English as the Medium of Instruction

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet

Diplomski studij engleskog jezika i književnosti - nastavnički smjer i diplomski
studij mađarskog jezika i književnosti – komunikološki smjer

Brigita Miling

Engleski kao medij poučavanja

Diplomski rad

Mentor: izv. prof. dr. sc. Tanja Gradečak-Erdeljić,

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Master's Thesis

Supervisor: Tanja Gradečak-Erdeljić, Associate Professor,

Co-supervisor: Mirna Varga, PhD, Senior Lecturer

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Abstract

English is undeniably the lingua franca of the world today and it has become a big part of education on a global scale. Higher education (HE) worldwide is increasingly seeking to internationalise their institutions through the implementation of English as a medium of instruction (EMI). The current study seeks to gain a better insight into university students' attitudes towards EMI and their self-evaluation on preparedness for EMI. Results show that most students evaluate their competencies as sufficient and show an interest in EMI. There is however a number of disinterested students which cannot be ignored who do not consider themselves ready for attending EMI classes.

Key words: English as a medium of instruction (EMI), Content and language integrated learning (CLIL), internationalisation, self-evaluation, attitudes

Sažetak

Engleski je nesumnjivo lingua franca današnjeg svijeta i postao je veliki dio obrazovanja na globalnoj razini. Visoko obrazovanje (HE) širom svijeta sve više nastoji internacionalizirati svoje institucije kroz primjenu engleskog kao medija instrukcije (EMI). Trenutno istraživanje nastoji steći bolji uvid u stavove studenata prema EMI-ju i njihovu samoevaluaciju o spremnosti za EMI. Rezultati pokazuju da većina učenika procjenjuje svoje kompetencije kao dovoljne i pokazuje interes za EMI. Međutim, postoji broj nezainteresiranih učenika koji se ne može zanemariti i koji se ne smatraju spremnima za pohađanje EMI nastave.

Ključne riječi: Engleski kao medij instrukcije (EMI), Integrirano učenje sadržaja i jezika (CLIL), internacionalizacija, samoevaluacija, stavovi

Contents

1. Introduction

In recent years, the English language has undeniably become more and more established as the lingua franca of the world. The English language is widely seen as an essential prerequisite of one's knowledge for international or global communication. Therefore, it is no surprise that English is nowadays a necessary part of education worldwide and not only in locations where English is the first spoken language of the people. When referring to the usage of the English language in an educational setting in locations where English is not the official language, or at least not the first language of people getting the education, the majority would most likely think of English as being used in classes where English is taught as a second (ESL) or foreign (EFL) language. However, those are not the only circumstances in which the English language may be used as the means of instruction in education. The term "English as a Medium of Instruction" or "English Medium Instruction" (EMI) has been gaining more and more popularity in recent times to refer to those kinds of situations. It is important to differentiate the term EMI from situations where the teachers are simply using the English language in classes as the medium of instruction where English is taught as a language itself. Therefore, it should be pointed out that EMI is a term that refers to English being used as the medium of instruction, not for the students to be learning about the English language itself, or at least not only for that, but for students to learn other mostly unrelated subjects, such as programming, history, science, or any other subject, through English as the tool for learning. As Dearden (2014b: 2) points out, it seems that there is "a fast-moving worldwide shift, in non-anglophone countries, from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine."

The aim of the present study is to gain better insight into, as well as investigate and analyse the attitudes of university students regarding the possibilities and needs of implementing classes taught using EMI at their respective institutions, in this case it being the Josip Juraj Strossmayer University of Osijek (UNIOS), or more specifically the Faculty of Electrical Engineering, Computer Science and Information Technology (FERIT) and the Faculty of Humanities and Social Sciences (FFOS). Additionally, the study aimed to inquire into the readiness and willingness of the students to attend classes taught using the medium of the English language for non-language courses.

The thesis will first present the essential theoretical background for the term EMI and the problems that may occur when attempting to provide a clear label or definition for it. Further, it will shed light on how EMI is currently gaining more and more popularity in higher education (HE), as well as the most popular reasons or purposes for the implementation of teaching classes using EMI in HE worldwide. Finally, before the actual presentation of the performed study, it will present some of the previous research results on the topic of attitudes towards EMI relevant for the present study. Following that, the thesis will present the aims of the performed study of students' attitudes towards EMI in a more detailed manner. The research data were collected by means of an online questionnaire distributed among the university students. The thesis will then go into more detail to describe the nature and process of the method of research performed to collect the necessary data. The next part of the thesis will present the collected results of the study – the students' self-evaluation of their competencies in English, as well as the data on their opinions and attitudes on the possibilities of implementing teaching using the medium of English. Lastly, the thesis will further analyse and investigate the results of the performed study, as well as speculate on and attempt to provide rationale for the found results on students' attitudes towards EMI.

2. Theoretical Background

2.1. Labelling and defining EMI

This part of the thesis aims to explore and present nuances and possible problems that may be present when it comes to the labelling of certain situations with the term EMI, as well as defining the term itself. Providing a clear universally acceptable nuanced definition for the term "English as a medium of instruction" has been proven to not be a simple task. As discussed previously, "the term English medium instruction itself is relatively new" and therefore it should not be a surprise that at the current time "no universally accepted definition exists." (Dearden, 2014a: 7) Furthermore, there does not even seem to be a clear-cut universally accepted phrase which the initialism "EMI" should stand for. It has been found and indicated through research on various EMI studies that in many of the written studies "the label used was 'English medium instruction', with variations within that (English as *a* medium of instruction; English as *the* medium of instruction; English-medium education) with rarely an explanation of why such a label was being used." (Macaro, 2018: 46) Based on this fact Macaro further points out how "the labels given to the phenomenon of EMI and their definition are inconsistent and problematic." (ibid.)

It has also been noted that some difficulties and confusion may occur when discussing and defining the term EMI and its definition in relation to content and language integrated learning (CLIL). The term EMI "is often mistaken for CLIL" (Karakaş, 2015: 1) or even "sometimes used as synonymous with CLIL" (Dearden, 2014a: 7). However, there has to be a clear distinction made between the terms EMI and CLIL respectively. Looking at the titles "English as a Medium of Instruction" and "Content and Language Integrated Learning" themselves it can easily be recognized how "CLIL has a dual educational objective built into its title (the enhancement of both content and language) whereas EMI does not." (Dearden, 2014a: 7) The term EMI being used only really requires that within the given situation the tool for teaching and learning the content in question should be the English language, and there seems to be no explicit requirement for any teaching or learning of the English language itself to be incorporated within the teaching of content. Putting it simply, "attainment of English skills is not the priority in EMI as it is in CLIL." (Karakaş, 2015: 1) In spite of that, the notion that EMI can in certain occasions or circumstances be equipped not only to be used for teaching the content in the given subject, but also the English language itself should not be ruled out. Stemming from the just discussed topic, a question may then arise on how EMI relates to the

language teaching methodology and whether it even belongs under its umbrella. As an answer to this question, there exists the idea "of visualising a continuum with language instruction goals on one end and content communication goals on the other, where EMI would be situated on the content-heavy side." (Lyster and Ballinger, as cited in Madhavan and McDonald, 2014: 2) Even still, it is important to highlight that the term CLIL in general cannot be used synonymously with the term EMI. When looking into the terms' respective titles once again, it can easily be observed that "whereas CLIL does not mention which second, additional or foreign language (L2) academic subjects are to be studied in, EMI makes it quite clear that the language of education is English." (Dearden, 2014a: 4)

One other aspect in labelling EMI that should be considered is in which parts of education it is applied - primary, secondary or higher education. Most of the studies done on the topic of EMI are focused on the impact of EMI in HE, as that is where it most commonly occurs. It has been previously pointed out how "English-Medium instruction (EMI) commonly refers to the use of English in the offer of university degree courses in higher education instead of the domestic language of the country in question." (Karakaş, 2015: 1) Others also identify the fact that in France EMI "is typically observed in higher education institutions (HEIs) where the sciences, social studies, business, etc. are taught in English" but also state that in spite of that EMI can still "be conducted in secondary and even primary schools, depending on the context." (Madhavan and McDonald 2014: 2) Macaro et al. (2018: 37) has also highlighted this fact that EMI is a term which is "usually but not exclusively, applied to HE".

As stated previously, EMI is a label generally given to situations in which English is used as the medium through which content is taught and learned. Many previously done studies that have focused on researching EMI, e.g., trends relating to it, people's attitudes towards it or the reasons for implementing it, have used the following definition: "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English." (Macaro et al., 2018: 37) The current thesis finds that this definition is the most appropriate so it will apply this definition as well.

Finally, other than labelling and defining EMI in the general theoretical sense, it can also be looked at from the perspective of the teachers who would actually be using EMI in their

classrooms. The TAEC Erasmus+ project (2017-2020: 8)[1] provides three different conceptualizations for this point of view of looking at EMI:

- **"Change of language:** You move from the local language of instruction to English as the language of instruction. You have the same materials, you have the same type of students you have always had, you have the same requirements – the only thing that changes is the language."

- **"Change of language + change of teaching style:** Switching to EMI means that although the context or setting of the event you are in remains the same, you change not only the language, but also the way you each. For example, your teaching might include more group work, discussion, and interactive activities."

- **"Change of language + change of teaching style + change of student population:** Because your student population has changed (e.g., they no longer share their mother tongue or educational background), you change your language and teaching style to accommodate the diversity."

2.2. Growth of EMI

This section of the thesis aims to present and prove the recent increase in the presence of EMI within HE, as well as within general academic research. It also aims to analyse and provide the main reasons or goals of HE in general for the increasing implementation of EMI in academic classes. EMI as a phenomenon has been observed in many studies to be a fairly new phenomenon with rapidly growing popularity, especially in HE, worldwide. By only observing the quantity of studies done on the topic of EMI, Macaro et al. (2015) pointed out how a clear surge in interest in EMI can be seen in the increasing number of various EMI studies being published in recent years. Namely, a tremendous rise can be observed in the academic output of EMI research especially between the years of 2011 and 2015 when a whopping number of sixty-three studies on EMI was published – over four times the number of studies published between the previous years from 2006 to 2010, that number being fourteen.

In terms of the actual implementation of EMI classes in education, they are mostly being introduced in HE, as was previously mentioned, and increasingly so. In Europe, according to Macaro et al. (2015: 4) some reliable estimates "put the number of postgraduate courses

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[1] https://cip.ku.dk/english/projects-and-collaborations/taec/

currently being delivered through EMI at over 60%." Furthermore, an analysis of data from Studyportals.eu shows a large growth in the number of offered English-taught courses in Europe in recent years. The found data demonstrates how "the number of master's programs taught entirely in English rose from 3,701 at the end of 2011 to 5,258 in June 2013, an increase of 42 percent occurring in the remarkably short span of one and a half years." (Brenn-White and Faethe 2013: 4) Europe seems to be the leading force in providing more and more courses taught in English to students, however, the growth in interest in EMI can certainly be seen in other parts of the globe as well. For example, data has shown that in East-Asia, namely Japan in this case, between the years of 2003 and 2013 the number of universities offering courses in EMI has shown an increase of 50% (MEXT, as cited in Galloway et al., 2020). Another non-European example can be Turkey in which studies show that around twenty percent of HE programs in Turkey offer full or at least partial EMI courses (Arik and Arik, as cited in Ozer, 2020).

In addition, it is imperative to understand the main reason or reasons that universities worldwide have and are still aiming to implement more EMI programmes in their institutions. The many studies done on this topic all include the concept of internationalisation as the main aim of universities offering EMI courses. "HE institutions' quest for internationalisation, coupled with the general call for proficiency in English, has caused the language to be increasingly used as an academic language and the language of instruction in universities located in non-Anglophone environments." (Drljača Margić and Vodopija-Krstanović, 2017: 3) According to Karakaş (2015) EMI is being used as a strategy among universities outside of English speaking countries in order to achieve internationalisation. Galloway et al. (2020) also point out that the growth in the number of non-language subjects being taught in English is a result of Higher Education Institutions (HEI) around the globe seeking to internationalise themselves.

