

Attitudes of University Faculty Towards English Medium Instruction in Turkey

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ÖZET Bu araştırmada, Türkiye’deki üniversitelerdeki öğretim elemanlarının İngilizcenin eğitim dili olarak kullanılmasıyla ilgili tutumları incelenmiştir. Çeşitli akademik ünvan ve kadro derecesine sahip 101 öğretim elemanı bu çalışmaya katılmıştır. Katılımcıların yarısı eğitim dili İngilizce olan bir üniversitede, diğer yarısı ise eğitim dili Türkçe olan iki farklı üniversitede görev yapan akademisyenlerden oluşmuştur. Araştırma verisi Likert tipi sorulardan oluşan bir anket aracılığıyla toplanmıştır. Ankette katılımcıların İngilizce ve İngilizcenin eğitim dili olarak kullanılmasıyla ilgili genel tutumları; İngilizcenin eğitim dili olarak kullanılmasının derslerin verimine olan etkisiyle ilgili görüşleri; ve İngilizcenin eğitim dili olmasıyla ilgili sosyo-kültürel ve kaynaklara erişimle ilgili endişeleri incelenmiştir.

ANAHTAR KELİMELER eğitim-öğretim dili, İngilizcenin eğitim dili olarak kullanımı, öğretim elemanları, Türkiye’deki üniversiteler

ABSTRACT This study focuses on the attitudes of university faculty towards using English as a medium of instruction in universities in Turkey. 101 university faculty members with a variety of academic titles and ranks participated in the study. Half of the participants were faculty members from an English medium university, and the other half were faculty members from two different Turkish medium universities. Data were collected by means of a questionnaire which consisted of Likert-type items inquiring about: the participants’ general attitudes towards English and English medium instruction; their views regarding the effects of English medium instruction on course efficiency; and their socio-cultural and resource-access related concerns about English medium instruction. An open-ended question at the end of the questionnaire asked the participants to provide additional comments or explanations for their responses. The responses of faculty members from the English medium university were compared with those from the Turkish medium universities.

KEYWORDS language of instruction, English medium instruction, university instructors, universities in Turkey

INTRODUCTION

English language has had a strong presence in Turkey since the 1950’s, which corresponds to a time when it began developing closer relationships with the United States. After the 1980’s, the increase in contact with free market economies has speeded

1. Seran Doğançay-Aktuna, “The Spread of English in Turkey and its Current Sociolinguistic Profile,” *Journal of Multilingual and Multicultural Development*, 19 (1999), pp.23-39.

up the invasion of new brands, terminologies, popular American culture and media.¹ The global power of English began to be observed in Turkey as well. Despite the recognizable power and prestige of English in Turkey, there have been anti-English movements countrywide.² Due to its fast spread and strong impact on Turkish foreign language policy, many people have become critical towards English in the country. A number of scholars, such as Bozkaplan, Demircan, Kapkın and Alkan, Kırkgöz, Kızıltepe and Doğançay-Aktuna, Sarıtosun, and Sinanoğlu, expressed concerns about the use of English in Turkey and the use of English as a medium of instruction.³ Based on the claims of these scholars, some issues appear to be significant in the Turkish context. English medium instruction is a problematic issue in Turkey especially in the sense that it affects the learning and teaching process negatively. Besides, English medium education is claimed to increase the cost of education and negatively affect the development of scientific language in Turkey. Nevertheless, the power of English as a foreign language in the Turkish education system is constantly increasing. Each year, new universities are added to the list of Turkish universities which offer complete or partial English medium instruction. Furthermore, some of the most prestigious state universities in the country are English medium, and English is the medium of instruction in some departments of other well-respected universities.

