

Sustainability and Feasibility of English-medium Instruction at Turkish Universities

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Abstract: More and more often, universities in Turkey are adopting English as a medium of instruction. In some cases English is the medium for entire faculties while in others it is only used in certain departments. One notable signal of this development is the number of universities offering compulsory one year English prep programs that take place before the student matriculates in to their own department or faculty. More than 110 Turkish universities have turned to English as a medium of instruction to varying degrees, investing a huge amount of capital and human resources. While we recognize that learning to speak and write in English in this age of globalization is of great help and necessity in order to be able to compete in a knowledge-based world, the current situation is not without grave concerns. In many ways it runs counter to the effectiveness and quality of higher Education. Based on a cased study, this paper examines sustainability and feasibility of English medium of instruction.

Introduction

One of the most significant projects carried out by Karadeniz Technical University over the last ten years is the regulation of and the investment in foreign languages (mainly English). That the fourteen departments including the Medical school now have compulsory English prep program for a year and also 30 % of the vocational courses at the departments will be in English indicates that English teaching is a serious endeavor at Karadeniz Technical University. It also indicates that the university hopes the use of English in all the fourteen departments might lead to more effective results on education and training programs. However, it should be noted that when the data was collected there were fourteen departments which had one-year obligatory English prep school. Today, the number of the programs which has one-year obligatory English prep program has reached 24.

Now that we have a one year compulsory English prep program with many students and English instructors, the time has come to evaluate the program by examining it from many academic and scientific approaches in hopes of becoming part of the European Union Education programs. Our aim in this examination is to ease the processes of accreditation and free moving system in Europe. It is obligatory to determine the strategies in foreign language teaching and learning under the content of The European Languages Portfolio. Additionally, the implementation of The Language Passport throughout Europe is a motivating factor for reviewing all the foreign language teaching and learning issues in the institution. The policies and the strategies of the Foreign Language should be reconstructed under the light of the scientific data and strong theories which have been offered by the existing literature (Christison & Stoller, 1997).

The purpose of this study is therefore to determine the problems and the difficulties in teaching the vocational courses in English at the university level, from the points of the view of the students and the academic staff. Within this framework, several other goals are brought to light as well: (1) To increase the quality and the productivity of the obligatory English prep program, (2) To determine the strategies which will contribute to solve the problems faced during the educational process in which the courses are taught in English in the departments.

Method

This study is a case study which reveals the problems and the difficulties in teaching the vocational courses in English in the fourteen departments at a Turkish university from the points of view of the students and the academic staff. The sample of this study consists of 1442 students and 52 academic staff from various departments at Karadeniz Technical University. A questionnaire for the academic staff including four open-ended questions has been used for data collection. Questionnaire used for the students who studied one year at prep had 20 items in order to evaluate the sustainability and productivity of the English medium in vocational courses. This questionnaire was given to the students studying in their second, third and fourth year of their training. The data from this questionnaire was later compared to those which were obtained from the questionnaire given to English prep school students.

Findings

The data were obtained from three samplings: (1) from the students at English prep school, (2) from the students who studied one year at prep, (3) from the academic staff who teaches their courses in English at the departments.

1. The data obtained from the students at English prep school: According to Table 1, the participants are composed of the students from 14 departments at Karadeniz Technical University. 4,5% is from Computer Engineering, 5,6% is from Biology, 8,9% is from Electric-Electronic Engineering, 5,3% is from Physics, 4,1% is from the Deck Department, 8,8% is from Civil Engineering, 8,1% is from Geodesy, 6,0% is from Geology, 6,5% is from Public Administration, 7,3% is from Chemistry, 11,4% is from Mechanical Engineering, 9,6% is from Forest Engineering, 7,6% is from the Medical Faculty, and 4,7% is from the International Relations.