However, naming only internationalisation as a goal of the implementation of EMI can be seen as a statement that is too broad. There are of course other more nuanced reasons driving universities to establish more EMI programmes. Some of these reasons can be:

- "gaining access to cutting-edge knowledge and increasing global competitiveness to raise the international profile

- increasing income (and compensating for shortages at the domestic level)

- enhancing student and lecturer mobility

- enhancing the employability of graduates/ international competencies

- improving English proficiency

- reflecting developments in English language teaching (ELT)

- using English as a neutral language

- offering EMI for altruistic motives." (Galloway et al. 2017b: 4)

Implementing EMI programmes to increase global competitiveness of HEIs entails the want to attract more international students through exchange programmes or even international staff. Mobility and otherwise international employability are of course seen as attractive traits of graduates so it is not surprising that they are some of the main motives for offering classes taught with EMI. The main reasons for the increasing global implementation of EMI in HE can also be summarized as following:

> "a perceived need to internationalise the university in order to render it more prestigious; needing to attract foreign students because of falling enrolment numbers of home students through changing demographics, national cuts in HE investment; the need of the state sector to compete with the private sector; and the status of English as an international language, particularly in the domain of research publications." (Macaro et al, 2018: 37)

Croatia has of course also "invested effort in internationalizing its HE and promoting student/staff mobility. In 2005, Bologna was introduced at all institutions throughout the country" (Drljača Margić and Vodopija-Krstanović, 2017: 6) However, even though studies have shown Europe to be the leading force of the growing popularity of EMI programmes, "Croatia is still lagging behind. A case in point is the University of Rijeka (UNIRI), the second largest university in the country (...) which offers only one EMI programme" (Drljača Margić and Vodopija-Krstanović, 2017: 6) as of the writing of that particular study.

2.3. Previous studies

Because the study performed for the current thesis has focused on the attitudes of students in Croatia (specifically UNIOS) towards EMI, the present section of the thesis will present a summary of some of the previously done studies on the attitudes towards EMI at another university located in Croatia, the University of Rijeka (UNIRI), as well as one study done at UNIOS. These studies have mostly focused on the attitudes coming from the cohort of teachers, which is why the present study has been chosen to focus on the cohort of the students.

One study was published by Drljača Margić and Vodopija-Krstanović in 2015 aiming to investigate certain aspects of the attitudes of teachers at University of Rijeka (UNIRI): their stance on the implementation of EMI, perception of possible implications of the introduction of EMI and what teachers identify as necessary prerequisites for the successful implementation of EMI. This study utilized an anonymous online questionnaire to collect the data. The findings of this study have shown a general positive attitude of teachers towards the introduction of EMI at their institution, however they also expected certain prerequisites to be met prior to the actual introduction – for example, that students should have an appropriate level of proficiency in English. The results also showed that one of the main concerns of the participants were language issues, namely a "need to protect the national language and ensure its further development." (Drljača Margić and Vodopija-Krstanović, 2015: 57) The study also revealed a concern about the seemingly too low amount of international students and pointed out the paradox of this concern: "Foreign students are considered to be an important precondition for the implementation of EMI, while their absence is perceived as a major barrier to its introduction." (Drljača Margić and Vodopija-Krstanović, 2015: 58)

Another study was published in 2017 by Drljača Margić and Vodopija-Krstanović on the attitudes, experiences and practices relating to EMI of both teachers and students at UNIRI. The data presented in this study was collected using a mixed-method approach consisting of individual interviews, focus group interviews, classroom observation, and stimulated recall of teaching events and questionnaires. This particular study aimed to examine "the perspectives of teachers and students who had not been involved in EMI as well as the views of those who had undertaken instruction through the medium of English" (Drljača Margić and Vodopija-Krstanović, 2017: 29) The study found the perceived advantages of EMI to be "advanced career prospects, improved communication skills and heightened challenge" (Drljača Margić and Vodopija-Krstanović, 2017: 109) and the disadvantages to be "inadequate language proficiency, extensive work and lack of advancement of specialist knowledge in the native language." (Drljača Margić and Vodopija-Krstanović, 2017: 110) However, some discrepancies in opinion were found between the group which had experience with EMI and the group that did not. An example of this is a perceived advantage of a wider literature base, because the group with EMI experience was actually found to have reported problems with course materials. One other example is a perceived disadvantage in that EMI could cause a lack of motivation and decreased academic performance, however, the group that has experience with EMI appeared to be very motivated and their academic success wasn't negatively affected.

One more study was performed at UNIRI by Velčić Janjetić in 2016 aiming to explore the attitudes of teachers and management at the university towards the possible implementation of a full EMI study programme at their institution, as well as the perception of the implementation's feasibility and the participants' willingness and competence to take on EMI. This study collected its data by means of a questionnaire and individual interviews. The results of the study presented a positive attitude towards EMI coming from both teachers and management. A large portion of the participants expressed a willingness to participate in EMI, however many of them also feel that their institution should provide some kind of language support for the teaching using EMI.

Lastly, there was a study performed in 2019 by Gradečak and Varga at UNIOS, more specifically at FFOS, among the teachers at the institution. The aim of the study was to explore the teachers' attitudes towards the possibilities of EMI implementation at UNIOS and it collected its data via an anonymous online questionnaire. The results display a generally positive attitude towards EMI and more than half of the participants even consider it necessary at their institution. Some teachers mentioned how EMI can contribute to the increased visibility of their institution or achievements and some saw it as a way of personal development. Others, however, expressed concern over not having sufficient English language skills in order to maintain a high quality of teaching, as well as the possibility of the Croatian language being impoverished as a consequence of EMI. Possible requirements for the implementation of EMI mentioned by the participants included: providing continued training and financial stimulations for EMI teachers, adequate level of teachers' and students' English language competencies, adequate number of students taking courses in English, etc.

3. The Study

3.1. Aim

The aim of this study was to explore the attitudes of university students, more precisely students of the Josip Juraj Strossmayer University in Osijek, Croatia towards the use of EMI in teaching university courses and the possible implementation of classes taught using the English language at their respective institutions. This study firstly aimed to inquire the students' on their perception of their own proficiency in the English language and frequency of using it for professional purposes, as well as whether they find themselves competent enough to successfully participate in classes taught in English. The study further aimed to ascertain the

students' level of interest towards attending classes taught in English. Along with inquiring the students on their attitudes towards the implementation of classes using EMI in HE, the study also aimed to determine their opinion on what would be the possible advantages and disadvantages of implementing classes using EMI.

3.2. Research Method

The study was conducted by means of an online anonymous survey. The survey was originally written in Croatian and was distributed among students of UNIOS via e-mail. Filling out the survey would take the respondents around 10 minutes. The survey was comprised of four parts.

The purpose of the first part of the survey was to collect general information on the participants and it consisted of six questions. The participants were required to provide information about their age, which faculty they are enrolled in, what year of study (undergraduate, graduate, postgraduate) they are at, as well as the number of years they have been studying English. This part also asked the participants for a self-evaluation of their competencies in English (understanding, speaking and writing) using the Common European Framework of Reference for Languages (CEFR). The last question in this part asked the participants for a rating of how often they use English (in terms of speaking, listening, writing and reading) for professional purposes using a Likert scale on frequency ranging from 'never' to 'always'.

The second part was comprised of only one question requiring the participants to self-evaluate whether their competencies in English are adequate enough for attending classes taught in English using a Likert scale ranging from 'strongly disagree' to 'strongly agree'.

The third part of the survey contained ten questions centred around inquiring the participants on their attitudes towards classes being taught in English. The participants first had to state whether they consider it necessary to teach classes in English at their respective institution, the offered answers being: 'yes', 'no, 'I do not know', and 'maybe in the future'. If the respondents circled any answer other than 'I do not know', they were requested to briefly explain the reasons behind their answer. Further, the survey required the participants to answer 'yes or 'no' on whether they were interested in attending classes taught in English. The participants were asked to briefly state the reasons for their answer to this question as well. The last inquiry in this part asked the participants whether they think it is possible to teach classes in English at their respective institution, as well as to briefly explain their answer.

The fourth and last part was comprised of twelve questions aiming to investigate the participants' attitudes towards implementing bilingual classes in HE. The participants were asked to state their degree of agreement to implementing teaching in English at the undergraduate, graduate and postgraduate level respectively on a Likert scale ranging from 'strongly disagree' to 'strongly agree'. The next question required participants to state whether they agree with the implementation of EMI for mandatory, elective or both types of courses respectively. Further, the respondents were asked if they agree that all courses should be taught in both Croatian and English, as well as if they think some courses should be taught in both Croatian and English provided that students have the option to choose the language of instruction. Next, participants were required to express if they agree that EMI could jeopardize the development of Croatian, and also to elaborate on their response. Additionally, the participants were presented with some potential advantages and disadvantages of EMI and were asked to choose which ones they agree with. They were also given the option to provide other advantages or disadvantages that were not already named. Finally, participants were required to provide their opinion on what would be the necessary prerequisites for the implementation of EMI in teaching.

3.3. Participants

The study was conducted among students attending UNIOS, specifically students of the Faculty of Electrical Engineering, Computer Sciences and Information Technology and the Faculty of Humanities and Social Sciences (Department of Information Sciences and Department of Psychology). The sample comprised of a total of 90 students that filled out the online anonymous survey. Out of the 90 students, 46 study at the Faculty of Electrical Engineering, and 44 at the Faculty of Humanities and Social Sciences. Around half (52,2%) of the students were 11-20 years old, and the other half (47,8%) were 21-30 years old. Around half (51,1%) of the participating students were in their first year of undergraduate study, the rest being in their second (27,8%) or third (16,7%) year of undergraduate study, and only a few (4,4%) being in their second year of graduate study.

A majority of the students (84,4%) had been learning English for over 11 years, and a smaller portion (15,6%) had been learning it for 6 to 10 years, from which it can be concluded that all of the students have already had extensive experience in learning and using English. The students' extensive knowledge of and experience with English could be a great asset and prerequisite for the implementation of classes using EMI in HE.
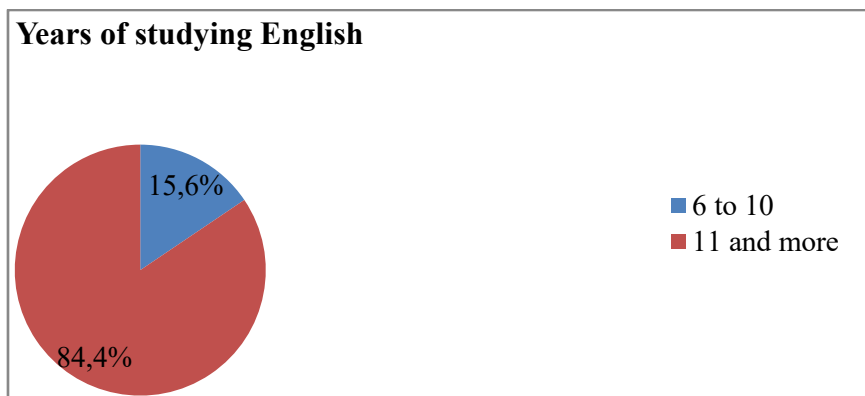
Years of studying English

- 15,6% 6 to 10
- 84,4% 11 and more

Figure 1: Participants' length of studying English

3.4. Results

3.4.1. Participants' self-evaluation

The survey required the participants to self-evaluate their own competencies (understanding, speaking, writing) in English using the CEFR self-assessment grid.

