but. To communicate with the others, if you work in an international company, if you're working in university, that's a must to know English language. So yes, definitely.

Question C: Ok Hocam. And do you believe that learner's language proficiency in English plays a role in defining their competencies of understanding the subject matter of the courses you teach?

T3: Yes or no. Yes and no. I believe that in theoretical courses English is quite important to understand the concept of the class. But for example, speaking about my area, it may not be that much importance, especially in a calculation or more

scientific like areas like engineering that needs more application of the things rather than just. Having with the theory so I believe in literature, definitely maybe or in English teaching it's quite important, but it may not be that much importance as it is in the theoretical parts.

OK Hocam, like for example, you mentioned the engineering field or let's say business field. There are some terminologies subject specific words and phrases that if students do not know them in English.On which they might not be able to know understand the language.

T3: For sure for sure, yes, I exactly I do support your view. It is really important, but I said it's a bit less important. But yes, definitely it is important to know in the class having a high language proficiency in order to follow up the instructors and understand, fully understand what's he or she is meant to teach you so ehh Yes, I do support, which I believe that's in some fields. They may have a bit less requirements.

Question D: OK, so Hocam, talking about English being a common common language for communication in every field of life. In educational milieux in business, law, for example, do you think that it is necessary for students to know that know that English is a common language And then you don't need to really focus on the grammar the Pronunciation like to sound like native. Do you think it's they don't need they? They need to be aware of the fact that it's a common language, so they should just know the basics and.

T3: I do believe that everyone needs to know the basics in order to communicate, but at the same time having a good proficiency or good level of English in the areas like ours in when you need to promote your business when you need to meet customers. And that's I believe that a bit more than just knowing English is quite important in order to reach the people in order to be able to explain And sell your stuff at the end is the promotion is the business. So I do believe that the the English shouldn't be only just as a like a basic communication.

Question F: OK, thank you and Anyway, from the first question. You already showed your attitude, like your perception towards English being used as a medium of instruction would like to throw more light to it.

T3: Yes, I do believe that it's quite important to be taught in the university and even before in high school, whatever is the country. And I believe that it's you anyway. You will know in your own language, but having an education in English Brings you more opportunities to have in your future employment.

OK, so Hocam when you're teaching the courses you teach at the university, do you face difficulties interacting with the students or students getting the subject matter? Getting what you're teaching? Understanding, comprehending what you're teaching due to language deficiency?

T3: Yes, yes we do have. Not everyone is coming as a proficient or fluent speaker here. Yes, we do face such a thing and we try our best to maybe the thing that's in the previous question. We mentioned to go to the basic English rather than going that much into terminology. So sometimes I need to explain for example in the financial terms I. Do some term. I give some terminology, but then I see that they don't understand it, so I turn back and I try to explain may be like primary school level English and I'm like okay we have two apples and three organges how much is going to make it together. So I'm trying to decrease my level of English so when I'm trying to explain and then when I go back I believe when I. Go down and up again. I believe that they understand it much better.

Question H: Ok Hocam And how do you encourage them to improve them so they their skills out of the classroom and you struggling to help them with the breaking down of the terms? How do you encourage them to improve their skills?

T3: Well, especially for like non fluent students, I was always saying that do not hang out with your own language or your friends from your country just try to focus on and just in your daily life. Go for lunch. Go for having coffee or do your assignment with a person that who is from different country with a different language so you can have the conversation and improve your language and of course there are many other tools like by watching movies and I don't taking some extra courses, but I believe that university level the communication is quite important to improve your skills in English language.

Question I: Thank you very much. I don't know if you would like to add something or make some recommendations on how to improve students English language so that they can do better in their studies, not just at the level of the students or your level maybe.

T3: I do believe that the universities are not only based on the classrooms and instructor and the student, so there are extracurricular activities in that needs to be held. I don't know like going for jogging and some student clubs and these things. I believe these interactions they help students to get into communication. And of course we have in universities like from 40 to 50 different countries students. So the common language that they gonna speak is going to be English, so I believe that universities should focus more on the extracurricular activities as well, and I believe that improves a lot rather than just going with the dictionary and reading the text.

TEACHER: 4

Question A: Let's just go straight to the question. So what do you think are the main goals of teaching university courses in English language like? What is the main aim?