Studies that investigated attitudes towards English as a medium of instruction in Turkey explored the issue from three main perspectives: Kırkgöz and Tarhan investigated it from the teachers' perspective; Karahan, Kavanoz & Yüksel, Kırkgöz, and Kılıçkaya inquired the learners' perspective; and Tarhan also looked at the parents'

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2. Ali Fuad Selvi, "World Englishes in the Turkish Sociolinguistic Context," *World Englishes*, 30 (2011), pp.183–199.
 3. Şerif Ali Bozkaplan, "Yabancı Dilde Öğretim Sorunu," in Gürer Gülsevin and Erdoğan Boz, E. (eds.), *Türkçenin Çağdaş Sorunları* (Ankara: Gazi Kitabevi, 2006). pp.45-61; Ömer Demircan, "Yarım Dilli Öğretim," in Nadiye Sarıtosun (ed.), *Bilim ve Öğretim Dili Olarak Türkçe* (İstanbul: İTÜ İnşaat Fakültesi Matbaası, 1995), pp.36-57; Güliz Kapkın and Necla Algan, "Anadiliyle Öğretim Üzerine bir Söyleşi," in Nadiye Sarıtosun (ed.), *Bilim ve Öğretim Dili Olarak Türkçe* (İstanbul: İTÜ İnşaat Fakültesi Matbaası, 1995), pp.30-36; Yasemin Kırkgöz, "Students' and Lecturers' Perceptions of the Effectiveness of Foreign Language Instruction in an English-medium University in Turkey," *Teaching in Higher Education*, 14 (2009), pp.81-93; Zeynep Kızıltepe and Seren Doğançay-Aktuna, "Yüksek Öğrenim Başta Olmak Üzere Türk Eğitim Sisteminde Yabancı Dillerin Durumu," in Astrid Menz and Christoph Schroder (eds.), *Türkiye'de Dil Tartışmaları* (İstanbul: İstanbul Bilgi Üniversitesi Yayınları, 2006), pp.229-241; Nadiye Sarıtosun, "Türkiye Türkçesinde Bilim Dili ve Terim Sorunu," in Nadiye Sarıtosun (ed.), *Bilim ve Öğretim Dili Olarak Türkçe* (İstanbul: İTÜ İnşaat Fakültesi Matbaası, 1995), pp.12-30; Oktay Sinanoğlu, *Bye bye Türkçe*, 25th edition (İstanbul: Otopsi Publishing, 2005).

perspective.⁴ In addition to the attitudes of teachers teaching at primary or secondary level, university instructors' attitudes towards the use of English as a medium of instruction at higher education has also been investigated by a number of researchers, such as Kılıçkaya, Sert, and Somer.⁵

The studies by Doğançay-Aktuna and Kızıltepe and Üzüm revealed that Turkish students had a positive attitude towards English as the medium of instruction at schools for instrumental reasons.⁶ However, people who admit to the advantages of being competent in English in the globalized world may have negative attitudes towards English medium instruction for a number of reasons. Tarhan, for example, reported that high school students, their parents, and teachers mainly had negative attitudes towards English medium instruction in secondary schools claiming that studying a foreign language slows down the learning of the content matter. Kırkgöz's study revealed that in addition to instrumental purposes, students had integrative purposes to learning English. Although they considered English medium instruction to have a negative effect on their content learning process, the student participants in this study had positive attitudes towards English medium instruction.

Focusing on the perceptions of university instructors and students regarding the three types of instruction (English medium instruction, Turkish medium instruction, and English aided instruction), Sert states that each approach has pros and cons in terms of the effectiveness of the use of English in foreign language acquisition and content learning

4 Yasemin Kırkgöz, "English Language Teaching in Turkey: Policy Changes and their Implementations." *RECL Journal*, 38 (2007), pp.216-228; Şahika Tarhan, *Perception of Students, Teachers and Parents Regarding English Medium Instruction at Secondary Level* (PhD dissertation, Middle East Technical University, 2003); Firdevs Karahan, "Language Attitudes of Turkish Students towards the English Language and its Use in Turkish Context," *Çankaya University Journal of Arts and Sciences*, 7 (2007), pp.73-87; Suzan Kavanoz and H. Gülru Yüksel, "Pre-service EFL Teachers' Opinions on Use of English as a Medium of Instruction in Turkish Context," International Conference on New Trends in Education and their Implications. Antalya, Turkey, (2010); Yasemin Kırkgöz, "Motivation and Student Perception of Studying in an English Medium University," *Journal of Language and Linguistic Studies*, 1 (2005), pp.101-123; Ferit Kılıçkaya, "Instructors' Attitudes to English Medium Instruction in Turkey," *Humanizing Language Teaching*, 8 (2006), pp.1-9.

