



| Research Article/ Araştırma Makalesi |

Lecturers' Perspectives on English Medium Instruction (EMI): Implications for Professional Development

Öğretim Elemanlarının İngiliz Dilinde Eğitime (İDE) İlişkin Bakış Açuları: Mesleki Gelişim İçin Çıkarımlar¹

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Abstract

Purpose: Turkish universities have increasingly embraced English Medium Instruction (EMI) as a teaching approach, which is a part of a global push to internationalize higher education. This present study examines the perspectives of 30 EMI lecturers working at universities in Turkey, emphasizing the role of EMI in the internationalization of higher education. The study aims to explore how these lecturers perceive EMI and how they engage with it, identifying both commonalities in their perspectives and the challenges they encounter.

Methodology: In this qualitative case study, purposive sampling was used to select the EMI lecturers from universities in Turkey. Data collection was conducted through semi-structured interviews, allowing for in-depth exploration of lecturers' perspectives and their insights. Content analysis, focusing on the complexities and nuances of EMI implementation, was used to systematically examine and interpret the themes emerging from the interviews.

Findings: The study identifies the key benefits of EMI as the increasing access to scientific knowledge, improved career prospects, and enhanced English proficiency. However, EMI also brings significant challenges, such as the difficulty of instruction in a foreign language, additional time requirements compared to Turkish Medium instruction (TMI), and issues related to terminology and cultural integration. These challenges underscore the need for targeted professional development to fully incorporate EMI's potential in improving higher education.

Highlights: EMI increases access to global scholarly resources and encourages the development of English proficiency in accordance with international academic standards. It promotes global competitiveness among graduates, providing significant career and academic opportunities. Challenges include linguistic barriers in teaching and learning and intensive preparation time. The study advocates for specific professional development programs to effectively address the pedagogical and linguistic challenges of EMI. Future implications are discussed, and suggestions are offered to help with implementation.

Öz

Amaç: Türk üniversiteleri, yükseköğretimi uluslararasılaştırma çabasının bir parçası olarak İngiliz Dilinde Eğitim (İDE) yaklaşımını giderek benimsemektedir. Bu çalışma, Türkiye'deki üniversitelerde görev yapan 30 İDE öğretim görevlisinin bakış açılarını incelemekte ve yükseköğretimin uluslararasılaşmasında EMI'nin rolünü vurgulamaktadır. Çalışma, bu öğretim görevlilerinin EMI'yi nasıl algıladıklarını ve nasıl uyguladıklarını, görüşlerindeki ortak noktaları ve karşılaştıkları zorlukları belirlemeyi amaçlamaktadır.

Yöntem: Bu nitel vaka çalışmasında, Türkiye'deki üniversitelerden İDE öğretim görevlilerini seçmek için amaçlı örnekleme kullanılmıştır. Veri toplama, yarı yapılandırılmış görüşmeler yoluyla gerçekleştirilmiş, öğretim görevlilerinin bakış açılarının derinlemesine araştırılmasına ve içgörülerine olanak sağlamıştır. Görüşmelerden ortaya çıkan temaları sistematik olarak incelemek ve yorumlamak için EMI uygulamasının karmaşıklıklarına ve nüanslarına odaklanan içerik analizi kullanılmıştır.

Bulgular: Çalışma, İDE'nin bilimsel bilgiye erişimi artırma, kariyer fırsatlarını iyileştirme ve İngilizce yeterliliğini geliştirme gibi temel faydalarını tanımlamaktadır. Ancak İDE, yabancı dilde eğitim ve öğretimin zorluğu, Türkçe eğitime kıyasla ek zaman gereksinimi ve terminoloji ile kültürel entegrasyon sorunları gibi önemli zorlukları da beraberinde getirmektedir. Bu zorluklar, İDE'nin yükseköğretimi geliştirme potansiyelini tam olarak hayata geçirmek için hedefe yönelik mesleki gelişim ihtiyacının altını çizmektedir.

Önemli Vurgular: İDE, küresel akademik kaynaklara erişimi artırır ve uluslararası akademik standartlara uygun olarak İngilizce yeterliliğinin gelişimini teşvik eder. Mezunlar arasında rekabeti teşvik ederek önemli kariyer ve akademik fırsatlar sunar. Karşılaşılan zorluklar arasında öğretme ve öğrenmede dilsel engeller ve yoğun hazırlık süresi bulunmaktadır. Çalışma, İDE'nin pedagojik ve dilsel zorluklarını etkili bir şekilde ele almak için özel mesleki gelişim programlarını savunmaktadır. Gelecekteki etkiler tartışılmış ve uygulamaya yardımcı olmak için öneriler sunulmuştur.

