

Motivations of Higher Education Students to Enrol in Bilingual Courses

MARÍA SAGRARIO SALABERRI-RAMIRO

MARÍA DEL MAR SÁNCHEZ-PÉREZ

University of Almería

Received: 31st October 2017 / Accepted: 7th February 2018

ISSN: 1697-7467

ABSTRACT: This paper addresses the views on motivation of students who participated in higher education bilingual programmes in a Spanish state university for two academic years and were asked to inform on the experiences that they found more motivating and the changes they would introduce to feel more enthused to participate in a similar programme in the future. Qualitative data were gathered through a questionnaire administered to 310 students that included two open questions related to motivating factors. The responses were coded in relation to 6 fields that emerged consistently and were converted into percentages. The obtained results show evidence that students display signals of motivation that are related to aspects of the L2 motivational self-system. The relevance of this study lies on the voice of the students participating in an EMI context in HE as well as on the new paths shown on the benefits of self-confidence and self-efficacy, the need to focus on professional opportunities and communities of practice, and a consideration of critical views on current practice and overwhelming use of English.

Keywords: bilingualism, English-medium instruction, higher education, students, motivation.

Motivaciones de estudiantes de educación superior para participar en programas bilingües

RESUMEN: Este estudio investiga las opiniones sobre motivación de estudiantes que han participado en programas bilingües de educación superior en una universidad pública española durante dos cursos académicos a los que se les pidió que informaran sobre las experiencias que encontraron más motivadoras y los cambios que incorporarían para participar en programas similares en el futuro. Se recogieron datos cualitativos a través de un cuestionario al que contestaron 310 estudiantes y que incluía dos preguntas abiertas relativas a factores motivacionales. Se codificaron las respuestas en relación con seis campos que surgieron de forma consistente y se calcularon los porcentajes. Los resultados obtenidos evidencian que los estudiantes muestran señales de motivación que se relacionan con aspectos del sistema motivacional del yo en L2. La relevancia de este estudio radica en la voz de los estudiantes participantes en un contexto EMI en educación superior, así como en las nuevas líneas planteadas sobre los beneficios de la autoconfianza y autoeficacia, la necesidad de centrarse en oportunidades profesionales y comunidades de práctica y la consideración de una mirada crítica hacia la práctica actual y uso dominante del inglés.

Palabras clave: bilingüismo, enseñanza a través del inglés, educación superior, estudiantes, motivación.

1. INTRODUCTION

In the field of second language success, motivation has been considered an influential factor and a lot of research has focused on its effect on language learning and acquisition. Gardner (1985: 10) provides a definition of motivation in relation to language learning as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” and offers a formula describing motivation as a blend of effort plus desire to achieve the goal of language learning plus positive attitudes towards it. Corder (1967: 164) has even suggested that “given motivation, it is inevitable that a human being will learn a second language if he [sic] is exposed to the language data”, and Skehan (1989) identifies motivation as one of the individual differences to be considered important in language learning and language success.

Different types of motivation have been identified as significant in language learning. Gardner and Lambert (1972) make a distinction between integrative and instrumental motivation, the first involving interest and participation in the culture of the people who speak the second language, and the second related to useful drives like occupation or professional promotion among others. Two other basic types of motivation early connected with second language learning are described as intrinsic and extrinsic. Intrinsic motivation is connected with the individual’s own satisfaction with learning, enjoyment with learning tasks and feeling of competence. This feeling of competence is related to the concept of self-efficacy defined by Bandura (1997) and adapted to this research context as students’ beliefs about their abilities to successfully perform academic tasks. Extrinsic motivation is derived from external factors like grades or rewards that are not intrinsically associated to learning itself. Although intrinsic motivation seems to connect more closely with language success, research has shown evidence that external rewards can affect intrinsic motivation and self-efficacy. The theory of the L2 motivational self-system (L2 MSS) by Dörnyei (2005, 2009) has proved to have a great influence on second language learning considering its three components -ideal L2 self, ought to L2 self and L2 learning experience-. The ideal L2 self refers to the desirable L2 user one would like to be in the future and the motivation to improve proficiency in languages. The ought-to L2 self concerns the characteristics one believes that one should possess to meet the expectations of others and the L2 learning experience focuses on the learner’s current experience. The desire to move from one’s current self to the ideal self and synchronize both is considered to be an influential L2 learning motivator that can be appropriate when bilingual programmes are implemented in tertiary education.

