LECTURERS' PERCEPTIONS OF THEIR ENGLISH ABILITIES
AND LANGUAGE USE IN ENGLISH-MEDIUM UNIVERSITIES

Ali KARAKAŞ
Southampton University
Southampton- UNITED KINGDOM

ABSTRACT

This study reports part of the initial findings of my PhD research project, the primary objective of which is to explore lecturers' and students' perceptions towards their English abilities and practices in English-medium instruction universities located in two provinces of Turkey. This paper only reports the perceptions obtained from the lecturers based on the following themes: their personal and language background, views on their own and students' English proficiency, and finally on their language use particularly in academic contexts. The participants include a small number of lecturers based in the following universities: Boğaziçi, Fatih and Middle East Technical Universities. The participants are from the faculties of Economic and Administrative Sciences, and Engineering. The data were collected through online questionnaires. The findings revealed that overall they held a positive view of their English skills, and attached more importance to being intelligible users, though their goals slightly differed for speaking and writing.

Key Words: English-Medium Instruction, English skills, English use, Turkish lecturers.

INTRODUCTION

The era we are in now is unanimously associated with globalization in which the need for a common language is deeply and strongly felt more than ever before. Needless to say, this language is none but English, with an unprecedented spread all around the world and in many domains. Therefore, it is a truism that English fulfils the task of bridging people who have nothing in common. One of the domains where English widely prevails, beyond doubt, is Higher Education (HE) sector. In this context, Brumfit (2004, see Coleman 2007 as well) rightly points out that English has long been the language of HE, particularly in those universities that are outward looking for establishing international ties. Naturally, many HE institutions, also through the effects of rapid process of internationalization, have adopted plenty of strategies to be able to meet the demands of internationalization of HE, which is described as "the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1993, p. 21). The most remarkable strategy pursued by universities to achieve 'internationalization' is to switch to English as the language of instruction, either wholly or partly on campus. The increased use of English as the medium of instruction (EMI) has been well-documented by Wächter and Maiworm (2008) who conducted a large survey of EMI programs across European countries and revealed how an increasing number universities have adopted EMI by replacing the national language of respective countries. This has been shown to be particularly the case at the postgraduate level.

In Turkey, a similar picture can be found in parallel to what happens in European countries with reference to the increased use of English in HE. A number of factors have accelerated the process of Turkish universities' turning their face into English for educational but particularly financial purposes. Although Turkey lags far behind many European countries in respect of offering English-medium courses in Wächter and Maiworm's (2008) list, it is an inevitable fact that the number of degree programs that offer English-medium courses is constantly on the rise, and this trend towards EMI is spearheaded by especially private or what is called in Turkey 'vakıf' (foundation) universities. While these so-called foundation universities tend to adopt English in full, which is termed by Alexander (2008) as the replacement type of English use, in state universities, despite a small number of universities that offers EMI wholly, the majority of them cannot afford to provide education totally in English. Instead, the new vogue is to propagate themselves by offering English courses only in some

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faculties, usually faculties like Business and Administration and Engineering as observed in previous research (e.g. Byun et al., 2010; Kirkpatrick, 2011; Wächter & Maiworm 2008; Tange, 2010). It is even voiced by some Turkish universities run in Turkish-medium instruction that they offer certain percentages of particular courses in English, for instance, by offering 30% of the courses through English in engineering faculty. However, such a policy leaves a question mark over our minds as regards to what extent faculty members can satisfy the determined percentages of English use. Or, is it just a way of competing with other universities in attracting more and usually talented students?