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INTRODUCTION

English Medium Instruction (EMI) has gained popularity in higher education institutions worldwide, especially as it has the potential to increase social mobility and job opportunities at institutional and national levels (Macaro et al., 2017). Although EMI is seen as a very important tool in the internationalization strategies of higher education institutions, it is seen to pose significant challenges, especially in the professional development of lecturers. Research indicates that effective support in content delivery not only bolsters students' comprehension and language skills but also aligns with the broader goals of internationalization (Muttaqin, 2022). Although lecturers are experts in any subject, they seem to face difficulties in meeting the pedagogical requirements of content delivery in English because English is a second language for most of them. These problems, together with possible deficiencies in lecturers' English skills, can make it difficult to implement EMI effectively and negatively affect students' learning experiences (Hoan et al., 2023). These dimensions of EMI therefore highlight the need for specific professional development programs that address discipline specific points and language skills (Alhassan, 2021).

It can be argued that successful integration of EMI in higher education requires an approach that takes into account the diverse needs of both lecturers and students. This may include targeted support, personalized professional development and a comprehensive understanding of the challenges that EMI presents in different academic contexts.

LITERATURE REVIEW

EMI refers to the use of the English language to teach academic subjects to students in countries where English is not their first language. EMI has become a point of focus for many institutions seeking to increase their internationalization efforts and aim to improve students' English proficiency (Macaro et al., 2017). The widespread use of EMI in higher education builds on previous educational approaches. Content-Based Instruction (CBI) and Language and Content Integrated Learning (CLIL) approaches precede EMI and do not require the use of English. CBI is also used primarily in primary and secondary schools, where subject content is taught in a second language and combines language learning with content instruction (Wolff, 2007). EMI differs from the other approaches by focusing only on English.

The globalization of higher education and the rapid spread of EMI appears to be causing concern among students, teachers, educators and policy makers (Coyle et al., 2010; Kirkpatrick, 2014). This shift towards internationalization requires lecturers and students to have new skills to meet the changing educational needs of EMI (Van der Wert, 2012). Among them, the ability to engage in detailed discussions, the ability to grasp the scope of the content in English, and the ability to sustain the learning process in an engaging and motivated way are crucial. These issues are compounded by concerns about EMI teaching materials and assessment techniques (Tsou & Kao, 2017). These multifaceted demands can hinder the effective performance of EMI lecturers and students and require a range of outstanding skills (Helm & Guarda, 2015). Thus, the language skills of students and lecturers in EMI are crucial for sustaining high quality teaching and the successful implementation of EMI. However, the use of unfamiliar terms and complex sentence structures in EMI lessons can significantly complicate learning. Therefore, the importance of lecturers' language skills in EMI emerges (Evans & Green, 2007; Hellekjaer, 2010). This suggests that how lecturers modify their language use during lessons needs to be further explored. This area is currently underresearched (Dearden & Akıncioğlu, 2016). Ball and Lindsay (2013) emphasize the importance of focusing on a range of effective practices and teaching techniques, especially when explaining complex concepts in a second language. In the EMI literature, classroom environment, professional standards and teaching strategies have been taken into account, but these factors have only been partially examined (Gökmenoğlu & Gelmez, 2013). For EMI lecturers, it is seen as crucial to understand that they may need additional support and guidance for teaching in another language.

Studies in the literature have examined lecturers' attitudes towards EMI, revealing different perspectives from various countries (Dearden & Macaro, 2016). Researchers have also examined various aspects of EMI, students' and teachers' perceptions, the advantages and disadvantages of EMI, and how it affects academic performance when courses are taught in English. It is noteworthy that although students acknowledge that English proficiency is beneficial for academic and practical reasons, they often find it difficult to understand English course content. Limited vocabulary and general English deficiency increase the degree of this difficulty (Borg, 2016; Cho, 2012). It can be argued that EMI requires a significant use of instructional strategies beyond simply reciting and translating content. According to O'Dowd (2018), educators without teaching strategies and a pedagogical foundation can be disadvantaged in English medium environments. The complexity of EMI does not only involve the simple transfer of content (Helm & Guarda, 2015; Werther et al., 2014).

Consequently, the literature on EMI emphasizes the multifaceted nature of this teaching approach. The purpose of this study is to explore the perspectives of lecturers involved in EMI programs and to predict their professional development needs based on these perspectives.

METHOD

This article is underpinned by a qualitative case study approach that forms part of a wider doctoral dissertation investigating EMI lecturers' views on EMI for professional development. Case study research was chosen for its ability to provide detailed insights into real-world examples that allow researchers to understand complex issues in their natural settings (Baxter & Jack, 2008). It involves taking an in-depth look at a specific, current phenomenon over time through the collection of comprehensive data (Creswell, 2009).

