

# Attitudes Towards Using English as a Medium of Instruction for Professional Development

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This study aimed to investigate the educational leaders' attitudes as non-native English speaking learners towards the use of English as the main medium of instruction during their study in the leadership postgraduate program at Bahrain Teachers College, University of Bahrain. The study also attempted to explore if there were any influences on those participants' attitudes that could be attributed to the variables of gender or academic specialization in this regard. A descriptive quantitative method was implemented through using a survey questionnaire due to its suitability to the nature of the study and selected sample. The study findings revealed moderate attitudes on the part of the educational leaders towards using English as their medium of instruction in their professional development program, indicating a limited effect of learning in English on those participants' professional growth. In addition, the results indicated a significant influence of the academic specialization in shaping the participants' attitudes towards using English for their professional growth. On the other hand, the results also reflected some contradictory findings that despite the moderate attitudes the participants showed towards studying in English during their program, their attitudes towards using English to learn the course subject content were low.

*Keywords:* English as medium of instruction (EMI), attitudes, non-native English speaking learners (NNEFL), professional development

## Introduction

A major Education Reform Project (ERP) in the Kingdom of Bahrain was launched in 2008. The project adopted a global vision that focuses on international practices in terms of delivering up-to-date knowledge and implementation of advanced technology in the teaching learning process. Consequently, this required a wider use of English in the teaching learning process at the higher institutions since most of the updated curricula and technological applications are offered in English. Strongly influenced and guided by this trend, Bahrain Teachers College (BTC), which was founded in 2008 as one of the ERP fundamental initiatives, has adopted diverse educational policies and approaches at the level of both the undergraduate and postgraduate programmes to assist and support its students to achieve higher levels of English proficiency and prepare them for better achievement of their study requirements. The major principle which these policies and approaches are governed to in this regard is by considering English as a main Medium of Instruction (EMI) for most specialisations, especially the educational leadership programme for the school leaders.

There are two main reasons that could justify for this policy. Firstly, BTC students, especially those who

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are school leaders, are aimed to be trained and prepared to act in professional workplaces where English is required to effectively communicate and interact with those English speaking experts who supervise many projects on the decision making level and that is interrelated with those school leaders' roles and duties at the Ministry of Education (MOE). Secondly, as obtaining international recognition and accreditation for academic programmes in higher education is becoming more demanding, there have been more emphases for more EMI courses at BTC to support aligning its professional practices and implemented criteria to the international standards with some of the highly performing institutions, such as the National Institute of Education in Singapore (NIE), which is the institution from which the BTC has originated most of its practices and programmes and where English is treated as the main medium of instruction.

However, measuring the effectiveness of this policy, i.e., using EMI, requires a careful study from multiple perspectives, especially in terms of the learners' attitudes and their perceptions of this practice as these learners might emphasize issues that need to be considered during the teaching-learning process or make suggestions that contribute to the overall development of the current practice in this regard. Further, understanding the learners' attitudes towards this policy will facilitate any review process to this policy that will occur in the near future. Most importantly, investigating the Educational Leadership Programme (ELP) students' attitudes towards using EMI in their study will assist more in facilitating and supporting those students' learning during their study in the ELP through determining any critical issues that might be obstacles to those students' learning and to develop the current English teaching practices at the institution in the near future. This will support the status of the BTC as the main source for teacher education and professional development programmes to the ministry of education in the Kingdom of Bahrain.

### **Literature Review**

Literature shows similarities of interpretations for the term "attitudes" with other terms, such as "perceptions". For instance, Dornyei (2001) stated that attitudes are similar to perceptions in the way they reflect different degrees of relationship between learners' views towards language achievement and motivation. Similarly, Malin and Birch (1998) and Mayers (1995) considered attitudes as similar to perceptions in the way they reflect beliefs and feelings that drive an individual's reactions to objects, issues, people, and events. The only difference that could differentiate attitudes from perceptions is that attitudes might comprise only one component, which is the affective aspect as reflected in the individual's behaviour. Perceptions, on the other hand, are found to be more of mental processes through which reality is viewed and interpreted in one's mind (D. Freeman & Y. Freeman, 2000).

