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"*And say: My Lord! Bestow more knowledge on me.*"

Hafez ALHAMMADEH AL ISSA

June 2023

To my late parents, Juma & Emine

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ÖZET

Geçtiğimiz birkaç on yıl dünya çapında Eğitim Dili olarak İngilizce (EDİ) uygulanmasında bir artışa tanık oldu. Kuveyt, 1960'ların sonlarında Kuveyt Üniversitesi'nin kurulmasından bu yana kamu yüksek öğretim kurumlarında EDİ'yi benimsemiştir. EDİ Kuveyt'te yeni milenyumun şafağında ilk özel üniversitenin kurulmasından bu yana hızla büyüdü ve dünya çapında araştırma merkezi olmaya başladı. Ancak, Kuveyt bu açıdan hala gelişmekte olan bir bağlamdır. EDİ bağlamında öğrencilerin ve öğretmenlerin algıları üzerine Kuveyt'te daha önce bazı araştırmalar yapılmış, ancak mezunlara gereken ilgi gösterilmedi. Sonuç olarak, bu araştırma, üniversite mezunlarının EDİ eğitiminin akademik ve mesleki faydalarına ve mevcut işlerinde İngilizce kullanımlarına yönelik tutumlarını araştırmak için yapılmıştır. Bu araştırma, bir anket ve yarı yapılandırılmış görüşmelerden oluşan karma bir araştırma yöntemi kullanmıştır. Anket farklı EDİ bölümlerinden iki yüz yirmi dokuz mezun tarafından yanıtlanırken, yarı yapılandırılmış görüşmelere dokuz mezun katılmıştır. Anket verileri Statistical Package for Social Sciences (SPSS) kullanılarak, yarı yapılandırılmış görüşmeler ise içerik analizi yaklaşımı kullanılarak analiz edilmiştir. Bulgular, mezunların EDİ bölümünde okumanın faydalarına yönelik orta düzeyde tutumlara sahip olduklarını göstermiştir. Ayrıca görüşme yapılan kişilerin tamamının mevcut işlerinde İngilizce kullanmadıkları da ortaya çıkmıştır. Bu bulgular, EDİ politika belirleyicilerinin, EDİ'yi Kuveyt'teki yüksek öğretim kurumlarında tek öğretim aracı olarak uygulama ve teşvik etme politikalarını yeniden gözden geçirmeleri kapsamında bilgilenmelerine yardımcı olmaktadır.

Anahtar kelimeler: Eğitim dili İngilizce, tutumlar, akademik faydalar ve zorluklar, mesleki faydalar ve zorluklar, iş beklentileri, istihdam edilebilirlik, Kuveyt

ABSTRACT

The past few decades have witnessed an upsurge in implementing English Medium Instruction (EMI) worldwide. Kuwait has adopted EMI in its public higher education institutions since the establishment of Kuwait University in the late 1960s. EMI has proliferated in Kuwait since the first private university was established at the dawn of the new millennium. Since then, EMI has also begun to become the center of research around the world. However, Kuwait is still an emerging context in this respect. Some earlier research in Kuwait has been conducted on the perceptions of students and teachers in EMI settings. Nonetheless, EMI graduates have not been given due attention. As a result, the research at hand was conducted to explore the attitudes of university graduates toward the academic and professional benefits of EMI study as well as their use of English in their current jobs. This research utilized a mixed-methods design consisting of a questionnaire and semi-structured interviews. Two hundred twenty-nine graduates from different EMI departments answered the questionnaire, whereas nine graduates participated in the semi-structured interviews. The questionnaire data were analyzed using the Statistical Package for Social Sciences (SPSS), whereas the semi-structured interviews were analyzed using a content analysis approach. The findings showed that the graduates held medium-level attitudes toward the benefits of studying at an EMI department. Moreover, it was revealed that not all interviewees used English in their current jobs. These findings help inform EMI policymakers to reconsider their policies of implementing and promoting EMI as the only medium of instruction at higher education institutions in Kuwait.

Keywords: English medium instruction, attitudes, academic benefits and challenges, professional benefits and challenges, job prospects, employability, Kuwait

LIST OF ABBREVIATIONS

AMI:	**Arabic Medium Instruction**
CEFR:	**Common European Framework of Reference for Languages**
CMI:	**Chinese Medium Instruction**
EAP:	**English for Academic Purposes**
EFL:	**English as a Foreign Language**
ELF:	**English as a Lingua Franca**
ELP:	**English Language Proficiency**
EMI:	**English Medium Instruction**
EPP:	**English Preparatory Program**
ESP:	**English for Specific Purposes**
HE:	**Higher Education**
HEI:	**Higher Education Institution**
IELTS:	**International English Language Testing System**
KU:	**Kuwait University**
L1:	**First Language**
MPLS:	**Mathematical, Physical, and Life Sciences**
PAAET:	**Public Authority for Applied Education and Training**
PACI:	**Public Authority for Civil Information**
TMI:	**Turkish Medium Instruction**
TOEFL:	**Test of English as a Foreign Language**
WA:	**Weighted Average**

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CHAPTER 1

1. INTRODUCTION

This part presents the background of the research at hand, the statement of the problem, and the purpose of the research. Moreover, it discusses the research questions and the significance of the research. Finally, it provides the definitions of the key terms used throughout this thesis.