T4: In fact, many students they are going to learn, for example, their some information about their mother language, but they could have a high qualification, but unfortunately if They want to enhance their research and they are going to struggle with English. They are going to struggle along time in order

to understand what is the topics and what are the terms in English. So teaching in English in as a global language is meaning as a kind of standardization. As soon as we have the standardization for the science, it's going to be easier for developing the science. I mean about all other movement or the motion or acceleration of the sense as well. So even if it is. Whatever the language you're going to use, it must be some standard, and now we have the standardization as English medium.

Question B: OK, thank you ma'am. Do you think English does not belong again to the native speakers like the Americans, the British people? But it belongs to anyone who can communicate like you and me.

T4: Yes Yes for Example, if for example, the scent is, we say that he's an American scientist nowadays, but in fact maybe he originally from Africa from Arabia, from Persia or whatever. So now you you find a new language in the Internet and 1970s, nineteen ninety 1990s. In fact, at that time when they, with the new chatting and the technology was started. In fact, they did. You find the person. They write some Persian English letters. So in fact the language is not an English language for the English people anymore. So the people they adapt. They're all English. So you have some countries, for example, more than eight countries. They are officially use English. Most probably it is not like the the English English, but it's still their own English which they are feel it's OK for them and they feel it's fair to finalize their their work.

Question C: The next question, in your opinion, does learners language proficiency level play a role in defining their competencies or understanding the subject matter of the?

T4: absolutely true. Absolutely true for Example, I have many students. They are in fact you know we are living in International University. So It's away from Greece. I mean that it's not belong to the students from Africa or from whatever, so I figured out the students. They does not understand English very well. In the exam they are going to struggle to understand the question and most probably they are going to give an answer which contradict the the thing I want. For example, if I ask him about what is the for example, what is the CPU, who's going

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to say the CPU is the run, but in fact he must say it's a central processing unit. I mean in the sense. In English terms, or in Commutable etcetera so finding in English it's good or having their proficiency with English. It is the key. It in order to start on this, I have many students. They are struggled with the English unfortunately and their performance is horrible.

Question D: Now talking about their performances very poor, do you think that using English as a common language for communication helps the students to grow. It helps education.

T4: Yeah, absolutely.

Question E: OK, and do you think if English is not taught like a native language like a native speaker, but thought as a common language in the sense that if students are able to communicate in English but really do not sound like someone from Britain or someone from America It doesn't have any problem,

T4: No it's fine why because in fact Let's say that for example, if I'm learn for example, lingo, most probably I I need many years in order to use to speak or to tell the Lingala as the the native African. But as soon as the the one who talk in Lingala, he can understand what I'm talking about and he can even get the context from my speech. It's enough because there is no rule which says that if you want to learn a language, you must be a native. If there is any rule, No **So everyone can. For example, you find someone he's learning Arabic or Turkish. He's not native, but slowly slowly he could be a native because the accent is something from the environment it is related to that rule. It's related to the all those things. So you can say that he is not native or he is native or he is not used to this language because he's kind of a spelling or speech. It's not matter as soon as you can understand language it's enough.**

Question E&F: OK, so in another words like the Sticking to the standards, the British standards, the American standards of English like following the structure of the grammar, the pronunciation is not really

T4: No. In fact it is because in fact we are talking about the least We here if you are talking about the structure we are talking about the maximum ability, but we

want to we what we while I try to display that even with the minimal ability it's enough for them to communicate I. I mean as a student or as whoever used the other language. But logically talking or taking the whole language as being and being used for the language as the grammar. The grammar is basically it's must be sold for everyone.I mean, for all the student it's must be solved. Why? Because in the writing It's going to be something related to the grammar, but I'm out the program, the pronunciation or sometimes the organization of the of the of the words of of the phrases. Sometimes it could be mislead with non native, but it could be also from the context. It could be understood, but. The the learner must understand real structure because when they want to write anything, they must be declarative. They must be able to declare their arguments.

Question H&I: Thank you very much and now talking about Students facing difficulties in lessons because of their low proficiency in the English language. How do you do deal with them? What are the strategies that you do to be able to manage the low proficiency?

In fact, I have two opposite strategies. The first one is, If I think that the word is not famous I mean that most probably the student does not know then what is the exact name of the sword.

Even I make a comment about the the the Declaration, I mean English Declaration of the Word in order to declare what is the meaning of this word. So I don't give any native meaning for that word. Or I could replace it by some least complex words so they can use it.