Departments	N	%	
Computer Engineering	36	4,5	
Biology	45	5,6	
Electric-Electronic	72	8,9	
Physics	43	5,3	
Deck	33	4,1	
Civil Engineering	71	8,8	
Geodesy	65	8,1	
Geology	48	6,0	
Public Administration	52	6,5	
Chemistry	59	7,3	
Mechanical Engineering	92	11,4	
Forest Engineering	77	9,6	
Medical Faculty	61	7,6	
International Relations	38	4,7	

Table 1. The Number of the Departments and the Students Participated in the Study

Table 2 shows the evaluations of the participants for the speaking courses. According to the data obtained from the questionnaire, 23.3 % of the students state that at prep school English instructors are not well-prepared for the lessons whereas 19.5 % of them have no idea. However, 56.6 % of the students agree that the instructors are well-prepared. For the second item, 53.1% of the students think that the instructors are punctual whereas 21.6% disagree. 65% of the students agree that the teachers explain lessons well. However, 21.6 disagree. For the fourth item, 69.1% of the students think that the instructors encourage every student to participate in the lesson. 72.4 of the participants consider that their teachers respect their personality. As for the sixth item, 76.9% of the participants consider the instructors encourage them to speak in English in the class. 68.8% of them think that the instructors tolerate their mistakes. 50.4% of the participants consider the instructors encourage them to join the lesson. 58.1% of them think that the instructors support them during the preparation of their projects. As for the projects prepared during the academic year, 73.4% of the participants think that the projects in the first term are useful. 55.9% of the students consider the projects in the second term are beneficial. For 67.2% of the participants, the materials are beneficial.

ITEMS INSTRUCTORS;	STRONGLY DISAGREE	DISAGREE	NO IDEA	AGREE	STRONGLY AGREE	MISSING
1. are well-prepared for the lessons	12,8	10,5	19,5	31,9	24,7	1,6
2. are always punctual	14,3	13,9	17,2	25,4	27,7	1,5
3. explain lessons well	11,7	9,9	12,4	30,8	34,2	1,0
4. encourage every student to participate the lesson	7,8	6,5	15,5	38,6	30,5	1,3
5. respect our personality	6,6	3,7	15,3	31,1	41,3	2,0
6. encourage us to speak in English in the class	6,7	5,3	8,9	28,3	48,6	2,3
7. tolerate our mistakes	7,6	5,3	17,4	30,6	38,2	0,9
8. encourage us to join the lesson	19,9	11,2	17,7	21,6	28,8	0,8
9. support us during the preparation of our projects	14,0	10,3	16,0	23,7	34,4	1,6
Items Instructors;	quite useless	useless	normal	useful	very useful	Missing
10. given projects (first term)	8,6	4,8	11,0	28,2	45,2	2,1
11. given projects (second term)	17,7	8,2	16,4	20,8	35,4	1,5
12. Materials used	12,7	6,6	12,7	26,1	41,1	1,0

Table 2. The data obtained from the Speaking courses

Table 3 illustrates the evaluations of the participants for the reading courses. According to Table 3, 23.5 % of the students state that at prep school English instructors for the reading courses are not well-prepared for the lessons whereas 20.2 % of them have no idea. However, 55.8 % of the students agree that the instructors are well-prepared. For the second item, 52.6% of the students think that the instructors are punctual whereas 26.6% disagree. 67.6% of the students agree that the teachers explain lessons well. However, 16.5 disagree. For the fourth item, 67.5% of the students think that the instructors encourage every student to participate in the lesson. 75.8 of the participants consider that their teachers respect their personality. As for the sixth item, 81.5% of the participants consider the instructors encourage them to speak in English in the class. 70.8% of them think that the instructors tolerate their mistakes. 51.4% of the participants consider the instructors encourage them to join the lesson. 53.1% of them think that the instructors support them during the preparation of their projects. As for the projects prepared during the academic year for the reading courses, 71.6% of the participants think that the projects in the first term are useful. 62.8% of the students consider the projects in the second term are beneficial. For 71.9% of the participants, the materials are beneficial.

ITEMS INSTRUCTORS;	STRONGLY DISAGREE	DISAGREE	NO IDEA	AGREE	STRONGLY AGREE	MISSING
1. are well-prepared for the lessons	10,9	12,6	20,2	29,8	26,0	0,5
2. are always punctual	12,2	14,4	19,7	23,5	29,1	1,1
3. explain lessons well	8,1	8,4	14,9	29,5	38,1	1,0
4. encourage every student to participate the lesson	5,8	10,0	15,7	37,1	30,4	0,8
5. respect our personality	4,0	4,0	13,2	30,3	45,5	3,0
6. encourage us to speak in English in the class	5,3	4,4	6,4	28,8	52,7	2,3
7. tolerate our mistakes	5,6	7,0	15,6	31,8	39,0	1,0
8. encourage us to join the lesson	13,8	12,0	21,5	22,8	28,6	1,3
9. support us during the preparation of our projects	13,2	13,0	19,8	25,3	27,8	0,8
Items	quite useless	useless	normal	useful	very useful	Missing
10. given projects (first term)	5,5	6,0	15,6	32,3	39,3	1,3
11. given projects (second term)	9,1	9,1	17,6	26,4	36,4	1,4
12. Materials used	8,6	6,0	12,5	27,5	44,4	1,0

