

**THE MOTIVATION OF UNIVERSITY STUDENTS TOWARD ENGLISH  
MEDIUM INSTRUCTION**

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**ABSTRACT**

With the rapid expansion of English language in recent years all over the world, English has gained an important status both as an international language and as lingua franca. This situation is a natural result of the inevitable globalization of the world, which, in turn, has led to the increasing importance of adopting English as the medium of instruction, especially in higher education institutions. With this notion in mind, this paper aims at finding out what motivates or does not motivate university students toward English Medium Instruction (EMI). It also aims at exploring whether there are some specific sources for the motivation or demotivation of university students toward EMI. To achieve these goals, 217 computer engineering students at Çukurova University were administered a 5-point Likert Scale Questionnaire composed of 75 items in total and the collected data were exposed to statistical analysis. The findings gave important clues about to what extent the university students were motivated to study in a department where the instruction was mediated solely in English. The overall findings showed that university students were more inclined to be motivated toward EMI in consequence of some instrumental reasons.

**Key Words:** EMI (English Medium Instruction), motivation, computer engineering students

**INTRODUCTION**

The inevitable globalization of our world necessitates an international language which could make people from different countries to interact easily and this global language has been English. Including this, there are so many other reasons for this reality. Relatedly, English has gained an important status both as an international language and as lingua franca. When the reasons behind the excessive use of English are examined, it is seen that economic developments, scientific improvements, the growth of communication tools and the desire for being more and more advanced in technology have an inevitable effect on English language use in various settings. Apart from all these, political groupings and power can be one of the most influential reasons behind the spread of English as the global language. That is to say, the possessor of political and economical power, namely the USA and England with its imperialist policy have played an important role to make English an international language (Crystal, 2003).

One of the fields considerably affected by this huge internalization of English is the higher education institutions, both public and private universities. Coleman (2006) stated that English is a motive for universities to gain a global status. In spite of some counter arguments, the common notion is that English is now the language of science, economics or business; thereby, it should be the medium of education with a specific reason to make students ready for a career in the international arena. This has led universities to become a global market in which English-speaking people are more advantageous in many aspects such as having a good job, making much money, having access to foreign countries and so on. Naturally, all the stakeholders who have a role to play in university contexts have been influenced by this marketization, especially the students. That means students at tertiary level are the customers of this global market. This causes the competition between universities and the number of international students to increase. One of the main reasons for that is most probably the

emergence of Bologna Process which was initiated to make a harmonized higher education area within Europe (Coleman, 2006). According to the policies of Bologna Process initiated in 1999, it was aimed to guarantee a chance for a multilingual arena in higher education. However, it is very obvious nowadays that the targeted multilingual arena has not unfortunately come into reality. Instead, only English language could take its place as a common language which people from all over the world use and learn.

In terms of Turkey, it can be stated that there is a controversy on the idea whether EMI is beneficial or harmful on the part of students' achievement and their academic knowledge. For example, Alptekin (1998) argues that English is necessary for EMI students' academic improvement although the possessors of the opposing idea say that instruction in English impedes EMI students' professional and subject knowledge (Sinanoğlu, 2000). Due to this conflict, the amount and the content of EMI courses differ from university to university, depending on the policies of every single university has about EMI. Herein, it should be considered why some universities support EMI despite the fact that some other universities do not. Kırkgöz (2005) makes an explanation in relation to this issue by stating that one of the major reasons for EMI is to be able to get into contact with other countries as much as possible. Additionally, knowing English makes it easier to comprehend scientific and technological knowledge because all new information about any kind of subjects is readily-available in English. All these aforementioned reasons have affected the higher education context in Turkey as well.

Predictably, English-medium courses at tertiary level in Turkey are not maintained without any problems related to in-class implementations and pedagogy of EMI as in many other non-English speaking countries. For this reason, the present study aims to lead a new way to understand the sources of motivation for university students toward EMI. Needless to say that motivation is one of the major concerns that should be studied in any educational setting at every level. Hence, it should be taken under scrutiny in order to see what kind of motives have the potential to make EMI students to be more successful in both language and content-specific knowledge because if motivational variations are not approached with caution, they may result in much more vital drawbacks on overall academic success of EMI students.