The question that has the paramount importance is why HE institutions are switching to English at an unheard-of numbers. This question finds its answers in the relevant literature of globalization of HE. Among many reasons, tuition revenue and gaining prestige are cited as the ones striking the eyes outstandingly (Alberts, 2010). Other benefits of offering EMI includes cultural diplomacy, brain drain, recruitment of international students, training of a more educated and qualified workforce that can string along with the current work conditions in which a working knowledge is sine qua non (Çetiner, Gündoğan & Özgüven, 2011; OECD, 2004). Adopting EMI, moreover, adds to the international face of the universities by promoting its globalization by having an international mix on its campus through bilateral agreements, namely having visiting or permanent international staff to a lesser extent, and students at a larger degree (Cho, 2012). Whatever the reason for transforming the medium of instruction into English is in HE institutions, there is one thing that almost all EMI universities desire which is that students should commence their degree programs after proving their proficiency of English. That is, students are expected to certify that their level of English skills would suffice to be able to follow their departmental courses in English. To ensure this, universities adopt and implement gate-keeping policies and practices, such as mandating students to take English language proficiency tests (e.g. TOEFL, IELTS, or universities own language tests). It might be thus concluded that a deficit approach prevails among universities towards student candidates' English abilities, and thus they feel the need of testing their English prior to their entry to degree programs.

Well and good, universities may sound right in their concerns over students' English capabilities. But, what about faculty members' English skills? Do universities ask them to evidence their English so as to decide whether they are capable of teaching through English? Neither such a policy nor practice seems to be a matter of question in HE at the moment, or at least in the form of written or official statement in white papers. Insomuch as there are no clear-cut stated or unstated policies as regards lecturers' English skills for employment, very little information is available in the literature on lecturers' orientations to their English skills and practices. This is the gap this research aims to narrow down by researching lecturers' self-perceptions of their English language skills and language use. This will consequently help illuminate to what extent lecturers are confident about their English skills in the teaching of subject matters in their particular disciplines.

The increase in EMI has grabbed the attention of many language researchers in recent years, and a large number of studies have been conducted on issues surrounding the use of English as the language of instruction. The studies carried out so far fall into three categories in general: culturally-, pedagogically-, linguistically-oriented studies. Studies having been conducted from a cultural perspective have focused on the potential damages of the use of English to the culture and national language of the concerned countries, for example a case of "language attrition and cultural identity loss" at worst (Byun et al., 2010, p. 433). On the other hand, on the agenda of the researchers who are pedagogically concerned about EMI have been learning experiences of students (Airey & Linder, 2006), impacts of EMI on students 'learning outcomes' (Klaassen, 2001), faculty members' experiences and teaching practices through English (Vinke et al., 1998), among many others.

Linguistically, only a handful of researchers have been involved in research into the exploration of perceived English language proficiency of the stakeholders of HE (e.g. students and faculty members) and use in EMI institutions. To illustrate, Kırkgöz (2005), a well-known Turkish linguist, in her research on students' perception of studying through English found that a vast majority of students positively evaluated their own English skills whereas they were less positive as to speaking. Byun et al. (2010), examining the effectiveness of EMI policy in the Korean context, observed that students and lecturers were not satisfactory with their English language

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skills. Both groups accused each other of lacking English capability required for EMI. Various problems concerning lecturers' language use and skills were reported by a group of non-native English lecturers in Klaassen and Graaff's (2001) study which primarily covers problems relating to oral language production, including pronunciation, accent, fluency and intonation-related complaints. Similarly, Ball and Lindsay (2013) pointed out the same problem among 44 lecturers who were found to live through the biggest trouble in pronunciation in the course of teaching content courses. In another study carried out by Cots (2013), while exploring the students and lecturers' opinions about EMI, it was revealed that students regarded their English skills in a more positive way that lecturers did. It was, however, further found that students and lecturers shared a common concern over their language competence: falling short of coping with EMI linguistically at a satisfactory and desired level. Finally, as distinct from the findings of the studies mentioned above, Jensen et al. (2011) obtained results indicating that both students and lecturers expressed contentment with their English skills, with a positive self-evaluation. In light of the summary of the above studies, it might be concluded that two prevailing views are in the main seen among lecturers: (i) deficit (low regards for their English) and (ii) sufficiency (high regards for their English) views. As a follow-up to the works cited above, this study with a view to addressing the gap regarding lecturers' self-evaluation of their English skills and practices, specifically sets out to answer the following research questions:

1. How do lecturers view their own English skills and practices?
a. Do they differ in their perceptions according to their background variables (e.g. gender, age, university, title)?
2. What are their goals in terms of academic writing and speaking?
a. Do they differ in their goals according to writing and speaking skills?
3. How do they view their students' English skills?
a. Do they differ in their views based on students' being Turkish and non-Turkish?

