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MULTILINGUAL QUESTIONING PRACTICES IN EMI UNIVERSITIES: INSIGHTS FROM THE TURKISH CONTEXT

PRÁTICAS DE QUESTIONAMENTO MULTILÍNGUE EM UNIVERSIDADES EMI: PERSPECTIVAS DO CONTEXTO TURCO

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ABSTRACT: The rise of English-medium Instruction (EMI) has been evident in many countries. This study investigates questioning practices in classroom interaction at an EMI foundation university. The data gathered from classroom observations (i.e., in electrical and electronics engineering and computer engineering courses), stimulated recall (SR) sessions with two content instructors, and semi-structured interviews with undergraduate students revealed how interaction unfolds in a multilingual English-medium instruction (EMI) classroom setting in higher education (HE). The classroom data were transcribed using Conversation Analysis (CA), focusing on multimodality (Jefferson, 2004; Mondada, 2018). The SR sessions and semi-structured interviews were transcribed and coded employing Strauss and Corbin's (1990, p. 61) coding scheme in MAXQDA (MAX Qualitative Data Analysis). Based on questioning practices in classroom observations, the relationship among the question types of three categories, namely, form (i.e., closed and open-ended), content (i.e., facts, reason-explanation, opinion), and purpose (i.e., referential, display, rhetorical), was presented with visual and statistical data (Dalton-Puffer, 2006; Vivekmetakorn; Thamma, 2015). The findings revealed differences between the questioning practices of lecturers whose first languages differed. Both lecturers displayed translanguaging practices during classroom observations to facilitate meaning-making and create content knowledge, using instructional strategies. Student-initiated questions and undergraduate students' insights about the EMI setting were also analyzed. The study's findings reveal that translanguaging served not only as a linguistic resource but also as a pedagogical strategy, enabling clarification of complex engineering concepts and supporting student engagement. These findings have implications for a deeper understanding of face-to-face EMI classroom interaction, with a particular focus on the

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translanguaging and questioning practices of instructors and undergraduate engineering students.
Keywords: English medium instruction, Multimodal conversation analysis, Questioning Practices, Translanguaging

RESUMO: A ascensão do Ensino em Inglês (EMI) tem sido evidente em muitos países. Este estudo investiga práticas de questionamento na interação em sala de aula em uma universidade de fundação EMI. Os dados coletados a partir de observações em sala de aula (ou seja, em cursos de engenharia elétrica e eletrônica e engenharia da computação), sessões de recordação estimulada (RE) com dois instrutores de conteúdo e entrevistas semiestruturadas com alunos de graduação revelaram como a interação se desenvolve em um ambiente de sala de aula multilíngue de ensino em inglês (EMI) no ensino superior (ES). Os dados da sala de aula foram transcritos usando Análise de Conversação (AC), com foco na multimodalidade (Jefforson, 2004; Mondada, 2018). As sessões de RE e as entrevistas semiestruturadas foram transcritas e codificadas empregando o esquema de codificação de Strauss e Corbin (1990, p. 61) no MAXQDA (Análise Qualitativa de Dados MAX). Com base em práticas de questionamento em observações de sala de aula, a relação entre os tipos de perguntas de três categorias, a saber, forma (i.e., fechada e aberta), conteúdo (i.e., fatos, razão-explicação, opinião) e propósito (i.e., referencial, exibição, retórica), foi apresentada com dados visuais e estatísticos (Dalton-Puffer, 2006; Vivekmetakorn; Thamma, 2015). Os resultados revelaram diferenças entre as práticas de questionamento de professores cujas primeiras línguas eram diferentes. Ambos os professores exibiram práticas de translinguagem durante as observações de sala de aula para facilitar a construção de significado e criar conhecimento de conteúdo, usando estratégias instrucionais. Perguntas iniciadas pelos alunos e insights de alunos de graduação sobre o ambiente EMI também foram analisados. Os resultados do estudo revelam que a translinguagem serviu não apenas como um recurso linguístico, mas também como uma estratégia pedagógica, permitindo o esclarecimento de conceitos complexos de engenharia e apoiando o engajamento dos alunos. Essas descobertas têm implicações para uma compreensão mais profunda da interação presencial em sala de aula de EMI, com foco particular nas práticas de translinguagem e questionamento de instrutores e alunos de graduação em engenharia.
Palavras-chave: Ensino em inglês, Análise de conversação multimodal, Práticas de questionamento, Translanguaging

INTRODUCTION

The use of English in education has been evident for years in many countries, including Türkiye. English-medium Instruction (EMI) has been on the rise recently, and this expansion was described as “mushrooming” by Lasagabaster and Doiz (2022). Using English in tertiary-level education in countries where English is neither the official language nor the primary language often results in bilingual or multilingual interactions.

The occurrences where students and instructors use languages other than English in EMI classrooms are not uncommon (Genç et al., 2023; Ataş, 2023; Calvo et al., 2022).

