



| Research Article/ Araştırma Makalesi |

Analysis of Postgraduate Thesis Studies in English Medium Instruction (EMI) in Turkey¹

Türkiye'de İngiliz Dilinde Eğitimde (İDE) Lisansüstü Tez Çalışmalarının İncelenmesi

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Abstract

The popularity of EMI-based research has increased along with the interest in EMI programs globally. It is evident there is little thorough analysis study that identifies the orientation of the subjects covered in the dissertations in EMI in Turkey. This perspective is taken in order to analyze the thematic distribution of postgraduate theses on EMI written in Turkey between 1987 and 2022 and stored in the Higher Education Institution Thesis Center Database. The data were gathered using the thesis review form the researcher devised, and they were then subjected to content analysis. It has been acknowledged that the majority of Turkish postgraduate theses generated in EMI are dissertations that evaluate opinions utilizing survey research as recurrence of similar theses studies have surfaced. There are very few experimental investigations in EMI from a methodological standpoint. Despite the national interest and investment in the adoption of EMI in Turkish Higher Education, the present thorough review revealed that there are relatively few postgraduate studies on EMI-oriented professional development, interactive teaching pedagogy in EMI, the development of pedagogical skills in EMI lecturers and the perspectives of postgraduate level students and lecturers. It appears that an EMI professional development program is important to promote the implementation of EMI to support teaching in English medium.

Öz

İngiliz Dilinde Eğitim (İDE) tabanlı araştırmaların popülaritesi, küresel olarak İDE programlarına olan ilgi ile birlikte artmıştır. Türkiye'de İDE'de yüksek lisans ve doktora tezlerinde işlenen konuların yönelimlerini belirleyen kapsamlı bir çalışmanın olmadığı görülmektedir. Buradan hareketle, Türkiye'de 1987-2022 yılları arasında İDE üzerine yazılan ve Yükseköğretim Kurumu Tez Merkezi Veri Tabanında listelenen lisansüstü tezlerin tematik dağılımını analiz etmek amaçlanmıştır. Veriler, araştırmacının hazırladığı tez inceleme formu kullanılarak toplanmış ve içerik analizine tabi tutulmuştur. Türkiye'de İDE alanında üretilen lisansüstü tezlerin büyük çoğunluğunun, anket araştırması kullanılarak görüşlerin değerlendirildiği tezler olduğu, benzer çalışmaların tekrarlanmasıyla ortaya çıkmıştır. İDE'de metodolojik açıdan çok az sayıda deneysel araştırma vardır. İDE'nin Türk Yüksek Öğretiminde benimsenmesine yönelik ulusal ilgi ve yatırıma rağmen, bu kapsamlı inceleme, İDE odaklı mesleki gelişim, İDE'de etkileşimli öğretim pedagojisi, İDE öğretim görevlilerinde pedagojik becerilerin gelişimi ve lisansüstü düzeydeki öğrencilerin ve öğretim elemanlarının bakış açıları ile ilgili pek az çalışmanın varlığını ortaya koymaktadır. İDE'de öğretimi desteklemek amacıyla İDE'nin uygulanmasını teşvik etmek için bir İDE profesyonel gelişim programının önemli olduğu görülmektedir.

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INTRODUCTION

The highest level of education available is postgraduate study, which enables students with a bachelor's or doctoral degree to specialize in their area of interest by earning a master's or doctoral degree. The creation and development of programs tailored to the needs, as well as the preparation of the teaching staff who will implement these programs, are crucial to the implementation of postgraduate studies (Coşkun et al., 2014). Having information about the content of research studies conducted in the branches of science in universities will both shed light on the way scientists progress and give information about how the related branch of science has developed (Üstüner & Cömert, 2008). In this context, on a national and worldwide level, interest in English Medium Instruction (EMI) has increased (Dearden, 2014). For the internationalization of higher education, EMI is anticipated to be beneficial for universities, lecturers, and students (Birgün, 2022, Dearden & Akincioglu, 2016; Kırkgöz & Karakaş, 2022). As a result, many higher education institutions in Turkey are switching from Turkish to English as their primary language of instruction. As a result, more scientific investigations are being undertaken in EMI, grabbing the attention of researchers. This growth puts more emphasis on the examination of the scientific aspects of these research studies as well as their actual contents.