## **THEORETICAL FRAMEWORK**

### **The Concept of Motivation**

The present study has adopted the Dörnyei's (1994) framework to examine the motivation of EMI students with a broader point of view. According to him, there are three levels to explain the motivational variations in a foreign language teaching/learning setting and the first level is "*Language Level*". This level has two subsystems as Integrative Motivational Subsystem and Instrumental Motivational Subsystem. It is in the same line with the Gardnerian Approach in fact. The former one refers to individuals' tendencies into social, cultural or ethnic components in addition to a general interest into the foreign language itself. The latter one covers the two most developed categories of extrinsic motivation continuum, namely "identified and integrative regulation". This may correspond to individuals' future career struggles or plans. The second level is "*Learner Level*" and it includes some complicated personality traits that are mainly constituted by "need for achievement and self-confidence". And the third level is "*Learning Situation Level*" which combined three areas as follows:

1) Course-specific motivational components can be associated with teaching methodology, tasks, materials and syllabus. 2) Teacher-specific motivational components are related to the concepts of pleasing the teacher, the extent of teacher authority, feedback and the ways for presenting the tasks to students. 3) Group-specific motivational components are made up of components such as rewarding, group interaction, having a common learning goal, etc.

As understood from Dörnyei and his associates' framework for L2 motivation (Dörnyei, 1994), it can be very helpful to have an idea about what sort of variables may be the determinants of student and teacher motivation because everything that affects any learning environment has been tried to be included in the framework, including the language that aims to be learnt, the teacher and his/her teaching methods as well as the classroom atmosphere and group dynamics.

### **English as Medium of Instruction and Motivation**

The unstoppable growing of English as the global language and the need to be able to interact with varied people anywhere at any time lead universities to increase their EMI courses in many countries in the world. At this point, it should be asserted that not only increasing the number of available EMI course is enough but also, universities should be careful about the quality and possible conclusions of their actual EMI implementations for both students and lecturers. In parallel with this notion in mind, some studies carried out in different countries are as follows:

Kim (2014) conducted a study in South Korea context and found out that there was a consensus upon the positive effects of EMI on speaking skills of students and students were more likely to learn their subject area for some extrinsic reasons. This study may be one of the supporters of the usefulness of EMI because the results were positive although the extrinsic orientations seemed to be more dominant on the part of EMI students. However, it is very normal that scores for extrinsic motivation were higher because students in South Korea, like students in other countries, may want to be involved in EMI just for the sake of getting a good job or making much money in future.

Another study conducted on motivation along with L2 proficiency in EMI context by Madileng (2009) in South Africa showed that EMI students had both extrinsic and intrinsic motivational variables such as gaining new ideas in life or performing better in other subjects. That is, Madileng (2009) reported that both types of motivations were influential for EMI students while Kim (2014) argued about the dominance of extrinsic motivation on EMI students. In a similar vein, Chen and Kraklow's (2014) study revealed that the extrinsic motivation variables were dominant on English learning engagement of EMI students when compared to students involved in Non-EMI programs.

In terms of attitudes toward EMI, Chang (2010) investigated the reactions of Taiwanese undergraduate students and came to the conclusion that most of the EMI students did not show any negative attitudes towards EMI and they asserted that their listening skills started to improve with the help of EMI. As understood, EMI can have the potential to provide some benefits for the language skills of students even if EMI does not have any kind of explicit aim for the improvement of students' language skills.

With regard to the perspectives of university lecturers, Jensen and Thøgersen (2011) reached out some striking conclusions. One of them was about not all lecturers were prepared to teach through English. Another finding was that Danish researchers should publish their work in their mother tongue because Danish technical language was in danger of disappearing. Maybe the most striking perspective of lecturers was that they believed students learnt best in the mother tongue. In opposition to these, English was described as an important incentive to learn content and an essential part of the school culture because English was seen as an access to a global society according to Normark (2013). Identically, Morell, et al. (2014) found out positive findings about EMI in their study conducted with both lecturers and students. It was claimed that EMI provided more academic and professional opportunities for students and it fostered international relationships. The important point was to implement more and better EMI courses, the students believed, similar to lecturers, that there should be more English training.

