Conversations with EMI Scholars: Research Agenda for Turkish EMI Context[1]

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Abstract

English Medium Instruction (EMI) has developed as an important topic of research, however some essential challenges relating to EMI have yet to be addressed. According to the opinions of EMI researchers in Turkey, detailed analytical investigations determining the orientation of EMI concerns are clearly lacking. As a result, the purpose of this study is to propose a future EMI research agenda by conducting a qualitative case study to get an in-depth understanding of the research interests of EMI scholars in Turkish higher education. Criterion sampling which is one of the types of purposive sampling was used to identify 5 volunteer EMI academics working at private and public EMI institutions for interviews. Participants from various regions of Turkey expressed their perspectives on EMI's future research plan. Content analysis was used to examine the data. This study outlines the essential topics of the EMI research agenda such as "assessment and measurement practices in EMI, artificial intelligence and EMI material development", which should be focused on in the Turkish EMI setting based on interviews with these researcher academics. These EMI issues will shed insight on future EMI research investigations in Turkey.

Keywords: English Medium Instruction, professional development, research agenda, EMI scholars

Introduction

English Medium Instruction (EMI) has emerged as a focus of scholarly research reflecting the global trend towards integrating English as the language of instruction in higher education institutions. EMI has evolved as a critical pedagogical strategy in higher education, attracting the attention of scholars and educators worldwide (Dearden, 2015; Galloway & Ruegg, 2020; Macaro, 2018). Although EMI has received significant research attention, a significant gap remains in addressing key challenges to implementation. Particularly in the Turkish context, EMI researchers' views point to a notable lack of detailed analytical research distinguishing the orientation of EMI concerns. In the Turkish context, EMI has gained prominence as a result of universities' efforts to conform with global educational trends and encourage internationalization (Kırkgöz, 2017; Kırkgöz & Karakaş, 2022). Despite this increased interest, there is a definite need for extensive study that highlights the distinct research areas and priorities of the Turkish EMI setting (Birgün, 2023). The present study aims at laying the groundwork for future EMI research in Turkey, which will not only improve educational practice but also contribute to the global discussion on EMI in higher education. With the increasing use of English as the language of teaching in academics around the world, it is critical to comprehend

the nuances and difficulties unique to the Turkish environment. By providing a thorough examination of the issues and goals of EMI scholars in Turkey, this study fills a critical need in the literature and makes a substantial contribution to both academic discourse and real-world application. Because of the continuous changes in Turkey's higher education system, it is therefore important to comprehend the unique research interests and concerns of EMI scholars there. The study's conclusions have applications for practitioners, administrators, and educational officials who work to establish EMI procedures in Turkish higher education. The study provides useful insights that can guide curriculum development, teacher preparation, and institutional initiatives by identifying and prioritizing important research areas, such as "assessment and measurement practices in EMI" and "artificial intelligence and EMI material development." This study fills a significant gap in the corpus of existing information, which adds to the academic literature beyond its practical consequences. In addition to addressing the pressing issues raised by Turkish EMI researchers, the suggested EMI research agenda offers insightful new viewpoints to the growing global conversation on EMI. This scholarly contribution recognizes and integrates the many potential and difficulties that are unique to the Turkish educational setting, expanding our understanding of EMI beyond a general framework. Fundamentally, the importance of this study is in its capacity to close the knowledge gap between theory and practice by providing a sophisticated analysis of EMI within the particular socio-cultural and educational context of Turkey. The results of this study have the potential to influence policies, pedagogies, and research agendas in Turkish academia as English continues to play a significant role in higher education worldwide.