Study Group

The focus of this case study is on how EMI is implemented from the perspective of lecturers in Turkish universities offering EMI programs. "Purposive sampling" (Patton, 2002) was used to select participants for the study, thus obtaining a wide range of insights. Semi-structured interviews were conducted with 30 voluntary EMI lecturers from private and public universities after being selected through criterion sampling and maximum variation sampling. The criteria were that the lecturers were working in English-medium private and public universities, in different departments such as hard sciences and social sciences, and had maximum diversity of experience and titles. These participants included eight professors, five associate professors, fifteen assistant professors and two lecturers with experience ranging from one to fifteen years in various departments such as engineering, arts and sciences, economics, administrative sciences, medical sciences and health vocational schools.

Data Collection

The interviews were semi-structured, combining open-ended questions that aimed to gather lecturers' perspectives on EMI courses and classroom practices, as well as demographic information. This approach was designed to capture the nuances of the lecturers' experiences and insights into the implementation of EMI. Some of the questions were: "What are your thoughts on teaching in English?" "Based on your experience, how would you describe the process of teaching English?"; "What do you think are your strengths in teaching English?"; "Do you have any difficulties or weaknesses in teaching English?"; "What challenges do you face in teaching English?" Ethics committee approval was obtained prior to the implementation.

Data Analysis

The approach to analyze the data is qualitative content analysis. This method involves a detailed examination of written, oral or visual data and the use of systematic steps to review and validate the information collected (Cohen et al., 2007). In practice, content analysis means organizing and categorizing data, making comparisons, and then drawing theoretical conclusions based on the content (Cohen et al., 2007). Bengtsson (2016) underlines an important decision in this process: to choose between analyzing the surface content of the data (manifest analysis) or delving deeper into the underlying meanings (latent analysis). For the study, latent analysis was conducted, as this deeper and more interpretive approach allowed to uncover and explore hidden meanings in the data. Then findings were presented in a table with direct quotes from the data to support the analysis.

Ethics

Before each interview, participants were assured that the purpose of the study was explained and it was emphasized that their participation was completely voluntary. Interviews were conducted online, scheduled at times that were most convenient for the participants. This approach was chosen to provide a comfortable and safe environment for the interviews. When participants preferred, face-to-face interviews were arranged according to their availability. Serious steps were also taken to protect the privacy of the participants and the confidentiality of the interviews. This included obtaining their consent to record interviews conducted online. They were assured that no audio or video recordings would be shared with anyone other than the researchers and that their names would remain anonymous.

FINDINGS

The research question sought to understand how EMI lecturers employed by EMI institutions felt about EMI. Two primary categories for the lecturers' viewpoints on EMI became clear after it was determined how the participants view EMI, how they explain its reflections, which elements they briefly highlight, and how they make sense of EMI in general. These are the "EMI Challenges" and the "EMI Benefits." Table 1 presents the views of EMI lecturers on EMI in terms of two categories and fourteen subcategories.

Table 1.

EMI Lecturers Perspective on EMI

Categories	Sub-categories	f-file	f-reference
EMI Benefits	A gate to scientific knowledge	10	12
	A way of internationalization	9	9
	Employment opportunities for graduates	8	12
	A way of learning English language	8	8
	A way of keeping up to date	7	11
	Academic career opportunities for graduates	4	4
	Advantageous over Turkish Medium Instruction	1	1
EMI Challenges	Challenging to teach in a foreign language	7	10
	Challenging to learn in a foreign language	7	7
	More time consuming than TMI	5	7
	Lacking of terminology in Turkish	4	7
	National exams in Turkish	2	2
	Causing cultural erosion	1	2
	Not satisfactory at undergraduate level	1	1

According to Table 1, EMI lecturers believe that EMI has a variety of "Benefits" and "Challenges." EMI lecturers list the following benefits under the category of benefits: "A gate to scientific knowledge," "a way of internationalization," "employment opportunities for graduates," "a way of learning English language," "a way of keeping up with the times," and "advantageous over Turkish medium instruction." Contrarily, EMI lecturers list the following under the category of challenges: "challenging to teach in a foreign language," "challenging to learn in a foreign language," "more time consuming than TMI," "lacking in terminology in Turkish," "national exams in Turkish," "causing cultural erosion," and "not satisfactory at undergraduate level."

One of the key factors affecting lecturers' opinions on EMI is the language they choose to describe it. The participants' responses throughout the interview demonstrated how they saw EMI as a method in terms of both its advantages and disadvantages.