With regard to motivation of EMI students in Turkish context, Kırkgöz (2005) made a research in Çukurova University and she found out that both first and final year EMI students

perceived that they were strongest in reading and listening, but weaker in writing, and especially weak in speaking. That is, as in General English learning and teaching situations, EMI students differed in terms of proficiency in four skills. She also mentioned that final year EMI students perceived greater strengths in their language skills. This showed that experience and process of involving in an EMI setting might play a crucial role in improving linguistic skills of EMI students. Another important finding of this study was that EMI students were in favor of the mixture of integrative and instrumental motivations as in the study of Madileng (2009).

According to another study about perceptions toward EMI made by Atik (2010) at a private university, Turkish students were found to support EMI at tertiary level and to hold positive attitudes towards EMI in terms of the improvement of language skills in English; but they experienced some difficulties in content learning in English. Overall, it was reported in this study that there was a positive link between students' proficiency levels and perceptions towards EMI.

Maybe the most interesting result about EMI research belonged to Maniraho's (2013) study on motivation and attitudes toward EMI. The most striking finding was that using English to teach/learn was for most of the respondents useful; but this was not because it helped in teaching or learning subject area. Instead, EMI was useful because it was a way to teach or learn English. This is very interesting because in essence, EMI does not have any purpose to improve language skills but it is an attempt to promote content learning through a foreign language

In a nut shell, there are divergent ideas on the EMI applications across the world. Although there are some studies which claim that EMI has positive effects upon the perspectives of students in relation to linguistic abilities, some other studies show that EMI may have negative effects on the mother tongue of students. Another important point about student motivation toward EMI is that findings from different studies show that extrinsic motivational orientation can be more dominant, in spite of that, the existence of both extrinsic and intrinsic motivational orientations could be discussed. In the light of all these, the present study aims to reveal university students' motivations toward EMI in three respects which are "language, learner and learning situation levels".

## METHODOLOGY

The study was conducted in the spring term of 2015-2016 academic year at Çukurova University in Turkey, which is one of the most prestigious universities in the country. In such an educational context, it was presumed that EMI students might have difficulties in finding something motivating them towards learning their subject area through a language other than their native language. In the direction of this notion, this study aims to find out what motivates or demotivates EMI students in Çukurova context. To achieve this, this study's scope revolves around two main research questions:

### Research Questions

1. What are the general factors that are influential in the motivation of university students towards EMI,
  - in terms of language level?
  - in terms of learner level?
  - in terms of learning situation level?
2. What specific factors are influential in the motivation of university students towards EMI,
  - in terms of cognitive aspect?
  - in terms of affective aspect?

- in terms of conative aspect?

## Participants

Participants in this study were the 217 second year students from Computer Engineering Department at Çukurova University. The convenience sampling method was utilized for the selection of participants. Their ages ranged between 19 and 26. Detailed information about participants is as follows:

**Table 1. Personal information about participants**

Variables		f	%
Gender	Male	123	56.7
	Female	94	43.3
Being in an English-speaking Country	Yes	25	11.5
	No	192	88.5
Being in Preparatory School	Yes	197	90.8
	No	20	9.2
English use outside school	Whenever I have a chance	5	2.3
	Usually	18	8.3
	Sometimes	108	49.8
	Seldom	81	37.3

As presented in Table 1, the number of male and female participants was almost in a balance even though male participants outnumbered female participants. When the total number of participants is considered, it is seen that a great majority of participants (%88.5) have not been in an English-speaking country. Again in a similar way, most of the participants (%90.8) stated that they attended the preparatory school before they started their education in the computer engineering department. The majority of participants used English outside school either sometimes (%49.8) or seldom (%37.3). In relation to language use at different places, the table below shows the frequency and percentage of participants who use Turkish, English or any other language with different people.

