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Attitudes towards English-medium instruction: Bringing Bourdieusian theories and affective variables into the picture

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Attitudes towards EMI:

Bringing Bourdieusian theories and affective variables into the picture

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Literature Review

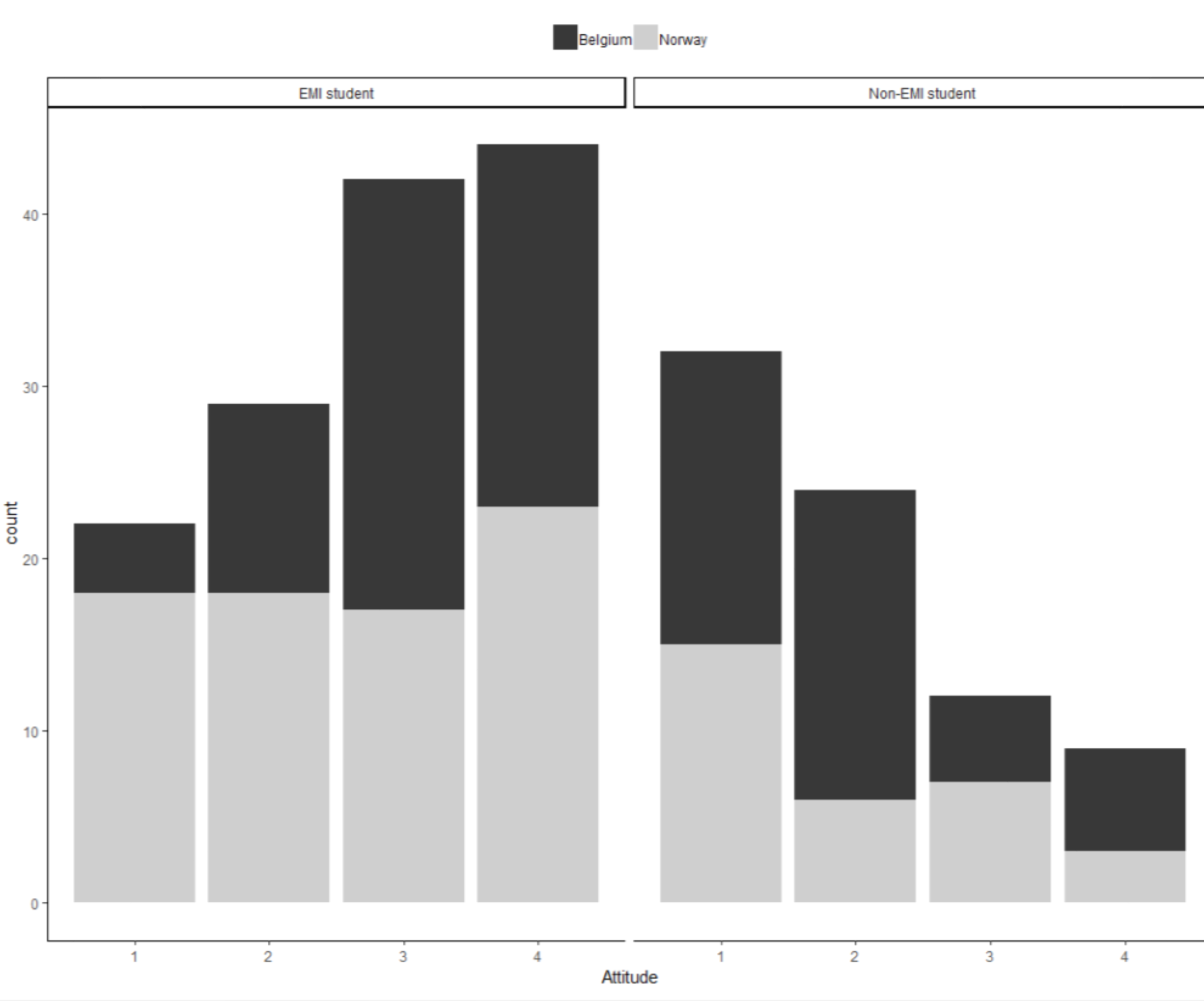