Despite the growing use of English in higher education, how languages other than English function in EMI classrooms remains underexplored—especially in relation to classroom questioning practices. While existing research has significantly contributed to our understanding of questioning through the lens of teachers' perspectives (Aguilar, 2015), students have also been the subject of studies (Zhunussova et al., 2023; Corrales et al., 2016), and expanding this focus to include students' views can enrich and deepen the overall picture of classroom interaction (Doiz; Lasagabaster, 2023; Genç; Yüksel, 2021). As interaction unfolds in an EMI context, several components of the classroom context are worth exploring. The study is motivated by a growing interest in translanguaging practices within EMI context with a focus on questioning practices of both instructors and students.

1 THE PURPOSE OF THE STUDY

This study is a multilayered investigation of questioning practices of both students and lecturers in the English-medium instruction (EMI) context in a foundation university. The first purpose of the study is to examine the dynamics of EMI interaction by observing and recording an authentic face-to-face (F2F) EMI classroom context. The research targets explicitly the interactions between students and lecturers, as well as among students themselves, with a focus on understanding these interactions, the questioning techniques employed, and the contexts in which they occur.

The following key point is to take a closer look at how the interaction among classroom stakeholders unfolds, the types of questioning practices implemented, and the language mediums involved. Lastly, the study aims to gain insights into the participants' perspectives on their multilingual and multimodal questioning practices. The use of data collection tools designed to capture their perspectives provides greater detail, helping to enhance the emic perspective in the research.

To provide a comprehensive understanding, the study incorporates video recordings of classroom interactions, along with two other data sources: semi-structured interviews with undergraduate students and stimulated recall (SR) sessions with content lecturers. This approach allows participants to share their insights on the EMI classroom

dynamics, ensuring an emic perspective. By integrating multiple data collection methods, the study aims to enhance the qualitative methodology's strength and depth.

1.1 RESEARCH QUESTIONS

Q1 - What types of questions are posed by both content instructors and students during EMI lectures?

Q2 - What factors influence the choice of language (L1 and/or L2) used in content classes, as perceived by both students and lecturers?

2 LITERATURE REVIEW

2.1QUESTIONING PRACTICES

Classroom interaction involves communication between students and the teacher, which is typically a two-way process. Considering the teacher talk, it has been evident that questioning is a major part of classroom interaction. According to Cotton (1988), almost half of teacher talk consists of questioning instances, and this appears to have remained unchanged for nearly four decades. Regarding classroom interaction and questioning practices, the role of teachers has been at the center of the extant research (Dafouz; Sánchez-García, 2013; Lasagabaster; Doiz, 2022; Johnson; Picciuolo, 2020); however, the role of students has been overlooked, as there are limited studies done on questioning practices of students, especially in the EMI context (Duran; Sert, 2021; Yıldız et al., 2017). The significance of student questioning is that student-initiated questions indicate learner agency, and they foster a more engaging classroom environment (Jacknick, 2011; Sert, 2017). By asking questions, students take control of their learning, enhance discussions, seek guidance, and clarify concepts. These “uninvited contributions” (Waring, 2011) offer collaborative knowledge-building among participants, particularly when students co-construct knowledge during interactions (Knapp, 2014; Jiang; Zhang, 2023).

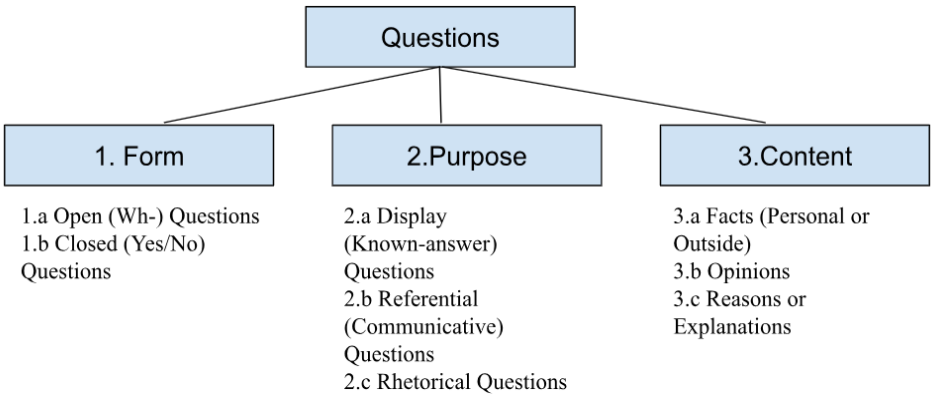
2.1.1 Question Types

Classroom interaction naturally involves questions, and they are a vital part of both teacher practice and student learning. Considering content lectures in the EMI context, it may be challenging for students to transition from daily life to academic life. In her research, Dalton-Puffer (2006) explores the speaking strategies utilized by second-language learners in content-focused classrooms. This topic is particularly significant for

language learners in Expanding Circle countries, such as Türkiye, where transitioning from classroom environments to real-life contexts is essential (Kachru, 1992).

Questions have purposes; therefore, it is essential to analyze and understand the meaning behind the questioning. Thompson (1997), as cited in Dalton-Puffer (2006), identifies three categories of questions: purpose, form, and content (see Figure 2). Within the purpose category, questions are divided into referential questions, which seek new information, and display questions, also known as "known-answer questions," which evaluate what learners already know. Further analysis of lecturers' questioning practices also identified a third type: rhetorical questions, which have also been observed in other studies on questioning methods (Long; Sato, 1983; Vivekmetakorn; Thamma, 2015).