In terms of using EMI, literature shows how EMI is used widely in most of the European universities (Ferguson, 2007). According to Coleman (2006), there are seven reasons for the Englishization of European universities: content and language integrated learning, internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability, and the market in international students. More specifically, several researchers (e.g., Wilkinson, 2012; Deller & Price, 2007; Krashen & Terrel, 2000) referred this expansion in using EMI in higher education to the common belief that language learning is more facilitated when students are more exposed to it plus that EMI enhances content-based learning in the way it encourages students to acquire the language as well as the subject content, the matter that leads to better fulfilment of the learning outcomes assigned in higher education level. Further, other researchers considered that using EMI for content courses as one of the most significant movements in the academic practices around the world is due to

the growing intercultural exchanges and globalized policies in the higher education context (Bruffit, 2004; Gradt & Huppau, 2004; Graddol, 1997).

Yet and despite this wide global trend toward using EMI in the higher education context, literature reports contradicting findings on the effectiveness of using EMI in the non-native English speaking teaching learning contexts. For instance, Dupuy (2000, cited in Kim & Kym, 2014) reviewed about 30 studies in this regard and concluded that EMI has advantages in four areas: (1) target language competence, (2) subject content knowledge, (3) self-confidence in comprehending and using the language, and (4) motivation to continue studying in the foreign language beyond the requirement. On the contrary, Kim (2002) and Joen (2002) both investigated college students' reactions toward EMI lectures in Korea and reported that although students responded positively about learning in English, they showed negative attitudes towards the increased overload and pressure caused by studying in a different language. Nevertheless, Mulligan and Kirkpatrick (2000) conducted a survey in an Australian university investigating students' perspectives of comprehending lectures in a second language. The study results indicated that fewer than 1 in 10 non-native English speaking students reported good lectures comprehension, while nearly 25% of them did not understand much of the lectures. In a Turkish context, Sert (2008) reported that students acknowledged the benefit of EMI in terms of language acquisition, but they expressed an uncertainty about their ability to grasp the academic content.

In the Bahraini higher education context, which is also considered a non-native English speaking context, very little is known about students' reactions toward EMI practices or its impact on their learning. This could be due to the fact that this is a concurrent trend that was first introduced and recognized with the start of the education reform project in 2008, when the BTC and Bahrain Polytechnic were founded as replicas to the NIE and Polytechnic College in Singapore, in which English is treated and considered as the main medium of instruction. However, some relevant studies were conducted in similar contexts within the Gulf region, where Bahrain is located, and revealed findings on the policy of using EMI. For instance, Troudi and Jendli (2011) investigated the Emirate students' perceptions of EMI at university level and how EMI affects those students' academic achievement and learning experiences. The researchers reported that the nature of the primary and secondary school experiences and the students' overall competence in English have to a large extent formed their views of EMI. The study also indicated that the students studied in private schools were more prepared and ready to fulfil the academic demands of EMI than their colleagues who learnt English as a foreign language. In addition, Cherif and Alkhateeb (2015) reported in their study which they did on Qatari students at Qatar University that students still believe that using English would not enable them to be more successful in their university studies than if it was in Arabic. Not far from the Gulf region, Alnajjar, Jamil, and Abu Shawish (2015) conducted a study to investigate faculty of Applied Sciences lecturers' and students' perceptions of English and Arabic as media of instruction at the tertiary level in Palestine. Following the quantitative method, the researchers used a questionnaire prepared by Yeh (2010) as a main tool to collect the data of the current study and distributed it over 50 lecturers and 350 students who were both selected purposefully using purposive sampling. The results indicated that both lecturers and students held positive attitudes towards English language; nonetheless, they did not favour it as a medium of instruction at the tertiary level. In addition, students showed high preference to the English language since they have greater desires to learn it for both utilitarian and academic reasons. The researchers concluded that a medium of instruction should be designed to achieve this purpose and to enable students to perform successfully in their educational and occupational settings.

Based on the above, this study will contribute to the context it was carried out in as it sheds light on a specific area that it is those students who are experiencing using EMI through investigating their attitudes towards this policy in particular. This will be achieved through answering the research questions in this study.

### **Methodology and Research Questions**

This study is informed by a positivist theoretical framework. This is shown in the attempt to analyse or interpret the subject matter through answering the research Questions 1, 2, & 3 which attempt to uncover new facts through making measuring and examining hypotheses to reach final statements and conclusions and add them to the existing corpus of knowledge to look at the nature of social reality and learning from a general objective perspective (Cohen & Manion, 2003; Pring, 2003; Dornyei, 2003). Precisely, the current study attempts to answer the following research questions:

- (1) What are the ELP students' attitudes towards using EMI during their study in the ELP?
- (2) Are there any significant differences among the ELP students' towards using English as EMI contributed to the gender factor at the level of significance  $\leq 0.05$ ?
- (3) Are there any significant differences among the ELP students' towards using EMI contributed to the academic qualification factor at the level of significance  $\leq 0.05$ ?