Literature Review

EMI research has grown dramatically in recent years, indicating the growing significance of EMI as global phenomena in higher education (Dafouz et al., 2020; Jenkins, 2017; Lasagabaster, 2022; Murata & Iino, 2017). The growth of EMI programs in colleges throughout the world has sparked the interest of researchers in studying multiple facets of EMI (Byun et al., 2011; Dearden, 2015; Zhao, 2022). Some substantial developments characterize this research boom. Academics have investigated the pedagogical and linguistic elements of EMI, investigating its efficacy in aiding language learning and academic accomplishment (Altay et al., 2022; Jiang et al., 2019; Rose et al., 2020). Such studies frequently investigate the effects of EMI on student language competency and learning outcomes, which is crucial for determining EMI's usefulness as an educational tool (Hu, 2017; Dearden, 2015). Second, EMI research has adopted a multidisciplinary approach, including participation of scholars from languages, education, and sociology (Costa et al., 2021; Molino et al., 2022; Tsou & Kao, 2017). This interdisciplinary partnership has enabled us to gain a greater understanding of the various dynamics at work in the EMI environment, shedding light on sociocultural influences, teacher-student relationships, and legislative implications. Furthermore, global EMI research has addressed the need for comprehensive EMI teacher training and support (Canado, 2020; Sanchez-Perez, 2020; Yuan, 2020). Studies have looked into the difficulties lecturers encounter while providing content in a non-native language, as well as techniques for improving teaching efficacy.

While worldwide trends in EMI research provide useful insights into the broader landscape, it is also crucial to tailor EMI research to the local setting (Hillman et al., 2023). Localized study considers the inherent language, cultural, and educational nuances of a specific location or country, and it acknowledges that EMI implementation and impact might differ substantially. First, this approach acknowledges the global diversity of EMI settings, allowing us to obtain a more nuanced understanding of the difficulties and opportunities unique to each context. This localized approach enables institutions and policymakers to make informed EMI implementation decisions and adjust best practices accordingly. Second, customized research can help to build context-specific guidelines and regulations for EMI programs, aligning them with the aims and needs of the local education system. This promotes EMI's seamless integration into the larger educational scene.

Despite a rise in global EMI research, there is a substantial deficit in comprehensive Turkish EMI research (Birgün, 2023). While studies from other countries such as Spain, France, Russia, Japan, Korea etc. have contributed to our understanding of EMI, the Turkish setting brings distinct problems and opportunities that necessitate special consideration. Turkish EMI research has been limited in

scope, focusing on certain components of Turkish EMI such as policy implementation or student experiences (Birgün, 2023), but a comprehensive evaluation is still required. As a result, while global trends in EMI research give a foundation for understanding the broader situation, conducting study unique to particular contexts such as Turkey is equally vital. The scarcity of comprehensive Turkish EMI research emphasizes the necessity for particular efforts to investigate the unique dynamics at work in this environment, ultimately contributing to informed decision-making and the growth of EMI practices in Turkish higher education. With this in mind, the purpose of this study is to propose a future EMI research agenda by conducting a qualitative case study to get an in-depth understanding of the research interests of EMI scholars in Turkish higher education. The guiding research questions are: "What is the current state of research topics at EMI?" and "What should the EMI research agenda look like in the Turkish context?".

Method

The research agenda of EMI scholars in Turkish higher education is examined using a qualitative case study approach in this study. Case study research is an effective strategy for investigating complicated, context-specific phenomena (Yin, 2018). This technique was chosen because it enables for in-depth study of EMI scholars' perspectives, experiences, and research interests in the Turkish environment (Creswell & Creswell, 2017). By analyzing the distinctive aspects of Turkish EMI as well as broader worldwide trends in EMI research, the case study design provides a holistic view of the research topic (Stake, 1995).

Purposive Sampling

The participants in this study were chosen using a purposive sample strategy (Patton, 2002). The deliberate selection of participants with specified qualities or expertise relevant to the research objectives is referred to as criterion sampling which is one of the purposeful sampling types (Creswell & Creswell, 2017). Accordingly, it was determined as a criterion that the participants should have done at least 2 research studies on EMI. To ensure that the sample covered a diverse range of opinions and experiences, 5 EMI specialists with substantial experience and skill in Turkish EMI settings were chosen. Criterion sampling was used to identify individuals who might provide rich and relevant insights regarding the research agenda within the Turkish EMI setting.