The majority of the participants considered themselves to have a relatively high level of understanding English with 38,9% of the participants evaluating themselves as being level C1, 35,6% as level B2, 18,9% as level C2. Only a few (6,7%) of the participants placed themselves at the lower levels B1 or A2, with no one choosing A1 as their level.

Understanding

- A2
- B1
- B2
- C1
- C2

1% 5% 19% 36% 39%
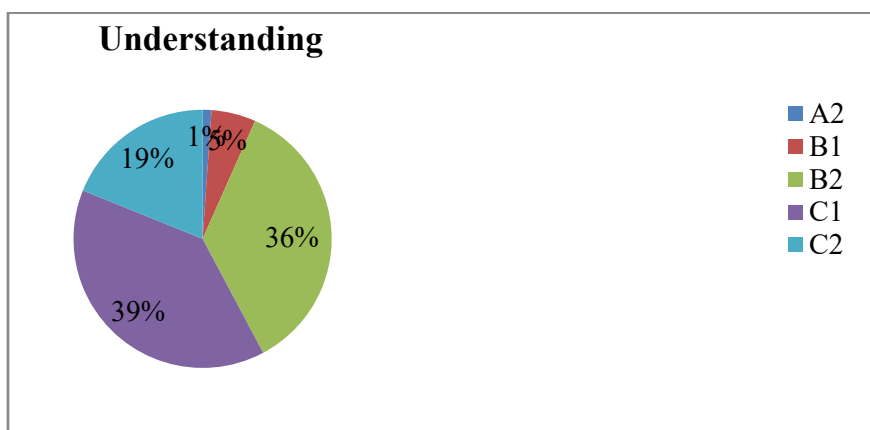
Figure 2: Participants' level of understanding of English

Relating to their competency in speaking English, around a quarter of the participants evaluated themselves as being at a higher level of competency (C1 or C2) with 22,2% choosing C1 and 8,9% choosing C2. Almost half (45,6%) considered themselves to be at the B2 level, and around a fifth (18,9%) said they are at the B1 level. No one placed themselves at the A1 level and only some (4,4%) chose the A2 level. Even though most of the participants still consider their

competency in speaking English to be at a higher level, it is noticeable that they do not deem themselves as skilled in speaking English as they do in understanding it.
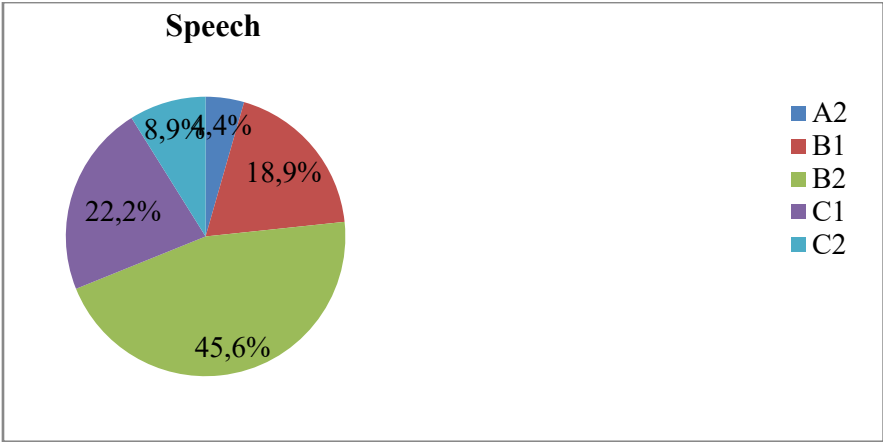
Figure 3: Participants' level of speech in English

The participants' self-evaluation for their competency in writing English showed they consider themselves least competent in writing compared to speaking and understanding, however, a bigger portion of the participants still chose one of the three higher levels (B2, C1, C2) as their competency level. Only 6,7% of participants chose C2 as their level in writing, but 30% chose C1 and 35,6% chose B2. Almost a quarter (24,4%) placed themselves at the B1 level, and only 3,3% at the A2 level. Once again, nobody chose A1 as their level of competency.
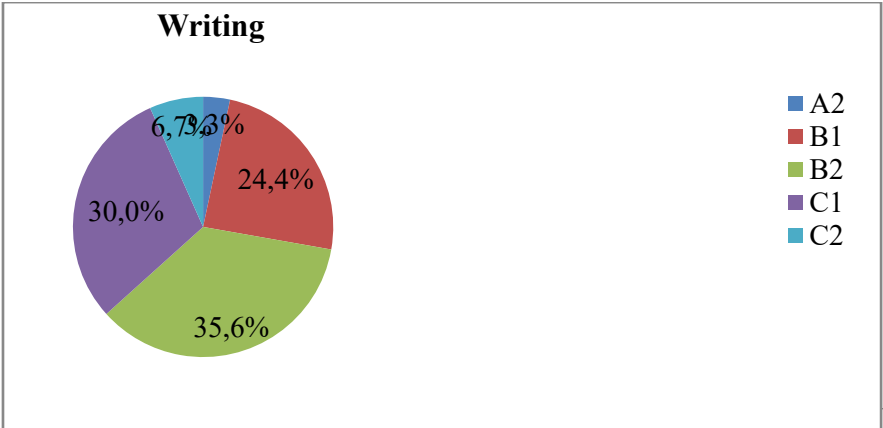
Figure 5: Participants' level of writing English

The next portion of the initial self-evaluation in the survey asked the participants to rate their frequency of using English for professional purposes on a Likert scale from 'never' to 'always'. The participants first estimated their frequency of speaking in English for professional purposes. Only a minority (6,7%) of the participants said they always speak in English for professional purposes. Similarly, only 11,1% chose the option never. Most of the participants

rated their use as more on the average side, as in 'seldom', 'sometimes', or 'often', with around a quarter for each option.

Speaking in English for professional purposes

Never	Seldom	Sometimes	Frequently	Always
10	25	22	27	6
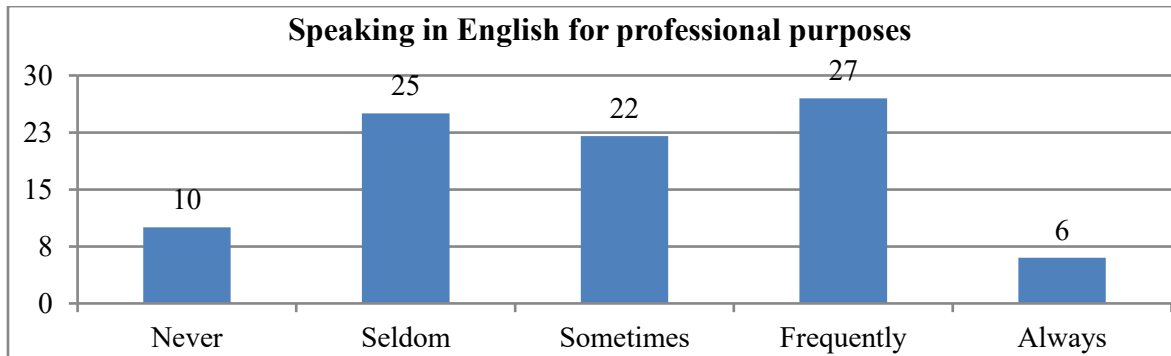
Figure 6: Participants' frequency of speaking in English for professional purposes

Almost half (43,3%) of the participants claimed they seldom write in English for professional purposes, and around a fifth (17,8%) said never. A minority (15,5%) stated their frequency of writing as often or always.

Writing in English for professional purposes

Never	Seldom	Sometimes	Frequently	Always
16	39	21	12	2
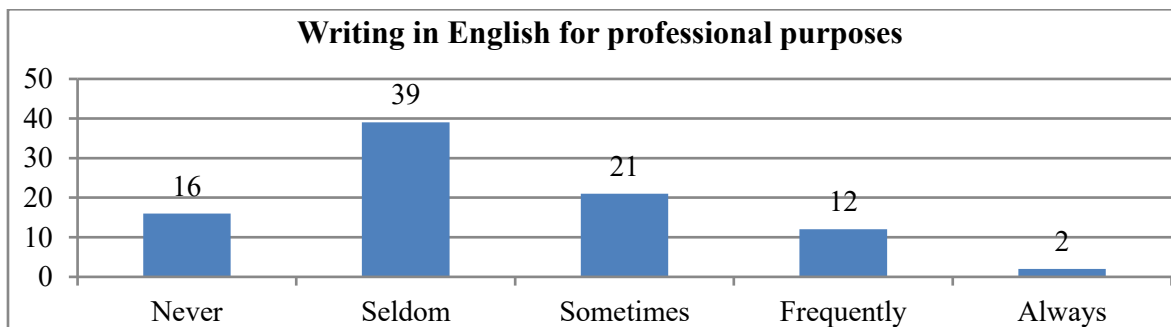
Figure 7: Participants' frequency of writing in English for professional purposes

The frequency for listening in English for professional purposes leaned more towards the higher side. Very few (3,3%) said they never listen in English, while more than half (61,1%) said sometimes or often.

Listening in English for professional purposes

Never	Seldom	Sometimes	Frequently	Always
3	19	28	27	13

Figure 8: Participants' frequency of listening in English for professional purposes

The majority (71,1%) of the participants stated they often or always read in English for professional purposes with only a fifth (21,1%) stating never or seldom.

Reading in English for professional purposes

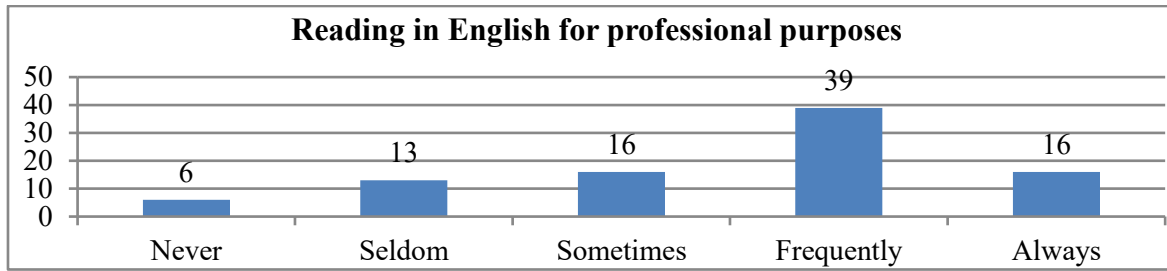|				
Never	Seldom	Sometimes	Frequently	Always
6	13	16	39	16

Figure 9: Participants' frequency of reading in English for professional purposes

Lastly, the participants had to evaluate if they consider their competencies in English adequate enough to attend classes taught in English. A great majority (80%) said they consider their competencies good enough, with only 8,9% saying they do not agree that they are competent enough.

I find that my competencies in English are sufficient to attend classes taught in English.