### **Study Objectives**

Similar to what is implied in the research problem section, this study intends to:

- (1) Investigate and measure ELP students' attitudes towards using English as the medium of instruction in their study at BTC;
- (2) Identify the role of the gender factor in shaping the ELP students' attitudes towards EMI at BTC;
- (3) Identify the role of the qualification degree factor in shaping the ELP students' attitudes towards EMI at BTC.

### **Significance of the Study**

This study is important for the Bahraini context as it allows a participant-led review of the EMI policy that is implemented in the ELP, offering insight into what and how school leaders feel about and think of the use of EMI for them as school leaders in a non-native English speaking context. Moreover, the obtained results will assist in directing access to quantitative data related to issues of interest about the school leaders in public schools, with a focus on what and how they perceive EMI as a necessary element for them to feel empowered and supported to be agents of change in their schools after their completion of their ELP programme. Accordingly, this study shall open windows for a new investigation from a constructivist perspective in which the nature of social reality and learning of those learners will be explored and interpreted.

### **Method of Research**

An analytical descriptive method was implemented to allow for generalization of findings by running a questionnaire to survey the ELP students' attitudes towards using EMI during their study.

For the questionnaire, it was designed to assist in answering the first and second questions in this study which relate to investigating the ELP students' attitudes towards using EMI as adopted in their programme and to determine the challenges these students face when using EMI in their programme. This served the nature of this study that is based on the analytical descriptive method in collecting and analysing the obtained data in this regard. The questionnaire consists of four parts. The first part is a covering letter in which the topic and purpose

of the study are stated to the participants in addition to an instruction on how to respond to its items as it is designed on a likert scale that requires the participants to respond to one of the five responses provided to them (strongly agree, agree, neutral, disagree, strongly disagree). The second part involves the demographic data about the participants while the third part represents the 20 items which the participants were required to respond to. These items are distributed as in the following (see Table 1):

Table 1

*Distribution of Questionnaire Items*

Items	Positive	Negative	Total
Item No.	1-2-3-4-5-6-7-8-9-11-13-14-15-19	10-12-16-17-18-20	20
Total	14	6	

To ensure the validity and reliability of the questionnaire, a copy of it was sent for review and validation by other faculty colleagues taught in the programme, who showed an agreement of 80% with most of the questionnaire content. In addition, all their suggestions and adjustments were considered and made to make it simple and practical for the participants when they respond to the questionnaire's statements (Dornyei, 2003). On the other hand, the reliability of the questionnaire was measured by calculating the Alpha Cronbach factor through using SPSS (Statistical Product and Service Solutions) software. The obtained result is 0.903 and this indicates the reliability of the questionnaire items and their relevance to the topic under investigation in this study.

**Participants**

A random sample of ELP students at level 3 ( $n = 34$ , 12 males and 22 females) out of the total study population ( $n = 66$ ) were invited to do a questionnaire that measures their attitudes towards using EMI in the ELP. Those participants were all school leaders acting as either assistant principals or acting principals of their schools. They come from different academic specialisations (e.g., English, Arabic, science, math, social studies, and physical education) before they were appointed as principals by the MOE. These ELP students are also Bahrainis and have a professional experience that ranges between 15 to 20 years in teaching in the Bahraini context.

However, this was their first time to attend an academic postgraduate programme at the BTC to obtain the postgraduate diploma in educational leadership. Therefore, it was their first time to go through a comprehensive academic programme in which EMI is used. Nevertheless, the participants in this study can be also considered as highly distinguished and motivated as they were selected by the MOE after a job competition for the position of an acting school principal or school assistant principal and they were nominated by the MOE to study at BTC to be permanently appointed as school principals in their schools. During their ELP3, the participants were meeting for two to three days every week and away from their actual work at school along the first academic semester (three months). The participants studied four courses related to educational leadership, managing and leading change in school, strategic planning for school performance, research methods in education, and an English ESP course for educational leaders. All courses were led and instructed by bilingual university professors who speak both English and Arabic. The courses are also based on sharing and integrating both the academic theoretical content, which is in English, with the practical professional experience of both the instructor and the students, which can be expressed or interpreted by each party in English or Arabic. The participants were also required to do different assignments, such as writing reflective entries, conducting small

scale studies on their school context and professional presentations, and all of these assignments are required to be done in English. The participants were found on an average level of their language proficiency in this programme. They were found to be able to express their views and opinions and comprehend the reading materials given and shared with them but not on a proficient level.