Table 3. The data obtained from the Reading courses

Table 4 illustrates the evaluations of the participants for the grammar courses. According to Table 4, 64.7 % of the students state that at prep school English instructors for the grammar courses are well-prepared for the lessons whereas 17.5 % of them have no idea. For the second item, 69.5% of the students think that the instructors are punctual. 80.5% of the students agree that the teachers explain lessons well. However, 16.5 disagree. For the fourth item, 59.2% of the students think that the instructors encourage every student to participate in the lesson. 57.9 of the participants consider that their teachers respect their personality. As for the sixth item, 86.6% of the participants consider the instructors encourage them to speak in English in the class. 71.1% of them think that the instructors tolerate their mistakes. 66.8% of the participants consider the instructors encourage them to join the lesson. 63.8% of them think that the instructors support them during the preparation of their projects. As for the projects prepared during the academic year for the reading courses, 79.5% of the participants think that the projects in the first term are useful. 76.9% of the students consider the projects in the second term are beneficial. For 80.5% of the participants, the materials are beneficial.

ITEMS INSTRUCTORS;	STRONGLY DISAGREE	DISAGREE	NO IDEA	AGREE	STRONGLY AGREE	MISSING
1. are well-prepared for the lessons	7,3	9,3	17,5	29,2	35,5	1,1
2. are always punctual	6,8	7,7	14,3,7	28,7	40,8	1,3
3. explain lessons well	4,5	4,7	8,8	28,7	51,8	1,3
4. encourage every student to participate the lesson	13,2	11,0	15,6	30,4	28,8	1,0
5. respect our personality	3,8	2,9	13,0	28,5	29,4	2,4
6. encourage us to speak in English in the class	2,1	1,7	7,4	29,5	57,1	97,8
7. tolerate our mistakes	6,8	6,7	14,4	29,9	41,2	1,1
8. encourage us to join the lesson	6,8	6,0	19,1	25,9	40,9	1,3
9. support us during the preparation of our projects	6,3	9,3	19,8	28,8	35,0	0,1
Items	quite useless	useless	normal	useful	very useful	Missing
10. given projects (first term)	3,6	3,1	12,1	32,1	47,4	1,5
11. given projects (second term)	4,5	5,5	11,7	25,0	51,9	1,6
12. Materials used	4,6	2,9	10,8	29,0	51,5	1,3

Table 4. The data obtained from the Grammar courses

Table 5 illustrates the evaluations of the participants for the writing courses. According to Table 5, 32.7 % of the students state that at prep school English instructors for the writing courses are well-prepared for the lessons whereas 20.6 % of them have no idea. However, 35.9 % of the students agree that the instructors are not well-prepared. For the second item, 46.8% of the students think that the instructors are punctual whereas 33.7% disagree. 61.3% of the students agree that the teachers explain lessons well. For the fourth item, 59.1% of the students think that the instructors encourage every student to participate in the lesson. 65.6 of the participants consider that their teachers respect their personality. As for the sixth item, 87.3% of the participants consider the instructors encourage them to speak in English in the class. 60.9% of them think that the instructors tolerate their mistakes. 45.3% of the participants consider the instructors encourage them to join the lesson. 44.7% of them think that the instructors support them during the preparation of their projects. As for the projects prepared during the academic year for the reading courses, 63.3% of the participants think that the projects in the first term are useful. 68.1% of the students consider the projects in the second term are beneficial. For 68.6% of the participants, the materials are beneficial.