With the changes brought by globalization in the teaching of languages in general, the implementation of international curricula in higher education (HE) has flourished in Europe and other parts of the world with a tendency to the overwhelming use of English as the medium of instruction (EMI). This fact supports a view of language learning and education which affects motivation for learning languages other than English (LOTes) and reinforces the role of the student as consumer of employability skills for future integration in the work market (Ushioda, 2017). This strengthens the idea that changes like the one brought by EMI may happen in a short period of time and studies in context are necessary to analyse motivational factors that may vary in a short span (Lasagabaster, 2017). The purpose of this study is to give voices to participants in bilingual courses to discover sources of motivation regarding their recent experience in bilingual HE and changes that would encourage them to participate in future bilingual experiences.

2. LITERATURE REVIEW

2.1. Student Motivation in Bilingual Education

Research on motivation related to foreign language (FL) learning has been driven by many approaches based on different models and theories in accordance with certain focuses of interests (Bernaus, Wilson & Gardner, 2009; Madrid & Pérez-Cañado, 2001). Despite the widespread literature on bilingual education in Europe in the last decade, not many studies have focused on students' motivation regarding their participation in bilingual programmes (Lasagabaster, 2013). Among the few studies developed, the following can be highlighted: Cazabon, Lambert and Hall (1993) investigated a bilingual programme implemented in Cambridge, Massachusetts, in which students showed their satisfaction from an academic and social perspective. Ramos (2007) analysed student opinions about a bilingual programme developed in Andalusia. Results showed that students are generally motivated towards bilingualism and the bilingual programme; nevertheless, less satisfactory opinions concerning the intellectual and cognitive benefits of FL learning were reported. Lasagabaster and Sierra (2009) conducted a study in the Basque Country regarding students' attitudes towards EFL in a CLIL secondary context and found that CLIL increases student exposure to the FL and its use in meaningful contexts and authentic situations which encourages positive attitudes towards FL learning. Likewise, Genera and Ramírez-Verdugo (2014) analysed student attitudes towards bilingualism and bilingual programmes in Madrid concluding that the students' impression was that these programmes helped to improve their communicative and social abilities.

As can be observed from these studies, students are, in general, motivated towards bilingual programmes, as they consider that bilingual education fosters their linguistic, cultural and social competences, as well as their academic proficiency (Salaberri & Sánchez-Pérez, 2012; Sevilla, 2016). This is of special relevance in our study focused on students' motivations to enrol in bilingual programmes.

2.2. Students' Motivation in Bilingual Education at Tertiary Level

The implementation of bilingual and EMI programmes in Europe has been strongly significant in the last decade. The outcomes of these programmes have been reported as successful in some European countries as English proficiency is enhanced (Paseka, 2000). In other geographical areas, these programmes have not reached such satisfactory outcomes, resulting, in some cases, in student exclusion and high university dropout rates (Marsh, 2006). Students participating in bilingual programmes in HE have reported both positive and negative results. Among the positive results, these programmes arouse general satisfaction and motivation in students (Byun *et al.*, 2011), as they perceive an improvement in their FL proficiency, especially in terms of receptive skills (Tatzl, 2011). Among the negative outcomes, bilingual programmes can lead to an increased workload for teachers and students and less comprehension of course content (Byun *et al.*, 2011; Evans and Morrison, 2011; Tatzl, 2011).

With regard to the students' motivation to participate in bilingual programmes in HE, there is still a limited amount of research, hence the relevance of the present study. Only a few studies have been conducted at this level, such as the one developed by Byun *et al.*

(2011) in a Korean institution, which shows a general motivation towards an EMI programme on the part of the students as it helps to improve their competence in the FL, although the insufficient lecturers' pedagogical EMI proficiency and the scarce support system resulted in low students' involvement and reduced content learning. Some other studies conducted in Taiwan also reveal a generally positive attitude towards EMI programmes, especially in terms of motivation for learning and English proficiency (Chen and Kraklow, 2015). Among the studies conducted in Europe, the one developed by Gorges, Kandler and Bohner (2012) in Germany shows that university students strongly interested in acquiring new language skills have a more positive attitude towards EMI programmes. More recently, Radu (2015) identified students' reasons for choosing a course taught in English in a Romanian university. These include their desire to study abroad, future career opportunities in international environments or access to international materials.