### Results and Discussion

As explained above regarding the design of the questionnaire, both frequencies and percentages were calculated to provide analytical description of the demographic variables targeted in this study, which are gender and academic specialisation. The results in this regard are shown in Table 2:

Table 2

*ELP Students' Attitudes According to Gender & Specialisation Variables*

Variables		Frequency	Percentage
Gender	Male	12	35%
	Female	22	65%
	TOTAL	34	100%
Age	27-38	7	21%
	38 and above	27	79%
	TOTAL	34	100%
Specialization	English	3	9%
	English-oriented (e.g., Science, math, Business)	13	38%
	Arabic & Islamic Studies	18	53%
	TOTAL	34	100%

With regard to the participants' responses, the quantitative values were distributed on the given responses according to the questionnaire items as in the following table (see Table 3):

Table 3

*Quantitative Values Given to the Questionnaire Responses*

Items	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Items	5	4	3	2	1
Negative Items	1	2	3	4	5

Consequently, the participants' attitudes will be described and judged according to the following approximate means (see Table 4):

Table 4

*Mechanism for Analysing Data Obtained From the Questionnaires*

Evaluation	Low	Moderate	High
Mean	1.00-2.5	2.6-3.9	4.00-5.00

Based on the above, the participants' responses regarding their attitudes towards using EMI in their ELP programme were quantified and analysed using SPSS software and the following table illustrates the findings in this regard (see Table 5):

Table 5

*ELPs' Attitudes Towards Using EMI in Their Study*

No.	Item	Mean	S.D	Evaluation	Order
1.	I love English.	3.86	1.210	Moderate	7
2.	I believe that using English in teaching and learning improves my study skills.	4.70	.708	High	4
3.	I feel that learning in English gives me more freedom to express my thoughts and ideas.	4.55	.930	High	3
4.	Studying my courses in English enables me to fulfil my future job requirements.	1.98	1.473	Low	18
5.	I believe that learning in English matches with my academic background.	2.19	1.545	Low	18
6.	I feel comfortable when studying in English.	1.50	.970	Low	19
7.	I feel confident when I study my courses in English.	1.50	.970	Low	19
8.	Studying my subject content in English acquires me additional skills which I never had before.	4.65	.731	High	2
9.	I feel more positive when studying my subject content in English.	2.89	1.457	Moderate	12
10.	I don't find differences between studying my subjects in English or Arabic.	3.04	1.411	Moderate	13
11.	Studying in English will be my first choice in any future study I might take.	3.70	1.196	Moderate	10
12.	If there were courses taught in Arabic, I would have taken them instead of those taught in English.	2.89	1.404	Moderate	14
13.	I feel proud that I study my courses in English.	3.79	1.179	Moderate	8
14.	I believe that the society holds positive impressions about studies being taught in English.	4.70	.708	High	4
15.	Studying in English represents a great challenge for me.	4.81	0.813	High	1
16.	I find that using English for teaching and learning isolates me from my professional practice in actual reality.	2.19	1.545	Low	18
17.	I accepted to study in English because it is the only option given to me.	3.45	1.490	Moderate	9
18.	Studying in English doesn't improve my comprehension of the subject content.	3.00	1.41	Moderate	17
19.	I feel more to be in an international level when I study my courses in English.	4.8	.807	High	2
20.	Studying in English makes me isolated from the actual reality of my profession as an educational leader.	4.55	.930	High	3