LITERATURE REVIEW

English Medium Education (EMI) is currently experiencing a boom as a paradigm of instruction in institutions throughout the world (Macaro, et al., 2018). In general, English serves as a lingua franca, especially in academia (Galloway et al., 2017). Many educational institutions in Europe and other nations use English as their primary language of instruction (Jensen & Thogersen, 2011). Using the English language to teach academic subjects (other than English itself) in countries where the majority of the population does not speak English as their first language is known as English language instruction (EMI) (Dearden, 2015; Macaro & Akincioglu, 2018). At many universities in nations where English is not the primary language of the majority of the people, interest in using English as the language of instruction (EMI) is growing. In addition to gradually gaining prominence on a global scale, EMI has received local support in the context of Turkey. There are a number of explanations for why EMI is so highly valued by many colleges nowadays. One of them is that EMI enhances students' proficiency in the English language (Birgün, 2022; Byun et al., 2010; Kırkgöz, 2014; Yeh, 2014), despite evidence to the contrary (Bozdoğan & Karlıdağ, 2013). The idea is that by teaching a few subjects in English, students will be exposed to the language more and have more opportunities to utilize it, which will indirectly help them become more fluent in it. One more is that it is believed it will be simpler for academics to teach and for students to study the subjects because English is regarded as a lingua franca in the academic world and it is a doorway to scientific information (Birgün, 2022). Another justification is that graduates who acquire English will be more marketable to companies and have better job prospects (Birgün, 2022; Kırkgöz, 2005). Top-down policies are used to execute EMI, and this emerging tendency is motivating academic studies to critically look into the effects, implications, and other varied aspects of EMI. Researchers are paying more and more attention to EMI, but little attention is given to the educational consequences that learning a second language for millions of impacted students may occasionally have. Therefore, this research aims to direct the multifaceted studies of EMI that are expected to be undertaken in the study of language use, content acquisition, instructional delivery, quality of education, inequalities of access, linguistic flexibility and competences needed to be a successful EMI lecturer/teacher. EMI was examined in literature with regard to its consequences for various circumstances (Kırkgöz & Karakaş, 2022; Williams, 2015; Macaro et al., 2018). In order to gain a comprehensive knowledge of EMI in the Turkish setting, Çankaya (2017) evaluated a variety of research studies to address issues and difficulties that both students and instructors had reported during the implementation process. However, no previous studies have looked into the post-graduate research done at EMI in Turkey. The current systematic review aims to contribute to this developing field of research in Turkey by outlining the existing EMI-based post-graduate research and emphasizing master's or doctoral dissertations. It is predicted that this systematic review will offer fresh perspectives on EMI-based research and advance the subject in Turkey, where EMI programs at various academic levels, including tertiary, master's, and doctorate, are increasing rapidly in terms of both number and type.

The current paper includes a thorough analysis of all dissertations based on EMI that were completed in Turkey between the years of 1987 and 2022 and kept at the National Thesis Center of the Council of Higher Education. It addresses the research gap and aims to plainly present the position of EMI-based post-graduate courses by outlining the current research trend at the post-graduate level in Turkey. This research will lead the research on the scope and effects of EMI across Turkey and will shed light on postgraduate studies in the needed areas.

Significance of the Research

The purpose of this study is to examine postgraduate theses in the subject of EMI using content analysis in order to provide scientific information to researchers on the caliber of studies. The research findings are anticipated to provide answers to the queries "Where are we?" and "What are our limitations in the field of EMI?" as well as assist in identifying the themes that are frequently and infrequently chosen for theses. The research's findings will allow academics to choose future scientific research topics with greater clarity and provide a fresh viewpoint by revealing the country's most popular themes over time in Turkey. It is crucial to conduct such investigations consistently in Turkey. The study is the first stage of ongoing research in this approach. Additionally, it will give a general sense of the research techniques applied in graduate theses as well as recommendations that

are regarded to advance the field. On the other hand, it is envisaged that reviewing the substance of postgraduate thesis studies and determining the areas in which they have contributed to scientific knowledge would not only shed light on the current situation but also direct the research policies to be pursued in the future. It is therefore believed that the findings which might help make future researches more original and innovative will fulfill a crucial role in the field.

METHOD

Document analysis, one of the qualitative research techniques, was used to gather the research data. In order to expose perceptions and events in a natural environment in a realistic and comprehensive manner, a qualitative process is utilized in conjunction with qualitative data gathering methods including observation, interviewing, and document analysis. Studies that define common and troubling events and meanings in people's lives are included in qualitative research, together with a variety of empirical resources such as case studies, personal experience, introspection, life history, interviews, observational, historical, and visual texts (Kuş, 2003). Analyzing written materials that contain details about the case or cases being investigated entails document analysis. An essential method of data gathering for practically all studies is document analysis. It enables the evaluation of written materials produced in relation to a research issue within a given time frame as well as written materials produced from many sources across time on a related topic (Yıldırım & Şimşek, 2011). It is also defined a methodical study or evaluation process for written and digital documents (Bowen, 2009). The process of reviewing documents involves multiple steps. The following procedures were used in this study to review the documents:

Accessing the Documents

First, it was determined which documents were needed and how to access these documents, accordingly, it was decided to reach the postgraduate theses to be used in the research from the national thesis center.