Fewer studies have been developed in Spain concerning students' motivation towards bilingual programmes in HE. Among them, the study conducted by Aguilar and Rodríguez (2012) should be highlighted, finding evidence that students felt motivated towards an EMI programme, and perceiving improvement of specialized vocabulary and oral skills. Students, however, reported lecturers' insufficient English proficiency. Another study conducted by Maíz-Arévalo and Domínguez-Romero (2013) analysed the students' response to CLIL implementation in Economics and Business Administration at the Universidad Complutense de Madrid regarding the following aspects: language skill improvement, strategies to improve English language level, degree of motivation and participation in EMI lessons, content acquisition and academic achievement. Results evidenced a high rate of student motivation when participating in EMI programmes, although one third of the participants expressed their concern about failing the courses. The present study intends to fill a research gap by providing empirical data on the students' motivation regarding their participation in bilingual programmes at tertiary level where there are only a few studies on this matter, especially in Spain.

3. RESEARCH METHODOLOGY

3.1. Research Questions

There are two main research questions that qualitatively inquire into the factors that affect students' motivation: 1) What are the main motivations and concerns identified by students in their two-year bilingual experience in HE?; 2) What are the changes that would make them feel more motivated to participate in future bilingual programmes in HE?

3.2. Context and Participants

The participants were 310 students who attended bilingual courses at the University of Almería (Spain) for two academic years as part of a plan of internationalization that promoted teaching content through foreign languages, with the prevalence of English over other languages. In fact, all the students participating in this study were attending courses in English. Most of them were on undergraduate courses (285) and fewer students were post-graduate (Masters) (25).

The participation in bilingual courses involved some benefits for the students with the aim of encouraging their participation: 1) Students who follow courses in English that cover half of the total number of credits either in the home university or a university abroad obtain a bilingual certificate in their final qualification (European Diploma Supplement); 2) They are prioritized with respect to study abroad scholarships, etc.

3.3. Instrument for Data Gathering

Two open questions incorporated into a wider questionnaire that contained nine more Likert-style questions plus lines for comments supporting their answers were used to collect the data: 1) What are the factors that motivated you to participate in a bilingual course? 2) What changes would you introduce to feel more motivated to participate in bilingual courses in the future? The nine questions not analysed in this study collected students' responses also related to their HE bilingual experience in fields like use of English on the part of lecturers, teaching material and strategies, tutorials, etc.

The students received the questionnaire individually by email using the online platform Limesurvey and answered all the questions. The qualitative responses collected from the two open questions were managed using MAXQDA-10 software following several steps. First, responses were listed to be treated as textual data and imported to MAXQDA-10 software for data analysis. Then data were read a few times and assigned codes based on the identification of key words, phrases and segments of lexical combinations, finding also relationships among codes, which provided a set of thematic categories. The coding system was tested on a text sample before codifying all the texts. Finally, relevant quotes were imported to illustrate the results. The six main fields were converted into frequency tables:

- 1) Lecturers and students' proficiency in English;
- 2) Future professional opportunities and integration in communities of practice;
- 3) Teaching and learning strategies;
- 4) Assessment and qualification;
- 5) Building students' self-confidence and self-efficacy to avoid frustration;
- 6) Critical views on the use of English as dominant language.

4. RESULTS AND DISCUSSION

This study draws on a qualitative analysis of aspects that the students found motivating in their HE bilingual experience together with their main concerns and changes that would increase their motivation to enrol in bilingual courses in the future. The six parameters described above were identified responding to the two research questions, although students reacted more deeply to some of the fields which will be supported by the descriptions below and quotations from students to illustrate their comments and opinions.

The responses obtained for the first question related to the first research question provided less information from the students than the second question, that is, students seemed to be more worried about changes in their future experiences than the past ones. Table 1 shows the percentage of students concerned about each of the six coded fields.