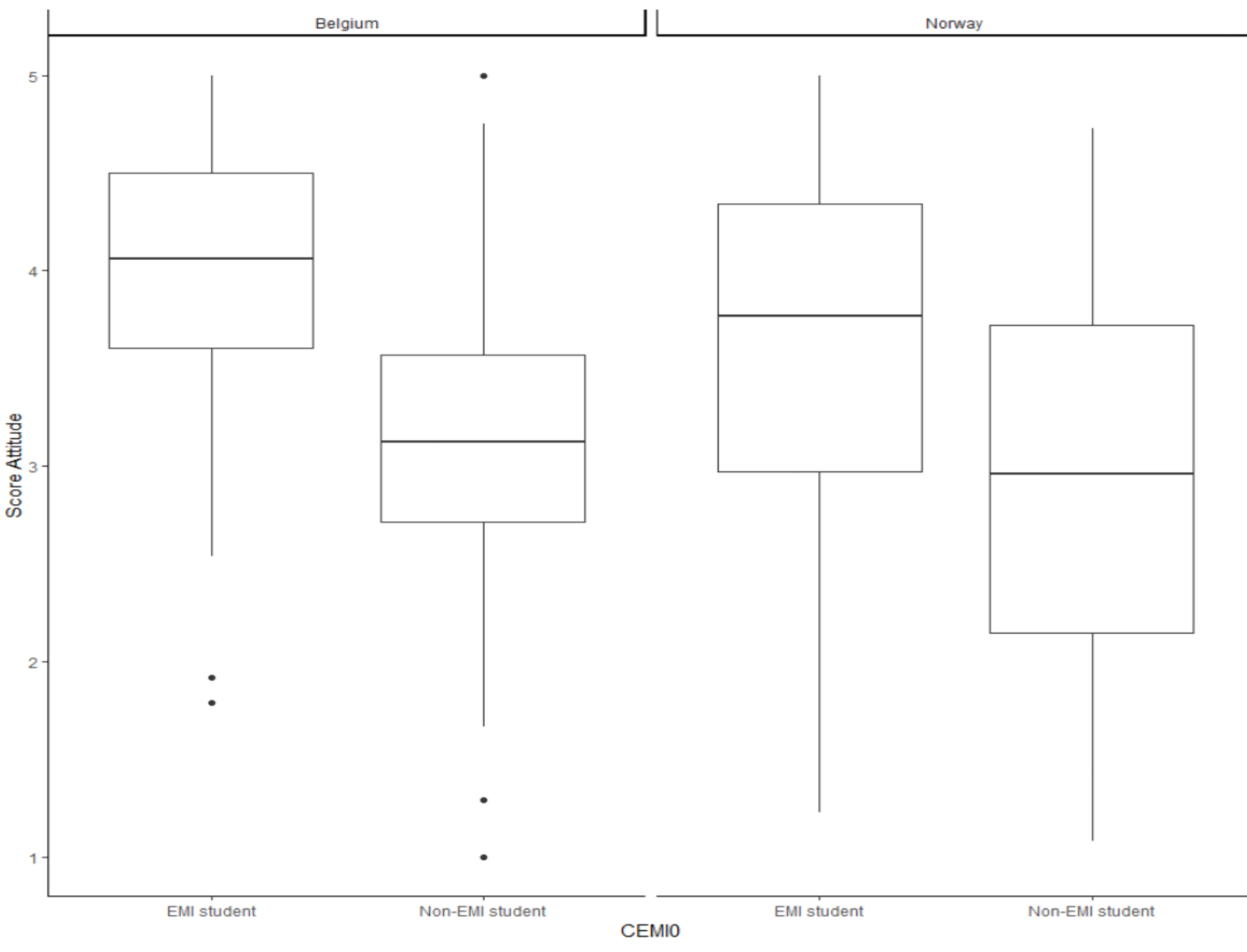
- Mentions of proficiency issues (Tatzl 2011, Hu & Lei 2014)
 - But research on socio-affective variables is rare
- Research in Norway (e.g., Ljosland 2011)
 - But no research in French-speaking Belgium
- Research on students' attitudes
 - But no clear definition of what students' attitudes towards EMI are
 - Non-EMI students are rarely taken into account (except Chun et al. 2017)