Checking the Originality

Not every document obtained during the document review process can be used as a data source. For this reason, after reaching the documents (theses) planned to be used in the research, the documents were checked in order to ensure the reliability of the study and not to waste time / effort. Theses that were thought to be incompatible with the research purpose and questions were eliminated from the sample.

Understanding the Documents

It is aimed that the theses that are decided to be used in the research are understood and assimilated by the researcher. Accordingly, before starting the analysis of the theses, they were arranged according to the subject headings.

Analyzing the Data

Content analysis was used for the analysis of the data. In the presentation of the findings obtained for the research questions, tables and figures were prepared using frequency and percentage values.

Use of Data

At the last stage of the document review, the findings obtained in the study were summarized and interpreted by the researcher. At this stage, where similar study results were also used, practical suggestions that were expected to contribute to the literature were attempted to be presented.

Data Collection

The theses examined in this research are the theses that come out when the keywords "English Medium, English Mediated" are written on the thesis search page of Higher Education Council (HEC)- Yüksek Öğretim Kurumu (YÖK). From this review, 32 postgraduate studies published between 1987 and 2022 were included and 32 theses accessed from YÖK Thesis Center; years, subject headings, sampling and study groups, research methods and findings were examined one by one. The theses, which are the subject of the research, were accessed through the "National Thesis Center" from the website of the HEC. Through content analysis, the theses reached were examined in light of several criteria, and the results were then interpreted.

Population

This research consists of postgraduate theses in the field of EMI which were completed between 1987-2022 years. Based on the examination conducted, it was discovered that the earliest documented thesis on EMI dates back to 1987. This year was selected as the starting point, and the research focused on analyzing 32 postgraduate theses that have been accessible through the YÖK (National Thesis Center) database since that time.

Data Analysis

The National Thesis Center of the Council of Higher Education's database serves as the official repository for all dissertations produced in Turkey, so the researcher only examined those that were easily accessible. The search was conducted using the keywords "EMI, English Medium, İngiliz dilinde eğitim/öğretim (İDE) (Turkish counterpart of EMI)" to fulfill the evaluation requirements. The theses and dissertations in English and Turkish were examined. It was discovered that the first pertinent dissertation was completed in 1987. As a result, the current study looked at the pertinent dissertations that were published in Turkey between 1987 and 2022. At the end of the review, a total of 32 theses were accessed and thoroughly examined. After researching relevant literature, the researcher designed a systematic review form to accomplish this.

The organized form includes the subsequent categories:

Level

Title

Research Techniques

Research Area

Research Sample

Research Setting (time)

Findings

The theses examined within the scope of the research were obtained from the National Thesis Center of the HEC. Keyword search technique with the determined keywords was carried out in three different ways: according to the concept, thesis title and department / science branch, and it was ensured that the relevant theses were reached completely. The theses used in the study were analyzed by content analysis. The process of analyzing and reporting on written, spoken, and visual data, as well as systematic techniques for reviewing and confirming the data set, is known as content analysis (Cohen et al., 2007). According to Gökçe (2006), content analysis is a type of interpretation that typically offers a generalization from the qualitative to the quantitative for the structuring and classification of key meanings in order to highlight common elements of the contents of several texts. Often employed in qualitative research, content analysis is a systematic, repeatable process where selected words in a text are summarized with smaller content categories using coding based on predetermined rules (Büyüköztürk et al., 2009). This method aids in reviewing the body of research already done in the area (Falkingham & Reeves, 1998). In order to make the data more intelligible, this technique enables the researcher to test theoretical hypotheses (Cavanagh, 1997). The researcher coded the data in two different ways: top-down using pre-established codes and bottom-up with emergent (data-driven) codes. Some codes were already in place because he already established them. To sum up, the researcher organized, summarized, and evaluated the data that had been gathered by scanning the literature on EMI in accordance with the research questions using the aforementioned technique, which is also known as latent analysis—an interpreted examination of the underlying further meaning of the data (Dörnyei, 2007).

The current study raises the following research questions:

What are the characteristics (time, level and departments) of EMI theses?

What research methodologies were utilized in EMI theses?

What is the distribution of EMI theses by data sources?

What is the distribution of EMI theses according to research scopes?

What are the findings of the EMI theses about?

FINDINGS

The current systematic review analysis covered 32 EMI-based post-graduate dissertations that were completed in Turkey between 1987 and 2022.

Table 1 lists the studies that were reviewed along with their departments, levels (M stands for Master's and D for Doctoral study), and publication dates.