But in the previous semester and in this semester also, I try to teach the student English, because in fact they for example they have the P one they already passed P one. It's the circumstances how they pass is not that much important. As soon as I figure it out that it has the problem. So it's time for me to help the students. So as a computer engineer as a computer engineer instructor, I would like to teach them English from the Engineering point of view and that's what's happened with me. For example, with the software engineering, I know that.

For example, the software engineering, which when you are working about sexual engineering, I know the student. They could understand the meaning of the word,

but they does not know what is the maximum and the minimal boundary of of the world and it does not. They can't extract the context from the sentence. I mean that if I have this sequence of of of phrases and words and verbs, So what is the consequences for that? Which kind of thing I could understand from those consequences or from those See from this sequence. So in fact even that in the in for the students they are already used to the English I have to teach them this kind of some advanced techniques in order to how to make processing for the meaning from the sentence.

Thank.

You are welcome

Very Well elaborated, so I'm going to ask the last question about your recommendation. What would you suggest to be able to manage or solve the students problem of Low proficiency, struggling to understand the terminologies in the field of.

In fact, we can talk about three different stages. OK, we talk about the first stage when the new student came to the university or whatever university, and he made the proficiency exam. And do you figure it out that he is beginner So it's mean totally. We have to build everything from the scratch.

Then we have the second level, which is that the student could be an intermediate or advance exactly at once after the the after he finalized the The exam the the profficency exam. So we are talking about different set of students and finally after the student come into his major I mean come into the department. So the three stages is it must have different point of view for teaching the student English. I mean that even if the student has an advance, it could be by chance having an advance or advanced intermediate as a result of profficency exam so.

In fact, we can't leave the student in this, only with one exam, even though if he has an advance, I think that we have after he passed an advance, or even if he passed advanced intermediate, he must at least take took one course in advanced

English, I mean that to EC TS correspondent to the ECS. Most probably it must be some seven or nine hours ECTS

Finally, when the students come into the major, we must make sure that he's able to understand the terms on the major. I mean the technical terms. For example, if you go to mechanical engineering, they are talking about flu theorem. They are about talking about how the materials can, for example, exhaust or receive some temperature by connection or whatever. So the most Probably we are talking about or aerodynamics or aero aerodynamics, it's you have some complex scientific terms.

So now in the third level, it's it's up to the faculty to give a supercourse which is talking about something related to the major. Or it could be left for the instructor to say that.

It could be left for the instructor to and they must be aware between double quotation that the students need to be have. The student have must have a solid background in those terms because it's talking about, for example, talking Spanish for non Spanish is not meaningful. So in the same methods, if I'm going to tell the students for example about whatever complex them in computer engineering or engineering or mathematics so.

If I don't declare by example, if I don't make mapping between the English word and the the the science in the in the in the student point of view. So the word is going to be forgetting and the student is going to be in the middle of somewhere. So always we have to think about 3 stages for graduate in the student from English. For example, English nowadays is our medium and it's OK because everything in English I'm in box articles, journals.

So it is the best choice we can have nowadays.

TEACHER: 5

Question A: The first question is what do you think is the main goal of teaching English in university courses in English language?

T5: For me, the English language itself became the common language. For Ahh Furthering knowledge developing knowledge so in my experience, over the years I I see that when we are trying to reach some sort, some knowledge that always does not come in our foreign in our mother tongue. So we always have to go to other sources to the research, especially if you are pursuing an academic career. English needs to be a part of it, even if you are teaching or even if you have taking your courses in your mother tongue still English needs to be incorporated in it so that you can access more and more if you're pursuing this as a career and if the another goal is to hmm I, I think with incorporating English into courses into teaching, you can create an environment where you have people from different cultures who are speaking a common language, which I think in turn enriches the class discussions because when you are using only your language, people from people who are speaking the same language well, my native language is Turkish, so if I only ask something to people who speak Turkish. They might be from different countries. We have similar cultures and traditions, but even though we have differences but they do not They do not divert too much from what we originally have in that language, because language itself creates some of the traditions and some of the customs that we have in common anyway. So I think when we teach a course in English to people from different cultures, natives or non natives of English speaking, English, we create and diversity in teaching. We create diversity in creating and applying and discussing information. It gives richness to creating new projects, for example. So I think in teaching. In finding different teaching methods in finding different examples, like for example, I teach marketing.