Table 1. Percentage of students' motivations and concerns about each of the six fields

TOPIC	Percentage of students
1) Lecturers and students' proficiency in English	71%
2) Future professional opportunities and integration in communities of practice	41%
3) Teaching and learning strategies	47%
4) Assessment and qualification	61%
5) Building students' self-confidence to avoid frustration	37%
6) Critical views on the use of English as dominant language.	29%

The first emerging field refers to the lecturers and students' proficiency in English. As can be observed in table 1, most of the surveyed students reported their motivations and concerns about this topic (71%), although they mainly focused on concerns. They report that the experience was initially motivating as they expected to have great opportunities to improve their English language competence with benefits in the interaction with experienced lecturers and classmates with a good command of the FL, but they later discovered drawbacks that concerned them. Quite a few comments state that some lecturers make mistakes when communicating in the FL and do not promote oral communication in the classroom: "My expectations about improving my English disappeared in some classes as the lecturers do not have a high command of English and avoid oral interaction. They just follow the slides and handouts that they have prepared" (Student 131). Regarding the students' proficiency, they describe different episodes of frustration when trying to communicate content knowledge in English and when interacting with lower proficient students: "I found differences between students who come from bilingual schools and can communicate more easily in English and others like me who don't come from bilingual schools" (Student 210). These results confirm what other studies have reported about inadequate language skills of both lecturers and students to cope with bilingual programmes at tertiary level (Smith, 2004; Studer, 2015; Tatzl, 2011; Yusof, Tayib & Mansor, 2004, among others).

Issues about their future professional opportunities and integration in communities of practice (Lave and Wenger 1991; Wenger 1998) were reported by 41% of the surveyed students. As a motivating factor, they value the previous information received from administration and lecturers on the future benefits of attending bilingual courses including priority for scholarships abroad, qualifications with a bilingual certificate, and more possibilities of sharing classes with students from abroad. They highly appreciate the use of specific text genres connected with future jobs (Sánchez-Pérez & Salaberri, 2015): "We have been working with texts that we will need in the future when we get a job like technical designs and descriptions

of greenhouses or adverts on type and quality of plastic covering material” (Student 287). Rather than concerns about this issue they suggest other ways of increasing opportunities in the answers to question 2.

As for the third field, reported by 47% of the students, they value the use of teaching and learning strategies as highly motivating and they explicitly appraise active, interactive and participative classes as engaging in the learning process. They especially mention the use of group work and other forms of classroom management that promote higher participation, evaluating positively the use of teaching strategies to compensate the low proficiency of lecturers and students: “A bad teacher in L1 is also a bad teacher in L2 and the other way round.” (Student 245). This confirms results from other studies (e.g. Studer, 2015) in which students perceive that good classroom dynamics may compensate for the lecturers’ low level of proficiency. This strengthens the need for an integrated teacher training model, not only in terms of foreign language competence, but also in appropriate EMI methodologies to be used in higher education contexts (Sánchez-Pérez & Salaberri, 2017). Their main concerns refer to the classroom performance of lecturers who do not implement the above-mentioned strategies.

Assessment and qualifications are both motivating but also a great concern for students (61%) who, on the one hand, recognize as motivating the action of teachers who considered classroom work as part of the final mark and broke down summative assessment into smaller chunks that are spaced over the course, as well as the lecturers’ focus on formative assessment providing feedback to improve the learning process. On the other hand, they feel that the process of learning in bilingual courses might have an influence on their final marks because they have difficulties to express themselves in English and it has a great impact on their exam answers.

Following Bandura’s definition of self-efficacy (1997) and considering that the concept of competence comprises the concept of self-efficacy, 37% of the students describe situations connected to this issue. There are students who identify episodes in which they overcome insecurities and fear of failure relying on their self-efficacy capabilities: “Since the very beginning I was able to understand and complete the tasks although I had to use different study techniques like writing bilingual lists of words. I had to organize myself in a different way” (Student 302) which is recognized to be motivating. However, they show doubts and concerns about their confidence and efficacy to cope with bilingual courses, in general, and specific tasks, in particular: “Sometimes I feel that I can’t cope with the activity of the class. I’m lost and I can’t understand something that is important” (Student 94). It is also common to find opinions that evidence the links between causal attributions and self-efficacy when the students attribute responsibility for lack of self-efficacy to others like lecturers or classmates: “Some students do not understand what the teacher says and that interrupts the flow of the class that becomes really slow and some of us feel frustrated” (Student 176). This can be considered a concretion of the attribution theory by Weiner (1986) and Williams and Burden (1997), as far as they attribute their failure or success to circumstances that remain outside their responsibility.