Strongly Agree	42
Agree	30
Neither agree nor disagree	12
Disagree	3
Strongly disagree	5
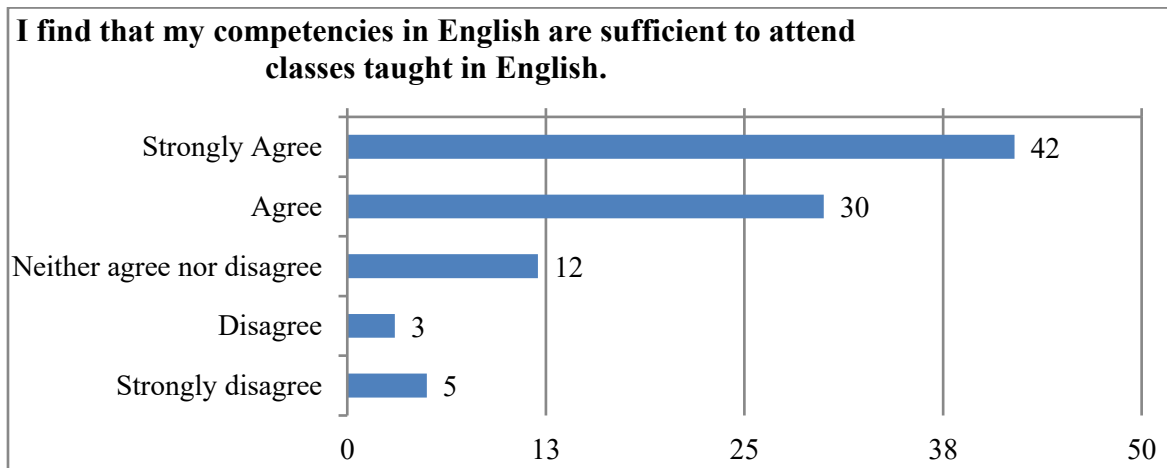
Figure 10: Participants' self-evaluation on competency for EMI classes

3.4.2. Attitudes towards teaching classes in English

The survey first inquired the participants if they would consider it necessary to teach classes using EMI at their respective institution, as well as the reasons for their opinion on the matter. A big part of the participants (41,1%) said they deem it necessary and around a quarter (26,7%) stated it might be necessary in the future. A small portion (10%) of the participants would not find teaching classes in English necessary. Almost a quarter of the participants have stated that they are undecided.

Do you think it is necessary to teach classes in English at your institution?

- Yes
- Maybe in the future
- I don't know
- No

10,0%

41,1%

22,2%

26,7%
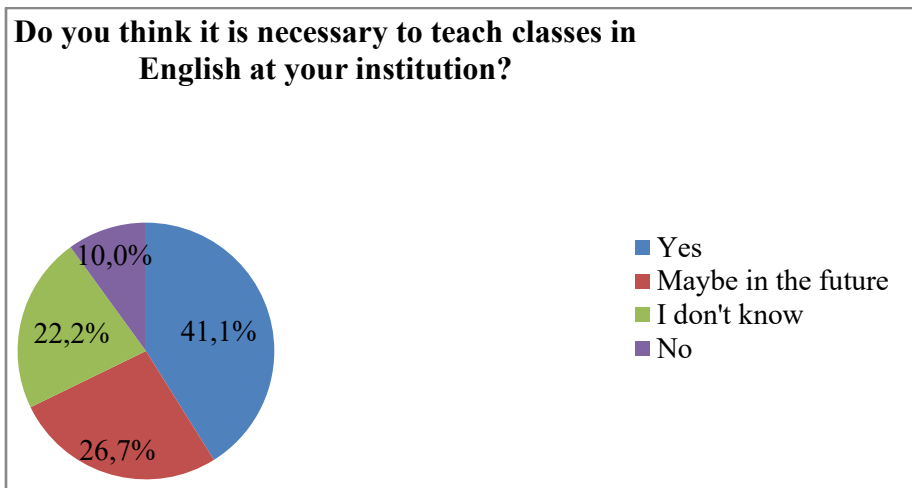
Figure 11: Participants' opinion on the necessity of EMI classes at their respective institution

When asked whether they would be interested in attending classes taught in English, there were more participants who expressed that they would be interested (68,9%) than those that would not (32,2%), however, the number of disinterested participants is not insignificant.

Are you interested in attending classes taught in English?

- Yes
- No

31,9%

68,1%

Figure 12: Participants' interest in attending EMI classes

A great part (81,1%) of the participants consider it possible to teach classes in English at their respective institutions, however, a fifth still did not deem it possible.

Do you think it is possible to teach classes in English at your institution?

19,8%

80,2%

■ Yes
■ No
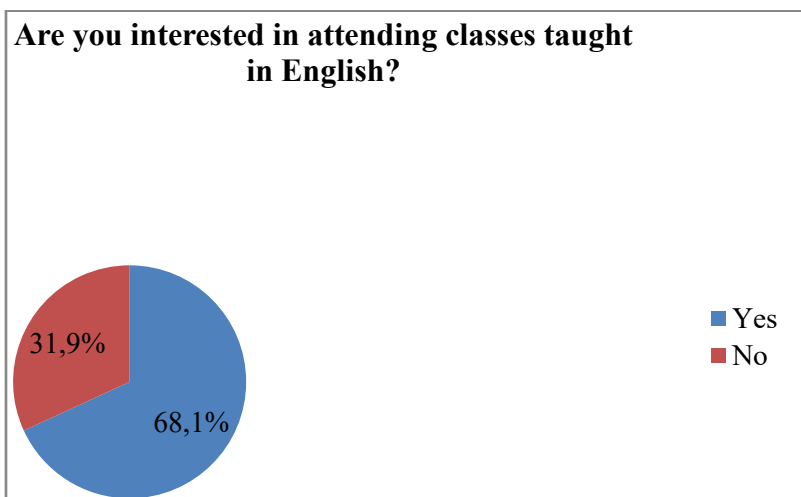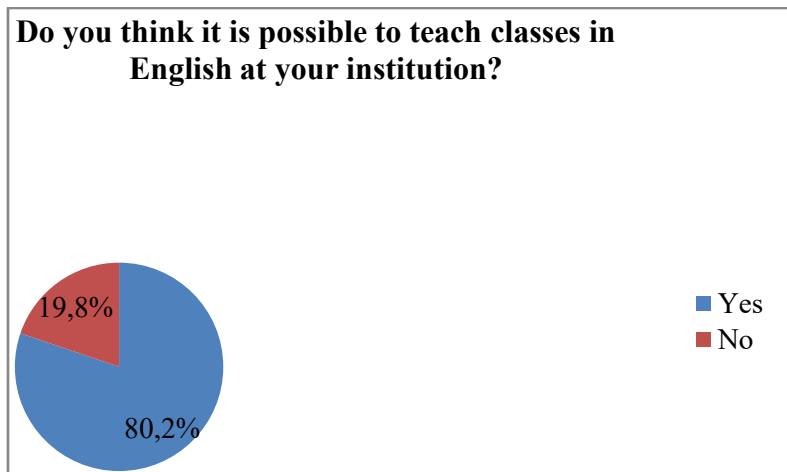
Figure 13: Participants' opinion on the possibility of EMI classes at their respective institution

The survey then requested the participants to express their attitudes towards the implementation of bilingual classes in higher education in a more concrete way. The question required the participants to state their agreement or disagreement (from strongly disagree to strongly agree) on whether teaching in English should be implemented at the undergraduate, graduate and postgraduate level respectively. About half (52,3%) expressed that they agree or strongly agree to the implementation of EMI at the undergraduate level, and 36,7% disagreed or strongly disagreed, while a fifth (21,1%) stated their indifference.

Undergraduate study

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	10	14	19	15	33

Figure 14: Participants' opinion on implementing EMI classes at the undergraduate level

Concerning the implementation at the graduate level, more participants (66,7%) agreed to it than at the undergraduate level, and much less (13,3%) disagreed. There was still a fifth that remained indifferent.

Graduate study

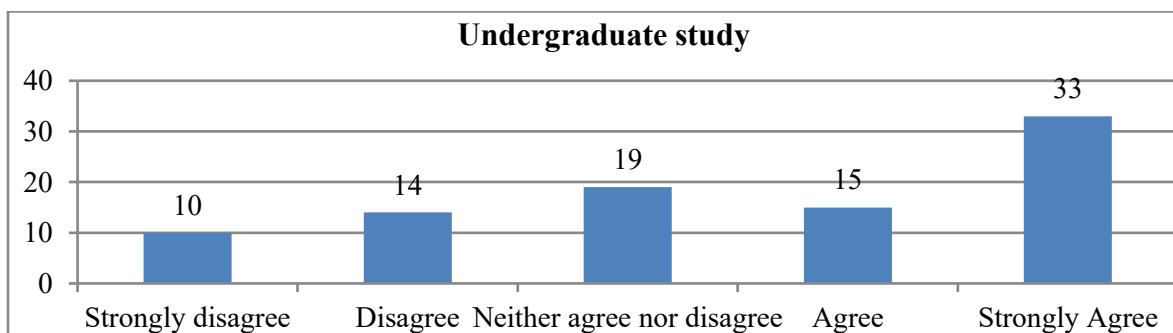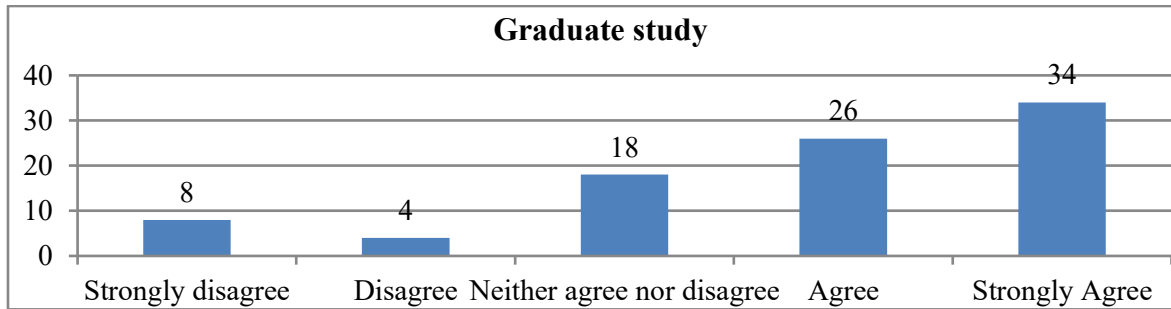|				
8	4	18	26	34
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Figure 15: Participants' opinion on implementing EMI classes at the graduate level

The biggest amount (68,9%) of participants agreed with the implementation of EMI in teaching at the postgraduate level, while only 14,4% disagreed. This information shows the postgraduate level would be the most appropriate for EMI in teaching according to the students' opinions.

Postgraduate study

11	2	15	11	51
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
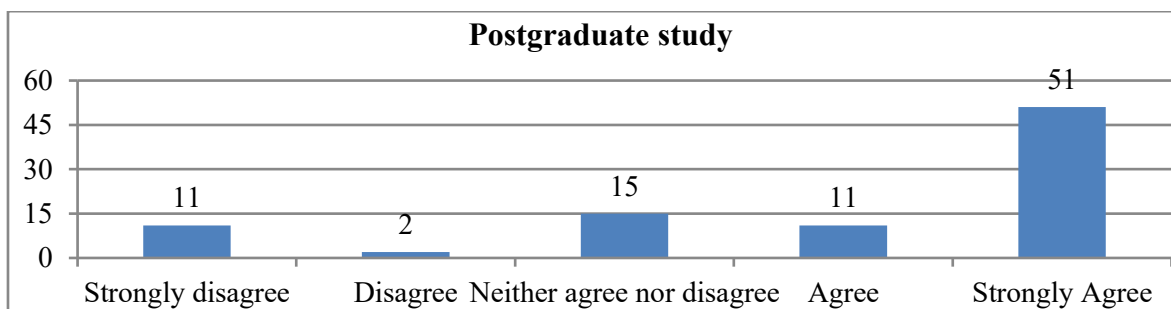
Figure 16: Participants' opinion on implementing EMI classes at the postgraduate level

Moving on, the survey required the respondents to state their degree of agreement to whether they think EMI should be used in mandatory courses, elective courses, or both. Just over a quarter (26,7%) neither agreed nor disagreed with EMI in mandatory courses. Just under a fifth (18,9%) of the respondents agreed to it, among which only 14,4% strongly agreed, while the biggest portion (40%) of the participants disagreed or strongly disagreed.