METHOD

Research Design
The present study employs a quantitative survey approach on the perceptions of Turkish lecturers' English skills and practices. As the study is descriptive, no pre-set hypotheses were set beforehand. As the data was seen to be not normally distributed, the study made use of non-parametric tests.

Setting and Participants
The data were collected in the setting of Turkish higher education by surveying lecturers based in three long-established prominent EMI universities: Fatih and Boğaziçi universities in the province of İstanbul, and Middle East Technical University (METU) in the capital of Turkey, Ankara. The participants were recruited from the following faculties: the Faculty of Economics and Administrative Sciences and the Faculty of Engineering. The sampling of the research was comprised of a total 33 lecturers from the following disciplines: international relations, economics, electrical and electronics engineering, computer engineering and mechanical engineering.

Data collection and Analysis
The survey on language perception was conducted through online questionnaires which were sent to each individual lecturer's email address personally during the period of November-December 2013. The questionnaire consisted of 32 questions addressing lecturers' demographic information, perceptions of their English skills and some aspects of their language use, their views on their students' (i.e. Turkish and non-Turkish) English skills, and their views on the use of English by others.

SPSS, a statistical software package for social sciences, was used for the analysis of the collected data. Firstly, the data were entered into SPSS, and then relevant tests were run. Statistical procedures applied during the analysis included descriptive statistics (e.g. central tendency and dispersion [frequency, mean, standard deviation scores]), Mann-Whitney U tests, Kruskal-Wallis and Wilcoxon signed ranked tests.

FINDINGS

Background of participants

As Table 1 shows below, the overwhelming majority of participants were male (72,7 %), while female lecturers only constituted a small ratio (27,3 %) among all participants. When their ages were considered, it was seen that most of the participants' age ranged from 30 to 39 (33,3 %) and from 40 to 49 (36,4 %), and that the number of participants whose age is over 60 was quite small (12,1 %). Participation in the study from METU was quite high (54,5 %), yet it was fairly low as for Fatih university (15,5 %). It appears that there is not much difference in the number of participants according to the faculty of lecturers: 45,5 % from the faculty of economics and administrative sciences and 54,5 % from the faculty of engineering. Another observation was that the great majority of participants held the title of 'professor' (36,4 %) and 'associate professor' (30,3). In regards to lecturers' teaching experience in English, more than 60% of the lecturers have been teaching content courses less than 20 years (63,6 %); in contrast, only 36,4 % of them have being lecturing through English over 20 years. As far as their being abroad is concerned, almost all lecturers (97%) have been abroad for a wide range of reasons, except only one (3%).

Table 1: Demographic Characteristics of Participants (N=33)

		Frequency (f)	Percentage (%)
Gender	Male	24	72,7
	Female	9	27,3
Age	30-39	11	33,3
	40-49	12	36,4
	50-59	6	18,2
	60+	4	12,1
University	Fatih	5	15,5
	Boğaziçi	10	30,3
	METU	18	54,5
Faculty	Economics and Administrative Sciences	15	45,5
	Engineering	18	54,5
Title	Professor	12	36,4
	Associate professor	10	30,3
	Assistant professor	6	18,2
	Doctor	5	15,2
Years of teaching	0-10	10	30,3
	11-20	11	33,3
	21-30	8	24,2
	31+	4	12,1
Being abroad	Yes	32	97,0
	No	1	3,0

Research Question 1: Lecturers' self-evaluation of their English proficiency

Lecturers rated their English proficiency on a labelled 4-point Likert scale. They were asked to assess both their four skills (productive and receptive) and overall academic English proficiency. Table 2 below shows the distribution of lecturers' self-assessments of their proficiency in English.