Some students (29%) express concerns and negative feelings rather than motivations about the use of EMI and question it: “Why is it in English? Other foreign languages are as useful as English” (Student 122), reporting that other languages are traditionally connected

to a particular field of knowledge and research: “For those of us who study Law, English is not meaningful and we would rather prefer other languages like Italian that provides a context closer to Spanish law” (Student 61). This supports the view by Ushioda and Dörnyei (2017) that motivation for learning LOTEs is a significant issue. In the particular context of this study, courses could be taught in languages other than English, but it was the lecturer’s decision to choose the language of instruction. It is also relevant to mention that international students with knowledge of Spanish participating in the same courses complain about the shift to Spanish in classes where the vast majority of students and the lecturer share Spanish as L1: “I’m a foreign student attending a course theoretically taught in English but the lecturer and the students decided to speak Spanish in occasions. I was lost although Spanish students were satisfied. I was just looking at their faces without understanding” (Student 253), which shows evidence that the community of the class needs to have training and practice in multicompetence and translanguaging skills and not just bilingual skills, supporting the construction of ideal multilingual selves (Henry, 2017) and building a ‘linguistic multi-competence’ framework which (Cook, 2016: 2) defined as “the overall system of a mind or a community that uses more than one language”, considering also that the L1 cannot be banned from students’ minds (Cook, 2001).

The second research question refers to the students’ proposals for increasing their motivations to enrol in future bilingual courses. Table 2 shows the percentage of students’ suggestions concerning the six emerging fields.

Table 2. Percentage of students who suggest changes that would make them feel more motivated to participate in future bilingual programmes.

TOPIC	Percentage of students
1) Lecturers and students’ proficiency in English	43%
2) Future professional opportunities and integration in communities of practice	79%
3) Teaching and learning strategies	48%
4) Assessment and qualification	68%
5) Building students’ self-confidence to avoid frustration	15%
6) Critical views on the use of English as dominant language.	44%

As regards the proficiency in English of both lecturers and students, 43% of the surveyed students provide suggestions to increase their motivation for the future: group the students according to their previous bilingual experience as those who are not experienced must cope with extra difficulties, start bilingual courses in the first year to facilitate the link with their previous knowledge, offer preparatory short courses before the real content properly starts, focus on main contents avoiding details. This is a signal of motivation based on their L2 learning experience and also their internal process of identification with a future image within the ideal L2 self (Dörnyei & Csizér, 2002; Dörnyei & Al-Hoorie, 2017). As for lecturers’ level of formality, students suggest that they should incorporate colloquial English in class.

Even though students have appreciated their current experience related to their future professional opportunities and integration in communities of practice, the vast majority of the surveyed participants (79%) provide further ideas on aspects that would make them feel more motivated. They demand better dissemination of information for students before they enrol in bilingual courses to be aware of employment opportunities abroad, international associations, informal networks, career maps and business in their environment where English is used. In the teaching-learning context of the class they suggest inviting professionals that can describe their current work experience and the importance of English in their profession, creating online networks with students abroad who also attend bilingual courses to share their experience including benefits and drawbacks for their future profession and debating about current issues related to their possible jobs: “Classes could be less formal and invite professionals in our field to tell us about their experience and the need for English” (Student 302). Students also advocate that internships and placements in local business where workers communicate in English would be highly motivating to get work experience and gain employment skills as part of their bilingual experience. All these motivating proposals made by the students confirm their desire to engage in communities of practice that involve members who share common goals, participate in common activities and use a range of resources like documents or tools which correspond to the accumulated knowledge of the community (Wenger, 1998). This is connected with Lanvers’ (2017) ought and ideal motivations as they express a desire to move from the present self to an ideal L2 self and an ought to L2 self, since they would like to align themselves with a global community of practice.

As regards teaching and learning strategies in bilingual courses, 48% of the participants appreciate the use of text types like designs and descriptions of greenhouses or lab reports, but they would like to be exposed to more varied text types useful in their professional development. This emphasizes the importance of creating text and genre maps for the different fields of study in HE, what Lorenzo (2013: 376) calls a “multilingual genre map across the curriculum”. Students also suggest a more extended use of ICT resources and classroom techniques that profile good lecturers for them as supporters of cooperation and participation in class, facilitators of understanding, designers of graded learning tasks and materials, etc. Most of their feelings can be summarized in this quotation: “We feel motivated with passionate teachers who like teaching” (Student 173). These motivating expectations are based on the way lectures have been delivered and represent the students’ L2 learning experience, but they also see bilingual education as a tool that opens new paths.