What happens is that every day I see new example of marketing, but if I only limit myself to what's happening in my country in Turkey speaking countries, I lose what's going on important in my field. So if I am to teach this language this course in teaching it English creates. I think more opportunities for me

Question B: Do you think English does not longer belong to the native Speakers but those that use it,

T5: I don't believe that because sometimes, like I, I also have some experience in teaching language as a second foreign language to 3rd graders in Turkey. A third graders and in high school students from secondary school students from 9th grade to 12th grade so. What I saw there while teaching that I have some friends who were native English speakers, keep coming from America. They had less experience with grammar than I do. So learning another language as a second language you are more familiar with the rules of the language, maybe not the figure of speeches. You know, the phrases the way you use it in the normal everyday talk, But if we are talking about teaching English and it is proper Grammarly, correct format, I believe most times non native English teachers might have might have an advance in understanding the grammar because especially in Turkey, the way we learn Turkey the way we learn English.

T5: In the past, at least, not not today. Today it's getting a bit different than we start giving in schools. We start giving them .English by speaking English only in English only and then we are trying to teach the language by hearing in a way and then support it with the grammar background. But in my day when I was learning it, we started from grammar. We were trying to support our grammar by learning vocabulary so they're the the way English is being taught is different now, but. Maybe that's why I feel like my grammar is like you know, maybe when I'm speaking it's not in the in that way. But when I'm writing, my grammar is better than most native speakers, so not necessarily. I don't believe that you have to be a native speaker to know the language to know its best, or to be able to teach it, because teaching also is another skill. So it's not only about knowing what you are teaching, but teaching is also an ability that not everyone can teach. Everyone can be ehhhh can get a diploma in teaching, but not everyone can actually teach and transfer that knowledge to someone else. But then in my field, or looking at my looking at my. Teachers in the past who taught me English. Most of them were Turkish. They are. Taught me and they taught me English in a very good way. They were very good with grammar. They were very good with practice.

They were really good with directing to me the right ways to improve my my language. I was always interested in language as well, but. It was they. I don't think I ever had a native speaker until university so, but by the time I went to university I was already proficient and I show showed it with the TOEFL exam. I took the university's proficiency exams as well. So by the time I I went to university and met a native English teacher, I already.

Developed English both in academic writing and in speaking in comprehension, so not necessarily. I don't believe that you have to be native to teach English, and that does not make you a better teacher just because you were born into the language, it makes you better in vocabulary. It makes you better in comprehension, maybe, but regarding teaching, especially at different levels.

T5: Question E: I think.You learning English as a second language actually gives you an advantage in terms of understanding these different levels of English that students are going through, because natives they don't ever went through those stages, so they they can be. Well, to my thinking that they can be a little bit limited into understanding the exact level that you might be at.

And it also includes to educate your creativity. So while we are following a curriculum, if we are actually pressuring the students to be within certain limits, I'm not a supporter of that. And that's not what I do in my class as well. So I I'm following a curriculum, but with the examples you give with the projects. Do you give You can create that creativity and Creative environment that innovative environment? That's a different thing, but following a curriculum I think is necessary to some extent, because that is actually where you can find common ground where you can find a standard to measure against, because, well, being in management. I mean I'm doing marketing, but I'm also teaching a business administration management courses, so knowing that we do not only make decisions implement them, but we also have to measure them to see how well they are doing. So following a curriculum will actually help you in this way, so you can have a standard to measure against. Otherwise you are not you. You wouldn't be sure if what you did actually worked out.

Question C: In your opinion, does a learner's language proficiency level play a role in defining their competencies, like understanding the subject matter of the courses you teach

T5: yes it does. I mean, I can see I can see that some students are struggling with understanding it. Not necessarily, only because of English, obviously a part of it might be because of me. I speak very fast in my language and in English as well, because I always try to speak at the speed of my thought so. It's not easy for some students to follow, especially when when it's not their native language, so. But this doesn't have to be the only thing that student like we evaluate their proficiency in in a subject. Or are you talking about proficiency there. In their English language proficiency, **Their Level definitely effects yes.** The way they understand the courses, the content you're teaching. **It does, especially when they are lacking vocabulary**

It becomes problematic, especially when we are using terminology when they are not highly familiar with, especially for the 100 level courses that we teach on in the first year, because that's the year when they start to get familiar with terminology and they're struggling with their language and comprehension of the course as well. So it's not only related to their level of English, but at the same time it depends on. On their year of study, the first year, students struggled more with this, but by the time they finished their first semester from their second semester on their understanding, in English improves. So I have seen cases where in on their first year they struggled a lot, but as they got better and better when they made friends to speak English with their understanding and their success or performance in the course.