Figure 1. Question Types



Source: Adapted from Dalton-Puffer (2006)

Questions can also be categorized by their grammatical structure, with closed questions (yes/no) being easier for students to answer. In contrast, open-ended questions (wh-) tend to be more difficult but promote greater participation and engagement (Çakır; Cengiz, 2016). Additionally, content questions may focus on facts, opinions, or reasons and explanations. Factual inquiries prompt specific responses, while opinion questions aim to involve students more actively (Brock, 1986).

2.2 TRANSLANGUAGING

The concept of translanguaging, coined initially in Welsh by Williams (1994), encompasses a more integrated approach to language use than traditional codeswitching. Michael-Luna and Canagarajah (2015) describe "code-meshing" as the blending of various communication methods and semiotics across languages. Unlike codeswitching,

which establishes rigid linguistic boundaries, translanguaging promotes creativity and fluidity in multilingual interactions, as noted by Garcia and Lin (2016).

In educational settings, translanguaging can manifest through one-word responses to complete sentences, often incorporated into multimedia lesson materials (Doiz; Lasagabaster, 2021; Rose, 2021). Within multilingual classrooms, both students and teachers engage in dynamic language practices. Researchers highlight a shift from codeswitching to a translanguaging framework, emphasizing its relevance in educational contexts (Goodman; Tastanbek, 2021; Sahan; Rose, 2021).

Mazak and Carroll (2016) argue that educators should move beyond monolingual ideologies to maximize the effectiveness of EMI. Embracing translanguaging can enhance students' use of English while also accommodating their first languages (L1). Observations and interviews suggest a growing need to understand how evolving educational translanguaging is influenced by various factors, such as time and subject matter (Smit, 2018). While translanguaging is often discussed in terms of oral and written language, this study also attends to its visual and embodied dimensions. Drawing on multimodal interaction analysis, translanguaging is conceptualized as a dynamic practice that includes not only linguistic choices but also gestures, gaze, and the use of classroom space and visual aids.

Overall, translanguaging plays a vital role in education, particularly within a multilingual EMI context. The use of L1 alongside English can enhance the learning process and affirm students' multilingual identities. Research into multilingual practices like codeswitching and translanguaging can foster better teaching and learning outcomes. This study will categorize all forms of language alternation in classroom recordings as multilingual practices, specifically referencing translanguaging in the analysis to emphasize the fluidity of language use in EMI contexts (Sahan; Rose, 2021).

3 THE STUDY & METHODOLOGY

3.1SETTING & PARTICIPANTS

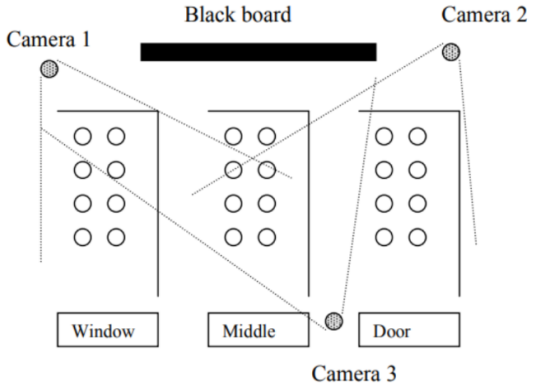
The study was conducted at a foundation university in Türkiye, and EMI was implemented across the faculties. Participants consist of two distinct groups: undergraduate students and EMI (content) lecturers. The first content lecturer, who will be referred to as Lecturer A, has 25 years of teaching experience and teaches the Electronics I course in the Department of Electrical and Electronic Engineering. He speaks

Turkish (L1) and English (L2), and the majority of his teaching experience is in an English-medium instruction (EMI) setting. In his lesson, fourteen undergraduate engineering students were present throughout the study. The second content lecturer, referred to as Lecturer B, has three years of teaching experience in EMI contexts and teaches the Computer Programming II course in the Department of Computer Engineering. He speaks Italian (L1) and English (L2), but he does not speak Turkish. There were twenty-seven undergraduate computer engineering students present in Lecturer B's lesson. Overall, the study participants consist of two content lecturers and 41 undergraduate engineering students.

3.2 DATA COLLECTION

The data collection procedure consists of three steps: classroom recordings, stimulated recall sessions with content lecturers, and semi-structured interviews with undergraduate students. These three steps were selected to enable triangulation of data and to gather both observed practices and participants' reflections. For a two-week period, the researcher observed and recorded the lessons of both lecturers using three cameras to avoid any blind spots (Koole, 2007). Since three cameras were simultaneously recording — two aimed at the students and one at the lecturer — the total recording time was tripled. Since the latter was considered the main camera, the time codes were set according to "Camera 3" in Figure 1, and the dataset was calculated accordingly. The total amount of classroom recordings was 7 hours and 2 minutes, covering both lessons (Electronics I and Computer Programming II) over a two-week span. These particular courses were chosen due to their differing levels of theoretical and abstract content and varying interactional styles consisting of two lecturers in the engineering field with different linguacultural backgrounds, which allowed for a broader understanding of multilingual questioning practices across contexts.