ITEMS INSTRUCTORS;	STRON GLY DISAG REE	DISAG REE	NO IDEA	AGR EE	STRON GLY AGREE	MISS ING
1. are well-prepared for the lessons	20,8	15,1	20,6	23,4	19,3	0,8
2. are always punctual	19,4	14,3	18,0	23,5	23,3	1,5
3. explain lessons well	13,1	9,2	15,5	27,0	34,3	0,9
4. encourage every student to participate the lesson	9,9	9,3	19,4	34,5	25,6	1,3
5. respect our personality	7,5	5,3	18,9	26,4	39,2	2,7
6. encourage us to speak in English in the class	4,2	5,6	9,9	29,9	48,4	2,0
7. tolerate our mistakes	8,7	8,9	20,1	28,2	32,7	1,4
8. encourage us to join the lesson	18,2	11,1	24,0	20,7	24,6	1,4
9. support us during the preparation of our projects	19,4	14,0	20,7	23,6	21,1	1,1
Items	quite useless	useless	normal	useful	very useful	Missi ng
10. given projects (first term)	9,0	9,3	16,6	28,1	35,2	1,7
11. given projects (second term)	14,0	8,2	17,9	22,8	35,3	1,7
12. Materials used	12,0	4,9	13,5	27,3	41,3	1,1

Table 5. The data obtained from the Writing courses

The data obtained from the students who studied one year at prep:The following are the tables illustrating the results of the study conducted at Karadeniz Technical University in 2008-2009 academic years. Table 6 shows which departments participated in the study. Table 7 informs us about the age of the students who participated in the study.

	NAVAL ARCHITECTURE	MARITIME TRANSPORTATION	DECK	ELECTRICAL-ELECTRONIC	CIVIL ENGINEERING	GEOMATIC ENGINEERING	MECHANICAL ENGINEERING
F	36	123	5	129	125	33	162
%	5,9	20,1	0,8	21,0	20,4	5,4	26,4

Table 6. The student frequencies by percentages according to the departments

Table 7: Age Percentages

In Table 8, 72,9% of the students agreed that English prep school is necessary for them. 85,1% stated they have vocational courses in English at their department. 82,6% said not all the courses should be in English at their department. 37,4% circled “yes” for item 4, which is “Are at least 2 courses in English at your department?”. For item 5, which is whether the vocational courses should be completely in English, only 54,5% said “yes”. 52,6% of the students think it is advantageous to have their courses related to your branch in English in their work life in the future. 20,6% state that the instructors speak in English all through the lesson. 69,8% state they do not have enough reference books suitable for the vocational courses in English. After the English prep school, 65,7% think their English level has shown regression.

ITEMS	YES (%)	NO (%)
Q1. Is prep school necessary for your department?	72,9	27,1
Q2. Are you having vocational courses in English at your department?	85,1	14,9
Q3. Should all the courses be in English at your department?	17,3	82,6
Q4. Should at least 2 courses be in English at your department?	37,4	62,6
Q5. Should the vocational courses be completely in English?	54,5	45,5

AGE	18	19	20	21	22	23	24	25	26	27
F	4	36	100	177	145	77	48	13	4	1
%	0,7	6,0	16,5	29,3	24,0	12,7	7,9	2,1	0,7	0,2

Q6. Do you think it is advantageous to have your courses related to your branch in English in your work life in the future?	52,6	47,4
Q7. Does the instructor speak in English all through the lesson?	20,6	79,4
Q8. Do you have enough reference books suitable for the vocational courses in English?	30,2	69,8
Q9. After the prep school, do you think your English level has shown regression?	65,7	34,4

Table 8. The student questionnaire for the items 1-9 according to “yes” “no” percentages

According to the results of the questionnaire, 36,8% of the participants state they are sometimes given homework in English whereas 36,7% claim that they are never. While 10,2% state that they are always using English books as references for their courses, 38,6 say they never. 30,3% find the instructors are never sufficient in English whereas 25,7% say they sometimes are. 25,8% always find the courses in English are comprehensible while 17,7% think they never are. The results of the items 10, 11, 12, and 13 are illustrated in Table 9.

ITEMS	NEVER	SOMETIMES	OFTEN	USUALLY	ALWAYS
Q10. Are you being given homework in English related to your field?	36,7	36,8	15,6	7,1	3,8
Q11. Are you using English books as references for your courses?	38,6	24,4	15,6	11,3	10,2
Q12. Do you think the instructors are sufficient in English while teaching?	30,3	25,7	20,9	14,0	9,0
Q13. Do you have difficulty in comprehending the courses in English?	17,7	18,4	19,3	18,7	25,8

Table 9. The student questionnaire for the items 10-13 according to adverbs of frequency percentages