Table 2: Self-evaluation on the Four Skills and General Proficiency

	Writing		Listening		Vocabulary		Speaking		Overall proficiency	
	f	%	f	%	f	%	f	%	f	%
Poor	-	-	-	-	1	3,0	1	3,0	-	-
Satisfactory	1	3,0	3	9,1	2	6,1	1	3,0	2	6,1
Good	16	48,5	10	30,3	16	48,5	17	51,5	15	45,5
Excellent	16	48,5	20	60,6	14	42,4	14	42,4	16	48,5

The general picture painted by their ratings indicated that they had a rather positive view of their English skills. In none of the skill areas except vocabulary and speaking, participants labelled their English skills as 'poor', and those who perceived their speaking and vocabulary as 'poor' were rather small in number (3%). A closer examination of the data also revealed that for each individual skill, 30 (90,9%) and more lecturers (97%) rated their skills either as 'good' or 'excellent'. The label 'excellent' was rated by lecturers most for the listening skill (60,6 %) and least for vocabulary and speaking (42,4 %). Their self-evaluation scores, however, did not appear to vary from each other for different skills at all. The number of participants who labelled their skills as 'poor' and 'satisfactory' is fairly low in comparison to those rating their skills as 'good' and 'excellent'. In short, the data revealed that lecturers were considerably confident of their English skills, as this was also confirmed in their ratings of their overall proficiency in which only two lecturers (6,1 %) considered their skills satisfactory while the rest almost equally perceived their skills as 'good' (45,5 %) and 'excellent' (48,5 %).

The relationship between English Proficiency and other variables

Gender and Proficiency

In order to assess the degree of difference between lecturers' perceptions of English skills and gender, a Mann-Whitney U test was applied. The test results for each individual skill are given in Table 3.

Table 3: Male and Female Lecturers' Perceptions of English Skills

English skills	Gender	n	X	SD	Σ_{rank}	X_{rank}	U	Z	P
1. Writing	Male	24	3.41	.58	16.48	395.5	95.5	-.57	.619
	Female	9	3.55	.52	18.39	165.5			
2. Listening	Male	24	3.41	.71	15.81	379.5	79.5	-1.33	.254
	Female	9	3.77	.44	20.17	181.5			
3.Vocabulary	Male	24	3.12	.74	14.69	352.5	52.5	-2.49	.023*
	Female	9	3.77	.44	23.17	208.5			
Speaking	Male	24	3.29	.75	16.67	400.0	100	-.36	.238
	Female	9	3.44	.52	17.89	161.0			

From this data, it can be concluded that male and female lecturers only differed in their perceptions of 'vocabulary' skill. Using the Mann-Whitney U test, it was found that female lecturers had a higher rating for their vocabulary skills than male lecturers (U=52.5, p= 0.023). On the other hand, no significant difference emerged between male and female lecturers in other skills (e.g. writing, speaking, and listening). In conclusion, it can be inferred that gender has a significant impact only on the perception of vocabulary skill among this small group of EMI lecturers.

Age and Proficiency

In order to assess the degree of difference between lecturers' perceptions of English skills and their age range, the Kruskal-Wallis test, a non-parametric test, was applied. According to the results of the Kruskal-Wallis test, the difference among lecturers' age group, that is, being at the age range of 30-39, 40-49, 50-59 and 60+ and their perceptions of English skills is statistically insignificant because of P value being above the cut-off point 0.05 (p>0.05) for each skill area. As a result, it can be concluded that lecturers' age group has a non-significant effect on their perceptions of their four skills and general academic English proficiency.

University and Proficiency

In order to assess the degree of difference between lecturers' perceptions of English skills and their universities, Kruskal-Wallis H test was run for all of the three universities. The Kruskal-Wallis test results indicated that the difference between lecturers' universities and perceptions is not statistically significant for any skills except 'speaking' (H(2)= 6.07, p= 0.048), with a mean rank of 9 for Fatih university, 16.3 for Bogazici University and 19.61 for METU. Based on these results, we can report that lecturers only differed in their perceptions of 'speaking' according to the universities they worked at. Please, see Table 4 below for further details.