**Table 2. Language use of participants at different places**

Places	Turkish		English		Other	
	f	%	f	%	f	%
At Home	209	96.3	2	0.9	6	2.8
At School (with administrators)	213	98.2	4	1.8	-	-
At School (with lecturers)	151	69.6	66	30.4	-	-
At School (with friends)	212	97.7	3	1.4	2	0.9

According to Table 2, a great majority of participants (%=96.3) used only Turkish at home. When they come to school, almost all participants talked in English with administrators. Again at school, most of participants communicate with their friends in Turkish. On contrary to this, at school where the department of participants was an English medium department, most of the participants (%=69.6) talked in Turkish even with their lecturers. The percentage of participants who talked with lecturers in English is only %30.4. Correspondingly, what participants thought about their four skills in using English in both daily life and their profession, which is computer engineering, is illustrated in Table 3 below:

**Table 3. Participants' perceived level of English language skills in daily usage and in their profession**

Skills	Good		Fair		Poor	
	f	%	f	%	f	%
Understand spoken English	112	51.6	94	43.3	11	5.1
Speak English	47	21.7	92	42.4	78	35.9
Read English	113	52.1	101	46.5	3	1.4
Write English	91	41.9	101	46.5	25	11.5
Understand people speaking about computer engineering	80	36.9	120	55.3	17	7.8
Speak about computer engineering in English	34	15.7	89	41.0	94	43.3
Read texts about computer engineering in English	97	44.7	112	51.6	8	3.7
Write about computer engineering in English	61	28.1	110	50.7	46	21.2

Table 3 clearly shows that the greater part of participants indicated that their level of English in understanding, reading and writing skills in terms of daily usage was either good or fair but a considerable number of participants believed that their speaking skills in English was either fair or poor. That is, even though participants generally perceived themselves as skillful in understanding, reading and writing in English, they did not think that their speaking skills in English were not that much good. Similarly, as for language skills in using English for subject area of participants, most of them thought that they were good or fair in understanding, reading and writing about their profession in English but almost half of the participants stated that they were poor in speaking in English about their profession. Accordingly, it can be proposed that English language skills in daily usage and in subject area of participants seem to be interrelated to each other.

### Data Collection Instrument

To meet the ultimate purposes of the study, a 5 point Liker-type scale was generated for EMI students. This scale was a mixture of the appropriate items from the questionnaires of Maniraho (2013), Kırkgöz (2005) and self-made questions designed by the researcher. Sections in the scale were tried to be interrelated with each other in terms of both content and layout. And the content of the scale for EMI students is as follows:

Section 1 (Background Information) is to know student participants more closely. To collect data about EMI students' gender, age, level of English or their proficiency level on using four skills in general English and also in their subject area, the relevant items were chosen from the questionnaire of Kırkgöz (2005). The researcher added extra questions about English use outside the classroom, preparation program and EMI students' own perspective on their English level because the researcher believed that there could be a link between students' English use outside school and their motivation toward EMI. Lastly for this section, some items were adapted from Maniraho (2013) to reveal EMI students' language use at different places.

Section 2 was designed to make it clear the sources for EMI students' motivation toward EMI and there were three subsections named as Motivation at Language Level (Integrative Motivation, Instrumental Motivation), Motivation at Learner Level and Motivation at Learning Situation Level. Integrative and Instrumental Motivation subsections were put together with the help of items from the questionnaires of Maniraho (2013) and Kırkgöz (2005). On the basis of Dörnyei's classification for foreign language motivation (1994), for language level, integrative motivation subsection asked EMI students whether they had any internal motives to learn through English. Following this, Instrumental motivation subsection came and it was all about whether EMI students used English to study their subject area for some pragmatic or practical reasons. On the contrary to many studies conducted about motivation of EMI students, the present study did not only aim to investigate the motivation of students from the perspectives of "Integrative and Instrumental Motivation" because these are considered insufficient to find out the factors pertinent to students themselves and learning environment which can be very influential in the motivation of students toward EMI. For this reason, on the basis of Dörnyei's classification for foreign language motivation (1994), items prepared by the researcher in relation to Learner Level and Learning Situation Level were added. In association with Motivation at Learner Level subsection, the content was about need for achievement, self-confidence, anxiety, L2 (Second Language) competence and self-efficacy which were all about student behaviors. Motivation at Learning Situation Level subsection comprised of issues which were specific to the course itself, to the lecturer and to the groups formed in the learning environment.