Table 10 contains the questionnaire items 14, 15, and 16. As for item 14, which is “What is the percentage of the talk in English in the lessons done by the instructors?”, 32.5% of the students think that 70-90% of the talk is in English whereas 12,3% state 10-30% of the talk is in English. For item 15, which is “What is the percentage of the talk in English in the lessons done by the students?” 2,2% of the students think that 70-90% of the talk is in English whereas 75,5% state 10-30% of the talk done by the students is in English

ITEMS	10-30%	30-50%	50-70%	70-90%	90-100%
Q14. What is the percentage of the talk in English in the lessons done by the instructors?	12,3	9,8	15,7	32,5	29,8
Q15. What is the percentage of the talk in English in the lessons done by the students?	75,5	15,7	6,1	2,2	0,5
Q16. What is the percentage of the talk in English in the lessons?	20,8	23,4	27,9	23,2	4,6

Table 10. The student questionnaire for the items 14-16 according to the scale of percentages

In Table 11, the answer to the question “What is the productivity of the lessons in English?” is “normal” for the 33,2% of the students, “productive” for the 8.9% of the students, and “poor” for the 57.9% of the students.

ITEMS	VERY PRODUCTIVE	PRODUCTIVE	NORMAL	POOR	VERY POOR
Q17. What is the productivity of the lessons in English?	1,3	7,6	33,2	32,7	25,2

Table 11. The student questionnaire for the item 17

The data obtained from the academic staffs who teach their courses in English at the departments.

Table 12 contains the questionnaire items 1, 2, 3, and 4, which is given to the instructors who teach their courses (at the department) in English. According to the table, 92,2% of the instructors agree that prep school is necessary for their department. 74,5% agree that there are enough reference books in the library related to their department. 40,8% agree it is necessary to teach the courses in English at the departments. 80% state that there are enough materials to use in the courses in English.

ITEMS	YES	NO
Q1. Is prep school necessary for your department?	92,2	7,8
Q2. Are there enough reference books in the library related to your department?	74,5	25,5
Q3. Is it necessary to teach the courses in English?	40,8	59,2
Q4. Do you lack materials in the courses while teaching?	20	80

Table 12. The instructor questionnaire for items 1-4 according to “yes” “no” percentages

According to Table 13, for item 5, 62% of the instructors state that their students are “sometimes” able to use their English efficiently in the courses at their department. 29,4% “always” suggest their students they use reference books in English in their field courses. 43,1% state that their students are sometimes able to prepare their papers in English whereas 27,5% think the students never can. Additionally, 41,2% think that their students are “sometimes” able to understand what they read in English in their field.

ITEMS	NEVER	SOMETIMES	OFTEN	USUAL LY	ALWAYS
Q5. After studying English at Prep school, are your students able to use their English efficiently in the courses at your department?	8	62	14	12	4
Q6. Do you suggest your students they use reference books in English in their field courses?	4	17,6	23,5	25,5	29,4
Q7. Are your students able to prepare their papers in English?	27,5	43,1	17,6	7,8	3,9
Q8. Are your students able to understand what they read in English in their field?	23,5	41,2	19,6	13,7	2

Table 13. The instructor questionnaire for the items 10-13 according to adverbs of frequency percentages

According to Table 14, the instructors have 47.1% difficulty in Speaking during the lessons. This is followed by Writing and Reading.

Q9. WHICH SKILLS BOTHER YOU MOST WHILE TEACHING TO YOUR STUDENTS?	F	%
Reading, Speaking, Writing	7	13.7
Reading, Speaking	1	2.0
Writing	4	7.8
Writing, Speaking	8	15.7
Speaking	24	47.1
None of them	5	9.8

Table 14. The instructor questionnaire for the item 9

As for the evaluation of the productivity of the courses in English, 50% find the courses in English “normal” and “productive” whereas 50% find them “poor” and “very poor”. As for the “teachability” of the courses scheduled in English at Karadeniz Technical University, 50% find them “normal” and 33,3% find them “bad”. These findings are illustrated in Table 15.