Many lecturers (n = 10) believe that EMI serves as a bridge to scientific understanding. The following excerpts represent the perspectives of a few of these participants:

... I realized once again, that is actually the most important aspect, the strongest aspect of teaching in English medium... You have a very wide resource in front of you in terms of accessing information. Yes, because, as you know, in addition to the fact that countries such as America and England use English, various instructions are also in English in many countries. Today, when we sit down and research a subject on the internet, for example, when you look at YouTube videos, Indian people, German people explain things in English. Someone in another country also explains it in English. So English... a world language. For this, the biggest advantage of education in English medium is that you have access to a wide range of resources. (Bulgan- Engineering Faculty).

Now, from the student's point of view, for once, the horizons expand incredibly in English medium. It's something I've actually observed personally. Today, that is, universal knowledge is definitely written in English. This is not just in terms of the knowledge produced by the west, but also the knowledge the lands we live in: the information in the east, the information that the eastern culture presented to us in the history of humanity, from Ibn-i Sina to Ibn-i Gifar, the information produced in Spain, in Baghdad, these are available in English... I am not only talking about technological knowledge or today's knowledge; it is necessary to know English in order to reach even at this ancient

knowledge... So let me put it this way... I learn about Mevlana from the books written in English. When I look at Turkish sources... the resources that I can reach as a citizen are very limited. Therefore, if we say knowledge, we have to learn English very, very well. (Zerrin - Faculty of Arts and Sciences)

These show how EMI connects students to a wide range of concepts and cross-cultural historical understandings by acting as a portal to a huge array of global information. The common experiences underscore EMI's ability to extend educational horizons, the function of English as a universal language, and the importance of English competence for a thorough comprehension of both contemporary and historical knowledge. This demonstrates how EMI, which provides access to the vast amount of knowledge and viewpoints available throughout the world, may alter education.

The majority of participants stressed that having a wide variety of resources and sharing them in English is the largest benefit of schooling in the English language. The passages below highlight what some participants (n: 9) said about how English language instruction helps with internationalization:

Our students went to graduate school abroad, entered universities very easily, and they said: The curriculum abroad was like the curriculum we saw at school in Turkey, they said when they went there, they didn't feel as a foreigner at all. In other words, they said that they were more internationalized through EMI and they said they did not feel out of it in terms of education and teaching techniques. (Ünal- Economics and Administrative Sciences).

When we work together with students in the future, they should not have a problem with people abroad. Therefore, I think it is very necessary for the department courses to be in English medium, as it will benefit international cooperation and internationalization. (Selim - Faculty of Arts and Sciences).

These excerpts support the finding that "EMI is a way of internationalization," illustrating how EMI equips students with a global educational perspective. Students enrolled in EMI programs in Turkey felt connected to their foreign peers, smoothly transitioning to graduate programs abroad without feeling like outsiders. This suggests that EMI not only introduces students to worldwide curriculum standards, but also incorporates international teaching practices, generating a sense of belonging in a global academic community. Furthermore, the emphasis on English in department courses is underlined as critical for future international partnerships, emphasizing the notion that EMI prepares students for a world without boundaries, hence improving international cooperation and understanding.

Some participants (n: 8) stress that EMI offers employment chances for graduates in addition to opening doors to scientific information and exchange and serving as a means of internationalization:

Since students are really high in terms of entry rankings, their comprehension skills are much higher, and they find a job very easily... through English. In these last three or four years, it seems that there are hardly any English graduates among our graduates who cannot find a job in such a tough market... (Ünal- Economics and Administrative Sciences)

This excerpt underlines the finding that "Employment opportunities for graduates," showcasing how EMI significantly enhances job prospects. The speaker highlights EMI students' high admission rankings and comprehension skills, which directly translate into increased employability, particularly in competitive employment markets. The fact that practically all English graduates find work within a few years underscores the tangible benefit of EMI education in job placement, showing English proficiency as a valuable asset in the worldwide employment market.

Additionally, the following excerpt from one of the participants suggests that EMI is a method of learning English:

I think that having a university education in English provides me with an advantage, rather than learning it later. The English lessons you take in different professional subjects during four years at school help you to know English better. (Cem- Economics and Administrative Sciences).

It implies that obtaining English through university education, particularly across diverse professional disciplines across four years, results in a deeper grasp of the language than learning it outside of the academic context. This method improves English competence by ongoing, practical application, emphasizing EMI's importance not only in academic and professional success, but also as an effective language acquisition strategy.

Additionally, EMI aids in improved reading and understanding of English-language sources, therefore several lecturers (n: 7) note in the sample below that they stay current:

My vocabulary and my knowledge of English in my field generally remains fresh... It's like I made a new room in my brain, this room stays fresh for me, it is very advantageous in that sense. (Hale - Faculty of Nursing).