Data Collection

Semi-structured interviews with five EMI researchers were used to collect data. Semi-structured interviews provide for flexibility while yet addressing crucial research issues (Creswell & Creswell, 2017). In this study, data were collected through semi-structured interview technique. An interview form was developed by the researcher. In order to determine the questions to be asked to the participants in the research, the sources on "EMI research" published in the literature were examined and the questions to be used in the interview were determined by the researcher by taking these sources as a guide. At this stage, sixteen questions were determined. The prepared questions were reviewed by two experts, one of whom is a teacher with a PhD degree in English language teaching and the other is an academic with a PhD degree in educational sciences, and the questions were checked and corrected. In the suggestions made, no changes were made in the number or content of the questions, but changes were made in the order of the questions in the interview form and the interview form was finalised. Interviews were performed one-on-one to allow for in-depth discussions and complete responses (Rubin & Rubin, 2012). Interviews were video and audio taped to ensure that participants' comments were accurately captured.

Data Analysis

NVivo 12, a software application developed for qualitative data analysis, was used to analyze the data. Data coding, categorization, and theme development were all part of the analysis process (Miles & Huberman, 1994). The report presents the issues that emerged from the data in order to provide a full knowledge of the research agenda of EMI scholars in Turkish higher education.

Credibility

First, information was gathered through semi-structured interviews with EMI specialists with in-depth knowledge and experience of the Turkish EMI context. In order to accurately record and store the comments from the participants, the interviews were also audio and video filmed. Additionally, a systematic method of coding, categorization, and theme development was used to analyze the data using NVivo 12, software created exclusively for qualitative data analysis. After the data were transcribed, participant confirmation was also obtained. These methodological decisions, along with the broad variety of participant perspectives, help to ensure the overall validity and trustworthiness of this qualitative case study.

Findings

The primary issues that arose from conversations with Turkish EMI experts give light on multiple points of view and shared study interests. The common topics of interest that arose from these interviews are recognized, and these findings drive EMI's future research agenda in the context of Turkish higher education. These findings not only add to our understanding of EMI, but also help to shape its future growth in Turkey. The findings that emerged after evaluating the data obtained according to the of the research are given below The finding related to the first objective of the research "What is the current state of research topics at EMI? is presented in Figure1.

Figure 1

Status of research topics in EMI at present
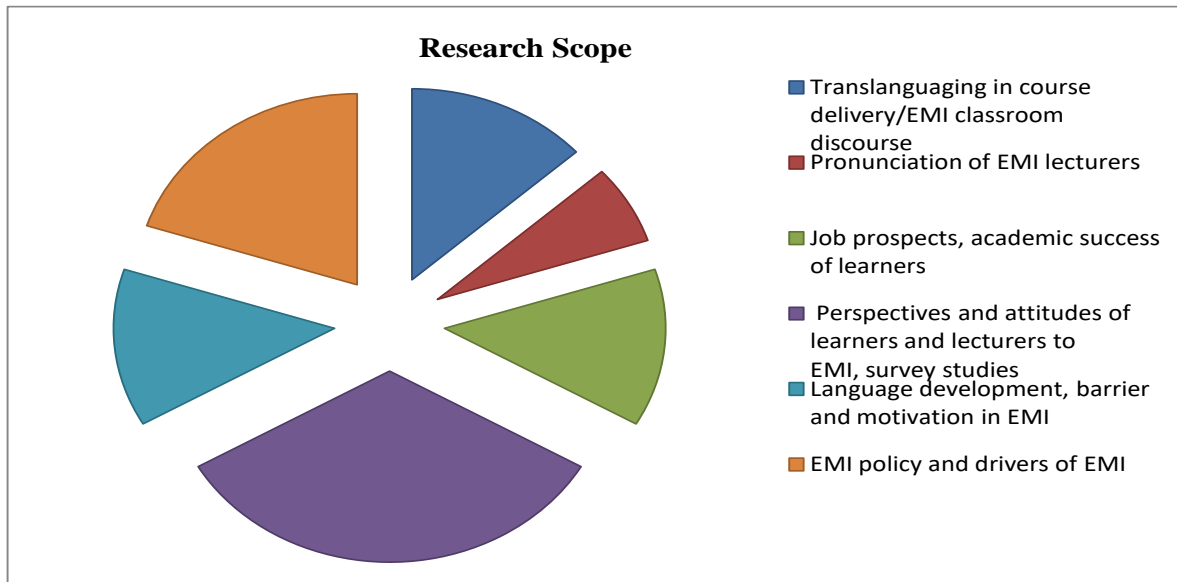
Translanguaging, or the skill of effortlessly moving between languages in a learning environment, has become a significant area of study for EMI. In EMI contexts, academics are increasingly examining how translanguaging impacts instruction and classroom communication. This theme emphasizes how language use in EMI classrooms is becoming more and more recognized for its dynamic nature.