Mandatory Courses

19	17	24	17	13
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Figure 17: Participants' opinion on implementing EMI for mandatory courses

Just over half (55,6%) of the respondents responded positively to elective courses being taught with EMI.

Elective Courses

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Value	10	10	20	26	24

Figure 18: Participants' opinion on implementing EMI for elective courses

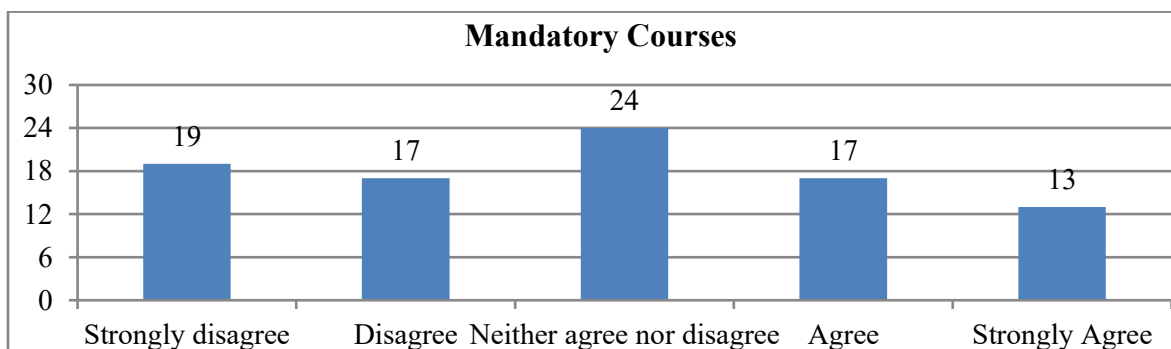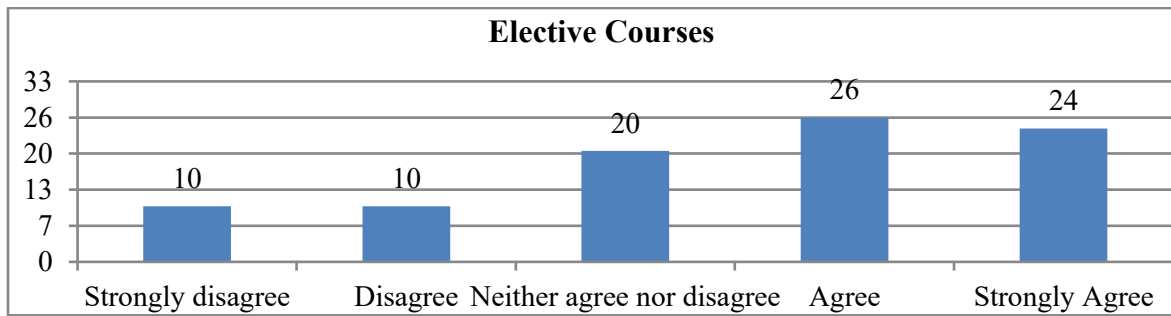In terms of both mandatory and elective courses being taught in English the respondents were mostly evenly split between opinions with a third (32,2%) of the participants not agreeing nor disagreeing, and the same being for agreeing and strongly agreeing (31,1%), as well as disagreeing and strongly disagreeing.

Both mandatory and elective courses

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Value	22	11	29	15	13
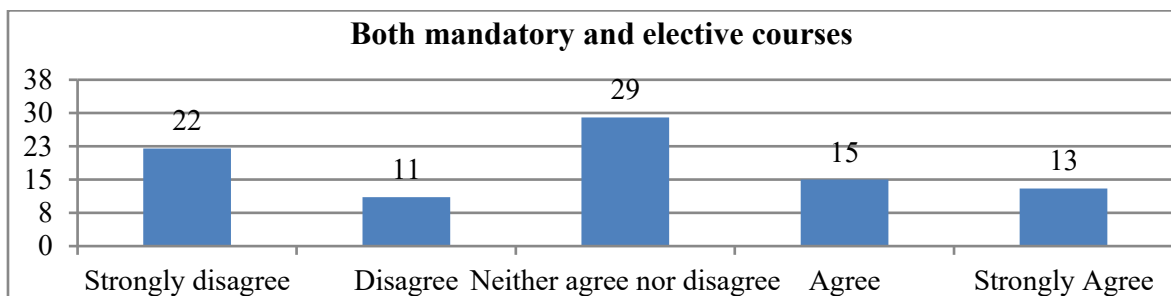
Figure 19: Participants' opinion on implementing EMI for both mandatory and elective courses

Afterwards, the participants needed to declare whether they agree with the statement that all courses should be taught in both Croatian and English. Most of the respondents either agreed or strongly agreed to this statement (47,8%), yet not a much smaller number (32,2%) disagreed or strongly disagreed. A fifth neither agreed nor disagreed.

All courses should be taught in both Croatian and English

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Value	18	11	18	17	26
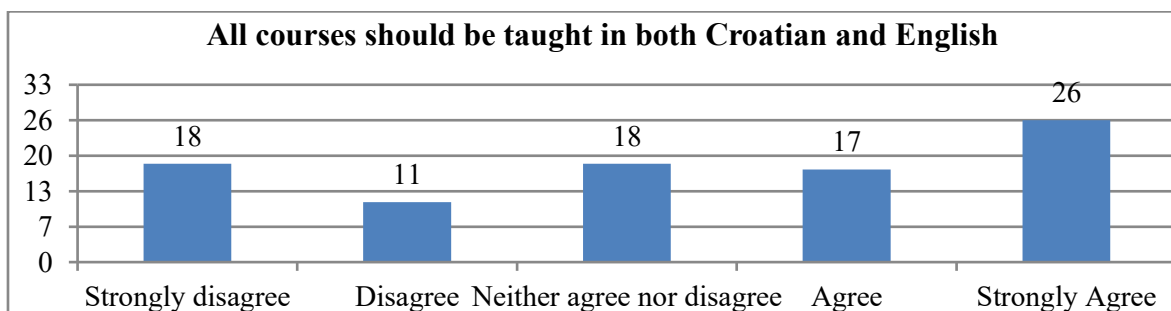
Figure 20: Participants' opinion on implementing EMI for all courses

The statement the participants had the most unified agreement to was stated as such: 'Assuming that students have the option of choosing the language of instruction, some courses should be taught in both Croatian and English.' Just over half (53,3%) of the respondents strongly agreed with the statement and almost a quarter (23,3%) agreed. Only some (12,2%) disagreed or strongly disagreed.

Assuming that students have the option of choosing the language of instruction, some courses should be taught in both Croatian and English.

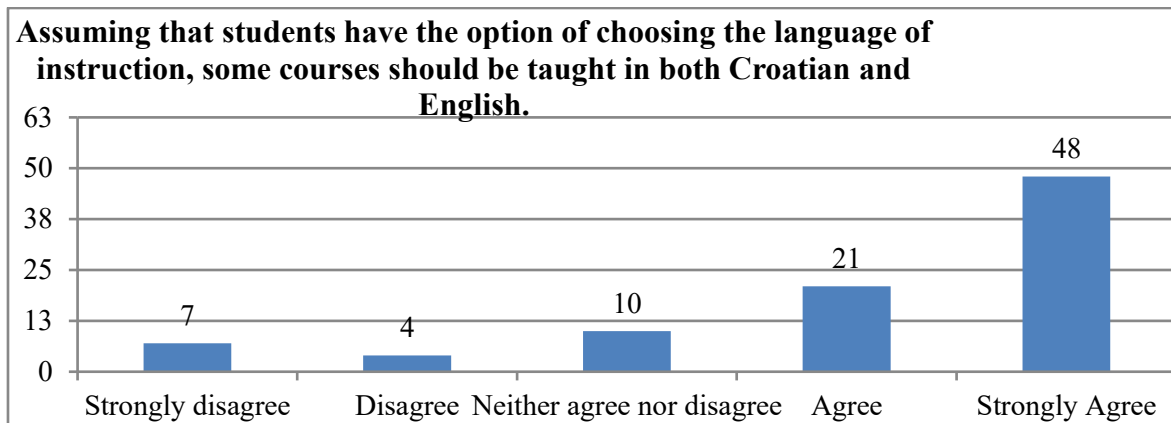|				
7	4	10	21	48
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Figure 21: Participants' opinion on implementing EMI for some courses, provided the students have the option to choose the language of instruction

The survey then brought up the opinion that the introduction of EMI might jeopardize the development of the Croatian language. Just over a quarter (26,7%) of the respondents agreed or strongly agreed with this statement, yet a similar amount (26,7%) neither agreed nor disagreed. Almost half (47,7%) of all respondents disagreed or strongly disagreed.

Do you think that the introduction of English as a medium of teaching would jeopardize the development of the Croatian language.

22	21	23	14	10
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
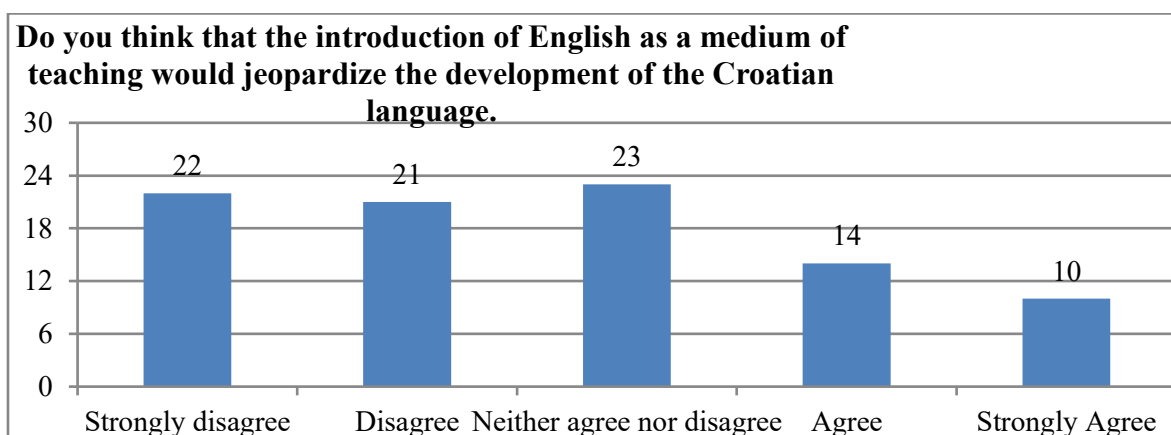
Figure 22: Participants' opinion on if the implementation of EMI could jeopardize the development of the Croatian language

Furthermore, the survey provided the participants with some potential advantages, as well as disadvantages of teaching classes in English, and requested them to select the ones they agree with. The four most popular potential advantages were: 'Improving communication competencies in English' (83,3%), 'Improving opportunities for international cooperation, mobility and international visibility' (81,1%), 'Greater opportunities for work and education abroad' (77,8%), and 'Improving the competitiveness of the University with the aim of better positioning in the European educational and research area'(75,6%).