Finally, the Section 3 which was about "Some Specific Aspects for Motivation toward English as MOI" dealt with EMI students' specific motivation sources toward EMI such as "Cognitive, Affective and Conative Aspects". Under the heading of "Cognitive Aspect", what EMI students thought about EMI was under investigation and "Affective Aspect" was used for discovering EMI students' feelings toward EMI. And lastly, "Conative Aspect" was aiming at exploring EMI students' actions when they were involved in EMI. The subsection 3 was totally adapted from Maniraho (2013).

## Data Analysis

The close-ended questions involved in the questionnaires were analyzed according to the principles of Descriptive Statistics with the help of Statistical Package for Social Sciences (SPSS, Version 23.0). To describe and summarize the data, simple statistical methods were used, which meant that for each single variable in the close-ended questions, a numerical value was given in order to be able to code the data in the SPSS 23.0. Afterwards, standard deviation and mean scores for each close-ended item were demonstrated.

## FINDINGS

The findings of the study are presented according to the research questions below:

### RQ1: General factors influential in the motivation of university students towards EMI:

**Table 4. Motivation at language level (integrative motivation)**

To know English will allow me	Mean	Std. Dev.
1.To be more at ease with other speakers of English from all over the world	4.52	.60
2.To meet and converse with varied people	4.36	.75
3.To better understand and appreciate art and literature in English	3.22	.99
4.To participate freely in the activities of other cultures that use English as a communication tool	4.21	.70

5. To understand foreign points of view	3.48	1.08
6. To enjoy entertainment, such as internet games	<b>4.36</b>	.78
7. To get on well with people in English speaking countries	4.42	.80
8. To make English speaking friends	4.43	.67
9. To have personal satisfaction	3.53	1.15
10. To understand how English people think and behave	<b>3.12</b>	1.08

Table 4 demonstrates that in integrative terms, students were motivated toward EMI mostly because they could interact easily with foreign people from different countries or they could be involved in entertainment activities such as internet games. However, it can be asserted that other reasons seemed to be highly motivation reasons toward EMI when the mean scores are taken into account. Yet, the lowest mean score (3.12) shows that understanding how English people think and behave might be the least motivation reason for the participants. That is, reasons associated with integrative motivation toward EMI can be said to be quite influential for most of the participants.

**Table 5. Motivation at language level (instrumental motivation)**

<b>I need to know English because</b>	<b>Mean</b>	<b>Std. Dev.</b>
1.I'll need it when I start my career	<b>4.67</b>	.52
2.it will make me a more knowledgeable person	3.95	.97
3.it may help me to get a job	4.60	.59
4.other people will respect me for knowing English	<b>2.76</b>	1.03
5. I'll need to join in discussions about my subject	4.12	.96
6. It will make easier to read texts in my subject area	<b>4.66</b>	.55
7.it may help me to become involved in research	<b>4.66</b>	.57
8. I'll live in an English-speaking country	3.99	.94
9. it may help me to work with computers	4.61	.61
10. it provides me to be involved in international affairs	4.29	.77

In Table 5, it is highlighted that all the reasons seemed to be influential in the motivation of students toward EMI except for item 4 which has the least mean score (2.76). This means that students were not as motivated about having respect from other people as the other instrumental reasons. The most motivating reasons can be listed as having a career, reading texts about subject area and becoming involved in research. That is to say, for the majority of participants, instrumental reasons can be accepted as rather influential in the motivation toward EMI as it is in integrative motivation.

**Table 6. Motivation at learner level**

<b>I love using English in my courses because it makes me</b>	<b>Mean</b>	<b>Std. Dev.</b>
1.To achieve something more difficult	3.63	1.08
2. To feel confident of my success	3.26	1.01
3.To get rid of language use anxiety	3.05	1.07
4.To feel that I am a competent user of English	3.15	1.08
5.To trust in my own abilities	3.48	.93

Table 6 indicates the motivation at learner level and it is likely to say that all reasons had approximately the similar mean scores. In addition, the mean scores seemed to be a little bit above the average, which means all reasons were considerably influential in the motivation of students toward EMI. To clarify, EMI motivated students because it provided them to achieve something more difficult, to feel confident about their success as well as their English language abilities and to decrease their anxiety.