1.1. BACKGROUND TO THE RESEARCH

Globalization, internationalization, and the rise of English as a lingua franca (ELF) in many countries around the world have brought about a burgeoning demand for higher levels of English language proficiency (ELP) to cope with the rapid developments in all fields of science (Björkman, 2013; Jenkins & Baker, 2020; Jordan, 1997). In response to this demand, many nations have opted for teaching English as a mandatory subject at state schools beginning from the primary stage (Cha & Ham, 2008; Gil, 2010). Many countries in Europe or worldwide have gone a step further by embracing English as a Medium of Instruction (hereafter EMI) in their tertiary education institutions (Haberland et al., 2013; Dearden, 2014; Kirkpatrick, 2014). EMI is defined by Macaro (2018) as: "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" (p. 19).

Kuwait has actively catered to this dynamic global change by introducing English as a foreign language (EFL) at all levels of public schools in the early 1990s (Alazemi, 2017; Dashti, 2015). Moreover, Kuwait University (KU), the only public university in the country, alongside all private universities and the Public Authority for Applied Education and Training (PAAET), has been offering many EMI programs for more than four decades (Alazemi, 2020; Dashti, 2015). All private higher education institutions (HEIs) in Kuwait and all the science-oriented faculties at KU and the PAAET implement a full EMI model in which all courses are taught in English

(Mahfouz, 2022). The only exception at private HEIs is that of a private law school which utilizes a partial EMI model or what Macaro (2018) calls a "multilingual model," in which some subjects are delivered in English, with the rest being provided in Arabic, which is the only official language of the country and is the first language (L1) of a large proportion of the population.

1.2. PROBLEM STATEMENT

As an educational model adopted by many nations, EMI is supposed to play a vital role in shaping the knowledge body of these nations. Moreover, it is commonly perceived that EMI is positively affecting both students' employability and instructors' professional profile as it shapes their professional and scientific skills (Dafouz, 2018; Dearden & Akincioglu, 2016; Galloway, 2017; Galloway et al., 2017; 2020). Nonetheless, it seems that some countries have adopted this learning model without sufficient planning and study of the output of such educational models (Bradford, 2016). Some students and instructors have voiced concerns about implementing EMI programs (Hu et al., 2014; Kırkgoz, 2014). Graduates have also shown moderate attitudes toward the effects of EMI on their employability (Sahan & Şahan, 2021).

In Kuwait, all scientific departments in HEIs implement a full EMI model (Mahfouz, 2022). However, the majority of graduates report that they are inclined, for reasons related to job security and lower job demands, to be employed in the public sector, where Arabic is the language of communication (Alazemi, 2020). This inclination is also confirmed by a report published by the Kuwaiti Public Authority for Civil Information (PACI, 2022), which shows that more than three-quarters of the Kuwaiti workforce (78.4%) work in the public sector, whereas the fourth quarter is divided between working in the private sector (14.5%) and being unemployed (7%). Such a contradiction raises the problem of adopting an educational model that puts an extra burden on students (Kırkgoz, 2014; Tatzl, 2011) and may turn futile after graduation. To that end, exploring graduates' perceptions of EMI and the status of English in their post-graduation professional lives might be an excellent way to better understand this contradiction.

1.3. PURPOSE OF THE RESEARCH

Investigating students' and instructors' perceptions of EMI has always been a beneficial tool for obtaining insights concerning EMI. However, probing graduates' perceptions and the status of English in their professional lives might be a better way of judging the validity of the EMI model as these graduates represent the output of EMI. By adopting a mixed-method sequential explanatory design consisting of an online questionnaire and follow-up semi-structured interviews, this research aimed to reveal the perceived impact of EMI on graduates' academic and professional experiences. Moreover, it sought to shed light on the role of English in their post-graduation professional lives.

1.4. RESEARCH QUESTIONS

This research aimed to answer the following questions:

1. What are the beliefs of EMI university graduates about the academic benefits and challenges of studying content courses in English?
2. What are the beliefs of EMI university graduates about the professional benefits and challenges of studying content courses in English?
3. What is the role that English plays in EMI graduates' current careers?