Table 1. Postgraduate dissertations on English Medium Instruction

Number	Level	Date	Department
1	M	2022	English Language and Literature
2	M	2022	Linguistics
3	D	2022	ELT
4	D	2021	Educational Sciences
5	M	2021	English Language and Literature
6	M	2021	ELT
7	M	2020	ELT

Number	Level	Date	Department
8	M	2020	ELT
9	M	2020	Educational Sciences
10	M	2020	Educational Sciences
11	M	2019	Educational Sciences
12	M	2019	ELT
13	M	2019	ELT
14	M	2018	ELT
15	M	2018	ELT
16	M	2017	ELT
17	M	2017	English Language and Literature
18	D	2016	ELT
19	M	2016	ELT
20	D	2016	Business Administration
21	M	2013	ELT
22	D	2012	ELT
23	M	2010	ELT
24	M	2008	Ataturk's Principles and History of Turkish Revolution
25	M	2006	ELT
26	M	2004	ELT
27	M	2004	ELT
28	D	2003	Educational Sciences
29	M	2002	Educational Sciences
30	M	2001	Economic Sociology
31	D	2001	ELT
32	M	1987	English Language and Literature

Eighteen of the EMI-based post-graduate studies that were reviewed were undertaken in the English Language Teaching department, five in the Educational Sciences department, and four of the dissertations were conducted in the English Language and Literature department. The remaining dissertations were completed in the linguistics, economic sociology, History of Turkish Revolution and Ataturk's Principles departments.

7 of them (22%) were conducted for doctoral degrees, while 25 of them (78%) were conducted for master's degrees. The relevant results are displayed in Table 2.

Table 2. EMI-based research by master's or doctoral degrees

Level	Frequence	%
Master's	25	78
Doctoral	7	22
Sum	32	100

The setting, including publication year, of the EMI-based post-graduate master's and doctoral research under examination was reviewed. The findings are shown in the image below (Figure 1). Figure 1 shows the frequency distribution of the master's and doctoral theses under review according to the year of publication. The recent review provides insight into the work done in the last 35 years (1987-2022). Regarding the research's publishing year (1987–2000, 2001–2011, and 2012–2022), this time frame is divided into three segments as follows:

Figure 1. Distribution of theses by years

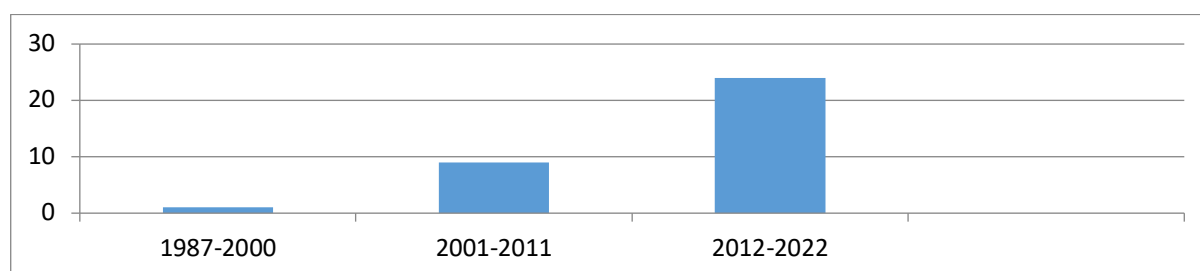
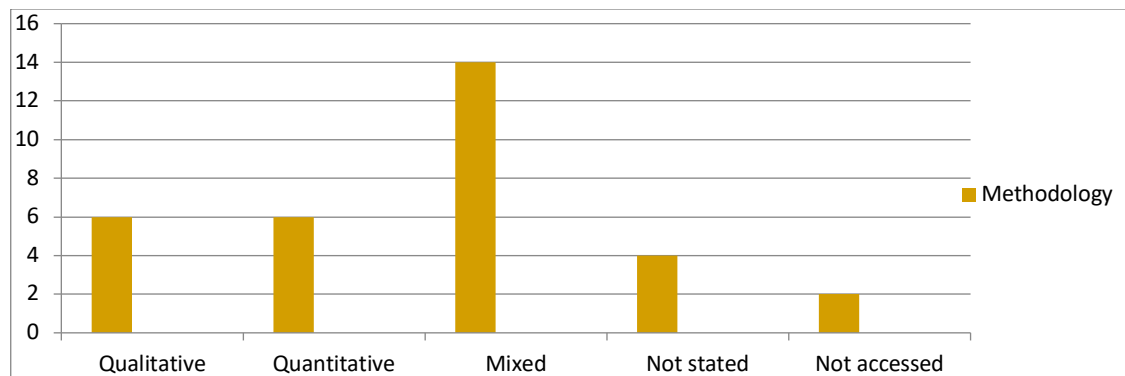


Figure 1 indicates that more EMI-based studies (N=24) were undertaken between the years 2012 and 2022 than they were between the years 2001 to 2011 and 1987 to 2000. There are fewer master's and doctoral works with an emphasis on EMI that were published between 1987 and 2000 (N=1) than those that were published between 2001 and 2011 (N=8).