Figure 2. Positions and Range of Three Cameras



Source: Koole (2007)

After completing the classroom observations and recordings, the researcher analyzed and transcribed the classroom data using MAXQDA. In addition to the transcription, she noted instances where instructors used questioning practices, marked with color codes and various types of questions. SR sessions with content lecturers aimed to find out the rationale behind their questioning practices and translanguaging. Having asked lecturers questions about their in-class practices provided the study with an emic perspective (Smit, 2018). Adopting a multi-layered emic perspective in a research study allows the researcher to gain insight into how participants (i.e., lecturers and students) perceive and interpret their own actions; thereby constraining the researcher's interpretation and ensuring that the findings authentically represent the participants' narrative.

The semi-structured interviews with the students aimed to explore their perspectives on using questions and translanguaging practices during lessons. Similar to SR sessions, semi-structured interviews with students are also designed to ensure that they reflect the students' own viewpoints by minimizing the researcher's interpretation. In total, eight out of 41 students participated in semi-structured interviews. The total time codes of the datasets are displayed in Table 1.

Table 1. Total number of datasets

Datasets	Length	Medium
Classroom Recordings	07:02:40	Face-to-face
Semi-structured interviews with students	03:17:57	Online (Zoom)
Stimulated recall (SR) sessions with lecturers	01:50:48	Face-to-face
TOTAL	12:11:25 (12 hours 11 minutes 25 seconds)	

Source: Created by the researcher

Regarding the investigation of questioning practices, the use of both quantitative and qualitative research tools provides a comprehensive understanding of the phenomenon. The quantitative analysis focused on the frequency and distribution of question types, while the qualitative analysis examined the linguistic content and structure of the questions, including their wording, duration, and use of specific question forms. As illustrated in Figure 1, both the number and nature of the questions were of central importance to the study. Particular attention was paid to how the questions were formulated, which question words were employed, and how much time was allocated to each question, all of which contributed to a nuanced interpretation of multilingual questioning practices. Finally, this study primarily aims to analyze the questioning practices of EMI lecturers and undergraduate students, focusing on the purpose of questions while also examining other question types through coding and analysis of classroom recordings. This approach helps the researcher gain a deeper understanding of these questioning practices.

3.3 ANALYSIS OF DATASETS

Transcription of the three datasets was performed manually using Microsoft Word, integrated with MAXQDA, and facilitated by the VLC media player. The datasets, associated with three distinct research areas (classroom recordings, SR sessions, and semi-structured interviews), were grouped and analyzed through MAXQDA, a leading software tool for qualitative and mixed-method research (Kuckartz; Rädiker, 2019). This software helps researchers organize, analyze, visualize, and present their data effectively. The choice of MAXQDA was primarily due to its theme-related coding capabilities, which are particularly useful for handling large datasets from an emic perspective.

The preparation phase for analysis was extensive, with a significant focus on determining the appropriate analytical perspective. Data analysis can be approached in two ways: the data-driven (inductive) approach and the concept-driven (deductive) approach. MAXQDA supports both methods, enabling thematic analysis. While qualitative analysis should maintain some openness, careful planning is also essential (Kuckartz; Rädiker, 2019). Utilizing MAXQDA allowed for a systematic approach to manage the substantial data volume.

The initial transcription followed an orthographic style. After reviewing notable data instances, the focus narrowed to questioning strategies within the EMI classrooms, with research questions formulated post-analysis of the first dataset (classroom recordings). The analytical framework for questions was adapted from Dalton-Puffer's (2006) work. The analysis and presentation of classroom data in the findings chapter employed multimodal conversation analysis (CA). To enhance audience understanding, relevant excerpts from classroom observations were accompanied by screenshots from video recordings. Any identifiable faces in the screenshots were blurred to comply with ethical considerations.

In the current study, two main concepts emerged: multilingual use and questioning practices within the classroom, which were central to semi-structured student interviews and SR sessions with instructors. The analysis of these data collection methods was conducted from a data-driven perspective using MAXQDA, employing Strauss and Corbin's (1990) grounded theory coding scheme, which consists of open, axial, and selective coding. This iterative process allowed for an in-depth exploration of diverse data types.

Open coding was the initial step, where the researcher engaged with the data and developed raw codes such as "Turkish input" and "student input." Axial coding involved establishing connections between these codes, while selective coding identified a core category, in this case, "multilingual questioning practices in EMI." Ultimately, this resulted in three main categories: multilingual practices, types of questions (both lecturer-initiated and student-initiated), and teaching strategies.

The stimulated recall sessions offered vital insights into the lecturers' thought processes following classroom observations. After reviewing recorded lessons, the researcher posed targeted questions about the lecturers' multilingual patterns and

questioning approaches, facilitating critical self-reflection on their teaching methods. These questions were prepared in advance and approved by an advisor. Semi-structured interviews with students provided another layer of qualitative data, guided by nine predefined core questions that allowed personalized follow-ups based on each student's program (electric-electronics or computer engineering). Care was taken to avoid leading questions, promoting a natural flow of thoughts.

Once transcription was complete, the coding scheme was applied again to analyze student perspectives using MAXQDA. The software's visualization tools, including code explorers and co-occurrence data, enabled analysis of the interplay between question types and their relationships, making the extensive data more comprehensible and facilitating meaningful conclusions.