ITEMS	PRODUCTIVE	NORMAL	POOR	VERY POOR
Q10. How do you evaluate the productivity of the courses taught in English?	6	44	46	4
Items	Good	Normal	Bad	Very bad
Q11. How do you evaluate the “teachability” of the courses scheduled in English at our university?	14,6	50,0	33,3	2,1

Table 15. The instructor questionnaire for the items 10-11

Discussion

This study sought to better understand how feasible and effective to adopt English as a medium of instruction in the departments or faculties at Karadeniz Technical University after having one-year English prep

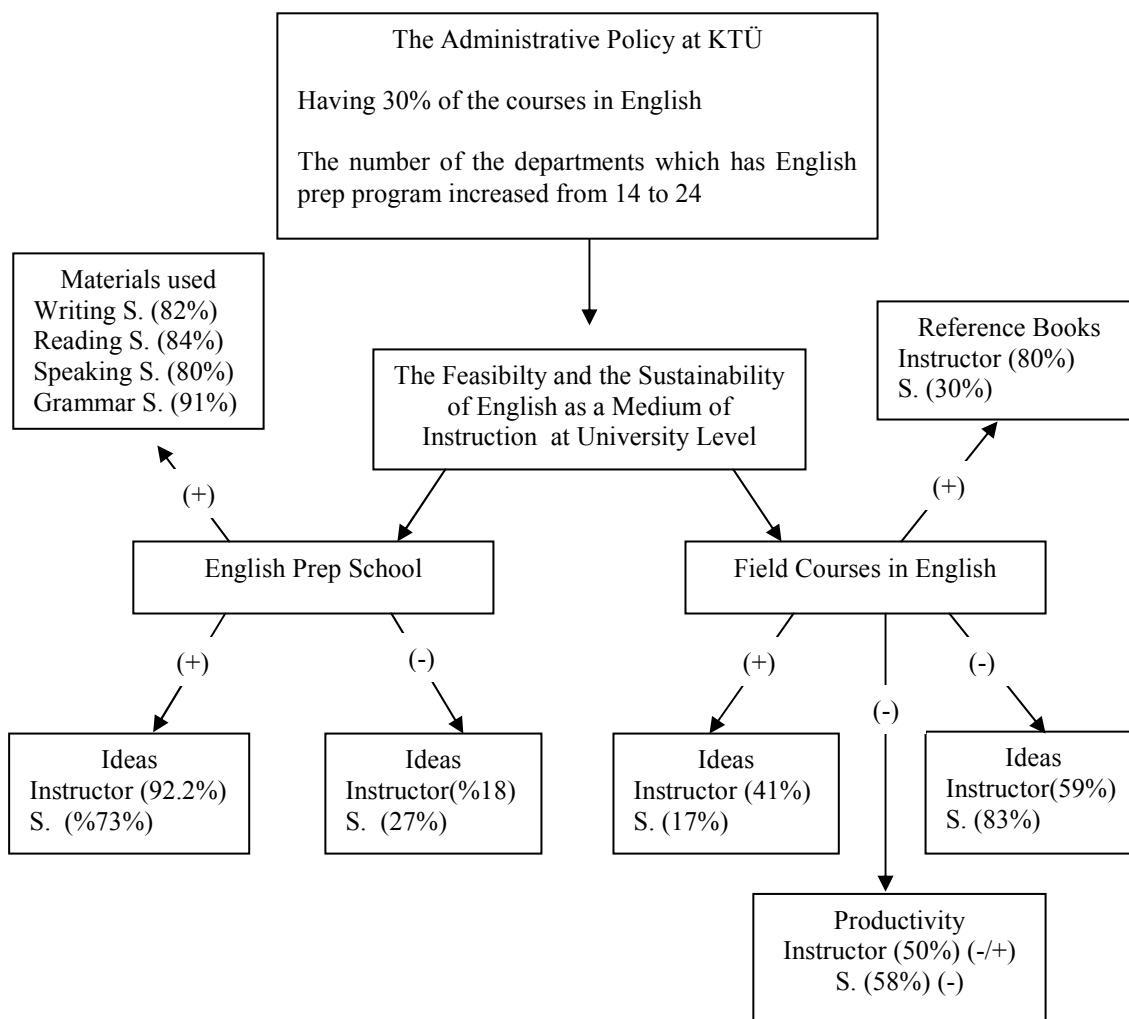
program. Thus, it would be easier to determine more effective and productive foreign language policy, mainly English. With the help of this policy, the university would add a global etiquette to its local identity.