It was determined that the theses were produced at the master's level in general, and the number of theses produced at the doctoral level was quite low.

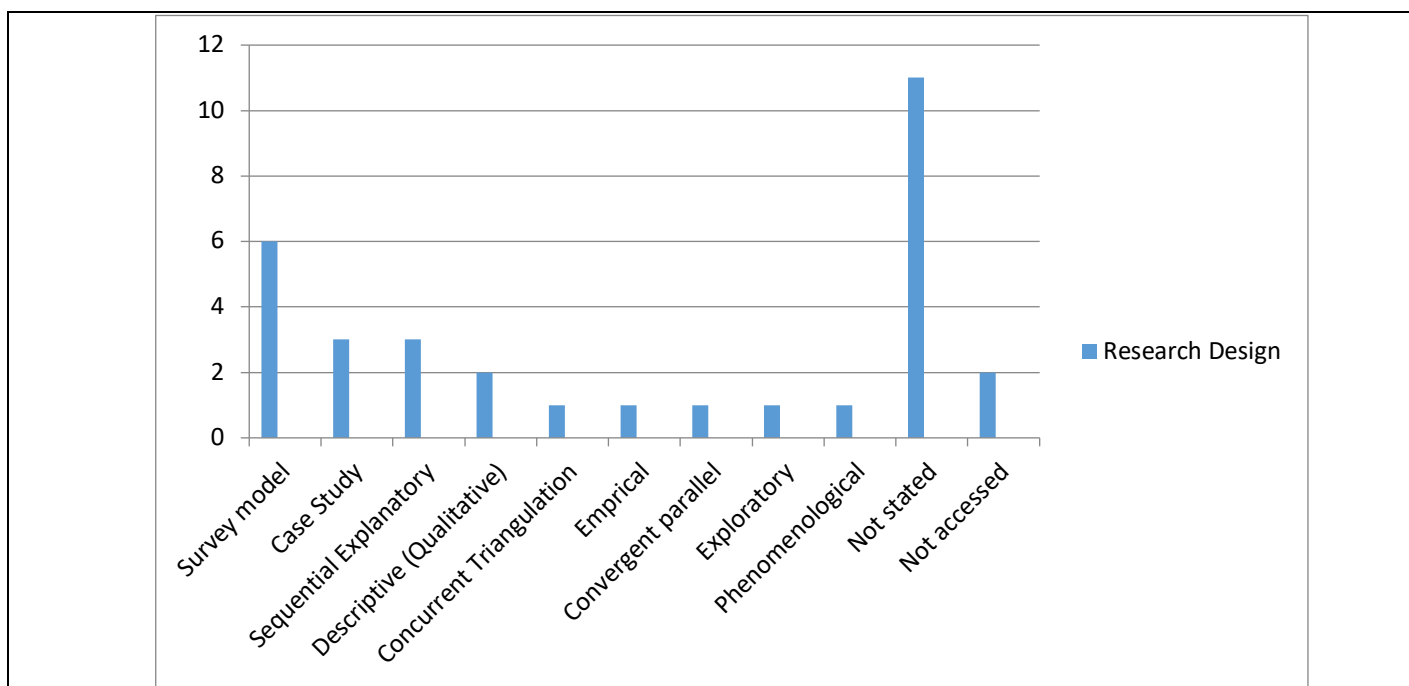
This may be due to the low number of institutions providing education at the doctoral level, the tendency of young researchers to specialize in different fields, or the fact that advisors do not direct researchers to the desired level. The number of theses increases over the years, but this increase is in favor of master's theses. In the light of these findings, it can be said that the field of EMI is neglected at the doctoral level.

Figure 2. Distribution of theses by types of research



In figure 2, it is depicted that most dissertations were conducted as a mixed method research study. It is followed by quantitative and qualitative research studies respectively. In four of the dissertations, the methodology was not identified and two of the dissertations were not accessed.