3.4 CONVERSATION ANALYSIS

Seedhouse (2005) asserts that conversation analysis (CA) serves as a pivotal methodological approach within social science research, tracing its origins back to sociologists Sacks and Schegloff. CA is described as a "naturalistic observational discipline" designed to meticulously examine the complexities of social interaction (Sacks et al., 1974). The framework outlined by Seedhouse (2004; 2005) comprises four essential principles: the emic perspective, detailed transcription conventions, context-sensitive interactions, and data-driven analysis. These principles not only enhance theoretical understanding but also act as practical tools revealing the dynamics of multilingual engagement, particularly within EMI classroom scenarios.

A key feature of CA is its emic perspective, which focuses on understanding behavior from within a specific context rather than imposing external viewpoints. This approach enables researchers to investigate how individuals respond and engage with one another during conversations, with an emphasis on the progression and structure of their interactions (Hutchby; Wooffitt, 1998). While CA has faced criticism for overlooking certain contextual factors such as the social identities of speakers, these critiques have prompted more sophisticated and nuanced analyses that integrate these critical dimensions, thereby strengthening the methodology's applicability to various communicative contexts.

Furthermore, CA employs a comprehensive transcription methodology that captures not just verbal exchanges but also non-verbal cues, enhancing the depth of

interaction analysis. Regarding the non-verbal cues, the multimodality aspect of the conversation analysis process plays a vital role in the analysis of the classroom interaction. Scholars like Goodwin and Heath have expanded on this by integrating gestures and gaze into the transcription process (Goodwin, 1984; Heath, 1986). Notably, developments such as Mondada's multimodal transcription conventions have further refined the documentation of embodied actions (Mondada, 2018). The video recordings of the lessons provided a clear overview of the classroom interaction not only with linguistic output but also the visual practices resulting in a more in-depth analysis of interaction with visual aspects such as gazes, gestures, facial expressions, spatial arrangements, and use of physical artifacts as supported by the screenshots from the recordings. Overall, the emphasis on a data-driven, bottom-up approach allows multimodal CA to avoid presumption and theoretical bias, making it a robust tool for examining multilingual practices in educational settings by exploring how language is navigated within contextually rich environments (Seedhouse, 2005).

4 FINDINGS AND DISCUSSION

The results of this study reveal significant differences in questioning practices between instructors from diverse linguistic backgrounds and provide clear insights from student-initiated questions, particularly those involving translanguaging. Before discussing the details of the extracts and the detailed analysis of the sample interactions, it is essential to comment on the numerical data regarding questioning practices in the EMI classroom context. The summarized data present the frequency and percentage of different categories of question types used in classroom interactions. In terms of *form*, open-ended questions accounted for 423 occurrences, making up 63.99% of the total questions, while closed questions had 238 occurrences, representing 36.16%. Regarding *purpose*, referential questions had 308 occurrences, which is 46.60% of the total. Display questions slightly exceeded this, with 332 occurrences at 50.23%. Rhetorical questions were the least common, with only 21 occurrences, translating to 3.18%. For *content*, questions about reasons or explanations were the most prevalent, with 341 occurrences (51.59%). Questions related to facts followed with 263 occurrences (39.79%), while opinions were the least frequently asked, with just 57 occurrences, or 8.62%. Overall, a total of 661 questions were analyzed, accounting for 100% of the data collected.

Regarding two different classes, the percentages of content question types and purpose ones are presented in graphs separately (see Appendix).

Another crucial finding was that the questioning practices between the instructors showed differences not only in frequency of question types but also in coverage of the questions. The graph indicates that content and purpose-related questions occur more frequently in electronics classes than in computer ones (see Appendix). However, when comparing this frequency data with the coverage percentages in a second line graph, a discrepancy becomes apparent. During the coding process, the researcher selected the full question utterance, which affected the coverage representation. For instance, although short closed questions like “Do you see?” and longer ones like “Did you understand the concept that we were talking about?” fall under the same category, the longer question occupies more transcription space, increasing its coverage. This suggests that CMPE classes featured more elaborated and lengthier questions, which resulted in greater textual coverage compared to those in EEE classes.

The numerical data of the questions sheds light on the surface of the classroom interaction. Considering the practices, two sample analyses of occurrence are given below in a conversation analysis format. Specific codes and symbols derived from the CA extract can be found in the Jeffersonian “Transcription Conventions” and Mondada's “Multimodal Transcription Conventions” in the appendix (see Appendix). The first sample is from the computer engineering department.