Regarding still on the issue of their proficiency and the courses that be on the study. Do you face problems caused by this ,What are some problems that you encounter like during your lessons when you notice they are having difficulties in comprehension? Does it slow down your lesson?

T5: We usually have in our faculty. We usually have three hour courses and usually those three hours are not enough for me. One of the reasons for that is that I tend to repeat the same sentence in different ways, many times because

everyone has a different vocabulary set. So sometimes rephrasing it, sometimes giving a different example. So even if they don't understand by the terminology and the main definitions of this I try to give them examples. I try to include them in the course creation, what do we do of, for example, with first year students, as I said, these are the most problematic. As far as I observe, we do Ice Breakers so I do Ice Breakers. I keep asking them questions that they to see that what they have in common and what what not. So from the first year first course and I tell them to focus on their similarities rather than their differences. This actually helps a lot to do these Ice Breakers because students feel less defensive against others other people. so after doing that I try to incorporate a lot of teamwork in classrooms. So what I do is that I divide them into groups of four or five, not usually with two, because two you can manage with someone that you're not. Manage someone that you're not good to get along with. But when you're four or five, it becomes a challenge definitely. So what they do is after seeing that they have.

Something in common, even though they are not sharing the same lifestyle or things like. I even asked questions like, have you ever lost someone dear to you? So when you get to this emotional point, people kind of open up to each other a bit. So with the teamwork and with presentations and I try to have them as much as possible, I try to give them that confidence so they can move forward, move forward, practicing their English and understanding because as an English teacher in in the past and in this classroom as well, I see most of the problem with practicing the second language as you learn is that you are ashamed of making mistakes so one thing that I do in class is like I start by saying even it's in my syllabus course syllabus, I always start by saying that no bullying in my class.

Because I speak English like this now, but it wasn't always the case. I always struggled with presentations whenever I had a course with presentations, I would withdraw it if I could, but I tell them. But today you see I own this stage and when you come up here, you own the stage. So what I do is like in our daily day class activities, I've tried to find ways to improve their confidence so they can be feeling comfortable in chipping in their ideas. Even the silliest ideas because we do not bully each other because I do not tolerate that and I think creating that

environment helps a bit in terms of language, barrier language, or barrier overcome, I think.

Question D: Do you think it's necessary and useful for students and teachers to be aware of English as a lingua franca?

T5: I think yes, definitely, because as I said in as an answer to your first question. We are in education. We are in the business of knowledge here, right as a student or as a teacher. So what we do is we are dealing with knowledge and how to shape it right. So the answers to this, how to learn something, how to get knowledge and how to use an interpreter and use it into something else does not always come in our language. When I was writing my doctoral dissertation, what I realized is that Some of the like I did an extensive literature review, right so I know what was written in English originally and then I wrote some citations, some references to those main studies that are done in Turkish.

T5: And I was surprised I did not realize until then that even some of the academics, when they are actually reading the original work and when they are translating it into Turkish, they lose the meaning. There were some studies, they even misinterpreted the findings, so it's not only about speaking a common language in class, but if you are dealing with information. If we are looking for academic knowledge, sometimes what we find in our language might not even be true. Even though some of them are peer reviewed, because rarely people probably go back to the original source and find rarely people are familiar with the rest of the literature. You need to do a doctoral thesis on something to be familiar with some of them, and then you go back and start questioning yourself. Was it my mistake that am I misinterpreting it? You know you always come to that, but if you know English, you can actually answer this question. You can know is it you who is doing the mistake or someone else.

T5: So yes, I think English should be used as the common language because there is as of today, there is no alternative to that. Yes, there are Other languages, like Spanish, that many people speak, but Spanish is not there yet. Maybe in the future, but today it's not there. Chinese. Recently I saw something I don't know if it was some academic source or if it was Twitter or Instagram. I'm not sure,

but one person was saying that do not care about learning Chinese because there are a lot of Chinese people. They find a way to communicate with you. Most times they are the ones who are determined to learn English. Yeah, **so even with that population. You do not have to focus on to another language. For now, English seems to be the language that we can use as common language. There was an attempt to create a common language other than English, but I think that failed because we did not hear about it. Yeah, so I think for today English must be that because at least in education.** yeah, **in education. But then there are a lot of tools today, even if you don't know the language, you just scan the texts, get the answer, Google it, Google Translate it, or there are some devices even it was crazy that there is this one device that listens to you in your mother tongue and it translates like a earpiece so it translates. For your language and whatever you speak, it translates another device in their ears. It translates to their language again, so.**

Yes, in class I think, but in real life. Doesn't have to be anymore. Not necessarily with all the technological developments. The artificial intelligence, these robots, this emotional intelligence. Sometimes the robots know what we will be saying, Even so outside of class. Maybe not necessarily, but in class I think it should be a common language because of the diversity and richness it brings.