**Table 7. Motivation at learning situation level**

<b>I love studying through English more when I feel</b>	<b>Mean</b>	<b>Std. Dev.</b>
1.myself interested in the course	3.82	.97
2.that the course is in relevance with my needs	<b>4.11</b>	.74
3.I will get beneficial outcomes at the end of the course	<b>4.22</b>	.75
4.I can please my teacher	<b>2.74</b>	1.01
5.safer when the teacher control everything in the class	3.43	1.12
6.relaxed when the teacher models, presents the task and gives feedback	4.10	.82
7.happier if I have a very specific goal in the course	<b>4.11</b>	.82
8. I need to study more because I want the reward	3.12	1.18
9.that I have learnt much when there is a harmony in group works	3.82	.95

According to mean scores presented in Table 7, it is likely to say that the most motivating reasons are linked to beneficial outcomes gained at the end of the course, the degree to how much relevant the course with students' needs and having a specific goal in the course. This shows that course-specific motivational components are the most influential ones for the motivation of students toward EMI. Regarding the lowest mean score (2.74), it can be stated that the least motivating reason is related to pleasing the teachers. In other words, teacher-specific motivational components are less influential in the motivation of students toward EMI.

### **RQ2: Specific factors influential in the motivation of university students toward EMI:**

**Table 8. Cognitive aspect in motivation toward EMI**

<b>Studying through English</b>	<b>Mean</b>	<b>Std. Dev.</b>
1.is good for our country at large	<b>3.94</b>	1.07
2.helps me learn English fast	<b>3.85</b>	1.08
3.helps my intellectual development	3.58	1.00
4.facilitates learning	3.02	1.10
5.is the best way to learn English	<b>2.76</b>	1.09
6.makes my work more complicated	3.26	1.16
7.facilitates students' work	<b>2.47</b>	1.02

Table 8 illustrates that students highly agreed on the opinion that EMI was good for their country and helped them to learn English fast. However, they were not in high agreement on the idea that EMI was the best way to learn English and facilitated student work. It is also understood that there were some divergent opinions among students. For instance, most of the students thought that EMI helped them to learn English or improve their intelligence even though they also thought that EMI made their work more complicated.

**Table 9. Affective aspect in motivation toward EMI**

<b>Studying through English makes me feel</b>	<b>Mean</b>	<b>Std. Dev.</b>
1.proud	3.21	1.06
2.annoyed	<b>2.54</b>	1.15
3.that I am developing my communication skills	<b>3.93</b>	.81
4.frustrated	<b>2.16</b>	.98
5.happy that I have opportunity to use English	<b>3.78</b>	.90
6. unsure of myself	2.53	1.13
7.that I haven't learnt as much as I want	2.99	1.20
8.confident	3.11	.95
9.that learning is made easier because of English	2.89	2.36

As demonstrated in Table 9, for affective aspect, students seemed to have positive thoughts such as developing their communication skills and having opportunity to use English to

a large extent. When negative thoughts are examined, it is seen that students did not feel frustrated or annoyed about EMI most of the time, which means that students' feelings were mostly positive about EMI.

**Table 10. Conative aspect in motivation toward EMI**

<b>To study through English efficiently, I do the following:</b>	<b>Mean</b>	<b>Std. Dev.</b>
1. I often use digital dictionaries	<b>2.58</b>	1.21
2. I rely very much on notes written down in class	<b>3.78</b>	.86
3. I make effort to learn more English	3.65	.98
4. I ask the teacher while we are studying the lesson	3.11	1.07
5. I try to read as many books in English as I can	3.10	1.09

In Table 10, it is obvious that all reasons regarding conative aspect have approximate mean scores which could be accepted as high scores. That is to say, to study EMI courses by involving in certain actions might be motivating for the majority of students toward EMI. These actions can be listed as notes taken in the class, making effort to learn English, asking teachers questions and reading English books. Among all actions, the least motivating one was found to be using digital dictionaries. This may show that students mostly take a different action or actions to deal with unknown English vocabulary items with regard to their subject area.