Extract 1: Inheritance (Computer programming course)

01	LecB:	second principle +the second characteristic second property
		+LecB shows two with his hand
02→		(.) ↑<u>inheritance</u> now inheritance do you know what
03→		inheritance ↑means in english? do you have the ↑turkish
04→		word >for it<? well you do
05	Kenan:	kalıtım [sanki?
		inheritance I guess
06	LecB:	$[I don't know$
07	Mert:	[may i- may i
08	LecB:	$[i- i- can- cannot say that$
		((Students and LecB laugh))

09→	Mert:	MAY i google it?
10	LecB	+yeah you can google it
		((LecB nods))
11		+Serhat raises both hands
12	Mert:	thank you
		((LecB makes eye contact with Serhat))
13→	Serhat:	can we call it legacy?
14	LecB	legacy (.) i am trying to find the turkish word so everyone
15		knows what i am talking about okay? +can you find it?
		+LecB moves onto Mert's desk
16	Mert:	e:r okay uhm
17	Elif:	[kalıtım
		inheritance
18	Levent:	[kalitimsal
		hereditary
19	Mert:	kalıtım sanki
		inheritance I guess
20	LecB	$okay +i trust it$ (.) it's like
		+LecB shrugs his shoulders
		((students and lecturer laugh))

Source: Transcribed by the researcher

In this extract, Lecturer B asks two referential questions, one after the other (lines 02-03), pausing slightly between them. In the second question, the lecturer specifically requests the Turkish translation of "inheritance." Following a brief discussion among the students in Turkish, Kenan responds with the word "kalıtım," which can be translated as the Turkish equivalent of "inheritance." He adds "sanki," an evidential marker, with a rising intonation, indicating uncertainty (Hauser, 2018). A humorous moment occurs when both Kenan and the lecturer inadvertently speak at the same time, prompting laughter from the class (Jeder, 2015). In line 05, when questioned about his confidence in his answer, Kenan speaks softly, suggesting he is unsure. The lecturer uses humor by saying "I cannot say that" with a smile, expressing his own uncertainty about Kenan's translation, as the lecturer does not speak Turkish.

Later, Mert asks if he can search for the answer online, to which the lecturer agrees, giving him a go-ahead token, nodding to encourage him. While the students check their

devices, Serhat, who has been raising his hand for a while, poses an alternative question, suggesting "legacy." In a semi-structured interview, Serhat expresses “a preference for speaking only in English during lessons and dislikes when teachers use Turkish, highlighting his monolingual stance on language use in classes”. This contrasts with current literature, which often supports multilingual practices (Shvidko, 2017; Vanichakorn, 2009). Notably, Serhat is the only student who has voiced concerns about using Turkish in class. However, the lecturer clarifies that he sought the Turkish term so that all students could comprehend the key concept. After receiving similar responses about the term "kalıtım," he proceeds to explain "inheritance" in English, referencing Serhat's answer. To ensure comprehension, the lecturer includes visuals of dogs in the presentation and uses his laser pointer to engage with the material projected on the whiteboard (see Figure 3). His insistence on finding the Turkish meaning is further elaborated upon during a subsequent stimulated-recall session.

Figure 3: Screenshot from the computer programming class

Source: Recorded by the researcher

After the observations, Lecturer B was shown this part of the lesson and asked about his emphasis on identifying the Turkish equivalent of specific keywords. He explained during the stimulated recall session that his familiarity with Italian, which shares roots with English, helps him understand those terms without needing clarification. He recognizes that Turkish has different linguistic roots, and thus, words that seem straightforward to him can be challenging for his students. His goal is to ensure that they grasp the meaning of any complex or uncommon words he introduces. He asks his students to translate these terms as a way of verifying their understanding, using tools like Google or dictionaries as needed (Aizawa et al., 2023; Eser; Dikilitaş, 2017). His

approach highlights his concern for his students' comprehension rather than his own, as he actively listens to confirm their grasp of the language.

This situation parallels a case in Rosiers' study, where a Dutch teacher, unfamiliar with Turkish, encourages a Turkish-speaking student to communicate with her, using non-verbal cues to show her engagement (Slembrouck; Rosiers, 2018). However, the interaction described here is more meaningful, as it successfully fulfills the core purpose of communication—ensuring understanding—contrasting with Auer's critique of Rosiers' case for lacking that essential communicative element (Auer, 2022).

Through a combination of classroom observations and interviews, the study uncovered that multilingual questioning practices enhance student engagement in EMI environments. The following extract is from the Electronics I course, taught by Lecturer A. In this lesson, the lecturer asks for a volunteer to come to the board to perform a specific calculation. Since the original extract is long, some parts of the interaction will be omitted due to space restrictions.

Extract 2: Volunteer on the board (Electronics course)

15		we will choose a (.) candidate (.) to lead the solution on
16		the whiteboard
		((students look at each other & whisper))
17		(5.0)
		((Osman pats on Burak's shoulder to encourage him to go to the board and they laugh))
18	LecA:	evet var mi gönüllü arkadaşlar? Any one who wants to
		yes any volunteers fellas?
19		(1.0)
20		do the drawing and the solution?
21		(1.0)
22		Oka:y $yapana gofret vericem$
		i'll give a wafer to the volunteer
23	Osman:	[$bunu gofret kesme-$
		wafer would not be-
24	Mete:	[$gofret yetmez$
		wafer will not be enough
		((Lec A takes a sip from his mug and he laughs while drinking it))
		((Lines 25-50 are omitted))
51→	LecA:	↑hadi peki nerden başlıyoruz? what do we start with?

		let's go, okay where do we start?
52	Mete:	we first start with the voltage drain at the very beginning
		((Mete points to board))
53	LecA:	>tsch tsch [tsch<
		no no no
54	Mete:	[baska bi yer mi?
		is it somewhere else?
55	LecA:	conceptually you start with
56		(1.0)
		((Met walks to the board))
57	Burak:	equations-