Potential advantages of teaching in English

Greater competencies in academic writing in English and publishing in foreign journals

Greater opportunities for work and education abroad

Greater use of literature in English

Improving communication competencies in English

Attracting foreign lecturers

Attracting foreign students

Improving opportunities for international cooperation, mobility and international visibility

Improving the competitiveness of the University with the aim of better positioning in the European educational and research area
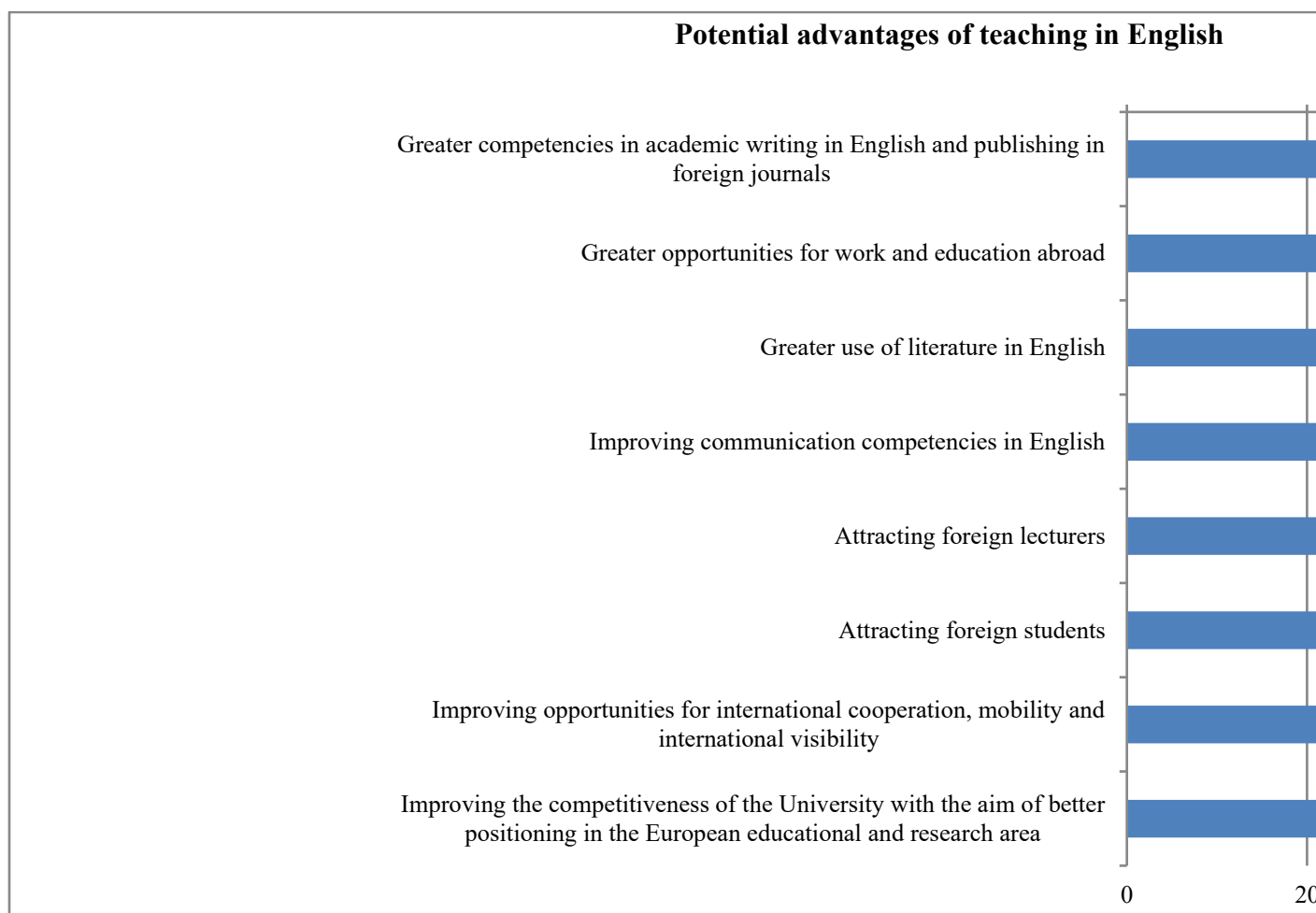
0   20

Figure 23: Participants' opinions on potential advantages of EMI

In terms of the potential disadvantages, the one the greatest number (77,8%) of respondents was concerned about went as such: 'Potentially poorer academic achievement of students due to insufficient knowledge of English'. The second most frequently selected potential disadvantage was 'A more superficial approach to teaching materials due to insufficient English language competencies of both teachers and students'. The least amount (50%) of respondents worried about potentially 'More time required to attend classes', in spite of that this potential disadvantage cannot be dismissed as irrelevant because the amount of respondents that picked it was still half of the whole sample.
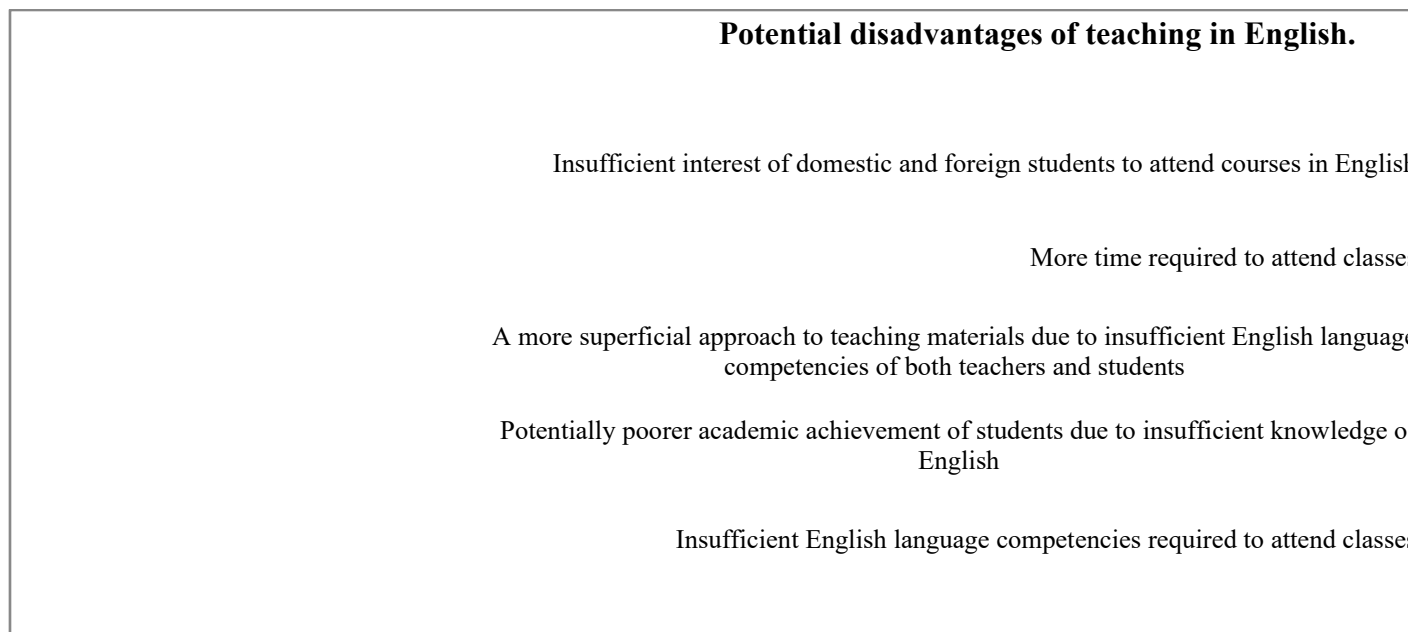
Potential disadvantages of teaching in English.

Insufficient interest of domestic and foreign students to attend courses in English

More time required to attend classes

A more superficial approach to teaching materials due to insufficient English language competencies of both teachers and students

Potentially poorer academic achievement of students due to insufficient knowledge of English

Insufficient English language competencies required to attend classes

Figure 24: Participants' opinions on potential disadvantages of EMI

4. Discussion

This section of the thesis aims to further delve into the results of the study performed and the possible reasons for how the results look, as well as the possible implications of the results of the study. Considering how all of the respondents stated that they have been studying English for over six years, most of them even over eleven, it can be concluded that UNIOS has a quite adequate base in terms of the students' prior experience for the implementation of EMI, as its students have many years of experience using English in the classroom. Looking at the results of the students' self-evaluation of their competencies in English, it can be seen that the students have a relatively above average knowledge of English, showing another positive aspect of the necessary groundwork for the implementation of EMI. However, when it comes to the results of how often the students use English for professional purposes, which is a necessary aspect in the experience of using English for the successful implementation of EMI, a worryingly high amount of respondents expressed that their frequency of active use (speaking and writing) of English is low. This does not lay a good foundation for the successful use of English in classes if the students are required to actively participate. On the other hand, a relatively high amount of respondents stated that they have a relatively high frequency of using English passively (listening and reading) for professional purposes. This is likely because a large part of the literature for the academic classes the students are already attending is written in English, as the participants stated in some of their responses, given their study programmes are psychology and information sciences, as well as computer sciences, science fields which commonly

communicate in English. This can be seen as a positive foundation of the students' experience with using English because classes taught using EMI would of course have all of their necessary course materials in English. Finally, a large amount of students agreed that their competencies in English are sufficient enough to successfully attend classes that would be taught using the English language. In spite of that, the almost one in ten students that do not evaluate their competencies as good enough cannot be ignored, especially if it is considered that the implementation of classes using EMI in university would possibly entail those classes to be mandatory.

Next, the respondents were required to provide a short response in order to elaborate on their attitudes on whether it is necessary to implement classes using EMI at their institution. Among the respondents that explained their agreement to the current necessity of EMI by far the most popular reason was that in today's time English is considered a world language and that the knowledge of English is necessary or at least a great advantage for the students' professional future. Another very prominent response among the respondents states how English is a great asset for communication in general.

- o 'Because today at least a basic knowledge of English is a must. We have to keep perfecting it.'

- o 'English is a global language, so everyone needs to be competent'

- o 'English is a universal language and is needed in the scientific community, and intelligence develops faster and more when we think, write and speak two languages.'

- o 'English has become a world language. The more we practice and understand it the better it is for us in both professional and private life.'

Another very common given response was that EMI in classes would be necessary for the foreign exchange students attending the university:

- o 'For greater opportunities for student exchange'

- o 'Primarily for ERASMUS students'

- o 'In order for foreign citizens who do not understand the Croatian language to attend classes and to keep pace with other foreign universities where English classes are already taught.'

- 'Since the faculty is included in Erasmus +, teaching in English is necessary because of students who come from other countries and do not understand Croatian, but I also think that teaching in English would be a good way to develop communication skills and handling the language itself.'

This shows a common misconception of EMI classes in that they are only necessary if the students attending them come from foreign countries and would not be able to attend classes taught in the native language of the location. A different study has also shown that some teachers also "describe the lack of foreign students as a problem." (Drljača Margić and Vodopija-Krstanović, 2015: 58) An effort should be made in order to dismantle this misconception by providing more information to the students and educating them on all the other possible benefits of using EMI in the classroom for even the students who are normally able to attend classes in the native language of the location.

A significant amount of the responses also highlighted the fact that a large portion of the necessary materials for the academic subjects the students are already learning about is literature written in English, this particular response most often coming from students attending a programming course:

- 'Most of the literature for the seminars is in English'

- 'All books and programming guides (from web pages to more complex programming languages) on the Internet are in English'

- 'Because most of the literature comes from other countries and this area of the profession requires a lot of communication in English.'

A great amount of the learning materials being written in English also suggests the fact that once the students graduate, if they want to continue working in the same field that they studied in, they will most likely be required to do professional work in English. Based on this, the implementation of classes using EMI could provide excellent groundwork for the students' professional future.

> "Most academic research is published in English (about 94 per cent of research in international, high-impact publications is in English). So if students want to stay current with their field, it makes sense for them to learn in English, given that the content is mostly in English. In many technical fields, much of the content and vocabulary is also in English, as are students' dissertations and research." (Galloway, 2017a)

There were not many respondents who expressed their disagreement to the necessity of EMI classes, however, there were some and their elaborations on their opinion were quite varied, though at their core, most of the responses came from a place of feeling that EMI would be unnecessary because their mother tongue – Croatian – is enough. One respondent expressed that they 'believe that it is necessary to use the mother tongue of every country, especially in institutions such as schools, colleges and the like' and another justified their opinion by bringing up the fact that 'English is not our official language'. One respondent posed the following question: 'Isn't teaching in Croatian enough?' These responses show that some students either don't feel a need for any of the possible benefits of EMI classes, or they aren't yet aware of them. There was one response stating the following: 'If there is not a sufficient number, say over 10%, of citizens from foreign countries at the university (this does not include the countries of the former Yugoslavia) there is no need for that.' This response again brings up the misconception that classes using EMI can only be beneficial to international students. All of this accentuates the fact that students in general should have more information available to them on what exactly EMI is and what it entails.

