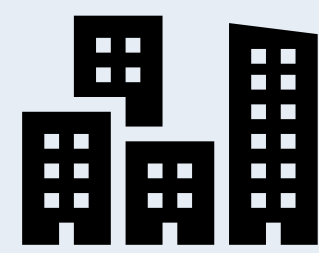


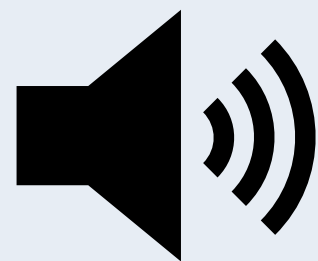
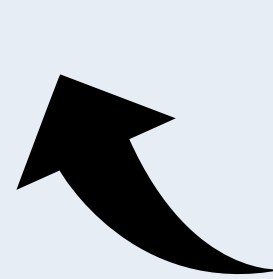
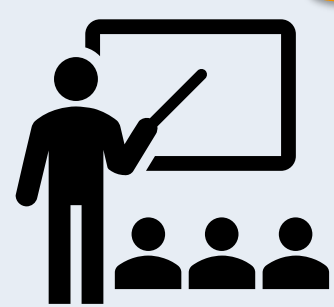
FROM ENGLISH-MEDIUM INSTRUCTION TO ACTIVE PLURILITERATE PRACTICES: A QUALITATIVE STUDY OF STUDENTS' ATTITUDES AND EXPERIENCES

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Access to future international English-speaking communities of practice

1. English-medium instruction is perceived positively



Improvement in terms of language proficiency in English

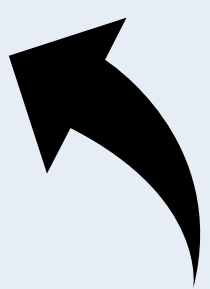
Data and Methods

- ❑ Data collected in 2018 and 2019
- ❑ Complementing a quantitative questionnaire-based study on students' attitudes towards EMI (n=214)
- ❑ 8 in-depth interviews
 - ❑ 4 interviews with Norwegian students
 - ❑ 4 interviews with French-speaking Belgian students
- ❑ For more information, see Buntinx (2019)

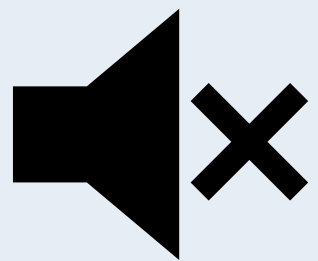
“I don't think it [EMI]'s a really necessity in what I study like of course not maybe in business things it's really important but maybe not in my bachelor but in my master because it's a specification [=specialisation?] and because **we have to be more sensitive to [= aware of] the research** in educational sciences who are made a lot in English and because I see now **my difficulties to search for my thesis** in other language as [=than] in French and I think **it's too bad** {laugh} because in a way **even if I want to stay in Belgium** and if educational sciences in Belgium is a question of French or Dutch I think but just to be sensitive to the research to be more yeah”

[Chloe, Belgium, Educational Science]

Difficulties to engage with English resources and terminology



2. But no active participation in English-taught classes



“I think it's **good to have Norwegian terminology** I think it's good that that is available to you I think that makes for instance **study groups easier** because study groups will usually be in Norwegian and if half the study group is spent **“oh what should we call that”** then that sort of **holds the discussion**”

[Nora, Norway, Scandinavian Linguistics]

Difficulties to take advantage of their linguistic resources to communicate thier knowledge



3. How to help students develop and take advantage of their multiple linguistic resources?