**Table 11. Total results of each section in the questionnaire**

<b>Sections in the Questionnaire:</b>	<b>Mean</b>	<b>Std. Dev.</b>
Motivation at Language Level (Integrative Motivation)	3.97	.49
Motivation at Language Level (Instrumental Motivation)	4.23	.44
Motivation at Learner Level	3.31	.74
Motivation at Learning Situation Level	3.72	.56
Cognitive Aspect in Motivation toward EMI	3.27	.55
Affective Aspect in Motivation toward EMI	3.02	.40
Conative Aspect in Motivation toward EMI	3.24	.64

As seen above, Table 11 presents the total results in relation to each section. Overall, it can be highlighted that all mean scores are approximate to each other and above 3.00 out of 5.00. That is, all mean scores might be accepted as high scores; for this reason, it should be stressed that motivational components in each section have a role to play in motivating students toward EMI. Concerning the highest mean score (4.23), Motivation at Language Level (Instrumental Motivation) section was found to include the most motivating reasons toward EMI. Apart from this, the lowest mean score (3.02) indicates that the least motivating reasons were associated with Affective Aspect in Motivation toward EMI.

## CONCLUSION AND SUGGESTIONS

To begin with, when the demographic results were examined, it can be asserted that the great majority of participants attended the preparatory school but did not have any experience in an English speaking country. Outside school, most of them 'sometimes' used English. Rather, they preferred to use Turkish in different settings most of the time. However, English was usually used when speaking to lecturers at school. That is, students did not have sufficient opportunities to make use of their English language skills. Hence, they should be encouraged to use English as frequently as possible. Essentially at school, students should encourage their peers to use English for the sake of becoming more proficient users of English, both in daily use and in their subject area. This means that EMI students might be suggested to be autonomous learners and at this point, lecturers have an important role to play. To improve student autonomy,

lecturers could lead their students to be involved in English tasks which they can perform on their own in addition to classroom-based tasks.

Students can be said to be motivated toward EMI in consequence of a mixture of integrative and instrumental reasons as in the studies of Kırkgöz (2005), Madileng (2009) and Chen and Kraklow (2014). Still, it can be highlighted that instrumental reasons were slightly more influential than integrative reasons, which point to the fact that extrinsic or pragmatic reasons were more dominant in the motivation of students toward EMI. With regard to learner level, it can be claimed that getting rid of language use anxiety was the least motivating reason for the participants. Yet, the most motivating reason was achieving something more difficult in EMI courses. That is to say, students' mistakes or errors in relation to language use might be ignored as long as those mistakes or errors do not affect the cohesion of their statements in order to decrease their language use anxiety.

In terms of learning situation level which consists of course-specific, teacher-specific and group-specific motivational components; the most motivating component was course-specific motivational components. On the other hand, teacher-specific motivational component was the least motivating one. Group-specific motivational component might be said to have an optimal influence on the motivation of participants toward EMI. Based on this finding, it can be understood that the course itself is so influential that lecturers should pay special attention to the content of the course while planning the lessons. What is more, they should pay more attention to the way how they present the content because instruction in another language might make the content intricate or complicated for the students.

Concerning specific factors influential in the motivation of participants, EMI was particularly found to be good for the country as in the study of Normark (2013), intellectual development and learning English fast. Similarly, Maniraho (2013) stated that EMI was a way to teach or learn English and EMI was more suitable for language learning. In addition, participants reported that they were happy about being involved in EMI and they believed that their communication skills were developing thanks to EMI. Identically, Morrell et al. (2011) suggested that EMI fostered academic knowledge though people needed more English language training. Lastly, it was also explored that participants generally opted for reading and writing (note-taking) actions to study through EMI more efficiently. Contrary to that, students' speaking and listening skills need to be improved more because Kim (2014) claimed that there was a positive link between speaking skills and an effective EMI. For this reason, lecturers should provide their students to perform tasks in which they can listen and speak about their subject area. Relatedly, EMI materials might be produced by taking four language skills into consideration.

As an implication, language courses in the university preparatory programs can be reshaped according to the pre-requisites of EMI which is offered in departments. This is to ensure that students have sufficient level of English because if they do, then they become more qualified in their specific study area and this directly affects their motivation positively as claimed by Atik (2010). Otherwise, EMI implementations may be ineffective if students' proficiency level of English is limited (Cho, 2012).

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