Table 4: Kruskal-Wallis H Test Results for the Difference Between University and English Skills

Skills	Universities	N	X_{rank}	X^2	SD	Sig.
Writing	Fatih University	5	9.50			
	Bogazici University	10	16.65	5.20	.56	.074
	METU	18	19.28			
Listening	Fatih University	5	13.20			
	Bogazici University	10	18.35	1.31	.66	.518
	METU	18	17.31			
Vocabulary	Fatih University	5	12.40			
	Bogazici University	10	15.70	2.57	.72	.277
	METU	18	19.00			
Speaking	Fatih University	5	9			
	Bogazici University	10	16.3	6.07	.69	.048
	METU	18	19.61			
	Total	33				

To be able to see which groups significantly differed from others in respect to 'speaking', separate Mann-Whitney U tests were done. According to the test results, it was found that lecturers from Fatih university and METU significantly differed from each other in their perceptions of the 'speaking' skill (U=16, p= 0.030). Lecturers working at METU (mean: 3,55) perceived their speaking significantly at a higher level than lecturers at Fatih university (mean: 2,60). Relying on the results obtained through Mann-Whitney U tests, it is concluded that only lecturers based in Fatih university and METU self-evaluated their speaking differently. Yet, none of the lecturers from three universities showed significant difference in relation to their self-evaluations of other skills (i.e. writing, listening and vocabulary). Mann-Whitney U test results are provided in table 5.

Table 5: The Degree of Difference between Universities relating to Speaking

	Universities	n	X	SD	Σ_{rank}	X_{rank}	U	Z	P
Speaking	Fatih Uni	5	2.60	.89	6.20	31.00	16.00	-2.45	.030
	METU	18	3.55	.51	13.61	245.00			

Lecturers' Ranking Positions and Proficiency
The distribution of lecturers based on their ranks in their universities is as follows: 12 professors, 10 associate professors, 6 assistant professors and 6 PhD holders. Kruskal-Wallis H test was computed on four groups of ranks for the purpose of examining whether there is a statistically significant difference between lecturers' current ranks and perceptions of English skills. Test results show that there is no significant difference between them at the 0.05 level, all values for each skill being higher than the 0.05 level (p>0.05). Consequently, it can be understood that the lecturers' ranking positions in their respective universities did not affect the way they perceived their English skills.

Use of Skills in Practice
Lecturers rated their certain aspects of English skills (e.g. pronunciation, accent, fluency, grammar, etc.) on a four-point Likert scale (strongly agree to strongly disagree). The results indicated that lecturers verbalised a fairly positive orientation to the related aspects of their English skills. A vast majority reported to have enough knowledge of vocabulary required for academic writing (94%). Yet, concerning grammatical mistakes in speaking, they were almost equally separated into two poles, one group rejecting making mistakes (52%), the other admitting committing mistakes in speaking (48%). As far as speaking is concerned, more than one-third of lecturers stated their English sounds like native English (39%), while the rest did not indicate agreement to this statement (61%). Data revealed that writing was not perceived as problematic by most lecturers (82%), and all of them were capable of communicating through the medium of English (100%). Almost all lecturers denied lacking fluency in English (97%), with a majority claiming to have good pronunciation (91%). Despite having

good pronunciation, more than half of them labelled their accent as foreign-accented (69%), yet virtually none, with one exception, concurred that their English was unintelligible to their interlocutors (97%).

Table 6: Lecturers' Views on Their Use of Skills in Practice.

Statements (N=33)	SA		A		D		SD	
	F	%	f	%	f	%	f	%
1. I have adequate vocabulary to write in English.	21	64	10	30	1	3	1	3
2. I make basic grammatical errors in speaking.	4	12	12	36	17	52	-	-
3. My English sounds like native English.	3	9	10	30	18	55	2	6
4. I experience some difficulties in writing for publication.	-	-	6	18	15	46	12	36
5. I can communicate successfully in English.	22	67	11	33	-	-	-	-
6. I lack fluency in English.	1	3	-	-	15	46	17	52
7. I have good English pronunciation.	11	33	19	58	3	9	-	-
8. I have a foreign (i.e. Turkish) accent.	3	9	20	60	5	15	5	15
9. My English is difficult to understand.	-	-	1	3	11	33	21	64

Research Question 2: Goals in Academic Writing and Speaking

Lecturers were asked about their goals as regards academic writing and speaking. Four pre-determined options were given to them to make a choice. Also, a fifth option labelled as 'other' was provided in case these five options did not match their goals satisfactorily. It was indicated that more than half of the lecturers (n=21) aspired to speak in a competent way with minor mistakes and a foreign accent on condition that their English is understood. Surprisingly, not so many lecturers (n=9) shot for speaking English like native English speakers (American, British and other native speakers).