Suggestions for further motivation are related to assessment and qualifications. 68% of the students show evidence that this concerns them more than teaching or learning and propose assessment in L1/L1-L2, as they do not feel confident about assessment in L2. They also think that lecturers should consider the effort students make in the final assessment, as it involves an added value: “We should be rewarded in our assessment as our effort is bigger than doing it in L1” (Student 56). The alternative that bilingual courses could be recognized as extra learning credits and even a CEFR qualification equivalent to B1, required of the students to obtain their final degree qualification, is suggested by many students. They also advocate for continuous summative and formative assessment that should be clearly stated in the course programme to replace the imbalance towards the value of final exams in HE.

This type of motivation could be analysed from Higgin's perspective (1987) of other-ought and other-ideal as a reaction against norms of the system in coincidence with a sense of supportive influence also required from others (Lanvers, 2017) in terms of "prestige" associated to an increased value of bilingual courses participation and qualification.

Some participants (15%) propose ideas to increase their self-competence and self-efficacy in bilingual courses to avoid frustration and anxiety derived from the lack of understanding of what is going on in the classroom. Their suggestions cover different aspects like receiving glossaries of key concepts in L1 and L2, subtitled scientific videos, clear guidelines for each class to avoid getting lost, summaries, etc. They also express the need to start with simple concepts and then move to more complex ones combined with a careful selection of courses: "Starting a subject in English which is difficult in itself makes the bilingual experience quite frustrating" (Student 226). As can be observed, most of these suggestions attribute responsibility for their own self-confidence and self-efficacy to others rather than to themselves. This coincides with results obtained by Studer (2015) and Studer & Konstantinidou (2015) which conclude that students do not tend to think critically about their contribution to self-confidence and level of competence, rather they attribute reasons of their lack of self-efficacy to others like lecturers and/or course design. However, some students also praise their personal ability to overcome frustration and give advice that they consider useful for students, suggesting that they should exploit to the fullest extent what they consider to be academic skills, like effort and changes in self-organisation, confidence in performing well, socializing with others to mediate learning when coping with difficult tasks and communicative situations, lessen anxiety, etc. This last view supports Bandura's (1986: 391) concept of self-efficacy as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances". The types of motivation underlying the students' views in this field show their need to move from their present self to an ideal L2 self but, involving also a revision of the other-ideal and other-ought to gain agency in their learning practice. More studies might be necessary to analyse the connection between the students' level of self-confidence and self-efficacy and their success in bilingual courses.

Finally, critical views (44%) have raised the issue of using English as the only language of instruction and suggest motivations for the future that include the use of Spanish as L1 in bilingual classrooms: "In occasions, using Spanish in the classroom would help to clarify concepts. International students in our classes can also understand Spanish" (Student 214), and also the use of LOTEs, especially in areas of knowledge traditionally associated to other languages, like Spanish law and Italian. Students are also critical towards the extensive use of English and suggest the need to know more than one FL: "We know that English is the language of global business, but why don't we learn also through other languages like French or Arabic? I would like to work in the north of Africa when I get the degree" (Student 189). Comments like this pose essential questions about the role of English in bilingual courses which demand further research and could be considered a motivation based on the anti-ought-to self as described by Thompson (2017) and inspired by psychological reactance (Brehm, 1966).

5. CONCLUSION

In this paper we have attempted to give voices to HE students participating in bilingual courses to identify their concerns and motivations derived from their current experience, and motivating factors that would encourage them to participate in future bilingual courses. The qualitative data collected through two open questions were coded and grouped around six emerging categories. These data were consistent to answer the two research questions and were converted into percentages and analysed adding relevant students' quotations about their future motivations to illustrate the findings.

The results obtained confirm conclusions from other studies in relation to the proficiency levels of both lecturers and students and suggest new paths to improve motivation in future bilingual experiences. Teaching and learning experiences used and encouraged by lecturers seem to play an important role in their motivation and they are perceived as compensating for the lack of proficiency of both lecturers and students. The participants' future professional opportunities and integration in communities of practice are considered crucial as motivational factors to participate in further bilingual courses. They also identify drawbacks in their assessment and qualifications and suggest modifications to the system. The overwhelming use of English is also questioned by a significant number of students in relation to their current studies and future careers.