I find it very useful for teaching in English medium. Because I am renewing myself, if there are things I will miss about that subject or sometimes... I go back and prepare my lecture notes again and again and direct myself to prefer different words. I am trying to improve the vocabulary and present more accurate information to the student, that is, it updates me. (Seçil- Medical Sciences).

These excerpts illustrate the finding that "EMI is a way of keeping up to date," revealing how teaching and learning in English medium not only enriches vocabulary but also keeps the knowledge in specific fields current and refreshed. The concept of creating a "new room" in the brain where knowledge remains fresh emphasizes the personal and professional development that EMI facilitates. Furthermore, examining and updating English lecture notes to select more precise terms or deliver more correct information indicates a constant process of self-improvement and updating. As a result, EMI serves as a catalyst for both lecturers and students to constantly renew their expertise and keep up with innovations in their professions.

Consequently, having a strong command of English increases one's chances of pursuing an academic career in universities (n: 4). And the following lecturers' extracts help to illustrate this situation:

If a student is going to do a master's or doctorate after graduation, if he has a plan to go abroad, if he will participate in Erasmus programs, if he will take part in different platforms, English will make a great contribution to his life (Hale - Faculty of Nursing).

If they are considering an academic career, it will help, maybe there are students who want to go abroad. Apart from that, if one is planning to become an academician, it is important to have English in terms of literature review, at this point EMI will help them. (Meryem- Health Care Vocational School).

These extracts emphasize the importance of English in furthering one's education and academic career, particularly on a global scale. The importance on English for participating in programs like Erasmus or doing literature reviews as an academician demonstrates EMI's important contribution to academic growth. It implies that EMI not only provides students with the essential language skills for global academic participation, but also provides access to many platforms and opportunities beyond their home nations, allowing for a more seamless transfer into international academic circles.

In addition, one of the lecturers claims that EMI is better than TMI since EMI graduates are exempt from having to demonstrate their command of English in the passage below:

Such a department gives you English transcripts all over Turkey. It's already done... While tens of thousands of students from tens of thousands of departments need to prove their English, these students do not need.... I've experienced it too. I took a lot of exams, no one asked me about my English. Now, they're getting ahead and knowing another language makes them fly like a rocket hooked up. (Arif- Economics and Administrative Sciences).

This excerpt underscores the finding that "EMI is advantageous over Turkish Medium Instruction" by highlighting the unique benefit of graduating from an EMI department: the inherent proof of English proficiency. Unlike students from other departments, who must confirm their English skills, EMI graduates skip this stage, giving them a significant edge in the job market and future educational options. The speaker's own experience supports this benefit, stating that skill in English can greatly accelerate a graduate's career trajectory, akin to "flying like a rocket." This implies that EMI not only delivers an intellectual advantage, but also educates students with a critical skill set that propels them forward in a competitive environment.

Conversely, lecturers' perspectives cover specific difficulties. In this context, Tuğçe and Mehmet assert that it is difficult to teach in EMI; Sinem and Selim assert that it is difficult to learn in EMI; Burak, Cemre, and Hale assert that EMI requires more time than TMI; Hale and Cemre assert that EMI graduates lack the Turkish terminology; and Cemre and Elif assert that it is difficult for EMI graduates to take national exams in Turkish. Finally, relatively few EMI lecturers claim that EMI contributes to cultural eroding.

The following excerpts from lecturers demonstrate that it can be difficult to teach in a foreign language (n: 7), which only results in surface level learning:

It's getting harder for us to understand each other... If the mother tongue of both parties is the same, there are disadvantages when we compare it with that. Even if I say I know English a lot, if we assume that I know 90%, let's say that the student knows well, that is 90%. When multiplied, it's 81%. Therefore, we always have a rough calculation that 20% of what I try to give is lost due to language. (Tuğçe- Faculty of Engineering).

The disadvantage is, as I said... we have difficulties. For example, if 80 percent is going to be good, it will be 70 or 60 percent. Or if the student knows it 70 percent or 80 percent, the student understands 60 percent, 70 percent, so of course there is such a decrease, but I think this decrease is not important because its advantage is very high. (Mehmet - Faculty of Engineering).

These examples demonstrate the inherent problems in guaranteeing full comprehension and communication between teachers and students when neither party is speaking in their native language. The examples offered quantify the perceived loss in effectiveness owing to language barriers, indicating that even with great proficiency, knowledge transmission is significantly reduced. However, one speaker points out that, despite the decline in comprehension, the overall benefits of EMI outweigh the obstacles. This shows that, while teaching and learning in a foreign language presents challenges, the benefits in broader educational and professional contexts are seen more worthwhile.