Source: Transcribed by the researcher

In this extract, Lecturer A asks a student to volunteer to solve a MOSFET equation problem on the whiteboard. While doing so, he produces sentence-level Turkish utterances throughout the interaction, just as the students do. It is clear that the students feel uneasy, as they begin to whisper and suggest each other as potential "volunteers." In lines 15 and 16, one student encourages another by patting him on the shoulder to go to the board. After a short wait, in line 18, the lecturer speaks in Turkish, then repeats the same sentence in English, asking a referential question. In line 20, he lightens the mood with a humorous offer of a wafer as a reward. Aware of these "wafer promises' from past lessons, two students comment that a wafer won't be enough, highlighting the task's difficulty. This leads to a shared laugh, and the lecturer even accidentally spits a bit of his drink while chuckling. During the omitted lines between 25 and 50, the students try to negotiate with the lecturer about the prize for being a volunteer. Following the discussion, Mete volunteers to solve the equation on the board. Then, Lecturer A finalizes the discussion with line 51, producing both Turkish and English utterances, which leads the students back to the topic at hand. Lecturer A asks a display question both in Turkish and English, directing towards Mete and the whole class (see Figure 3). Mete answers the question; however, Lecturer A responds with a specific sound (tsch) in Turkish, indicating no. Mete continues his utterance in Turkish with a referential question. Then Lecturer A starts answering him with a factual statement, but his friend Burak finishes Lecturer A's utterance.

Figure 3: Screenshot from the electronics class

Extract 2: Volunteer on the board (Electronics course)

58	LecA:	-↑dc (.) you start with dc analysis (.) what is the aim of
59		dc analysis?
60	Mete:	to determine the key point
61	LecA:	to determine the ↑operating point. ↑very good.
		((Mete shows thumbs up and smiles at Burak and Osman))
62	LecA:	so:
		((LecA turns to the board))
63→	Osman:	helal olsun°
		well done/bravo
		((Mete smiles and turns to the board))
		((Lines 64-78 are omitted)
79	LecA:	type vg (.) vg is equal to-
80	Mete:	-should i write the open formula?
81	LecA:	yeah just write it (.) what is sixty eight divided by? just
82		type it >just type it<
83	Mete:	tamam hocam
		okay my lecturer
84	LecA:	sixty eight divided by (.) hundred forty three plus sixty
85		eight times worth what is it?
		((LecA looks at the students #Figure 7))
86		(6.0)
		((students including Mete calculate in their calculators))
87→	Cenk:	üç nokta seksen altı°
		three point eighty six
88	Mete:	üç nokta seksen altı
		three point eighty six
		((Mete writes it on the board))

89	LecA:	three point eighty six volts
90		(2.0)
91		very good

Source: Transcribed by the researcher

In the second part of this extract, Lecturer A's answer overlaps with Burak's. Mete answers Lecturer A's display question correctly and gets positive feedback from the lecturer. A fellow student, Osman, gives Mete an encouragement token in Turkish in line 63. Similar to the translingual expression "hocam (my lecturer)", "helal olsun (bravo)" is also used in Turkish to congratulate a student. To solve the equation, two students, Cenk and Osman, actively assist their friend Mete on the whiteboard throughout the collective problem-solving session.

The use of multiple languages among students can strengthen community bonds and convey feelings, as noted by Sert (2005) and Bensen and Çavuşoğlu (2013). This multilingual interaction not only fosters collaboration but also encourages motivation for learning. During an interview, Osman, the student who helps Mete, explains his tendency to switch languages during lectures. He states that when a lecturer selects a student to work on a problem on the board, it is essential for his peers to assist, as he recognizes that he could be in the same position. He notes a mix of Turkish and English, depending on the classroom dynamics, emphasizing the importance of supporting one another; however, he states that he tries his best to use English whenever he can.

The collaboration between Cenk and Mete in lines 87-88 shows that solving mathematical equations may require collective learning and their use of common linguistic backgrounds. Engaging in multilingual practices, such as translanguaging and code-switching, can help students co-create knowledge during lessons. Although tackling problems on the whiteboard can be both thrilling and stressful, it plays a significant role in collaborative learning (Balaman; Sert, 2017; Goodwin, 2013; Schwab, 2011). Students are pushed to think critically as they evaluate and comment on their peers' solutions (Dalton-Puffer et al., 2018).

Furthermore, Mete, the volunteer student on the board, provides insight into the challenges of participating in class during the semi-structured interview, noting that class participation is typically low. He states that when a question becomes a collective challenge, it shifts the focus from individual effort to group collaboration. This approach

can enhance overall participation. Moreover, in their project-based education system, oral assessments take precedence over written exams. He states that students find that engaging at the board helps prepare them for these evaluations, since such instances often mirror what they might face in oral assessments. Thus, active participation on the board proves beneficial for students.