The analysis of the descriptive statistics showed that great amount of the students and teachers consider English prep school is necessary for their departments. This finding indicates that prep school is a necessity at the departments included in the study. However, for using English as a medium of instruction, 60% of the teachers showed objection. Likewise, 82.5% of the students disagreed that in all vocational courses English should be used as a medium of instruction. Similarly, 62.6% of the participants' (students) answer was "no" to the question "Should at least 2 courses be in English at your department?". These findings might be interpreted as both instructors and the students do not want English to be used as a medium of instruction. 52.6% of the students consider it is advantageous to have their courses related to their branch in English in their work life in the future. This might indicate that although it is not in a high percentage, many students consider that having courses in English can be advantageous in their future life. However, it has been observed that there is a controversy between this finding and the students' responses to the questions "Should at least 2 courses be in English at your department?", "Should all the courses be in English at your department?", and "Should at least 2 courses be in English at your department?" since 62.6% and 82.5% of the students said "no". "Does the instructor speak in English all through the lesson?" is another question which was responded with a "no" by 80% of the students. This can be explained by a response which was given to the question whether their English level has shown regression during their four-year education. That is 65.7% of the students responded this question as "yes". From this finding, it might be interpreted that these students might show a regression in their foreign language knowledge. This can be supported by the data that 43.2% of the instructors consider their students can "sometimes" prepare their papers in English. Additionally, only 41.2% of the instructors think that the students might comprehend what they read in their major in English. As for the reference books in English, although 80% of the instructors state that they have enough of them, 70% of the students state that they lack reference books at their departments. This finding can be interpreted as the instructors show not enough effort and guidance for the students to reach these sources.

The findings from the data also show that instructors do not force their students to use their knowledge in English. This can be supported by the answer "sometimes" of 62% of the instructors to the question whether the students use English after prep school in their major. The difficulty that the instructors have in the courses is mostly in verbal expressions, in other words speaking (47.1%). This finding can be explained by the respond which the instructors gave to one of the open-ended questions. The instructors claim that the students cannot comprehend what they read and listen. Besides the instructors add that the students cannot efficiently use their prep English after they have started to study their major. Both the students and the instructors do not specifically wish their courses to be English. The reason for this might be the perspective of the teachers and the students who do not favor the use of English in their major. 59% of the instructors are not in favor of using English as a medium of instruction in their courses. This might directly be affecting the view students have.

As a result, it is known that in the courses with the students who consider their English has shown regression after prep and who cannot reach reference books in English, which has a salient role in their studies, 46% of the instructors evaluate the feasibility and the productivity as inefficient. At the university base, 33% of the instructors graded it as "bad", and 50% graded it as "normal". As for the evaluation of the students about the feasibility and productivity of the courses in English, 33% find the courses ineffective.

Giving the importance to the quality of education and having universal values, Karadeniz Technical University has recently restructured its foreign language policies and priorities. It should be noted that today 24 departments have one-year English prep school. In order to maintain the success of an English prep program for the 24 departments, the administration of KTÜ has offered 30% of the courses in English. Some of the postgraduate courses at the university are also using English as a medium of instruction. The students who studied English prep for a year were previously claimed that they were not able to utilize the language efficiently after they had matriculated in to their own faculty or departments. The reasons for that might be the lack of motivation of these students. Most of them do not internalize their major and 47.4% of them consider learning English is advantageous. Also, the lack of sustainability of using English as a medium of instruction can be explained by the views of the instructors. That is, although 92% of the instructors agree that there should be a prep program for their departments, 59% consider that using English as a medium of instruction is unnecessary. The study can be summarized in a chart as follows:



According to the chart, most of the instructors have negative ideas about teaching the field courses in English. This is thought to affect feasibility and the productivity of the courses in English. Likewise 83% of the students disagree that the courses should be in English. Also, the students in the survey consider they lack enough materials in English in their field whereas 80% of the instructors state that there are enough of materials. Additionally, there is a controversy between the ideas of both students and teachers about studying English prep and using English in their field courses. At the prep level, the majority of the students and the instructors agree that there should be an English prep program for their departments, both disagree in continuing studying their major in English. The lack of motivation, the idea that it is not necessary to learn English in their major, and lack of prediction that they might need English in their future life might be some of the reasons which affect the feasibility and the sustainability of using English at a university level as a medium of instruction.

Conclusion

All in all, considering the priorities and the foreign language policies of the administrative staff at KTÜ, it is possible to say that the administration gives importance to foreign language teaching at KTÜ, mainly English. However, it should be noted that for a better applicability, feasibility, and sustainability of using English as a medium of instruction, human sources, realities of the departments, conscious of the students about learning a foreign language, and the perspectives of the academic staff should be taken into consideration.

Reference

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