5. Nehir Sert, "The Language of Instruction Dilemma in the Turkish Context," *System*, 36 (2008), pp.156- 171; Seçil Somer, *The Role of English Medium Instruction in Engineering and Architecture at Anadolu University* (MA. thesis, Bilkent University, 2001).

6. Seran Doğançay-Aktuna and Zeynep Kızıltepe, "English in Turkey," *World Englishes*, 24 (2005), pp.253-265; Babürhan Üzüm, *Analysis of Turkish Learners' Attitudes towards English Language And English Speaking Societies* (MA. thesis, Middle East Technical University, 2007).

of the students. According to the results of Sert's study, English medium instruction was more effective for teaching English to university students when compared to English aided instruction and Turkish medium instruction; however, teaching content matter through English medium instruction was found to affect the achievement of the content negatively. Kılıçkaya's study in the Turkish context suggests that university instructors regard Turkish medium instruction to be more beneficial for learners. The instructors who participated in the study showed a preference for content courses to be in Turkish; however, they claim that the assignments should be submitted in English. Another study conducted by Somer investigated the attitudes of Turkish university instructors towards English medium instruction in Turkish universities. Political and educational reasons were found to affect the ideas of the participants. As for educational concerns, the instructors considered English to be a barrier for content teaching and learning; on the other hand, English was regarded to be beneficial in reaching more course materials published in English. The political perspective was related to the preservation of the local language and the negative effects of English medium instruction on Turkish. In this study, some of the instructors were positive about the idea of English medium instruction, while some others thought that learners' first language should be the language of instruction in higher education.

The current study aimed to investigate university instructors' attitudes towards using English medium instruction by comparing the attitudes of instructors working at English medium universities and those teaching at Turkish medium universities. The following research questions guided the study: 1) What are the attitudes of university faculty teaching at English medium universities towards English medium instruction?; 2) What are the attitudes of university faculty teaching at Turkish medium universities towards English medium instruction?; and 3) What are the similarities and differences between the two groups of faculty towards English medium instruction?

METHOD

PARTICIPANTS

Data were collected from one English-medium and two Turkish-medium state universities located in Ankara, Turkey. The participants were either contacted via e-mail

TABLE 1—Participant Affiliation

University	N
Participants from EMI Universities	51
Participants from TMI Universities	33
	17

or approached personally. 51 faculty members from the English medium university and 50 faculty members from the Turkish medium universities responded to the questionnaire. The participants represented a variety of academic ranks and represented different areas of study; however, to avoid any positive bias, faculty members from departments offering degrees in English, such as English Language Teaching, English Language and Literature, American Culture and Literature, were excluded from the study. Instructors from different departments of the institutes of social and natural sciences (e.g. Departments of Political Science and Public Administration, History, Psychology, Natural Gas Engineering, Mathematics, Electrical Engineering and etc.) participated in the study.

INSTRUMENTS

In order to answer the research questions of the present study, a questionnaire was developed by the researchers. Some of the items of the questionnaire were adapted and adopted from Tarhan and Tung et al.⁷ Tarhan’s study investigated parents, students and teachers’ perspective concerning EMI in high schools in Turkey, and the teacher questionnaire was administered to 383 teachers of mathematics or science with English or partial English instruction experience. The teacher questionnaire was found to be highly reliable ($p \geq 0.80$) and factor analysis was used for data reduction. Tung et al. were also concerned about the attitudes of teachers, students and parents towards EMI in secondary schools in Hong Kong, Chinese was the mother tongue of the majority of the participants. Over 700 teachers answered the questionnaire, and the reliability for the questionnaire was assured ($p \geq 0.80$). Eight factors emerged in the analysis: 1) Chinese as an instructional medium enhances student learning; 2) Teaching in Chinese presents some problems for the teacher; 3) The government should actively support mother-tongue

7. Peter Tung, Raymond Lam and Wai King Tsanga, “English as a Medium of Instruction in Post-1997 Hong Kong: What Students, Teachers, and Parents Think” *Journal of Pragmatics*, 28 (1997), pp.441-459.

education; 4) Many obstacles unrelated to classroom teaching are in the way of adopting Chinese as an instructional medium; 5) Chinese medium instruction is feasible but senior students should be taught in English; 6) Students are better prepared for studying in Chinese; 7) The use of some Chinese by teachers is acceptable to the school, and 8) Teachers support the use of a different instructional language for different ability groups.