Recent studies have increased the significance of EMI lecturers' pronunciation. Researchers have been examining how instructors' pronunciation affects their students' language acquisition and comprehension skills. This subject focuses on how crucial it is to raise the language proficiency of EMI instructors in order to raise the standard of language instruction.

The career prospects of EMI graduates are a subject of growing interest and study. Researchers look at how EMI corresponds with employment opportunities and whether EMI graduates have a competitive advantage in the labor market. This theme emphasizes how EMI programs have a real-world effect on graduates' career paths.

It's critical to comprehend the viewpoints and attitudes of instructors and students concerning EMI. The researchers seek to learn more about EMI-related motives, worries, and overall experiences. This matter emphasizes stakeholder participation while highlighting the intricacies of EMI adoption.

The study of EMI policy and its drivers is becoming a more popular research topic. Scholars are investigating the policies that govern EMI as well as the causes that promote its expansion. This theme illuminates the role of policy in defining the EMI setting as well as the processes underlying its expansion. Here are some quotes from the participants:

*I have read a lot of studies that focus on perceptions, ideas and challenges rather than in-depth work in general. (**Metin**)*

*While I am interested in the academic dimension of English medium instruction, I find it more appropriate to investigate what comes after English medium instruction. The academic dimension of English medium instruction, the difficulties encountered at the university level, the policy of English medium instruction, etc. are already being researched and should be researched, but I think that studies beyond English medium instruction, i.e. after graduation, are still not enough. (**Mahmut**)*

*When we look at the academics working in EMI, not only in our country but also internationally, I think there is not enough diversity in terms of research methods. This may be due to the insufficient educational background of the researchers, I don't know much about why, I certainly don't know much about why, I don't need to, but I think there are always stereotypical studies, surveys or at most observation-based reporting, or Meta analysis. I see that qualitative studies are most common in terms of interviews, but I think there is a serious lack of quantitative studies. (**Mahmut**)*

*Of course, when we look at research across the country, we see that there are many studies on language proficiency. (**Mahmut**)*

*It is on academic success that we started working on EMI. Here is the effect of English knowledge, English knowledge from the preparatory class, on academic success. Then we looked at some more different criteria: The effect of motivation on academic work, self-efficacy, self-regulation, apart from that, we looked at these discipline-oriented differences. Here at EMI, how is the effect of language, how is the effect of motivation in general between social sciences and hard sciences. You know, by remaining constant in terms of academic achievement, we look at what other individual difference events or different effects of language affect how students do in a study. (**Doğuş**).*

I wonder how classroom discourse progresses in the EMI context, what can be done, this is actually one of my research areas. In this regard, we also have research that I started with

*graduate students, but then continued in a different way, looking at translanguaging, looking at teacher questions, looking at classroom discourse strategies. (**Doğuş**).*