Research Questions

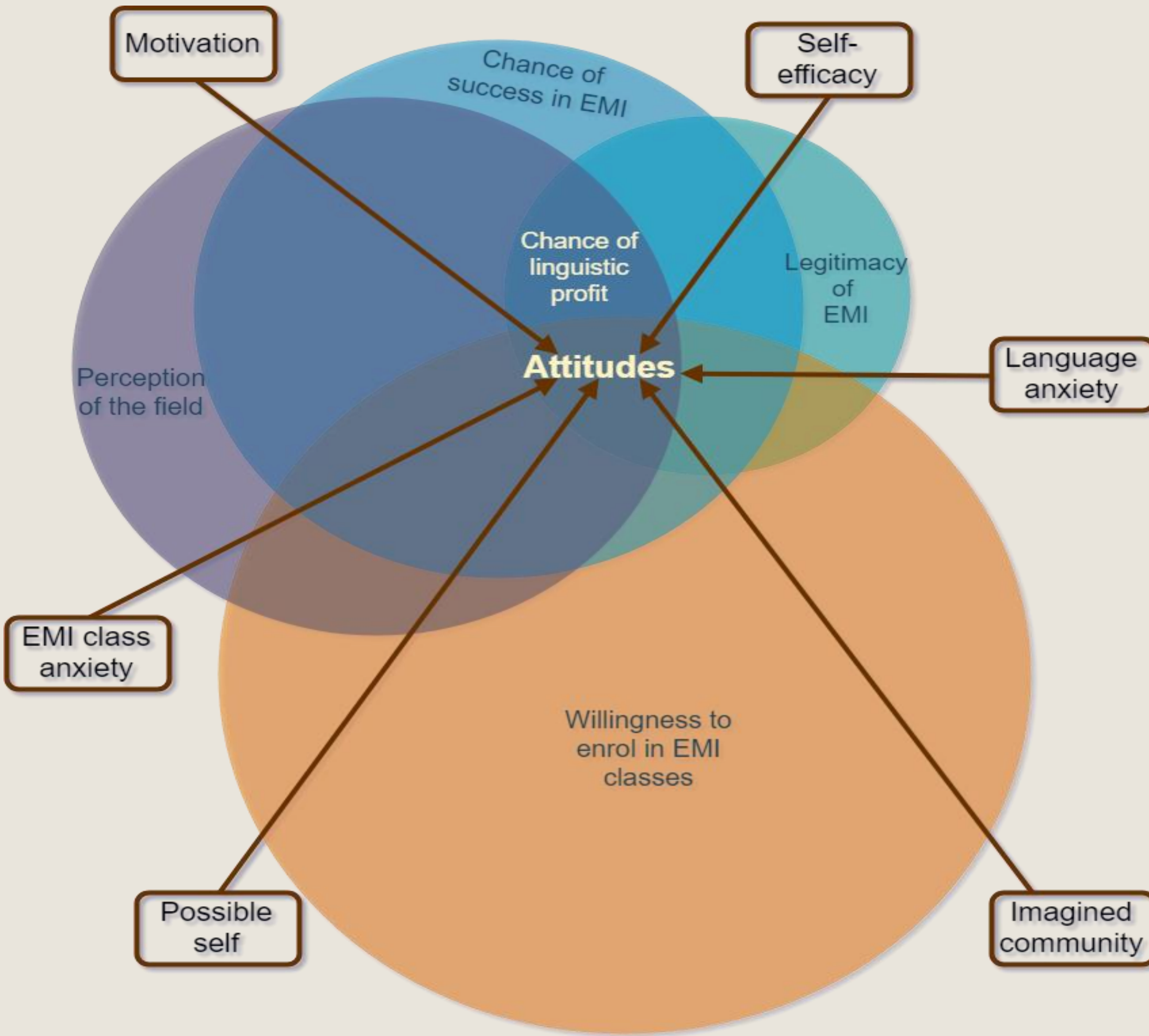
1. What are university students' attitudes towards EMI in French-speaking Belgium and in Norway?
2. How do attitudes to EMI relate to socio-affective variables involved in language learning?

	Belgium	Norway	Total
EMI students	61	76	137
Non-EMI students	46	31	77
Total	107	107	214

Students' Attitudes



Defining attitudes as a habitus (Bourdieu 1977)



Attitudes and Socio-affective Variables

	One-tailed Kendall's tau	Z	p
Attitudes x Imagined community	.42	8.65	< .001
Attitudes x Possible self	.47	9.89	< .001
Attitudes x Self-efficacy beliefs	.51	10.68	< .001
Attitudes x Language anxiety	- .32	-6.77	< .001
Attitudes x EMI class anxiety	- .31	-5.13	< .001

Conclusions

1. It is possible to theorise attitudes as a habitus
 - But the construct needs adjustment; legitimacy does not play an important role, and the perception of the field of study is replaced by the perception of the future field of work
2. Students' attitudes are rather positive
 - No significant association between country of study and attitudes
 - Participation in EMI is moderately associated with more positive attitudes ($\chi^2(3) = 27.44$, $p < .001$, Cramer's $V = .36$)
3. Socio-affective variables correlate moderately with attitudes
 - Exclusion of motivation $\Leftrightarrow$ language users rather than learners
 - Language anxiety and self-efficacy to be taken into account in education planning

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