As the first language of all the participants in our study was Turkish and we wanted to ensure reliability by using the same data collection tool with all participants, the questionnaire was prepared in Turkish. The first part of the questionnaire elicited demographic information from the participants and the second part consisted of 26 five point Likert type items (1= Strongly Agree, 5= Strongly Disagree) and one open ended question giving the participants the opportunity to provide additional comments or explanations regarding their responses on the questionnaire. The questionnaire was initially piloted on 15 academic personnel and the reliability coefficient was higher than .70 (Alpha= 0.914) which confirmed the reliability of the instrument. Following the feedback from the participants of the pilot study, the wording of some of the items was revised. As the participants from the Turkish medium universities did not use English to teach the content matter, the wording of the questionnaire items for that group was adapted accordingly. The two versions of the questionnaire, one for the instructors teaching at the English medium university and the other, for those teaching at Turkish medium universities, were evaluated by three external researchers to confirm that the questionnaires were compatible in expression and meaning. The Cronbach Alpha reliability analysis of the questionnaire indicated that the Likert items were highly reliable ($r = .920$). In accordance with the factor analysis results four factors were found in the study: General attitudes, course efficiency, socio-cultural concerns, and resources. In Table 2, items for each factor are presented.

TABLE 2—Items For Each Category

Items for Resources

English medium instruction increases the access for scientific sources.
English medium instruction facilitates the access for more scientific resources.
When resources are in English, students have difficulty in understanding them.

Items for Socio-cultural concerns

Since English has become an international language, English medium instruction doesn't lead to cultural degeneration.
The spread of English in our country affect our culture positively.
The spread of English in Turkey affects Turkish positively.
I think English medium instruction leads to degeneration in Turkish culture.
I believe that English medium instruction degenerates the Turkish used by students
English medium instruction has negative effects on the derivation of Turkish terminology in science and technology.
When published materials used in courses are in English (books, journals or etc.), the cost for the access to the original resources increases.
Since English is an international language, English medium instruction doesn't lead to cultural degeneration.

Items for General Attitudes

I find teaching in a foreign language to be beneficial.
I find English medium instruction to be beneficial.
The courses offered at universities must be taught in English.
Instead of having English medium courses, we should teach English to the extent that the students can use it for their academic studies effectively.
I believe that there must be Turkish medium instruction in my institute.
It is appropriate for the content courses in our department to be taught in English.

Items for Course Efficiency

I believe that Turkish medium instruction will make students more active in class.
I believe that English medium instruction affects students' creativity negatively.
I believe that Turkish medium instruction increases students' attention in class.
I believe that Turkish medium instruction creates a more productive classroom context.
I believe that teaching in Turkish brings less work load than teaching in English.
I believe that I can express myself better if I teach in Turkish.
I believe that I can be more creative if I teach in Turkish.
I believe that teaching in English affects my teaching performance negatively.

DATA ANALYSIS

The data were analyzed through SPSS 13 for Windows using ANOVA. Normal distribution of the data was verified through Kolmogorov-Smirnov ($p=0.85$). The variances are homogenous according to Levene's Test of Equality of Error Variances ($p= .220$). While analyzing the responses to the questionnaire items, the Agree and Strongly Agree choices on the Likert scale were considered as *agreement*; the Neutral choice was considered as having no opinion or being *undecided* about the issues; and the Disagree and Strongly Disagree choices were taken as *disagreement*. While analyzing the responses to the open-ended question inquiring any additional comments the participants may have, similar responses were thematically coded and tendencies were determined among parallel responses. Data analysis results for each factor are discussed under separate section headings below.

RESULTS

Overall ANOVA results indicate that there is a significant difference between the participants from EMI and TMI universities in terms of their attitudes to EMI, $p=0.00$ (See Table 3).

TABLE 3—ANOVA Results For EMI and TMI Faculty

Dependent Variable: xtoplam		<i>Pairwise Comparison</i> 95% Confidence Interval for Difference ²				
(I)	(J)	Mean Difference (I-J)	Std. Error	Sig. ¹	Lower Bound	Upper B Pound
school EMI	school TMI	13,158	3,324		6,581	19,736
school TMI	school EMI	-13,158	3,324		-19,736	-6,581

Based on estimated marginal means:

¹ The mean difference is significant at the 0.05 level.

² Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

TABLE 4—Results of the Items on Resources

Items	EMIU*	TMIU**
English medium instruction increases the access for scientific sources.	A	A
English medium instruction facilitates the access for more scientific resources.	A	A
When resources are in English, students have difficulty in understanding them.	A	A

* English Medium Instruction University

** Turkish Medium Instruction University

Resource Access: According to the independent samples t-test analysis, for the issues related to the access for scientific resources and socio-cultural concerns about English medium instruction, there was not a statistically significant difference ($p > 0.05$) between the two groups of instructors. This result indicates that the instructors from English medium universities and the ones from Turkish medium universities seem to agree with the items related to resource access issues. The two groups agree that although English medium instruction facilitates and increases access to scientific resources, students experience difficulty in understanding them.

Socio-cultural concerns: Similarly, responses regarding socio-cultural concerns were parallel in the two groups of participants. There was not a statistically significant difference between the groups ($p > 0.05$) (See Table 5 below for the comparison of each item; D= disagreement, A= Agreement).

TABLE 5—Results of the Items on Socio-cultural Concerns

Items	EMIU*	TMIU**
Since English has become an international language, English medium instruction doesn't lead to cultural degeneration.	D	D
The spread of English in our country affects our culture positively.	D	D
The spread of English in Turkey affects Turkish positively.	D	D
I think English medium instruction leads to degeneration in Turkish culture.	D	D
I believe that English medium instruction degenerates the Turkish used by the students.	A	A
English medium instruction has negative effects on the derivation of Turkish terminology in science and technology	A	A
When the published materials used in the courses are in English (books, journals or etc.), the cost for the access to the original resources increases.	A	A

* English Medium Instruction University

** Turkish Medium Instruction University

The participant responses to the questions regarding the socio-cultural effects of English medium instruction showed that for the first four items, the participants disagreed with the ideas presented in the statements. These four statements were about instructors' attitudes towards the spread of English and English medium instruction. The results indicated that instructors in the two groups didn't consider English to have a positive effect on Turkish culture and language. Besides, English medium instruction was not suggested as a reason for cultural denegation in Turkey. On the other hand, statements in the last three items were accepted by the two groups of respondents. The participants agreed that English medium instruction has negative effects on learners' use of Turkish, the derivation of Turkish scientific terminology, and cost effectiveness of access to the printed materials.

General attitudes: Although similar attitudes were revealed by the participants concerning resources and socio-cultural issues, the independent samples t-test analysis showed a statistically significant difference between the two groups in their answers to some of the items regarding general attitudes and course efficiency ($p < 0.05$). The last two items concerning general attitudes (I believe that there must be Turkish medium instruction in my institute; I find it appropriate that the content courses in our department must be taught in English) were recorded to have statistically significant difference ($p < 0.05$). The first two items (I find teaching in foreign language beneficial; I find English medium instruction beneficial) seemed to reveal different responses from the two faculty groups; however, statistical analyses showed no statistically significant difference between the two groups in terms of their answers for the first four items provided in Table 6 ($p > 0.05$). Interpreting the responses, it is possible to say that the two groups of participants agreed that courses should not be thought in English at university; instead, students should learn English to the extent that they can use it in their academic studies effectively. Instructors working at English medium universities agreed that teaching in English is beneficial and in their institution, English rather than Turkish should be the medium of instruction. On the contrary, instructors working at Turkish medium universities stated that English medium instruction is not beneficial and Turkish should be the language of instruction in their classrooms. In Table 6, the results concerning the answers for the items about general attitudes are presented and between group differences are highlighted.