Figure 1: Lecturers' goals in speaking

Similarly, lecturers marked their preference for writing again on a five-option goal statements. According to the descriptive statistics, less than one-third of the lecturers (n=10) defined being a competent writer with minor mistakes as their desire for writing. Slightly less than half of the participants (n=16) exhibited a desire to write like native English speakers, namely American (n=12) and British (n=4) speakers. Only a small number of them (n=7) circled the option 'other'.
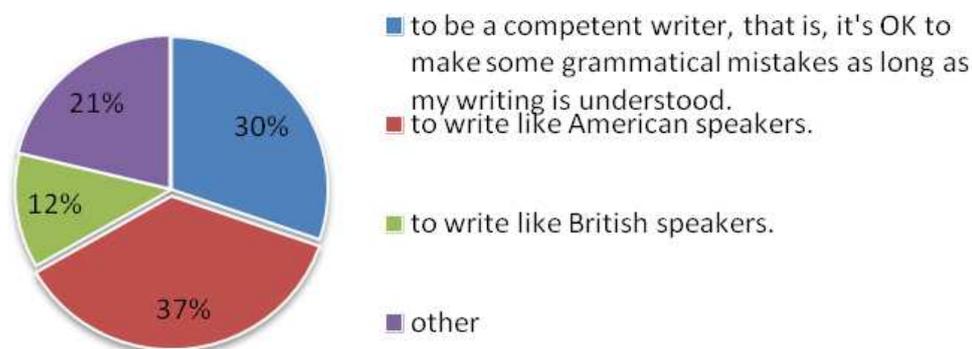
Figure 2: Lecturers' goal in writing

As may be clearly understood, lecturers differed from each other in terms of their goal in speaking and writing in that although they attached prime importance to being a competent speaker, their goal for writing was more native English speaker oriented, particularly towards American speakers. It is also noteworthy that none of them expressed a desire to write like other native speakers (e.g. Australians, Canadians) while for speaking this was a choice for one lecturer. Those who pursued the option 'other' commonly underscored that they would like to write in a competent way but without making any grammatical or semantic mistakes, and clearly but not in a complex style.

As noted previously, the figures suggest that their orientation to speaking and writing is distinct, yet it is not clear from these figures whether the difference in their orientation is statistically significant. For that reason, the Wilcoxon signed-rank test was run with the aim of identifying the significance level, if there is at all. The Wilcoxon signed-rank test substantiated the existence of a significant difference between lecturers' orientations to written and spoken English (z= -2.679, p= 0.007). As a result, it would be feasible to conclude that for spoken English, lecturers were found to be more communication-oriented despite acknowledging making some mistakes, whilst they were more inclined towards native English models, especially American English in written English. The Wilcoxon signed-rank tests results are given in Table 7.

Table 7: The Degree of Difference between Lecturers' Orientations to Speaking and Writing

Groups	n	X_{rank}	Σ_{rank}	z	P
Goal in speaking	33	10.23	20.50	-2.679	0,007
Goal in writing	33	8.83	132.50		