I Have a few questions but the thing is I see explain your answers you actually cut. Across those questions.

Question F: what is your attitude towards English as a medium of instruction? But the way you answered the first one, it already gives like a positive attitude towards it

T5: yes, definitely positive attitude. And I actually believe in English teaching. One of the first obstacle that comes is that the students not defense, I don't. I'm not sure about that. What that word would be their defense against. Learning English because most times they see it as a necessity as a requirement to move forward so they don't see it as an opportunity to move forward. But as a step that they need to just satisfy enough so they can move forward so. My attitude is obviously positive and what I tried tried to do while teaching English the the very first thing I did was to try to create ways to let students understand that why it is important for them as well. And I think that worked. So it is for me. Yes, it's my

attitude is definitely positive. I those students are struggling I I see students are struggling. I see students Fighting against learning. It's because it's a course at the end of the day. It's a course. You have exams. But when you give them enough motivation, if you persuade them, I think it becomes. It serves the purpose then.

OK, so then the assignment goes back to the teachers and to the students or just the teachers,

T5: It's a co creation when we are in class. I never believed that it is only the teachers responsibility. There are a lot of things I learned from students. An example last time I was teaching marketing one of the students gave an example example. I always ask for them to give my me examples as well. One of them talked about NFT. I don't know if you know non fungible tokens, so these digital tokens where you know you can buy stuff and I know the term, but I don't know what it entails. I didn't at least. So I I learned that I went back home. I did a research. I did search for it and I had some idea because in class I learned something. Then I'm curious. Not all students are. Yeah, and I think it was 1 1/2 months after that. There was another case where I Said this is an example. I said OK, NFT can be an example I didn't know about them and your friend said you said it before, so I searched for it. I think this can be a good example. Do you agree, for example and he was so surprised and in the break time he came to me? Did you really go looking for it? Yes, that's the way we learn. Yeah, because if I don't learn from you and use that knowledge to improve myself to develop myself, then how can be of better use? Because there was this perfect example of NFT in that course. A month later, if I didn't know I would be missing an opportunity. So in class I never look at it as a one way communication. It needs to be Co creation. It is a service at the end of the day and services in nature. Our Co creation so It is both the students and the teachers apart because like. The first time I was teaching in 9th grade English. First they they I asked them to introduce themselves right on a piece of paper. There were some students who could say their name in English. My name is, but they couldn't come to the part where they could actually say their ages, for example, and at the end of the semester the year they scored around the 80s and I'm never considered as an easy teacher, but the difference was the reason why he actually said OK to this was because he

discovered a way to use English that would be of interest to him, his mother did not know English, so they made English as a common secret language with their father. So annoying the mum became the motivation, but he learned.

T5: Another one saying that I am this nationalist student, why don't they speak Turkish and I have to speak English and my answer to that was you are very right. Turkish is a rich language. People should learn it. It is a really good language. Difficult but good. But if you don't know English and persuade people about the goodness of your mother's language, how do you expect them to understand this on their own. So learn be the ambassador of your language and then and he was ohk. OK so or another one I said like ohh you know you're on this summer holiday and you saw this beautiful girl beautiful boy and.

T5: But they don't know Turkish. You cannot communicate with them. Ohh Mat got the girl ohh Janet Jennifer got the boy so you are left with nothing that was a motivation. So everyone had their different motivations and to be able to have that I had to be in community in personal communication with each one of them, so seeing out something in classroom and expecting everyone to understand it.Especially in the way you say it It is too naive, I think. For each student I would sometimes lose sleep over. I would think like OK, this person did not understand this. What else can I do? Sometimes I created my own board games. sometimes I came up with a different example. Sometimes I brought in some movies, some video, something. But if the person was into video games, I try to get on their space and find something there is this Steam account that some students are playing and that was the time I actually learned about steams steam accounts where people play games because I wanted to get in their fields. So no what.