*First of all, I did some work on EMI policy. I started to look at departments that adopted EMI policy. When I researched EMI, what came out was that it was generally studied that the attitude or student achievement was negative and that there were challenges. So I focused my study on that. I started more on EMI context challenges. Challenges were the difficulties experienced by students or teachers in this regard, and the language barrier was the most common barrier to success. (**Pelin**).*

*For example, I made a note here about Translanguaging. Translanguaging is a subject that is being studied right now, and there are opposing views on translanguaging, not only in terms of the target language, but also in terms of the model of education using L1 or other known languages. (**Pelin**).*

*Let's talk about something that we don't always pay enough attention to in the EMI world - pronunciation. How we say things is really important. It's not just about pronouncing words correctly, it's about sounding natural and clear. And that's what EMI is all about - bridging language and knowledge so that our students can confidently navigate the global academic stage. So, yes, pronunciation may seem like a small detail, but at EMI it's a big deal. (**Mert**)*

*Moreover, I think a lot of research has been done on the attitudes of students and lecturers. But there is no study on graduate students' perceptions of EMI and we know much less about the decision makers, the people in power, either. (**Mert**)*

The current state of EMI research areas is distinguished by their richness and diversity. These themes capture how EMI is developing both locally and globally in the context of education. As researchers explore more into these topics, their work adds to the body of knowledge regarding EMI and offers insightful viewpoints that guide practice and policy in EMI settings. The depth of research in EMI highlights its significance as a crucial element of modern education.

*What should the EMI research agenda look like in the Turkish context?*

As EMI continues to influence Turkey's higher education surroundings, it is vital to direct EMI's progress in this particular context and design the future research agenda. Figure 2 depicts the EMI research program in the Turkish setting in the future.

The long-term effects of EMI on the post-graduate professions and lives of its graduates have grown in significance. Prioritizing longitudinal studies that record the progress of EMI students will help to create a comprehensive EMI research agenda. Program development and policy making can be influenced by having a better understanding of how EMI experiences affect learners' personal and professional life.

Ongoing research is necessary due to the changing nature of language use in EMI classrooms. Future EMI research should put a strong emphasis on close examination of language instruction approaches. In order to improve teaching methods and language support, this theme highlights the significance of capturing real-time language dynamics. The development of the research agenda for EMI research must engage graduate students and decision-makers. Collaborative research projects with stakeholders should be a part of EMI research. This may result in EMI programs that are more responsive and successful.

Figure 2
Future EMI research agenda in the Turkish context
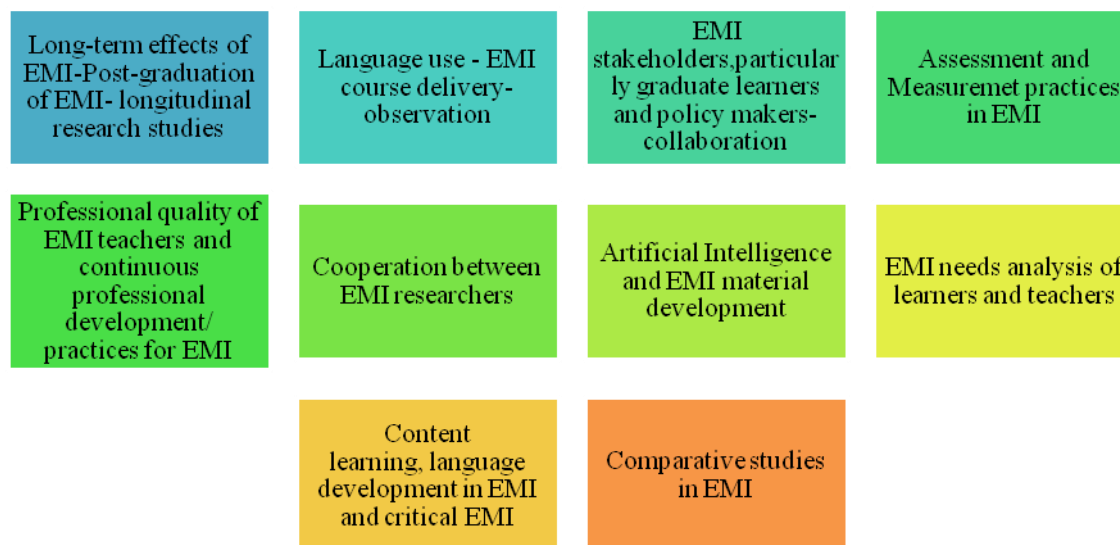
The acknowledgment of the particular obstacles connected with assessing language competency and comprehension of subject matter in EMI contexts is one of the main findings in this area. Traditional evaluation methods may not fully capture students' abilities or appropriately reflect their effective grasp of both subject and language in a context where the language of instruction is not their first language (Birgün, 2022). As a result, future research in Turkish EMI should focus on investigating creative evaluation procedures that take these contextual issues into consideration. This includes creating exams that successfully measure students' language abilities, academic subject understanding, and capacity to integrate the two. The assessment of language competency and subject understanding in EMI contexts is an important topic. Future research should look into novel assessment procedures that are relevant to the Turkish EMI setting. This theme underlines the importance of trustworthy and context-specific assessment procedures.