This misconception was once again clearly apparent through the elaborations of students who stated they think EMI classes could be necessary in the future – many of them explaining that a possible increase of exchange students would be the reason for the implementation of classes using EMI:

- o 'When the number of foreign students who are not able to follow the lectures held in the Croatian language would increase'

- o 'To provide opportunities for foreign students to attend classes'

- o 'Faculty study programs require fundamental changes in order to attract potential students from abroad. Only then can we talk about introducing classes in English.'

- o 'Teaching in English will be required when there are more students from other countries, e.g. students coming to the faculty through the Erasmus program.'

Others who considered EMI classes only necessary for the future brought up similar reasons to those given by respondents who agreed with the necessity of EMI classes at the current time – mobility, employability, current literature in English:

- 'Technology is constantly advancing, especially in the field of ICT and it is necessary to always keep pace with technology, to follow trends in the world of technology in which the English language prevails and therefore teaching in English could be very useful because students would be even better prepared for the labour market.'

- 'By teaching in English, students acquire additional knowledge and become more competent in the labour market, both domestic and foreign.'

- 'I believe that we could start with that a little later, since in the field we study most of the terms are in English and a large part of the literature is also in English.'

- 'There is more and more literature in English, scientific papers are mostly published in English so that as many people as possible reach them and further develop the idea, for this reason, among other things, in scientific terms it is necessary to include more language in science.'

- 'We will need English especially if we do not intend to stay in Croatia for the rest of our lives.'

Next, participants were inquired whether they would be interested in attending classes taught in English, and were asked to elaborate on their response. Most of the participants in this study stated that they would be interested, which is a surprisingly positive result when compared to the largely negative response from a previous study at UNIRI where it was found that "eighty per cent of the participants are either not willing to attend any courses in English (32 per cent) or are willing to take only a few (48 per cent)." (Drljača Margić, Vodopija-Krstanović, 2017: 55) This jarring difference in results accentuates the fact that students of different fields of study or different universities do not necessarily hold the same opinions on EMI. Out of the respondents that expressed interest, many of them elaborated on it by stating that EMI classes would improve their competency in using English in general, but especially for their field of study:

- 'Because I think that in this way I would improve my knowledge of English without having to attend certain courses.'

- 'Expansion of vocabulary, perhaps a higher reputation outside the country if the employer sees that part of the classes were attended in English'

o   'Extended vocabulary, better competencies in the future, listening to subjects in English that are normally taught in Croatian would be very interesting.'

o   'We would know English better, especially the academic style, so we would be more competent and have more opportunities.'

The respondents also noted how this would improve on the students' mobility and employability in foreign countries:

o   'I love English, I want to gain competence that will one day take me to a world where I hope to contribute my knowledge to changes in Croatia and the world, it has always been my dream to work traveling around Europe and I think that such classes can make it possible, and more interesting I have such classes'

o   'To gain a broader perspective and if I decide to develop professionally in one of the English-speaking countries, teaching in English would be very useful to me.'

o   'I believe that this would enable me to have a higher level of competence for studying or employment outside the borders of the Republic of Croatia'

Several students also responded by expressing that they feel EMI classes would better familiarize them with technical terms in their field of study, which would in turn improve their competencies and their fluency (in English or in general for their field of work):

o   'Learn technical terms and things that are currently being learned to make it easier to find literature online.'

o   'The use of English for me is of primary importance in a company, it is easier for me to deal with expressions related to the direction I attend'

o   'I think that in this way I will become familiar with the technical terms that will be useful for me when working in foreign countries and when reading / writing papers.'

Among the elaborations given by respondents who were disinterested in attending EMI classes, the most prominent reason given was that attending classes using EMI would only make learning harder for them, because some students might not have sufficient enough knowledge of English and it would be much easier for them to understand classes taught in their mother tongue:

- o 'Because it is unnecessary because some students may not know English well enough to listen to instruction with understanding.'

- o 'I feel that my knowledge of English is not good enough to attend classes in English.'

- o 'It is much easier to learn and write in your mother tongue.'

- o 'Better understanding in the mother tongue'

- o 'It would be very difficult to follow technical terms with the knowledge of primary and secondary school. In case the primary and secondary school have more subjects in English at the required level this would be possible and easier.'

These responses accentuate the fact that even though a majority of students reportedly have a relatively high competency in English, there are still those who would find it difficult to attend classes purely taught through English and they cannot be ignored when considering the possible implementation of EMI. This would entail the EMI classes to not be mandatory for all students because it would make studying much harder for some students, or otherwise it would be necessary to build a more solid foundation for the knowledge of English among students before putting them in EMI classes – either through more thorough English education in primary and/or secondary school, or through English classes at at least the undergraduate level in the university.

Further, participants were asked whether they think it would even be possible to teach classes at their respective institution, as well as to provide a short elaboration for their answer. The previously mentioned study at UNIRI has found that "most of the students" that participated in that particular study "do not perceive the implementation of EMI to be feasible" (Drljača Margić, Vodopija-Krstanović, 2017: 57) with only 4% of respondents saying they think it would be possible to offer courses in English. There is once again a sharp contrast between the results of these two studies. The great majority of respondents for the present study stated that they think it would be possible to teach classes in English at their institution. Among those, some elaborated that it would be possible because they believe the teachers are competent enough in their knowledge of English:

- o 'I think we have the sufficiently skilled teachers and materials to teach English successfully.'

- o 'Most teachers boasted that they have given lectures at conferences / colleges outside the country so I think they are able to give classes'

- o 'Most teachers and students know and speak English and it would be a refreshment for classes.'

The point of the teaching and learning materials for the classes largely being in English was brought up once again:

- o 'Most of the material being worked on (programming) is already written in English by itself. Also the documentation and best materials for various programming languages and programs in general (e.g. MATLAB) are written in English.'

- o 'In technology, especially in ICT, a large number of terms are taken from the English language so teaching can be conducted in English without major problems.'

- o 'Keywords in programming languages are in English, a lot of literature is in English, etc.'

A big part of the elaborations given for why it might not be possible to implement EMI classes actually contradicts some of the responses for the opposite opinion. Here, some respondents expressed that they believe the teachers actually would not be competent enough to fully teach classes using only English:

- o 'Insufficient number of professional staff who could easily conduct classes in English without any problems'

- o 'I believe that most teachers currently have an inadequate level of English language proficiency for teaching in English.'

- o 'I think that teachers know English well, but not at the teaching level so that they can teach any course in English'

This contradiction might be explained with the possibility that different students each have their own idea of the level of knowledge of the English language which would be needed for teachers to successfully utilize EMI in classes. Another study has also noted how students tend to hold certain "expectations regarding standards of teaching performance." (Drljača Margić and Vodopija-Krstanović, 2018: 37)

In the next part, data was collected on whether students thought the implementation of EMI could potentially jeopardize the development of their mother tongue – Croatian. This topic was brought up in previous research: "It is feared that the promotion of EMI may pose a threat to other languages and endanger their development; it may also bring into question their prestige and viability for research and teaching purposes." (Drljača Margić and Vodopija-Krstanović, 2017: 19, Gradečak, Varga 2019) The respondents seemed to be quite divided on this topic with only a slightly higher lean towards the side of the opinion that it wouldn't. A lot of the concerns brought up from those who think that Croatian would be jeopardized have to do with the fear that people would start to use anglicisms more and more, and Croatian terms less and less, resulting in the stunted development of professional Croatian as well as possibly people opting to use more English that Croatian even in informal situations:

- o 'It would sound strange if every other word were loanword, it is sometimes difficult to grammatically adapt professional terms'

- o 'The Croatian language is already endangered in some way due to the age of the Internet. Much of the content is in English, so young people increasingly have the will and desire to express themselves in English. In the business world, this is very useful, but for the private it is not smart. I think we should nurture our own language.'

- o 'There is a possibility that students out of habit would start using anglicisms more and more'

- o 'If students do not encourage the development of the Croatian language, there is no one else. If they speak English and listen to classes in English, the Croatian language will be gradually endangered.'

Other respondents who were of the opposite opinion did not seem to mind the fact that Croatian uses certain terms borrowed from the English language and they do not think it would affect the general development of Croatian in any significant manner because people would either way still use Croatian in most other situations other than professionally:

- o 'We are already using loanwords for much of the professional terms, creating neologisms is not the solution for everything'

- 'I think that it would not jeopardize the development of the Croatian language because many professional terms are taken from the English language anyway, and in our free time we would still use Croatian.'

- 'Learning a foreign language in any case helps the individual and has no impact on the mother tongue and its development. If every course is taught in English, it does not mean the Croatian language would stop being spoken.'

This would mean that the students are not aware that the use of Croatian only in their free time is "insufficient for the advancement of a language in elite domains such as academia." (Drljača Margić and Vodopija-Krstanović, 2017:110)

Some students expressed that they hold the perception that learning in a foreign language would in fact improve and expand the students' thinking and learning abilities in general:

- 'One language would not suppress another but on the contrary, the quality of thinking and writing in both languages would be improved.'

- 'English would nurture the Croatian language and the constant switch from Croatian to English requires full attention and develops new abilities.'

- 'English would not replace Croatian, but students would only expand their knowledge and skills'

In the following section, participants were given the option to provide their own potential advantages of EMI, however no one chose to do so. The participants were also given an option to suggest their own potential concerns. One respondent expressed that 'we would neglect our own language, which is not good for the language or the culture or the people.' Another respondent seemed to express some xenophobic tendencies by pointing out 'attracting foreign students to Osijek' as a potential disadvantage. Others communicated their concern about the potential 'insufficient competencies of most teachers for teaching in English', as well as possibly some 'teachers who do not want to teach in English.'

Lastly, the participants were asked what would be the necessary prerequisites for implementing classes taught in English in their own opinion. The topic brought up most frequently was the need for 'competent teachers', i.e. teachers that have an adequate enough knowledge of English to be able to use it in teaching. Some of the comments provided are:

- o 'That all teachers know English well enough for teaching (they currently do not)'

- o 'The biggest problem is teachers and assistants. Most students (certainly over 90%), at worst, speak English well enough to attend classes. Teachers and assistants are arguably the biggest barrier.'

- o 'Sufficiently educated teachers with good lecture materials.'

Many respondents brought up the suggestion of implementing some sort of standardized test to establish whether the students have adequate skills in English to be able to attend or teach classes in English respectively:

- o 'Taking an exam to gain insight into the English language skills of a student'

- o 'Minimally passed B2 category in English maybe even C1'

- o 'Standardized minimum prior knowledge of English for enrolment'

- o 'At least 8 years of learning English, passed A level of matriculation in English'

Further, many respondents expressed the need for additional or 'better' classes of English in prior education, i.e. primary and secondary school:

- o 'Better English language classes in elementary and high school and student motivation'

- o 'Increased use of English in earlier educational institutions, the language should enter a certain level of use and understanding with the majority of the population'

- o 'Additional English language education for lecturers. Additional English language instruction for younger students to better prepare for English language instruction in older years.'

Naturally, many of the responses also mentioned the need for a good enough prior knowledge of English, as well as the need for students to express interest in EMI classes:

- o 'Pre-knowledge of English'

- o 'Good understanding of English'

- o 'Good knowledge of English and a sufficient number of interested students'

- ○ 'Good knowledge and understanding of the English language and interest in that way of teaching.'