T5: Would be of interest to them and I think yes, it's a struggle to get to everyone. And when you're teaching English, it's easier to find ways to teach them. But when you are teaching another language, sometimes it might be a bit more problematic. That's right, right? Because my main purpose there is to teach marketing, not English. So even though I try this work, so even though I try to save the same sentence in two or three different ways, and they get. Or they're like too long of a lesson, but at least at the end of the lesson, one of these sentences

could get to you. So these are some things that I try, but then again, I can see that a lot of students, if it is not their own language, especially because the.

The worldwide required proficiency levels are not very high. The standard is not very high. Yes, even though they are found proficient to move on to the department, we still see that some of them still are not ready. Especially with their pronunciation. So as a teacher, I also have some problem understanding their English sometimes because that's not what I directly deal with. I see some of them struggling with vocabulary in the exams they write they they keep these. Blank lines right in their own language. In Turkish, a student asking me OK, your I am always when I'm studying. I'm translating your slides to Turkish and then I don't know how to say these things in English. I say why are you translating there in English? The exams in English study that, but I see that some students struggle with it and it definitely affects their grades and their understanding. But to my part, I try to find ways. At least to say it in a different way so that they can understand it might be a bit boring for some students and they are losing the essence of the course. They are missing the big picture sometimes.

But it gets lower and lower as they go up in years of study. So the first two years usually become the problematic years. Let's say language wise afterwards. Usually they do better, their grades go up. I mean to my observation, I cannot speak for the. For all students, obviously, but usually that that also creates another problem.

T5: Since you're doing a qualitative study, it's better to give you more answers. I think one more problem that I see is that because most of the terminology of the course is taught in the first year and they are struggling with English . sometimes they don't have a solid foundation to put up on the coming years. So for people for student who are struggling with English on their first year usually have to work a bit more later on to understand the terminology, the basics of it sometimes they have to struggle with the most difficult versions of the same courses that they learn the basics so I think that.

TEACHER: 6

Question A: What are the main goals? What do you think are the main goals of teaching English as a teaching university courses in English language?

T6: It is important because to reach the students according I mean around the world. I think the English the use because it's the common language around the world. This is it. I think the main reason.

Question B: Do you think English does not longer belong to native speakers? When I mean native speakers, I mean people like Americans, British Canadians and Australians. But it belongs to anyone who uses the language either to speak or write or teach anything like you and me as we're using English now. It belongs to us and not just the Americans and British.

T6: Yeah it not Just you know, belong to the native language, because otherwise how we're gonna get in touch ourself if we don't have any common language.

Question C: Do you think that if a learner has lower proficiency level in English, language is going to affect the way they understand the courses you teach?

T6: Yeah, I think so because.If we cannot express ourself to students, how we're gonna give them main subject? Yani, I mean it's not. For example, I am from Cyprus and my native language is Turkey. So if I'm good in talking English, how it's going to be possible teacher, you know, like International University?

Yeah no yeah, even though they don't know even though they are the native speakers and they don't know the representations of the notations, sometimes it's going to it is Terrible explaining the end of the course actually

Question H: OK, since it's difficult to explain when students do not have enough English background, how do you manage it? What are the strategies what?

T6: What I do? Umm! If they are not good in English. I do Yanny   actually sometimes nothing to do more because There are many students in my courses that comes from different countries and their native languages are different, so it's not possible. Just learn that, especially the the notations according to their

native language. So in this case, you know teaching would be very Hard. Very, very hard, because even though the subject is easy, but the notations doesn't, the notations are not that That doesn't make any sense for the students. So Yanni. The class gonna be impossible to continue.

Question I: So Hocam how do you encourage students to be able to improve their English language skills?

T6: What are I suggest my students any if they pass the prep school? Of course they don't have much difficulties, but on the other hand, what I suggest they should listen. You know the films in English. Yeah, **listening music in English. Reading books. I know that it's maybe not possible nowadays because of the social media unfortunately. But even though the social media they can improve their English by watching the tick. Tock videos. YouTube videos in English.**

 If you had your way Which language will you teach in?

T6: French.

You teach in French?

T6: I because it's my first foreign language When I was undergraduate student I took French in the new semester and I still feel some kind of, you know, the materials. Let's say and I wish I would express and I would teach in the math in French