It is essential to raise the professional caliber of EMI instructors. Research on teacher development and ongoing professional practice should be given top priority. The significance of properly educated and professionally attuned EMI teachers is emphasized by this theme. A broad research plan requires close cooperation among EMI researchers. Increasing teamwork and knowledge exchange can result in more comprehensive viewpoints on EMI procedures and results. This theme emphasizes the ability to develop a thriving EMI research community.

As a future goal, it is critical to include technology (particularly Artificial Intelligence) into the creation of EMI and course delivery materials. AI-powered EMI resources tailored to the Turkish setting should be investigated. This theme highlights AI's transformational potential in EMI. Exploring the individual needs and problems of students and instructors is critical to effective EMI. This theme emphasizes the importance of data-driven program development.

It is important to balance content learning and language development in EMI. Future research should delve deeper into strategies that promote critical EMI, where the integration of language and content enriches critical thinking. This theme prioritizes EMI programs that promote both language proficiency and intellectual depth. Comparative studies that analyze EMI practices across different institutions and contexts are important. Research should assess

the effectiveness of various EMI models and their alignment with Turkish educational goals. This theme calls for a nuanced understanding of what works best in Turkish EMI.

Some quotes from the participants are as follows:

I still believe that these challenges need to be understood, measures need to be taken against them and procedures need to be prepared accordingly. At this point, since we still cannot solve the problems, I think we should focus on needs analysis against challenges. (**Metin**)

When I examine the studies, I think that maybe there should be more action research, more practice oriented, experimental studies. Moreover, observational studies are very rare. I am aware that gathering observational data is not always simple. However, we need to see what is going around in the classroom. Therefore, the research agenda should include empirical studies in which observations are made. In those observations the language use in EMI courses should be under focus, for instance, shifting between more than two languages, "Turkish-English", "Tukish-English-Arabic", "Turkish-English-Russian". Turkiye is a big country and we have several EMI contexts in which those languages are the mother tongue of the students". Therefore, teachers' pedagogical practice or else EMI pedagogy should be studied in order to form a well built EMI practice. (**Metin**).

Continuous professional development of freshmen EMI teachers is a very important topic. When we look back to Dearden's report for the British Council in 2014, he underlines 4 aspects that determine the quality of EMI trainers and therefore the quality of EMI. one is teacher education, teacher training, second is continuous professional development, third is EMI policy, and fourth is language proficiency. I underline that when these four come together, quality emerges. I think there are still serious shortcomings in EMI teacher training and continuous professional development. (**Mahmut**).

What happens after EMI, which we have also studied but which has not yet been studied much in Turkey, you know, students have taken English courses, they have started to work, I wonder how it reflects on business life, I see a deficiency in this regard. (**Doğuş**).