Figure 3. The research design of the dissertations

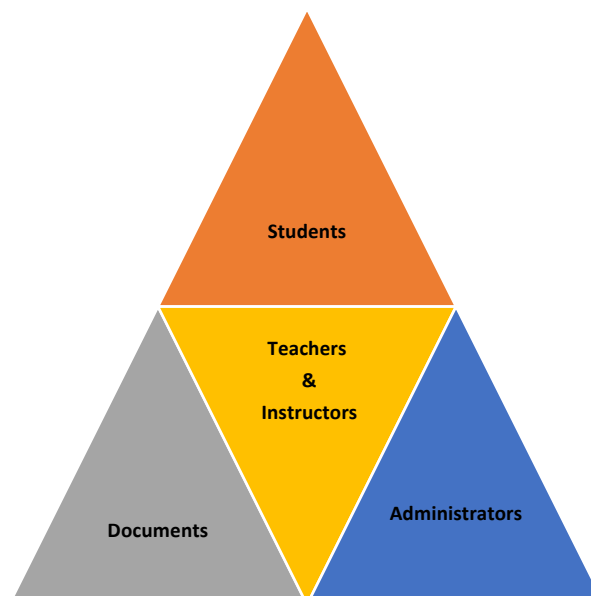


It is discovered that the majority of graduate student dissertations fail to mention the research design. With a concentration on EMI perspectives, six of the dissertations use the survey model, which is then followed by the case study and sequential explanatory designs. Despite the fact that dissertations have been based on a variety of research designs, including empirical, exploratory, phenomenological, and descriptive ones, what is striking in the review is the absence of action research, experimental studies, and comparative studies. In other words, there are relatively few studies that focus on controlling phenomena as opposed to studies that describe or explore phenomena. Finally, two of the theses were unavailable.

The current study highlights four primary types of participants: students, teachers instructors, administrators and documents. In some of the post-graduate studies, participants were divided into more than one group, hence percentage data were not calculated.

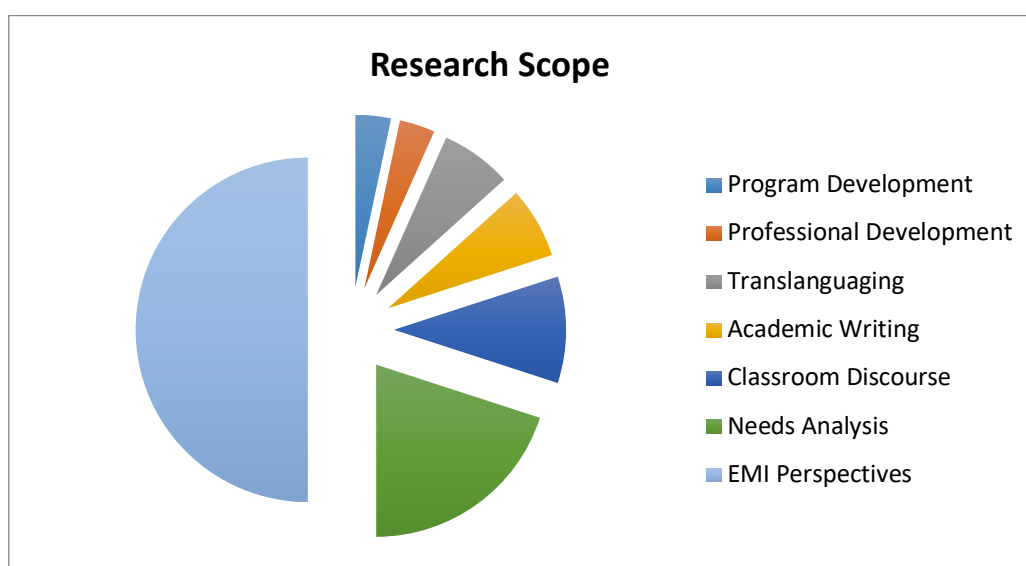
Figure 4 indicates the diverse sample and study groups of the dissertations.

Figure 4. EMI-based research by their study groups and samples



The integration of different types of stakeholders playing a variety of roles is in fact expected for EMI-based studies due to their significant impact on students and learners who function as practitioners first-hand. According to the current study, Turkish post-graduate researchers have primarily conducted research with students, teachers, and/or instructors, and seldom with administrators. On the contrary, it appears that EMI-related documents and parents of students by themselves have not received much attention.

Figure 5. EMI-based research by their research scope



Additionally, the review reveals that the post-graduate degrees have a range of research objectives. Eight categories were used to organize all of the research objectives and motives. First, it is discovered that almost half of the studies examined present the opinions of professors and students (47%), indicating that they are attitudinal. The second goal of the studies under examination is to identify the needs of EMI teachers and students (19%). Thirdly, as the study notes, a minority of research (9%) investigate verbal classroom discourse in EMI by looking at teachers' and students' discourse strategies. Lastly, few studies focus on program development, academic writing, translanguaging, identity development/building and professional development in EMI. Additionally, no research studies were found to be conducted probing EMI program evaluation and EMI instructional pedagogy along with EMI competencies and research engagement of EMI lecturers.