The above table shows that the average mean for the participants' attitudes towards using EMI in the ELP at BTC is 3.40, which indicates that participants enjoy moderate attitudes toward using EMI during their study in the leadership programme. This implies that despite the fact that these ELP participants consider themselves as non-native speakers of the language who are not fully prepared to study courses in English, they enjoy a sufficient level of motivation to learn and study using it. This is shown in Item 1 (3.86) where the majority expressed that they generally love English as a language, which indicates their acceptance and readiness to study and learn using English as their medium of instruction regardless of any other interfering factors that could result from this which may negatively affect their achievement in their study, such as their level of proficiency and other techniques that they might need to express their thoughts and ideas in the programme. Indeed, the obtained results for Item 2 (4.70), Item 8 (4.65), and Item 19 (4.8) assert this fact in the way they show how the participants seem to appreciate studying in English as they consider it an effective means to improve their study skills or to acquire other new skills which they have not had before. Additionally, this high attitude towards using EMI can be explained in reference to the Bahraini context, in which English enjoys a high status of importance and appreciation as it is perceived as a second language. This is believed to encourage these participants to develop high attitudes to learn and study in English and to seek more personal efforts to improve their proficiency level in the target language (Lori & Alanssari, 2001; Alwadi, 2016). This is clearly indicated in Item 14 (4.70) and supported by Item 15 (4.81) in which these participants express how English acts as a motive for them as they consider it as a challenge in their study which they have to achieve and master.

However, this positive high attitude towards learning in English is also found to negatively affect those students' feelings of being unsecured or uncomfortable when using English as their medium of instruction. This is reflected in the obtained results for Items 6 (1.50) and 7 (1.50) in which low attitudes were registered in the part of the participants in this study. These findings illustrate how students find using EMI as a main reason for them to feel not confident or relaxed when expressing their opinions or ideas towards the issues or topics that are discussed in their study. One justification for why these participants could have this negative low attitude can be referred to the level of language competency the ELP study requires in this regard. This asserts what Kim (2014) and Joen (2002) reported in their studies that studying in English causes an additional pressure upon students as they need to study English in addition to using it in their study. As it is stated in the programme handbook (2015-2016), the ELP is a postgraduate programme in which the enrolled participants are required to do and submit their assignments in English only and within a sufficient professional level. Another reason that can justify for these low attitudes towards using EMI can be seen in the way how these participants view English as unnecessary or not a fundamental requirement to achieve their job duties as leaders and principals of their schools. This is indicated in Item 4 (1.98) where the participants expressed that studying in English does not necessarily enable them to fulfil their job requirements as school principals.

Indeed, this is true considering the fact that Arabic is the medium of instruction and communication in all governmental schools that operate under the umbrella of the Ministry of Education. However, it is worth to note that in some schools (e.g., technical secondary school) and some secondary subjects (e.g., commerce, science and math) English is used as the medium of instruction which should, therefore, require those principals to get an acceptable level of the language in order to be able to supervise and instruct their teachers who teach these subjects.

In addition to the above, the obtained results reflect an aspect of contradiction shown in a sense of conflicting feelings and attitudes towards using EMI on the part of the ELP students in this study. This is presented in the "low" moderate attitudes registered (e.g., 2.70 to 2.89) for some items. For instance, the majority of the ELP participants find English helps them feel more positive towards their study (Item 9, 2.89) while at the same time the majority of them expressed their preference to have their courses in Arabic, which is their mother tongue, if it would be offered to them (Item 12, 2.89). This finding implies a belief that these participants hold that using EMI does not necessarily mean that they can better comprehend the target subject content of their courses, on the contrary, it makes their learning more difficult and complex. This implication is more clearly shown in the participants' responses to Item 18 (3.00) of the questionnaire, where the majority find that studying in English is found not to help them get better comprehension to the course content but rather makes it more difficult and challenging. This fact asserts what FANG (2015) reported in his study which he conducted on a sample of English and non-English major students to investigate their metaphorical perceptions of English learning at university level in China. The findings revealed that although students perceive learning English as a rewarding process, they tend to use metaphors, such as "*climbing a mountain, tired and weak*", that reflect learning English as a hard work and demanding process. This is exactly what Bahraini leaders' attitudes express in this study that on the one hand they are aware of how learning English is beneficial for their professional growth as leaders in their schools, yet it is a hard learning process that requires strong foundation and positive attitude.



To conclude, apart from this general moderate attitude level towards EMI, the participants believe that using EMI enables them to get more engaged in professional development opportunities and assists them more to improve their current practices. This is registered and indicated in Item 16 in which the participants showed low attitudes (2.19) that using English in teaching and learning will isolate them from developing their practices in the real field.