TABLE 6—Results of the Items on General Attitudes

<i>Items</i>	<i>EMIU*</i>	<i>TMIU**</i>
I find teaching in a foreign language beneficial.	A	D
I find English medium instruction to be beneficial.	A	D
The courses offered at universities must be taught in English.	D	D
Instead of having English medium courses, we should teach English to the extent that the students can use it for their academic studies effectively.	A	A
I believe that there must be Turkish medium instruction in my institute.	D	A
It is appropriate for the content courses in our department to be taught in English.	A	D

* English Medium Instruction University

** Turkish Medium Instruction University

Course efficiency: The last factor included in the questionnaire was course efficiency. The first three items in course efficiency are related to students' performance, the fourth item is about classroom context and the last four items are concerned about instructors' experiences (See Table 7 for these items.) The differences between the two groups are highlighted in the table. The statistical analysis indicated that the participants in the two groups had similar ideas concerning the items about the effects of English medium instruction on learners' course performance ($p > 0.05$). Their responses indicated that both group of participants believed that English medium instruction affects learners' attention, creativity, and participation negatively. Besides, the two groups of instructors agreed that Turkish medium instruction would create more productive classroom contexts. Instructors working at Turkish medium universities and English medium universities agreed that they can express themselves better if they teach in Turkish and teaching in Turkish would not decrease their workload. For the last two items, there was disagreement between the two groups ($p < 0.05$). The instructors working at Turkish medium universities agreed with the statements provided in items 7 and 8 (highlighted in Table 7, below) and stated that they could be more creative if they taught in Turkish and that teaching in English would affect their teaching performance negatively. On the contrary, participants from the English medium university were against the statements given in these items. They claimed that teaching in Turkish would not increase their creativity and that teaching in English does not affect their teaching performance negatively.

TABLE 7—Results of the Items for Course Efficiency

<i>Items</i>	<i>EMIU*</i>	<i>TMIU**</i>
I believe that Turkish medium instruction will make students more active in class.	A	A
I believe that English medium instruction affects students' creativity negatively.	A	A
I believe that Turkish medium instruction increases students' attention in class.	A	A
I believe that Turkish medium instruction creates a more productive classroom context.	A	A
I believe that teaching in Turkish brings less work load than teaching in English.	D	D
I believe that I can express myself better if I teach in Turkish.	A	A
I believe that I can be more creative if I teach in Turkish.	D	A
I believe that teaching in English affects my teaching performance negatively.	D	A

* English Medium Instruction University

** Turkish Medium Instruction University

RESPONSES TO THE OPEN ENDED QUESTION

The thematic coding of the open ended responses of the instructors teaching at Turkish medium universities revealed four tendencies: 1) The role of English in academic studies is essential. 2) Maintaining and improving Turkish medium instruction is essential. 3) Lack of academic resources in Turkish leads to education in English. 4) Learning an additional foreign language is important. The themes that appeared after the thematic analysis of the responses of the instructors working at the English medium university were grouped in two tendencies: 1) English is important for academic improvement 2) Quality of instruction is more important than the language of instruction. In the following section the results of the study will be discussed and the similarities and difference between the attitudes of instructors working at Turkish and English medium universities will be presented.

DISCUSSION AND CONCLUSION

Considering the relationship between English medium instruction and access to scientific resources, the two groups of instructors mostly had similar attitudes. Paralleling Somer's study results, in terms of resource access, the two groups of instructors in our study showed positive attitudes to having English in the classroom because English

medium instruction increases resource access and facilitates accessing more resources. Nevertheless, both groups of instructors admitted that English materials created difficulty for learners in understanding the content of the course, which is also a problem reported in earlier studies. Responses to the open ended question also supported this attitude; instructors from both groups highlighted the importance of English in academia to facilitate resource access. As mentioned in the open-ended responses from Turkish medium university instructors, the lack of Turkish scientific resources is an important reason which reinforces the spread of English medium instruction. In this study, it was pointed out that there is a close relationship between inadequate Turkish scientific materials and requirement for English medium instruction. In other words, as it was stated by faculty members from Turkish medium universities, Turkish medium instruction could be facilitated by increasing the number of resources published in Turkish. According to the participants from English and Turkish medium universities, using authentic materials published in English also creates some socio-economic problems. Both groups of instructors agreed on the fact that when course materials are published in English, the cost of purchase increases. Moreover, having courses in English negatively affects the development of scientific terminology in Turkish. In sum, although English medium instruction helps learners and instructors reach more materials, due to the added expense of English materials may be problematic for students. In the long run, developments in Turkish as a language of science may be negatively affected when main course materials are printed in English. In addition to these, students' use of Turkish was claimed to be negatively affected when Turkish is put aside from the learning contexts and English medium instruction is preferred. Instructors from Turkish medium universities underscored that rather than focusing on only English, other foreign languages should be learnt and effectively used by learners studying at Turkish universities. Although English medium instruction was not claimed to cause cultural degeneration in Turkey, the spread of English was stated not to have positive effects on Turkish and Turkish culture.