CONCLUSION

The types of questions posed during EMI lectures reveal interesting dynamics between content instructors and undergraduate engineering students. The questioning practices of content lecturers and undergraduate engineering students were categorized into three types: form, content, and purpose. Analysis reveals that open-ended questions were nearly twice as common as closed questions, emphasizing their role in promoting classroom interaction and higher-level thinking skills. Despite this trend, Lecturer A favored closed questions, particularly during problem-solving sessions in the electronics course, to assess students' understanding of factual information. In contrast, Lecturer B posed more open-ended questions in the computer programming course, aiming for meaningful engagement.

Deriving from the extracts in both lessons, the emphasis on problem-solving in engineering courses significantly influences the nature of these inquiries, highlighting the importance of applying knowledge to real-world contexts (Doiz; Lasagabaster, 2023). Regarding content questions, the questioning patterns also reflected differences in course content, with more fact-based questions observed in the electronics course compared to opinion-based inquiries, which were notably rare. Lecturer B favored factual and reason/explanation inquiries over opinion-based discussions, leading to limited critical inquiry within the classroom. Although students tended to respond to opinion questions when given sufficient wait time, the overall low frequency of such questions indicates a need for improvement. Therefore, it is recommended that students should be encouraged to engage with opinion questions alongside fact and reason-explanation inquiries to foster deeper critical thinking.

Considering the purpose questions, the predominance of display questions aligns with findings from previous research, indicating a consistent trend in academic settings

(Sánchez-García, 2018; Genç; Yüksel, 2021; Meneghetti, 2016). The emphasis on problem-solving in engineering courses significantly influences the nature of these inquiries, highlighting the importance of applying knowledge to real-world contexts (Doiz; Lasagabaster, 2023). Additionally, the limited use of rhetorical questions suggests a preference for fostering interaction between instructors and students, which is central to effective education (Dafouz; Sanchez-García, 2013; Vivekmetakorn; Thamma, 2015). Notably, the questioning patterns of Lecturer A and Lecturer B further illustrate these trends, with Lecturer A favoring display questions while Lecturer B leans towards referential questions, reflecting their distinct teaching styles and student interactions.

In terms of multilingual practices, both lecturers and students used their linguistic backgrounds to communicate effectively in an English-medium instruction (EMI) environment. Auer (2022) distinguishes between first language (L1), which students have mastered, and second language (L2), which they are in the process of acquiring. For the students, Turkish was their L1 and English their L2. Both undergraduate students and Lecturer A frequently alternated between Turkish and English during classes. Research indicates that EMI classes involve more than just English, as students and instructors draw from their linguistic backgrounds (Rose, 2021).

Lecturer A frequently employed translanguaging, especially when asking questions, allowing him to connect better with the students. In contrast, Lecturer B integrated metalinguistic exercises based on his Italian heritage, illustrating a broader application of translanguaging that enhances rapport with students by allowing them to find and use Turkish correspondences of technical words (García; Wei, 2014).

The difference between the coverage and the frequency of questioning practices of two lecturers may stem from the course content and the types of questions typically asked in each context. It reflects variations in the level of elaboration required across courses and suggests that computer engineering classes might demand more detailed explanations and deeper analytical engagement—possibly influenced by the fact that Lecturer B does not share the students' first language, Turkish. In contrast, Lecturer A tended to ask shorter questions, which could be attributed to his shared linguistic background with the students, allowing him to switch to Turkish for clarification or simplification when needed.

The literature supports the notion that using L1 in EMI contexts can be advantageous for students, and most participants recognized its benefits (Tai; Wei, 2020). Students highlighted the positive aspects of using Turkish in their interviews, with lectures encouraging the use of various language resources and translation tools (Macaro, 2018). From students' feedback, two main factors influencing their translanguaging practices emerged: cultural nuances and language proficiency. They expressed greater comfort in articulating ideas rooted in Turkish culture, while some struggled to convey complex thoughts in English. Thus, returning to their L1 allows for more accurate self-expression. Canagarajah (2012) views flexible language choice as a collaborative meaning-making process, leading to translanguaging episodes that facilitate understanding. Sahan and Rose (2021) advocate for a translanguaging framework, which legitimizes multilingual learning in EMI contexts.

Additionally, instances from the study indicate that pedagogical translanguaging helps address misunderstandings and engage students (Aleksić; García, 2022). Researchers have explored how language alternation contributes to effective communication and repair in classroom interactions (Cheng, 2013). The study documented similar patterns of language use among lecturers and students, particularly with engineering-related terminology, demonstrating the effectiveness of translingual practices in learning environments (Bozbıyık; Balaman, 2023). In EMI interactions, both students and content lecturers utilized their combined linguistic resources to navigate subject matter effectively.

In conclusion, the current study revealed valuable viewpoints and insights from stakeholders that could enhance EMI pedagogy. The first recommendation emphasizes the importance of recognizing the diverse language skills of both lecturers and students in an EMI classroom, as this approach enhances engagement and well-being. The second suggests that institutions should provide EMI training for instructors to improve teaching effectiveness and support educators in understanding diverse student backgrounds through action research. The third advocates for creating opportunities for student participation in discussions, which can enhance engagement and help meet educational goals. Workshops and dialogue sessions can facilitate understanding of both students' and lecturers' needs.

APPENDIX

https://docs.google.com/document/d/1VVn-uO7dtd_67Dr8G8mWIgZKi5ENXuVdDlpzC2IxVng/edit?usp=sharing

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