Following the L2 motivational self system framework, participants show evidence of types of motivation related to their L2 learning experience in the case of lecturers and students' proficiency in English as well as the teaching and learning strategies used in the context of the classroom, although they manifest an internal process of identification with a future image within the ideal L2 self. The progression from the present self to an ideal L2-self is evidenced regarding self-confidence and self-efficacy, entailing a revision of the ideal-other ought for those who attributed responsibility to others. The movement from the present self to an ideal self and ought to self are reflected in the beliefs about the ideal L2 user they would like to be in the future and the characteristics they ought to own in order to meet the expectations of others in the form of the internalized image they have of themselves for the future, as shown in findings about their future professional opportunities and integration in communities of practice. They also show signals of other-ideal and other-ought when they feel undervalued in their assessment and qualification procedures and react against established norms. In the same line, they manifest critical views on the dominance of an EMI approach which rejects the use of the L1 in class or inhibits the use of other foreign languages which can be considered a motivation based on the anti-ought-to self. The use of the L2 MSS model has proved to be valuable although it would require a deeper analysis of the obtained data.

Finally, the findings of this study can be considered relevant as they have given voice to students participating in an EMI context in HE and it has also opened new paths on the benefits of self-confidence and self-efficacy, the need to focus on professional opportunities and communities of practice, and a consideration of critical views on current practice and overwhelming use of English. This might suggest a move in research towards students' awareness of their current experience and their future motivations.

6. REFERENCES

- Aguilar, M. and Rodríguez, R. (2012). Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism*, 15(2), 183-197.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Bernaus, M., Wilson, A., & Gardner, R. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Porta Linguarum*, 12, 25-36.
- Brehm, J. (1966). *A Theory of Psychological Reactance*. New York: Academic Press.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education*, 62, 431-449.
- Cazabon, M., Lambert, W.E., & Hall, G. (1993). *Two-way bilingual education: a progress report on the amigos programme*. Research Report 7. National Center for Research on Cultural Diversity and Second Language Learning. Available from: <https://escholarship.org/uc/item/633345b4>, accessed 12 November, 2017.
- Chen, Y.L.E., & Kraklow, D. (2015). Taiwanese college students' motivation and engagement for English learning in the context of internationalization at home: a comparison of students in EMI and non-EMI programs. *Journal of Studies in International Education*, 19(1), 46-64.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423.
- Cook, V. (2016). Premises of multi-competence, in V. Cook & L. Wei (Eds.), *The Cambridge Handbook of Linguistic Multicompetence* (pp. 1-25). Cambridge: Cambridge University Press.
- Corder, S.P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(2-3), 161-169.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NY: Erlbaum.
- Dörnyei, Z. (2009). The L2 motivational self system, in Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Bristol: Multilingual Matters.
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421-462.
- Dörnyei, Z., & Al-Hoorie, A.H. (2017). The motivational foundation of learning languages other than global English: theoretical issues and research directions. *Modern Language Journal*, 101(3), 455-468.
- Evans, S., & Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education*, 25, 147-162.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London, England: Edward Arnold.
- Gardner, R.C., & Lambert, W.E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, MA: Newbury House Publishers.
- Genera, L., & Ramírez-Verdugo, M.D. (2014). Analyzing bilingual teaching and learning in Madrid. A Fulbright scholar collaborative research project. *Education and Learning Research Journal*, 8, 118-136.
- Gorges, J., Kandler, C., & Bohner, G. (2012). Internationalization at home: Using learning motivation to predict students' attitudes toward teaching in a foreign language". *International Journal of Educational Research*, 53, 107-116.
- Henry, A. (2017). Motivation and multilingual identities. *Modern Language Journal*, 101(3), 548-565.

- Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.
- Lanvers, U. (2017). Contradictory *others* and the *habitus* of language: surveying the L2 motivation landscape in the United Kingdom. *Modern Language Journal*, 101(3), 517-532.
- Lasagabaster, D. (2013). Attitudes and motivation in bilingual education, in C.A. Chapelle (Ed.), *The Encyclopaedia of Applied Linguistics* (pp. 1-8). Oxford: Wiley Blackwell.
- Lasagabaster, D. (2017). Language learning motivation and language attitudes in multilingual Spain from an international perspective. *Modern Language Journal*, 101(3), 583-596.
- Lasagabaster, D., & Sierra, J.M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL Research Journal*, 1(2), 4-17.
- Lave, J., & E. Wenger (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Lorenzo, F. (2013). Genre-based curricula: multilingual academic literacy in content and language integrated learning. *International Journal of Bilingual Education and Bilingualism*, 16(3), 375-388.
- Madrid, D., & Pérez-Cañado, M.L. (2001). Exploring the student's motivation in the EFL class, in E. García Sánchez (Ed.), *Present and Future Trends in TEFL* (pp. 321-364). Universidad de Almería: Secretariado de Publicaciones.
- Maíz-Arévalo, C., & Domínguez-Romero, E. (2013). Students' response to CLIL in tertiary education: the case of business administration and economics at Complutense University. *Revista de Lingüística y Lenguas Aplicadas*, 8, 1-12.
- Marsh, D. (2006). *English as Medium of Instruction in the New Global Linguistic Order: Global Characteristics, Local Consequences*. Finland: UNICOM, Continuing Education Centre, University of Jyväskylä.
- Paseka, A. (2000). Toward internationalization in teacher education: An attempt to use English as the working language in a sociology course. *Teaching in Higher Education*, 5, 359-371.
- Radu, C. (2015). Motivation in the educational process and English as a medium of instruction. *Proceedings of the 9th International Management Conference* (pp. 5-6). Bucharest, Romania. Available from: <http://conferinta.management.ase.ro/archives/2015/pdf/21.pdf>, accessed 12 September, 2017.
- Ramos, F. (2007). Opiniones de alumnos de un programa bilingüe andaluz sobre su programa y sobre el bilingüismo. *Revista Electrónica de Investigación Educativa*, 9(2), 1-15. Available from: <https://redie.uabc.mx/redie/article/view/166/287>, accessed 15 September 2017.
- Sánchez-Pérez, M.M., & Salaberri, M.S. (2017). Implementing plurilingualism in higher education: teacher training needs and plan evaluation. *Porta Linguarum*, Monograph II, 139-156.
- Sánchez-Pérez, M.M., & Salaberri Ramiro, M.S. (2015). Writing Professional Genres in a Second Language: Results from a Spanish University CLIL Context. *American Journal of Educational Research*, 52(1), 1-9.
- Salaberri, M.S., & Sánchez-Pérez, M.M. (2012). CLIL lesson planning, in J. Martínez Agudo (Ed.), *Teaching and Learning English through Bilingual Education* (pp. 89-110). Newcastle: Cambridge Scholars Publishing.
- Sevilla, A. (2016). *Linguistic programmes in Castilla la Mancha: A study of students, teachers and parents' attitudes toward bilingualism in secondary schools* (Unpublished master's thesis). Universidad Internacional de La Rioja.
- Skehan, P. (1989). *Individual Differences in Second Language Acquisition*. London: Edward Arnold.
- Smith, K. (2004). Studying in an additional language: What is gained, what is lost and what is assessed? in R. Wilkinson (Ed.), *Integrating Content and Language: Meeting the Challenge of a Multilingual Higher Education* (pp. 78-93). Maastricht: Universitaire pers.

- Studer, P. (2015). Coping with English: students' perceptions of their teachers' linguistic competence in undergraduate science teaching. *International Journal of Applied Linguistics*, 25(2), 183-201.
- Studer, P., & Konstantinidou, L. (2015). Language attitudes and language proficiency of undergraduate students in English-medium instruction. *VALS-ASLA*, 3, 215-231.
- Tatzl, D. (2011). English-medium masters' programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic purposes*, 10(4), 252-70.
- Thompson, A.S. (2017). Language learning motivation in the United States: an examination of language choice and multilingualism. *Modern Language Journal*, 101(3), 483-500.
- Ushioda, E. (2017). The impact of global English on motivation to learn other languages: towards an ideal multilingual self. *Modern Language Journal*, 101(3), 469-482.
- Ushioda, E. & Dörnyei, Z. (2017). Beyond global English: motivation to learn languages in a multicultural world: introduction to the special issue. *Modern Language Journal*, 101(3), 451-454.
- Weiner, B. (1986). *An Attributional Theory of Emotion and Motivation*. New York: Springer-Verlag.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.
- Williams, M., & Burden, R. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Yusof, R.N., Tayib M., & Mansor, M. (2004). English-medium instruction in non-English higher learning institutions: Accounting lecturers' experience versus students' perceptions, in R. Wilkinson (Ed.), *Integrating Content and Language. Meeting the Challenge of a Multilingual Higher Education*, (pp. 523-535). The Netherlands: Maastricht University.