Longitudinal studies should come to the fore a little more. As far as I see, there are 3 such areas: EMI and content learning, language development and critical EMI. (**Doğuş**)

We try to use different methodologies as much as possible because in a certain way, especially in 2014 and 2015, as far as I understand, EMI was something that could be studied with very simple analyses, but now it is becoming difficult to conduct studies that can make a lot of impact if the method of research is not strong in terms of analysis. In our last two or three studies, we are trying to go to advanced quantitative methods in data analysis, we are trying to work longitudinally, we are trying to work on what we can add to the norm, how we can overcome the banality. Structural equation modeling is one of the models we use in our studies. (**Doğuş**).

First of all, I see that the topic of assessment is missing in EMI, there are studies, and I read the literature, but the assessment dimension is a new topic in EMI. It is a tricky area that nobody wants to go into because it is a bit tricky. Assessment already reveals the success or failure of EMI, so when the language factor is an obstacle for the students, a somewhat unsuccessful picture emerges in terms of assessment. I frankly think that we need to work on assessment in a forward-looking way right now. "How can a more successful and fair exam format and assessment framework be created? How can this be studied in the case of EMI, I honestly think that it should be very diversified and the samples should be increased. (**Pelin**).

Motivation has always been studied, but motivation, dynamics of motivation, more like this, initial motivation, more goal oriented motivation, many different models have emerged, and what this actually needs to be updated is that as the nature of human beings changes, it probably turns out that everything can change, and so does EMI. At the moment, with technology being so advanced, with artificial intelligence being used in so many studies and being used so much in the language, the use of artificial intelligence in assessment and evaluation, the use of artificial intelligence in language teaching, these things will probably be included in EMI. Well, maybe technology integrated EMI will emerge, or there will be something like an EMI teaching model, teaching instruction, where artificial intelligence is used. I actually think that with the development of technology, EMI studies will be enriched with new variables in new styles. (Pelin).

First, despite the fact that there has been a lot of research on students' academic difficulties, including language problems, we want to understand how these difficulties evolve over time. Longitudinal research should therefore be available. The academic difficulties faced by EMI lecturers can also be adapted. (Mert)

Future EMI research initiatives in Turkey should be flexible and adaptable, taking into account the unique requirements and nuances of the local environment. These research topics and priorities show how EMI is changing in Turkey and can serve as a guide for developing EMI practices, rules, and scholarship. Researchers can significantly contribute to the continuous development and efficacy of EMI in Turkish higher education by tackling these subjects.

Discussion, Conclusion and Recommendations

The first research question's themes indicate the current state of EMI research issues in Turkey. These themes encapsulate the complexities and diversity of study areas in Turkey's EMI setting and provide critical insights into contemporary scientific discussions. The concepts outlined under the second research question can serve as a guideline for developing Turkey's EMI research agenda. These themes provide significant assistance on expanding EMI practice and policy in Turkey by emphasizing changing priorities and possibilities in the EMI landscape. Reflecting trends in global EMI research, EMI has evolved as a significant research subject at the intersection of language, education, and policy studies. Research topics being investigated by EMI today highlight several key issues. Since it provides chances to better understand course content and provide effective classroom management, translanguaging in EMI classrooms has gained relevance (Jia et al., 2023; Kırkgöz et al., 2023). Additionally, a major concern has been identified regarding the effect of EMI teachers' pronunciation on students' language learning and comprehension abilities (Aksakallı, 2022). The employment prospects of EMI graduates have taken center stage, emphasizing how well EMI programs correspond with the demands of the workplace (Wächter & Maiworm, 2014). Furthermore, it's critical to comprehend the viewpoints and attitudes of teachers and students concerning EMI. In the EMI setting, researchers seek to understand motivation, worries, and overall experiences (Doiz et al., 2019).