Additionally, some lecturers claim that students struggle with comprehension and learning in lectures and tests, which raises questions about material comprehension. As noted in the following paragraphs, some lecturers claim that learning through a foreign language is difficult:

...In the first place... it is not my mother tongue, nor is it the native language of the person in front of me. This is the biggest disadvantage... Students experience a lot of disconnections in English medium lessons at one point or another... students may miss words. (Sinem - Faculty of Engineering).

The student understands more slowly. This is the biggest disadvantage... The second biggest problem is not being able to ask questions, students are afraid to ask questions. Students feel obliged to ask in English. Even normally, our students cannot ask questions easily, because their self-confidence is a little low, we are not able to improve the student in that direction. One thing that makes it worse is that there is no dialogue in the classroom, so you are asking something, should the student think about how to answer your question correctly or how to translate it into English? I realized something, one day, while explaining the subjects, there are times that students don't understand at all, especially in the first grade. Then I see that because they do not know a single word, they did not understand a whole thing and did not ask. For example, the English word for "koful" organelle is "vacuole". I say vacuole, they did not understand anything. Then I realized that because they did not know that the Turkish word for "koful" is vacuole, they did not understand it, so these are the difficulties. (Selim- Faculty of Arts and Sciences).

These sections describe the discovery that learning a foreign language, such as English, poses major hurdles. The main difficulties raised are misunderstandings caused by language barriers, delayed comprehension, and a reluctance to ask questions owing to fear or lack of confidence. The lack of discourse and interaction in the classroom exacerbates these issues, as students may struggle to translate their views from their original language to English or may misunderstand terminology owing to new vocabulary. These findings show that, while EMI has many advantages, it also necessitates measures for overcoming the inherent problems of learning in a foreign language for both teachers and students, which affects communication ease and depth of knowledge.

Additionally, lecturers (n: 5) report that EMI takes more time than TMI since giving lectures in English requires higher cognitive load and planning. Some of the speakers share their thoughts in this regard as follows:

I have to say this: My tiredness when I leave a 3-hour Turkish lesson is not the same as when I leave a 3-hour English lesson, because the brain is more active in EMI. (Burak- Economics and Administrative Sciences).

My lessons are mostly social lessons. I mean, it's not lessons with mathematical formulation and I have to stick to a text. More precisely, I need to prepare a text beforehand and I need to summarize this text to the students a little. If I were to teach the same lesson in Turkish, I would not do any preparation. (Cemre- Economics and Administrative Sciences).

I do not get prepared (in Turkish lessons), but in English, it is not so, I have to study. I need to do a separate study about whether I say the words correctly, it is a process that requires much more preparation time and effort for me compared to the normal lessons in Turkish. (Hale- Faculty of Nursing).

These examples demonstrate that teaching English involves more mental work and preparation than teaching one's native language. Lecturers report that EMI sessions are more demanding, both because their brains are more engaged and because they must prepare extensively to ensure accuracy and clarity in English. This contrasts with their approach to Turkish lessons, which require little or no prior study. The extra time spent preparing and presenting EMI courses

emphasizes the complexity of functioning in a non-native language, stressing the increased effort required by lecturers.

Additionally, some lecturers claim that students struggle to understand terminology in their professions, which affects how well they do in their careers after graduation. The following passages serve as an example of Turkish learners' limited vocabulary (n: 4):

But when you look at it professionally, English speaking patients are not hospitalized in our hospitals, so it may not contribute much professionally. (Hale- Faculty of Nursing).

Most of our students will not be able to work in a place where they will use a foreign language when they graduate, due to both the university entrance score we have received and the fact that our university has just been established. They will go to work in an organized industrial zone, or in a small medium-sized enterprise elsewhere, if they can't work in public sector.... Huge companies already recruiting students from specific universities and they are already doing international business looking for such skills. Therefore, I think that our current students will graduate with a lack of technical knowledge in Turkish (Cemre- Economics and Administrative Sciences).

They highlight a practical concern: while students gain proficiency in English, they may not find its professional use as relevant in their future workplaces, especially if they are employed in settings where English is not commonly used. This situation potentially leads to a gap in technical knowledge in Turkish, as the educational focus on English might not translate to the local professional context. These insights underline a critical consideration for EMI programs: balancing English proficiency with ensuring students also possess a strong command of technical terminology in their native language to be fully prepared for the local job market.