Instructors in English medium and Turkish medium universities differed in terms of their general attitude towards English medium instruction and their concerns about the effects of English medium instruction on course effectiveness. In general terms, both groups of instructors were against the idea of having English medium instruction in any department or university. Similar to the results of Kılıçkaya's study, the two groups of instructors in our study suggested that teaching English to the extent that the students can use it for their academic studies effectively is more effective than teaching the course content in English.

However, when the question was put more specifically and the participants were asked to share their ideas about the medium of instruction in their own context, the instructors from the English medium university had positive attitudes to English medium instruction. In their answers to the open ended question, they claimed that the quality of instruction is more important than the medium of instruction. On the contrary, participants from Turkish medium universities stated that they prefer Turkish medium instruction rather than teaching the content matter in English. This difference between the two groups can be explained by their current teaching conditions. In other words, the participants had positive attitudes towards the current language of instruction of their institution although they might have attitudes against English medium instruction in higher education institutions in Turkey.

The negative effects of English medium instruction on learners' content learning were reported in other studies cited earlier in this paper. Parallel to these results, the instructors in English and Turkish medium universities in our study had positive attitudes towards Turkish medium instruction considering the positive effects of Turkish medium instruction on students' motivation, creativity and active participation. In addition, Turkish medium instruction was claimed to facilitate productive classroom contexts. Both groups of participants stated that Turkish medium instruction facilitated the classroom atmosphere and learner participation; however, it did not decrease the workload of the instructor. The two groups differed in their attitudes towards the effects of English medium instruction on instructors' teaching performance. Instructors from the English medium university claimed that teaching in English does not affect their teaching performance negatively and teaching in Turkish would not facilitate their creativity. On the contrary, the instructors from Turkish medium universities argued that teaching in Turkish had a positive effect on their classroom creativity; however, they believed that teaching in English could affect their teaching performance negatively. In this study, it is seen that instructors' current working conditions highly influence their attitudes towards English medium instruction.

The results of the study showed that the two groups of instructors shared similar attitudes when asked to evaluate general issues regarding English medium instruction. However, when the questions become specific and closely related to their current teaching practices instructors working at the English medium university and Turkish medium universities differed in their attitudes. This difference seems to show that the instructors were highly affected by their teaching environment in their attitudes towards English medium instruction.

This study aimed to investigate the attitudes of university instructors towards English medium instruction in Turkey and to report the similarities and differences between faculty teaching at English medium and Turkish medium universities. Despite an inclination towards teaching in English at higher education, university instructors had both positive and negative attitudes towards English medium instruction in Turkish universities. The results of our study revealed that the teaching context of instructors had an effect on their attitudes concerning the issues directly related to the instructors' own practices. On the other hand, both groups of instructors shared similar attitudes regarding the general effects of English medium instruction on learners, culture and resource access.

Considering the attitudes of the faculty from two different teaching contexts some suggestions about the medium of instruction in Turkish higher education can be drawn from the current study. Improving university students' academic reading and writing skills is beneficial to facilitate resource access, academic communication, and effective use of resources. It may be suggested that translation studies would make resource access in Turkish easier. Also, terminological development in Turkish science language may be fostered through translations of academic resources published in English as well as in other foreign languages. Learning other foreign languages should be supported at higher education so that different scientific resources and various scientific perspectives from different parts of the world can be included efficiently in Turkish higher education. Finally, attitudes of the participants in this study indicate that learners and classroom learning may be negatively affected by instruction offered in English. Therefore, English aided instruction may be more effective than English medium instruction in facilitating the achievement of the pedagogical aims in Turkish universities.

Further studies should be conducted to gain more information in the area and define the place of English medium instruction at Turkish higher education system. Investigating classroom applications and their effects on faculty and university students would offer valuable information to researchers and policy makers.

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