Table 3. Thematic analysis of the findings of EMI dissertations

Perspectives	Needs	Problems	Threats	Differences
Challenging to learn in EMI	More writing instruction for learners	Lack of Trained EMI teaching staff	Negative thoughts of the public	Lexical variation in course delivery in soft and hard sciences
Challenging to teach in EMI	Course delivery on learner needs	Lack of EMI training/ PD activities	Cultural erosion	More complex expressions by foreign EMI lecturers
Challenging to publish in EMI	EMI assessment techniques	Low language proficiency of EMI learners		
More advantageous in course delivery	Collaboration for EMI among stakeholders	Limited autonomy of EMI lecturers		
Contributive to identity building	Translanguaging in EMI course delivery	Low language proficiency of EMI teachers/lecturers		
A way of learning English	Language proficiency in all modalities (R, S, L, W)			
Gateway to scientific knowledge	EMI competencies			
A way of keeping up to date	A PD/ training program			
Beneficial for self efficacy	Listening is the most important skill in EMI			
Advantageous in professional career	Turkish summary of the courses			
Obstacle for academic success	EMI teaching pedagogy			

The table 3 displays the themes and codes of the findings of the EMI dissertations conducted so far. As the scope of most dissertations are related to the perspectives of EMI stakeholders, more codes came out regarding the perspectives and the needs. Additionally, some dissertations strikingly take attention to the problems faced in the implementation of EMI. Moreover, the theme of threats became evident in that the public has negative thoughts over English medium education since it may cause cultural erosion. The findings also take attention to some differences in English medium education in that there is lexical variation in course delivery in soft and hard sciences and more complex expressions are used by foreign EMI lecturers.

DISCUSSION and CONCLUSION

Studies on the evaluation and classification of such theses are crucial for identifying the areas of the literature that currently require more study. The complicated nature of educational research necessitates advanced literature studies, which are a motivation for significant, practical study (Boote & Beile, 2005). The current study evaluating EMI-based postgraduate research historiographically is considered to provide insightful information for upcoming researchers and practitioners despite the comparatively small sample size (a total of 32 Post-graduate studies), as it provides a clear picture of the post-graduate research conducted over a 35-year period in the context of EMI in Turkey.

When the distribution of theses according to the postgraduate level is examined, it is concluded that the highest number of theses are prepared at the master's level, while the number of theses at the doctoral level is the least. From these results, it can be concluded that the master's thesis studies related to EMI are more concentrated, and the doctoral thesis studies are less concentrated. In the distribution of theses according to the department, it was concluded that the highest number of theses were prepared in the English Language Teaching department. Considering the distribution of the theses according to the year they were prepared, it was concluded that most dissertations were prepared between 2012 and 2022. As a result, the number of theses and researchers in the field of EMI is increasing.

Regarding the research approaches used in the post-graduate EMI-based dissertations that have been studied, descriptive survey investigations have a propensity to combine qualitative and quantitative research traditions. Kırkgöz and Karakaş (2022) indicate similar expressions in their EMI study across Turkish Higher education. It was concluded that the mixed method was adopted in the preparation of most theses. Studies that combine quantitative and qualitative methods are called "mixed methods" and they provide a "better" understanding of research problems (Creswell, 2014). For this reason, it can be stated as the right choice to accept the mixed method as the first choice in studies in the field of EMI. The mixed method is followed by studies prepared with quantitative and qualitative research methods. The most widely adopted research design in theses is the survey model. Similar preferences for quantitative research methods, such as surveys or descriptive studies in particular, are also frequently seen in published papers. The prevalence of survey research using questionnaires and interviews as data gathering tools stands out in the review. The use of multiple data collection tools in dissertations increases the validity of the research (Frankel, 1992). For instance, the use of observation as a data collection tools is hardly any in the dissertations. It is seen that experimental design is less preferred and the most important reason for this may be that experimental design applications are more laborious, require more resources and require longer time-labor. Therefore, it would seem that there is a

clear need for additional comparative, correlative, experimental, and action research studies addressing various EMI program components and outcomes. Unfortunately, in the vast majority of the dissertations, research design is not specified. This situation could be expressed as an indication that researchers have deficiencies in research method knowledge. In addition, this situation could be interpreted as a finding that reduces the quality level of thesis studies.