Research Question 3: Lecturers' Views on Students' English Skills
In order to learn about how lecturers evaluate their students' English skills in EMI, a four-point Likert scale was used, with the options ranging from 'poor' to 'excellent'. The descriptive results demonstrated that lecturers' perceptions of non-Turkish students' English skills were comparatively higher than that of Turkish students. None of them thought both groups' English was excellent. While more than one third (n=13) of them rated non-Turkish students' English as 'good', this number was four times smaller (n=4) for rating Turkish students' English as 'good'. An equal number of lecturers (n=18) viewed their students' English as 'satisfactory'. Yet, lecturers had different views regarding whose English is poorer, majority (n=11) evaluating Turkish students' English more often as 'poor' than they (n=2) did that of non-Turkish students. The following figure illustrates the results on lecturers' evaluations.
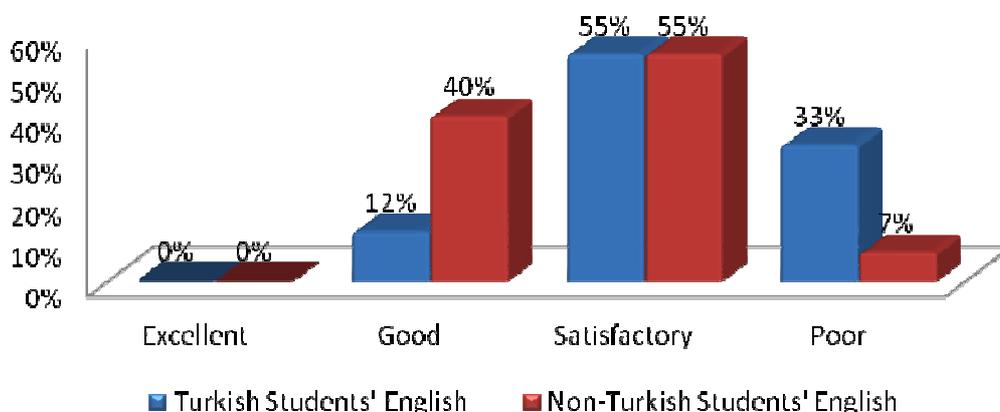
Figure 3: Lecturers' Perceptions of Turkish and non-Turkish Students' English Proficiency

The descriptive results clearly marked a difference between lecturers' perceptions of Turkish students' and non-Turkish students' English skills. It is not, yet, clear if this difference occurred randomly or it bears a statistical significance, namely it really reveals a difference. To be able to make this out, a Wilcoxon signed-rank test was administered in SPSS. The results point to a statistically significant difference in lecturers' perceptions of Turkish and non-Turkish students' English (z=-3.819, p= 0.000). Accordingly, non-Turkish students' English is perceived as far better than that of Turkish students studying through English. The statistical results are illustrated in Table 8 below.

Table 8: The Difference between Lecturers' Rating of Turkish and non-Turkish Students' English

Groups	n	X_{rank}	Σ_{rank}	z	P
Turkish students' English	33	.00	.00	-3.819	0,000
Non-Turkish students' English	33	8.50	136.00		

DISCUSSION AND CONCLUSION

This section presents the discussion of the results and conclusions in concert with each research question asked. Drawing on the results obtained, it can be safely put that the lecturers in this study generally assessed their English skills to be of a high level; more than 90% of them identified their overall academic English as either 'good' or 'excellent' (RQ1). This finding provides counter evidence against what Byun et al. (2010) observed among students and lecturers who levelled criticisms at their English, with a deficit view of their English. Regarding the micro-skills (e.g. pronunciation, accent, grammar, fluency), lecturers' ratings and markings on attitude scales indicate that they feel or experience no problems in using these skills efficiently while teaching in English. Once again, this finding does not resonate with earlier findings that show lecturers suffered from a wide range of linguistic troubles, including pronunciation, accent and fluency related worries (e.g. Klassen & Graaff, 2001; Ball & Lindsay, 2013). The findings, however, substantially mirrored Kırkgöz's (2005) observation in which a great number of EMI students rated their English positively except their speaking, which was positively assessed by lecturers in this study, though. All in all, when the findings considered holistically and in comparison to one other, it seems clearly that Turkish lectures in my study felt capable of lecturing through EMI, without any obvious language-related obstruction. As to the sub-research question (RQ1a) which seeks to find out which variables have an influence on lecturers' perception; two variables stood out: gender and the university they work at. The other variables, i.e. lecturers' age and ranking positions, did not impact lecturers' ratings of their English. According to the results, male and female lecturers only indicated difference in their vocabulary knowledge, and this disparity was in favour for female lecturers' having higher vocabulary knowledge than their male colleagues.