Some EMI lecturers claim that students who study in the English medium are at a disadvantage compared to those who have completed their education in the Turkish medium because they are not required to take the KPSS (Public Personnel Selection Exam) in English after graduating. KPSS is a national exam used to choose candidates for state openings. It includes questions on Turkish language, math, general culture, and field-specific knowledge. The only language used for the exam in Turkey is Turkish (n: 2), as shown in the following excerpts:

A disadvantage is that most of our students will work in Turkey. Those who want to work in the public sector take the Turkish exam in Turkey and the science exam is held in Turkish. They do not understand anything from this science exam. And for this, they go to private tutoring schools again, to learn in Turkish what they learned in English at university. However, if one learns in Turkish, he will not make an extra effort for those exams – KPSS (Public Personnel Selection Exam) exams. (Cemre- Economics and Administrative Sciences).

An economics student graduating from the English department starts maybe pretty far behind, especially in KPSS. Because Pierson, Addison Wesley... and other publishers handle the issues in a very international, very global context. They don't even mention the problems in Turkey at all and, that is very superficial. Yes, their visuals (for books) are very beautiful... I cannot say anything about the quality of the book. At KPSS, a student who graduated from English economics or English international relations or English political science learns all Turkish terminology from the very beginning, like a fish out of water. For example, when I say... "gross national product" they do not know that it is actually "gayri safi milli hasıla". In other words, they graduate badly in terms of exam preparation because they do not know the Turkish equivalents of these terms. (Elif - Economics and Administrative Sciences).

Students who are educated in English experience difficulty when taking national exams in Turkish, notably in the public sector, due to a mismatch in language and context. The necessity to relearn technical vocabulary and concepts in Turkish for exams such as the KPSS demonstrates a disconnect between their English-medium education and the demands of the local labor market. This situation frequently forces students to seek additional tutoring in Turkish, implying that, while EMI provides global perspectives and English proficiency, it may unintentionally leave students unprepared for specific national tests and terminology, reducing their competitiveness in certain local employment sectors.

EMI provides numerous benefits, including extensive access to global knowledge, job prospects, academic career growth, and language acquisition. However, challenges include the difficulty of teaching and learning in a foreign language, the additional preparation time compared to TMI, the possibility of a shortage of terminology in Turkish, and the obstacles of national exams. Additional worries include the potential of cultural loss and the perceived lack of EMI at the undergraduate level. Together, these findings provide a balanced assessment of EMI's benefits and

problems, emphasizing its importance in global education while identifying areas that need to be addressed to optimize its success.

DISCUSSION and CONCLUSION

These perspectives can provide suggestions for lecturers' professional development needs. In other words, lecturers' interpretations of EMI are heavily influenced by their preconceptions. Through the meaning they attribute to EMI, they can elaborate their views and potential positions in the context of professional development. For example, for EMI lecturers, the idea that EMI requires more time than TMI may be perceived as seeking professional support, because through professional support, EMI may not be perceived as something that requires more time. Also, by making EMI lecturers realize its advantages, it might be possible to increase the motivation of those who only see its disadvantages. The perspectives of EMI lecturers focus primarily on the categories of benefits and challenges, although they cover many concepts. To better understand the needs of students and the education system, EMI program lecturers need to be familiar with the global and cultural history and ideology associated with EMI (Coleman et al., 2018). Taking a broad perspective of the lecturers' perspectives, it can be argued that they need professional development support considering the advantages and disadvantages of EMI.

Lecturers describe the transition to EMI in Turkish higher education as transformative, primarily because it opens wide doors to global scientific knowledge. This transition is supported by the predominance of English in academic publishing, as English is notable for its prevalence in academia and research, with the majority of scientific and social science articles being published in English (Corrales et al., 2016; Hamel, 2007). The predominance of English not only facilitates access to the most up-to-date scientific information, but also facilitates the global dissemination of research findings. Lecturers find that utilizing English in their classrooms allows them to easily integrate the wealth of relevant scientific literature and enriches the content and objectives of their courses. As a result, mastery of the English language emerges as an important strength in supporting the professional development of lecturers, while at the same time enhancing students' academic and scientific literacy in their field.

Among 21st century skills, the importance of abilities such as innovation and continuous learning is increasingly recognized (Gelen, 2017). Lecturers state that EMI not only puts them and their students at the forefront of developments in their field, but also significantly supports English proficiency, a critical asset for academic and professional communication (Floris, 2014). Developing language skills in this way is in line with the growing academic career prospects of EMI graduates, as it gives them access to a wider range of resources and literature in English, increases their expertise, and enhances their preparedness for global challenges (Sahan & Sahan, 2022). With these aspects in mind, lecturers generally have a positive attitude towards EMI and emphasize its contributions not only to the dissemination of scientific knowledge but also to a more internationalized academic society. This interest in EMI stems from a commitment to professional development and a desire to increase scientific mobility, which can be seen as a source of motivation for lecturers to tackle EMI-related challenges.