Attitudes and studies of needs analysis provide the basis of the research context for the EMI in post-graduate research in Turkey. It is rare to find relational or intervention techniques. There were not many studies in the EMI sub-fields such as EMI classroom discourse, EMI academic writing, EMI program development, EMI professional development, and identity development in EMI. There is a substantial body of literature on the perspectives on EMI held by lecturers and students in various educational contexts. It has been discovered that very few theses have been written in the area of professional growth in EMI. Professional development of the EMI academics is a quite rare field which seems to be more needed lately for a better implementation of EMI (Macaro, et al., 2018; Birgün, 2022). There is almost no dissertation analyzing professional needs of EMI lecturers in different disciplines, except of one dissertation. Additionally, it is seen that the number of post-graduate studies on EMI-based classroom discourse and EMI academic writing has remained steady throughout the years. EMI classroom pedagogy, EMI lecturer and teacher competences, and testing and assessment in EMI are among the topics that have never been studied in post graduate dissertations in Turkish context. What is missing from this growing body of work is research that addresses assessment issues in EMI contexts which is also highlighted in literature (Şahan & Şahan, 2022). Comprehensive post-graduate studies based on EMI with a multiphase design that includes requirements assessment, program design, delivery, and evaluation are also uncommon. Additionally, no dissertations were found to be conducted probing EMI program evaluation, EMI training program evaluation, assessment in EMI classrooms and EMI instructional pedagogy along with EMI lecturer/ teacher competencies and research engagement of EMI lecturers. Birgün and Kırkgöz (2022) indicate that lack of trained lecturers is a substantial systemic problem in Turkish Higher Education although the EMI programs have been increasing rapidly in Turkish context. Chuang (2015) and Corrigan (2018) highlight EMI pedagogy and take attention to effective pedagogical methods to facilitate students' general learning in EMI courses.

Future researchers may be interested in these sub-disciplines as well. To put it another way, the post-graduate EMI-based study mostly falls under the heading of attitudes focusing on educational experiences of the target unit. It would be very beneficial to conduct further research in order to advance EMI research and teaching techniques. Additionally, the systematic review has demonstrated that, despite teachers' crucial role in the implementation of EMI, post-graduate research in Turkey between 1987 and 2022 paid relatively little attention to them, their traits, or EMI teacher training. Future study could also focus on creating EMI teacher training programs (Costa 2015; Gay et al., 2020), defining an EMI trainer, and examining how they affect the standard of education in EMI (Volchenkova & Kratsova, 2021). Another outstanding result is that it is not clear to what extent EMI improves EMI students' language skills, as well as which modalities are most developed. Therefore, more comparative dissertations or research studies are required both in English medium and Turkish medium since Bozdoğan and Karlıdağ (2013) indicate that learners declined in their productive skills in EMI.

In the same vein, most of the samples and study groups of the EMI research in Turkey consisted of instructors and undergraduate students whereas no postgraduate learners and the instructors lecturing to postgraduate learners. Since it is an easily accessible sample for researchers, it can be said that collecting data from undergraduate students and the academicians lecturing at undergraduate level is the primary reason for preference. Levels of confidence and satisfaction to learn through EMI could be probed on the part of post-graduate students in Turkish context. For instance, Bolton and Kuteeva (2012) reported higher levels of confidence and satisfaction in learning through EMI than undergraduate students.

Reviewing the post-graduate EMI-based research carried out in Turkey was the goal of the current study. It gave insight into the direction of EMI-based research in Turkey between the years of 1987 and 2022 that was archived in the National Thesis Center of the Council of Higher Education's databases. The master's and doctoral dissertations from a total of 32 post-graduate degrees were briefly evaluated. The study that was examined was done during this 35-year span and demonstrated the EMI's enduring appeal in Turkey. The assessment does highlight the fact that there is room for advancement in the field, though. Conclusions, recommendations for additional study, and implications for practice in the future are all clearly stated in this section.

Based on the results of the research, the following recommendations can be made:

- Additional comparative, correlative, and experimental studies focusing on various EMI program outcomes and components appear to be definitely needed.
- Studies can be conducted on the use of the same or different teaching methods and techniques in different EMI contexts.
- The correlation between EMI and raising qualified students can be probed.
- EMI program applications on the basis of countries can be discussed comparatively.
- Creating a standard on the subject of EMI lecturer training can be done on a branch basis. It will be easier to create a standard as the number and quality of studies on the same branch increases.
- Repertory grid or other qualitative studies can be done on the characteristics of good EMI lecturers/teachers.
- Future researchers may be interested in those sub-disciplines.

Limitations

It is crucial to keep in mind that the National Thesis Center of the Higher Education Council is legally responsible for archiving all master's theses and doctoral dissertations. Additionally, certain studies with a related topic might be disregarded if specific keywords are utilized throughout the database search. In order to provide a consistency and legitimacy, the researcher preferred the most commonly used keywords describing the topic of interest, i.e., the umbrella phrases.

1. The study is limited to the postgraduate theses made in Turkey between 1987 and 2022 in the field of EMI, which are included in the national thesis center section of the Higher Education Institution's website.

2. The study is limited to the research topic, content, research method and recommendations of the postgraduate theses.

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Statements of publication ethics

I/We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported by the researcher.

Ethics Committee Approval Information

Since data was collected from theses publicly indexed on the YÖK thesis data center, no ethics committee permission was required.

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