The academic achievement of students in EMI programs emphasizes how crucial it is to optimize EMI programs in order to improve student outcomes (Airey & Linder, 2006). The intricate interaction between language skills, obstacles and desire to assist students overcome challenges is examined in research on language development, barriers, and students' motivation in EMI (Özkara, 2019). In order to fully understand the significance of EMI implementation, it is crucial to look at the dynamics behind EMI policy and growth (Tang,

2020). Longitudinal studies looking at the long-term consequences of EMI should be prioritized in the future EMI research agenda in the Turkish environment. To show the long-term effects of EMI, it is crucial to comprehend how graduates' professional and personal lives are affected by their EMI experiences (Altay & Yüksel, 2021; Peng & Xie, 2021). To improve pedagogical techniques and language assistance, it is crucial to monitor language use during the delivery of courses (Bastürkmen & Shackleford, 2015). The research agenda must be shaped and made relevant by involving EMI stakeholders (Sah & Fang, 2023). The requirement for trustworthy and context-specific assessment methodologies is highlighted by the evaluation and measurement of language competency and content understanding in EMI contexts (Li & Wu, 2018; Truong et al., 2020).

Continuous professional development and research on improving the professional quality of EMI teachers should be prioritized (Alhassan, 2021; Yuan, 2019). Incorporating technology such as artificial intelligence (AI) into EMI and generating materials for course delivery is identified as a forward-thinking theme in the study, changing content learning in EMI implementation. A comprehensive needs analysis of EMI learners and teachers in Turkey will guide program creation and teacher training initiatives (Birgün, 2022). Finally, in EMI, balancing content learning and language development, language and content integration promotes critical thinking. This subject envisions EMI programs that encourage language proficiency as well as intellectual depth. Comparative research examining EMI practices across various institutions and situations are critical. The efficiency of various EMI models and their connection with Turkish educational goals should be studied (Baker & Hüttner, 2019). These recommended topics provide a solid foundation for guiding the growth of EMI within higher education in Turkey, as well as policy decisions and pedagogical improvements, to ensure that EMI in Turkey progresses in accordance with worldwide best practices and local demands. As a result, the EMI area appears to be underserved in terms of EMI course delivery, long-term EMI effects, students' academic development and teachers' professional development, and EMI teachers' competences. Researchers or academics should be encouraged to work on academic publications, papers, or teaching materials, as well as activities for EMI teachers' professional development (Macaro et al., 2020; Morell, 2020). Overall, there is a clear need for further comparative, analytical, and empirical research that examine multiple facets of various EMI programs and their consequences.

Multiple noteworthy recommendations arise from the research findings to improve EMI practices in the Turkish higher education. First and foremost, EMI instructors' professional development must be prioritized, particularly in order to improve their language fluency and teaching skills.

Longitudinal studies that track the careers and experiences of EMI graduates can help us understand the long-term impacts of EMI and should be promoted. Furthermore, stakeholders including as students and policymakers must be actively engaged in order to match EMI programs with student needs and obtain policy support.

To more accurately quantify the integration of language competency and topic knowledge, creative assessment approaches that take into account the unique problems of EMI contexts should be investigated.

Furthermore, encouraging collaboration among EMI researchers and incorporating Artificial Intelligence (AI) into EMI material development procedures can help to advance the area. Data-driven program development, balancing subject and language learning, and cross-institutional comparison studies should all be regarded essential components of the EMI

framework. These ideas serve as a road map for strengthening EMI practices, policies, and scholarship in Turkish higher education.

Indeed, EMI research is becoming increasingly important around the world. While Turkey is an EMI environment, it appears that the limitations peculiar to EMI have not been addressed significantly, given variables such as the lack of specific courses established at the undergraduate level to comprehend and explain the nature of EMI. Although we are in an EMI context, the UK appears to be working on more EMI. That setting, because it connects us as a context, necessitates more work, more production, and more discussion of failed elements with instances in order to comprehend the broader picture in the Turkish EMI context.

Limitations:

1. The study is limited to the research topic, content, research method and recommendations of the participants.

2. To ensure consistency and authenticity, the researcher chose the most regularly used terms describing the area of interest, i.e., umbrella phrases.

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