With regard to Questions 2 and 3, the obtained data were also analyzed to investigate if there are any significant differences in the ELP students' attitudes towards using EMI that can be attributed to the variables of gender or academic specialization at the level of significance  $\leq 0.05$ . These data are illustrated in the following table (see Table 6):

Table 6

*Differences in ELPs' Attitudes Towards Using EMI According to Gender*

Gender	Number	Mean	S.D.	T-test	D. Freedom	Significance
Male	12	8.35	9.66	6.132	32	0.196
Female	22	116.1	16.9			

As it is shown above, the obtained findings indicate no significant differences at level ( $\leq 0.05$ ) in the ELP students' attitudes according to their gender. This is reflected in the mean scores registered for both the males (8.35) and females (116.1), which indicates that all the study participants view using EMI in their study as a positive practice that supports their learning and facilitates their professional growth in the programme. In addition, this fact asserts the participants' attitudes towards learning in English as illustrated in Table 5.

On the contrary, the study findings reveal significant differences in the participants' attitudes that can be referred to the variable of academic specialization. This is illustrated in Table 7 below:

Table 7

*Differences in ELP Students' Attitudes Towards Using EMI According to Their Academic Specialisation*

Specialisation	Degree of difference	Sum of Squares	D. F.	Means Square	F	Significance
English	Between groups	13405.5	2	6702.7	106.7	0.000
English oriented	Within groups	1946.19	31	62.7		
Arabic & Islamic Studies	Total	15351.7	33			

Based on this finding, a calculation and analysis of the differences in the mean scores for each group of the participants according to their specializations was done using the Scheffe Post Hoc Multiple Comparisons test. This is stated in Table 8 and Table 9 below:

Table 8

*Differences in ELPs' Attitudes Towards Using EMI According to Their Specialisations*

Specialisation	Number	Mean
English major	3	75.0
English Oriented	13	85.8
Arabic & Islamic Studies	18	123.1

Table 9

*Comparisons bet. Differences in ELPs' Attitudes Towards Using EMI According to Their Specialisations*

Variables		Mean differences	Significance
English	English Oriented	10.8	0.041
	Arabic & Islamic Studies	48.1	0.00
English Oriented	English	10.8	0.041
	Arabic & Islamic Studies	37.3	0.000
Arabic & Islamic Studies	English	48.1	0.000
	English Oriented	37.3	0.000

The Scheffe Post Hoc Multiple Comparisons test results reflected in Table 9 reflect no significant differences among the study participants in relation to their academic specialisation at level ( $\leq 0.05$ ), which indicates that the learners' positive attitudes to learn and study in English are not influenced or motivated by those participants' academic background in terms of whether they were already teachers of English (English majors) or teachers who studied their specialisation in English (English Oriented Teachers). This finding is expected and can be understood in the way how familiarisation with the role that English plays when it is used for the purpose of learning, especially for those whose specialisation is English or those studying in English, and can positively support those students' learning and facilitate their professional development while they are involved in the ELP study. However, what is more significant in this regard is how those participants with Arabic and/or Islamic Studies specialisation consider English as a fundamental means for them in the programme. This fact asserts that using EMI might not necessarily be negatively interpreted as an obstacle if the participants have positive attitudes to learning in a foreign language.

### Conclusion

In this study, the obtained results indicate a general moderate attitude on the part of the ELP students towards using English as the medium of instruction in their study. This implies that students with sufficient professional growth and status, such as those in the ELP, are more open and positive towards using EMI, therefore, courses content and materials can be changed and updated with content and materials in English since this does not negatively affect students' processes of learning in the programme.

In addition, the results reflect limited aspects of negativity in using EMI according to the ELP students. These aspects are shown in the way how students need to feel more comfortable and secured when using English to express their thoughts and feelings during their discussions in the programme. One possible solution to this could be achieved by the faculty her/himself in the way she/he offers more opportunities to those students to express their ideas and feelings freely and support them by supplying them with the terms and concepts they need to elaborate on their thoughts. Additionally, supplying the participants with a list of the course terminologies and concepts in English shall assist students to develop their knowledge in this regard. Moreover, organising short generic sessions on using English for specific purposes will contribute to improving those learners' competency in the language.

In sum, these moderate attitudes of the students towards using EMI serve the main trends of practices and policy on the international standards since using English today is a key action towards fulfilling the total quality assurance accreditation and international affiliation of programmes offered at the University of Bahrain. More specifically, more consideration to how English should be taught and to what extent it should be considered is a

major issue that should be realised and adhered to by the instructors who are teaching in the ELP in order to avoid any inaccurate evaluation or judgments of the students' performance due to a language interfering variable.

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