Although there is a generally positive consensus on EMI, it is likely to be implemented with language proficiency barriers faced by both lecturers and students (Helm & Guarda, 2015). These challenges, when not combined with the selection of appropriate teaching methodologies, pose significant barriers to the effective delivery of EMI courses (Coleman, 2006; Floris, 2014; Kirkgöz, 2009). Airey (2011) emphasizes the difficulty of providing detailed instruction and feedback in English and notes the critical need for professional development tailored to the demands of EMI. Moreover, learners face barriers in making sense of content delivered in a second language, which is further complicated by the wide differences in levels of language proficiency (Kirkgöz, 2014, 2018; Unterberger, 2014). While the Common European Framework of Reference for Languages (CEFR) provides a reference point for language proficiency, it falls short in addressing the instructional subtleties necessary for effective EMI, it can be argued that the current framework is lacking in terms of supporting both instructors and learners. Therefore, a framework that specifies the qualifications required when teaching EMI courses can help lecturers to implement EMI effectively. A challenge in EMI in Turkey is that the language proficiency of students lags behind that of lecturers. To reduce this disparity, it is recommended to introduce English for Specific Purposes (ESP) and English for Academic Purposes (EAP) courses designed to meet the specific language needs of different academic disciplines, especially in collaboration with the preparatory school (Schmidt-Unterberger, 2018). As mentioned, this could be done in cooperation with Schools of Foreign Languages and EMI departments. Addressing these challenges through targeted professional development programs can enable lecturers to navigate the complexities of EMI more effectively.

Furthermore, research shows that learning a second language activates and stimulates the language centers of the brain, resulting in increased cognitive effort (Perez et al., 2019). As a result, lecturers find that the delivery of content

in English requires more energy than in their native language and often describe this process as challenging and time-consuming (Helm & Guarda, 2015). Despite the EMI aiming to raise the global position of Turkish higher education (Macaro & Akincoğlu, 2018), the fact that students graduate with a gap in terms of content in their mother tongue is a significant consequence. In addressing this issue, the integration of EAP or ESP courses with the EMI curriculum promises to increase students' understanding of course materials, while offering a more comprehensive educational experience (Sahan & Sahan, 2022). Awareness of these issues can be raised through professional support for EMI teaching staff.

A major obstacle for graduates of EMI programs hoping to enter the public sector is the need to pass national exams like the Turkish-language KPSS. This presents a barrier to the coherence of learning for students who have studied mainly in English and makes it difficult for them to understand Turkish content. Concerns over EMI's impact on cultural identification have also been voiced; certain lecturers think that giving English priority could unintentionally weaken linguistic legacy (Köksoy, 2000). On the other hand, proponents of EMI contend that its objective is to advance a multicultural learning environment in which the purpose is to enhance cultural variety rather than lessen it (Tsou & Kao, 2017). Furthermore, graduate students who are thought to possess a high degree of responsibility and linguistic competency might find EMI more appropriate. Despite these difficulties, lecturers are aware of the advantages of EMI, and it's feasible that specific professional development initiatives could lessen language proficiency-related obstacles.

All in all, this study contributes to the existing research on EMI by highlighting lecturers' critical perspectives on implementation, aligning with and adding to current research on EMI (Doiz et al., 2019; Simbolon, 2016; Tange, 2010; Werther et al., 2014; Yeh, 2012). The findings underscore an urgent need for enhanced professional support, particularly addressing the educational challenges faced by EMI lecturers. Addressing these issues is crucial for improving EMI practices and ensuring that lecturers are equipped to handle the complexities of EMI. Considering the benefits and challenges based on the perspectives of the lecturers related to EMI, for instance, language proficiency and the potential disconnect between EMI education and national exam requirements as well as other identified points, lecturers should be supported professionally for a better EMI implementation. Therefore, future EMI programs must make significant investments in identifying areas for improvement and development, deeply evaluating course design and implementation. This focused approach will not only enhance the effectiveness of EMI but also elevate the overall quality of education delivered within EMI model.

Based on the findings of this study, further research is needed in some important areas to deepen the implications for EMI and professional development. Future studies could investigate the effectiveness of targeted professional development programs for EMI lecturers, particularly focusing on pedagogical strategies and language proficiency challenges. Furthermore, comparative research studies could be conducted on the professional development of EMI lecturers in different countries. In particular, the views of EMI students at postgraduate level based on the perspectives of EMI lecturers could be examined and a broader professional development framework could be proposed, given that EMI is not satisfactory at postgraduate level. Furthermore, a more comprehensive framework could be proposed to address the identified issues and improve the overall quality of EMI.

Declaration of Conflicting Interests

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Statements of publication ethics

I 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 author with the guidance and permission of the thesis supervisor.

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