5. Conclusion

The widespread use of the English language worldwide as a lingua franca is certainly undeniable. With English nowadays being considered almost a necessary prerequisite for employees in many professional fields, it is only natural that the English language has become a great part of education globally as more and more universities worldwide seek to internationalise their institution. The interest in EMI is also apparent in the increasing number of academic studies done on the topic of EMI. As there are several studies previously done on the attitudes of teachers towards EMI, the present study was performed to gain a better insight into the attitudes of students, in this case students attending UNIOS, and how their attitudes can affect the possible implementation of EMI and any other implications of the found data.

There are, however, some limitations to the presented study, primarily the small sample. The number of participants is not very large, and only students from two faculties participated. Therefore, the results of this study cannot be generalised. For a deeper understanding of the phenomenon of EMI, a larger sample and a detailed analysis of responses according to the field of study should be employed. For further research, the attitudes of students in other fields of study should be looked into as well.

The results of the current study have shown that, for the most part, students think of their competencies in English to be above average, which would provide a really good foundation for the implementation of EMI in UNIOS, as a certain level of knowledge in English is certainly needed for the students to be able to successfully follow the teachings. Many students also considered their level of English to be sufficient to attend EMI classes and many have expressed interest in it as well. On the other hand, there was still a number of students expressing disinterest as well as concerns claiming that it would be much more difficult to attend classes in English than their mother tongue. These students certainly cannot be ignored if planning to implement classes using EMI. If they were to be implemented immediately, they should not be mandatory for all students. The solution would be to make the EMI classes optional, or a more complex solution would entail a more thorough instruction of English in primary and secondary schools, or at least at the undergraduate level at the university level, to build better groundwork for further improvement.

Some results have shown that students hold some misconceptions and misinformation on the concept of EMI, namely that EMI is only useful for international students who cannot attend classes in the mother tongue of the location. However, because EMI itself is a relatively new phenomenon it is no surprise that some uncertainties, confusion, or misunderstandings relating to EMI and everything it entails still exist. A solution could be to try to ensure a better understanding of EMI and its attributes among students by providing them with more information about it at their institutions.

In conclusion, it seems that a full implementation of EMI would have to wait for at least a short while, as it seems that there is still a fraction of students who would not consider themselves to be fully ready or prepared to attend classes using EMI and successfully learn at the present time. However, the situation is certainly looking up for the future as a greater part of the students has expressed a rather positive attitude and increasing interest toward EMI.

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Appendix 1.

UPITNIK O STAVOVIMA STUDENATA O IZVOĐENJU NASTAVE NA ENGLESKOM JEZIKU NA SVEUČILIŠTU U OSIJEKU

Poštovani kolege,

Cilj je ovog upitnika istražiti stavove studenata vezano za mogućnosti i potrebe izvođenja nastave na engleskom jeziku na Sveučilištu u Osijeku, što je u skladu sa strateškim ciljem internacionalizacije Sveučilišta te njegovog boljeg pozicioniranja u Europski prostor visokog obrazovanja (EHEA).

Ispunjavanje ankete traje 10 minuta. Vaši rezultati će nam pomoći u stjecanju boljeg uvida u stavove studenata oko izvođenja nastave stručnih (nejezičnih) kolegija na engleskom jeziku te će nam poslužiti kao podloga za razvijanje sveučilišnih i stručnih studijskih programa, kao i cjeloživotnih programa usavršavanja jezičnih kompetencija nastavnika i osposobljavanja za izvođenje nastave na engleskom jeziku.

Ispunjavanje ankete je u potpunosti anonimno. Prikupljeni podaci koristi će se za izradu diplomskog rada u sklopu kolegija "Analiza pogrešaka i nastava stranog jezika" na Diplomskom studiju engleskog jezika i književnosti – nastavnički smjer Filozofskog fakulteta u Osijeku,

Zahvaljujem vam na uloženom vremenu i trudu, kao i svim povratnim informacijama.

Brigita Miling,

studentica 2. godine na Diplomskom studiju engleskog jezika i književnosti – nastavnički smjer Filozofskog fakulteta u Osijeku

I OSNOVNI PODACI

Molimo odgovorite na sljedeća pitanja:

1. Molimo označite kojoj dobnoj skupini pripadate:

    11-20

    21-30

    31-40

2. Molimo navedite naziv fakulteta/odjela/centra na kojem trenutno studirate:

_____

3. Na kojoj ste godni studija:

   1. preddplomskog

   2.

   3.

4. Koliko godina učite engleski jezik:

   a) 1-5

   b) 6-10

   c) 11 i više godina

5. Koristeći Ljestvicu samoprocjene Zajedničkog europskog referentnog okvira (ZEROJ), molimo procijenite svoje vještine iz engleskog jezika:

   a) Razumijevanje

   | A1 | A2 | B1 | B2 | C1 | C2 |

   b) Govor

   | A1 | A2 | B1 | B2 | C1 | C2 |

   c) Pisanje

   | A1 | A2 | B1 | B2 | C1 | C2 |

6. Molimo procijenite koliko često:

a) govorite na engleskom jeziku u profesionalne svrhe (čitanje strane literature, pisanje na engleskom jeziku, komunikacija na stručnim skupovima, suradnja s inozemnim partnerima isl.)

nikad rijetko ponekad često uvijek

b) slušate na engleskom jeziku u profesionalne svrhe

nikad rijetko ponekad često uvijek

c) pišete na engleskom jeziku u profesionalne svrhe

nikad rijetko ponekad često uvijek

d) čitate na engleskom jeziku u profesionalne svrhe

nikad rijetko ponekad često uvijek

II SAMOPROCJENA KOMPETENCIJA POTREBNIH ZA POHAĐANJE NASTAVE NA ENGLESKOM

JEZIKU

Molimo procijenite koliko se slažete s navedenom tvrdnjom:

1. Smatram da su moje kompetencije iz engleskog jezika dovoljne za pohađanje nastave na engleskom jeziku.

a) u potpunosti se ne slažem

b) ne slažem se

c) niti se slažem, niti se ne slažem

d) slažem se

e) u potpunosti se slažem

III STAVOVI PREMA IZVOĐENJU NASTAVE NA ENGLESKOM JEZIKU

1. Smatrate li da je **potrebno** izvoditi nastavu na engleskom jeziku na Vašoj instituciji?

    a) Da

    b) Ne

    c) Ne znam

    d) Možda u budućnosti

2. Ako smatrate da je potrebno, molimo ukratko objasnite zašto je potrebno uvesti izvođenje nastave na engleskom jeziku.

    Vaš odgovor _____

3. Ako smatrate da nije potrebno, molimo ukratko objasnite zašto nije potrebno uvesti izvođenje nastave na engleskom jeziku.

    Vaš odgovor _____

4. Ako smatrate da bi u budućnosti možda bilo potrebno uvesti nastavu na engleskom jeziku, molimo ukratko objasnite Vaš odgovor.

    Vaš odgovor _____

5. Jeste li zainteresirani za pohađanje nastave na engleskom jeziku?

    a) Da

    b) Ne

6. Ako ste zainteresirani za pohađanje nastave na engleskom jeziku, molimo ukratko objasnite razloge Vašeg interesa.

    Vaš odgovor _____

7. Ako niste zainteresirani za pohađanje nastave na engleskom jeziku, molimo ukratko objasnite razloge nepostojanja Vašeg interesa.

    Vaš odgovor _____

8. Smatrate li da je **moguće** izvoditi nastavu na engleskom jeziku na Vašoj instituciji?

    a) Da

e) Ne

9. Ako smatrate da je moguće izvoditi nastavu na engleskom jeziku na Vašoj instituciji, molimo ukratko objasnite Vaš odgovor.

Vaš odgovor _____

10. Ako smatrate da nije moguće izvoditi nastavu na engleskom jeziku na Vašoj instituciji, molimo ukratko objasnite Vaš odgovor.

Vaš odgovor _____

IV STAVOVI PREMA UVOĐENJU BILINGVALNE NASTAVE U VISOKOŠKOLSKOM OBRAZOVANJU

Molimo procijenite koliko se slažete s navedenom tvrdnjom:

1. Podučavanje na engleskom jeziku bi se trebalo uvesti na

   a) preddiplomskom studiju

1.	5
u potpunosti se ne slažem	u potpunosti se slažem

   b) diplomskom studiju

1	5
u potpunosti se ne slažem	u potpunosti se slažem

   c) poslijediplomskom studiju

1	5
u potpunosti se ne slažem	u potpunosti se slažem

2. Na engleskom jeziku bi trebalo izvoditi

a) obvezne kolegije

1	5
u potpunosti se ne slažem	u potpunosti se slažem

b) izborne kolegije

1   5

u potpunosti se ne slažem   u potpunosti se slažem

c) i jedne i druge

1   5

u potpunosti se ne slažem   u potpunosti se slažem

3. Svi kolegiji bi se trebali izvoditi i na hrvatskom i na engleskom jeziku.

1   5

u potpunosti se ne slažem   u potpunosti se slažem

4. Pod pretpostavkom da studenti imaju mogućnost odabira jezika podučavanja, neke kolegije bi trebalo izvoditi i na hrvatskom i na engleskom jeziku.

1   5

u potpunosti se ne slažem   u potpunosti se slažem

5. Smatrate li da bi uvođenje engleskog kao medija podučavanja, ugrozilo razvoj hrvatskog jezika.

1   5

u potpunosti se ne slažem   u potpunosti se slažem

6. Ako smatrate da bi uvođenje engleskog kao medija podučavanja ugrozilo razvoj hrvatskog jezika, molimo ukratko objasnite Vaš odgovor.

Vaš odgovor _____

7. Ako smatrate da uvođenje engleskog kao medija podučavanja ne ugrozilo razvoj hrvatskog jezika, molimo ukratko objasnite Vaš odgovor.

Vaš odgovor _____

8. Molimo označite potencijalne prednosti pohađanja nastave na engleskom jeziku. Možete označiti više prednosti.

   a) Poboljšanje konkurentnosti Sveučilišta s ciljem boljeg pozicioniranja u europsko obrazovno i istraživačko područje

   b) Poboljšanje mogućnosti međunarodne suradnje, mobilnosti i međunarodne vidljivosti

   c) Privlačenje stranih studenata

   d) Privlačenje stranih predavača

   e) Usavršavanje komunikacijskih kompetencija na engleskom jeziku

   f) Veća uporaba literature na engleskom jeziku

   g) Veće mogućnosti za rad i obrazovanje u inozemstvu

   h) Veće kompetencije u akademskom pisanju na engleskom jeziku i publiciranju u stranim časopisima

9. Osim gore navedenog, potencijalne prednosti izvođenja nastave na engleskom jeziku odnosile bi se i na…

   Vaš odgovor _____

10. Molimo označite potencijalne nedostatke pohađanja nastave na engleskom jeziku. Možete označiti više nedostataka.

   a) Nedovoljne kompetencije iz engleskog jezika potrebne za pohađanje nastave

   b) Potencijalno lošiji akademski uspjeh studenata zbog nedovoljnog znanja engleskog jezika

   c) Površniji pristup nastavnom gradivu zbog nedovoljnih kompetencije engleskog jezika i nastavnika i studenata

   d) Više uloženog vremena potrebnog za pohađanje nastave

   e) Nedovoljan interes domaćih i stranih studenata za pohađenje kolegija na engleskom jeziku

11. Osim gore navedenog, potencijalni nedostaci izvođenja nastave na engleskom jeziku odnosili bi se i na …

   Vaš odgovor _____

12. Po Vašem mišljenju, što bi bili neophodni preduvjeti za izvođenje nastave na engleskom jeziku?

Vaš odgovor _____