The descriptive statistics on lecturers' aspirations in terms of written and spoken English revealed that more than half of the lecturers (64%) set the target of becoming a competent speaker regardless of making basic mistakes in their speech (RQ2). Those aspiring to achieve a native-like speaking competency were considerably small in numbers (27%). What is remarkable among them is the articulation of a hierarchy of kinds of native English they desire to have; most (15%) expressed a wish to speak as American speakers do, following this was British speakers set as a target by a small group of academics (9%), and the least aspired kind of English appeared to be other kinds of native English (e.g. Australian English, Canadian English), only by 3% of the all lecturers. However, a different picture was painted with respect to lecturers' aspirations to written English. Almost half of the lecturers (49%) put an emphasis on having a native-like writing competency, with a majority seeking for American English (37%) and with a minority aiming at British English (12%, RQ2a). The reason why lecturers are inclined to a native English model for their written English can be related to pressure of publishing houses and journal editors that largely require academics to submit their manuscripts with standards of either British and American English, and this prerequisite is generally set in their author guidelines either covertly or overtly, as was also confirmed by Kirkman's (2001) research on author guidelines over 500 science journals. Thus, it is my conviction that due to the non-appearance of such an academic pressure on lecturers' 'speaking', many lecturers felt more leeway to attempt at being a competent speaker rather than mimicking native English speakers.

In the eyes of lecturers, Turkish students' English was not rated as positively as that of their non-Turkish peers (RQ3). This can be interpreted as an indication of lecturers' two-pronged approach to students' English, thus observing nationality contrasts between their Turkish and non-Turkish students. In a similar line with Doiz, Lasagabaster and Sierra's research (2011) in which teachers compared and contrasted students' English on the basis of their nationalities, concluding that European students' English had a better command of English than that of non-European students, Turkish students' English was in this study associated with lower level of proficiency than non-Turkish students' English. This finding calls for further examination in order to fully understand and spell out the true reasoning behind this sort of tendency to students' English, and this will be achieved in the second round of data collection through one-to-one interviews. For the present, it might be ventured that the difference between Turkish and non-Turkish students' English possibly stems from their earlier experiences with learning English. In other words, non-Turkish students might have had a far better English language education than Turkish students, who were in the main taught through traditional ways of language teaching (e.g. grammar translation and audio-lingual methods), usually focusing on linguistic competence at the expense of communicative competence.

In conclusion, there is no denying that lecturers see themselves linguistically as capable as to be able to deliver their subject matter courses through English. This enlightens the doubt cast on lecturers' English skills for the reason that there is no formally stated or implemented course of action to evaluate lecturers' English, wishing to work in EMI universities, whereas students have to certify their English proficiency with a test score. However, one should not downplay the fact that a vast majority of these lecturers are graduates of EMI universities located mostly in the UK and USA. Their avowed goals towards speaking and writing also warrant further exploration, as it has largely remained unanswered as regards what factors have driven them to different goals for writing and speaking, apart from the top-down imposition of native English production in writing by journals. It turned out that nationality contrasts emerged among lecturers in relation to their evaluation of Turkish and non-Turkish students' English. Current data do not suffice to give complete answers to the remaining questions, and thus the rest of the study will set out to conduct further follow-up and complementary research via interviews and focus group discussions to draw a broader picture.

BIODATA AND CONTACT ADDRESS OF AUTHOR

Ali KARAKAŞ studied English Language Teaching (ELT) for his BA at Uludag University and MA at Hacettepe University, Turkey. He worked as an English language teacher at different levels of education in different provinces across Turkey. Being sponsored by Mehmet Akif Ersoy University, where he is also employed as a research assistant, he is currently pursuing his PhD at the University of Southampton, inspired by the research activities of the Centre for Global Englishes (CGE) and particularly due to the expertise of his supervisory team, Professor Jennifer Jenkins and Dr. Will Baker. His PhD research deals with language policies and practices of English-medium universities in Turkey, particularly from academic staff and students' perspectives. He has presented papers in national and international conferences and published articles in various journals and educational magazines. His research interests largely lie in English as a Lingua Franca, World Englishes, Sociolinguistics, Language Teacher Education, and Applied Linguistics.

Ali KARAKAŞ
Building 65
Faculty of Humanities, University of Southampton
Avenue Campus, Highfield, Southampton
SO17 1BF- UNITED KINGDOM
E. Mail: ak16g11@soton.ac.uk, akarakas@mehmetakif.edu.tr

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