1.5. SIGNIFICANCE OF THE RESEARCH

As EMI has become a growing global phenomenon (Dearden, 2014), a considerable body of research has been published to investigate this model. Many studies have set out to explore students' and lecturers' perceptions of EMI. Most of these studies have tackled general perceptions of EMI on topics like motivation, ELP, challenges, use of L1, and the effect of EMI on L1 (see Alazemi, 2020; Corrales, 2016; Cosgun & Hasirci, 2017; Ekoc, 2020; Kim et al., 2017; Macaro & Akincioglu, 2018; Masri, 2020). Other areas of interest related to EMI have not yet been researched extensively. There has been a study that investigated the correlation between EMI success, Turkish medium instruction (TMI), and ELP (Curle et al., 2020). Some studies

have tackled the topics of graduates' mismatch with the job market (Mok et al., 2016) and the poor status of English in graduates' lives (Chew, 2005; Gil, 2010; Hu et al., 2014; Yang, 2006). However, as for graduates' perceptions of EMI and the status that English holds in their lives after graduation, the literature suffers from a scarcity of published papers. Until recently, little research had been published on EMI's perceived effects on graduates' employability (Altay, 2020; Altay & Erçin, 2020; Sahan & Şahan, 2021).

In Kuwait, research on EMI is still scant (Alazemi, 2020). Some studies have focused on EMI students' perceptions. One unpublished MA thesis has been found on students' perceptions of EMI concerning their future employability (Shudooh, 2017). Another unpublished doctoral dissertation dealt with the challenges faced by EMI students in Kuwait (Alazemi, 2017). In another study, Alazemi (2020) investigated the perceptions of university students in Kuwait of the potential effects of EMI study on their Arabic language. Mahfouz (2022) explored the perspectives of students majoring in English language and literature at a private university concerning the linguistic situation in the country.

However, no prior research is reported to have tackled Kuwaiti graduates' perceptions of EMI. Motivated by the scarcity of research on EMI in Kuwait and in response to the call made by Curle and Derakhshan (2022) to take the initiative and carry out research in under-researched contexts, the current research tried to fill this gap in the literature and give some insights to education policymakers concerning the implementation of EMI at HEIs in Kuwait. This research aimed to investigate EMI graduates' attitudes toward the academic and professional benefits of studying academic subjects in English. It also endeavored to explore the status of English in these graduates' current careers.

In addition to filling the above-mentioned research gap, by adopting a mixed-methods sequential explanatory design, this research has the advantage of giving a comprehensive understanding of one of the complex phenomena in the educational setting (Rossman & Wilson, 1991), namely the phenomenon of EMI. Moreover, such a research design helps neutralize the biases of using a single-method research design

by providing detailed follow-up qualitative explanations of the initial quantitative results (Creswell & Creswell, 2017). This research design allows the graduates to talk in detail about their experiences of studying in English at university and helps the researcher to ask questions that explain the results found in the analysis of the quantitative part of the research.

This mixed-methods research also helps educational policymakers in Kuwait by looking at the phenomenon of EMI from a different perspective, namely the perspective of EMI graduates. Graduates are considered the output of university education, and their views should be taken into consideration when putting future plans to improve the educational system in the country. When graduates have positive attitudes toward EMI implementation in the country, this gives positive indications to policymakers as to keep implementing EMI at university level, and vice versa.

1.6. DEFINITIONS OF THE KEY TERMS

Attitude: individuals' affirmative or opposing points of view of a particular situation, or "a state of mind that incorporates ideas and feelings" (Oroujlou & Vahedi, 2011)

English as a medium of instruction / English medium instruction: 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, 2018, p. 19)

Employability: a set of achievements —skills, understandings, and personal attributes—that makes graduates more likely to gain employment and be successful in their chosen occupations (Knight & Yorke, 2003, p. 5)

Globalization: The flow of technology, economy, knowledge, people, values, and ideas . . . across borders (Knight, 2003)

Internationalization: Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education. (Knight, 2003)

This chapter has set the background to the research and stated the problem at hand. It has also presented the purpose of the research and the research questions. It has also explained the significance of the research and presented the definitions of the key terms used throughout this thesis.

CHAPTER II

2. LITERATURE REVIEW

This chapter will start by locating EMI among the different approaches to language teaching. It will also shed light on the various EMI implementation models in HEIs and Kuwait's educational landscape. After that, a review of EMI and employability research will be presented. In addition, this chapter will highlight previous research that has tackled the mismatch between the educational system and the job market's needs in different contexts around the world.

2.1. APPROACHES TO LANGUAGE TEACHING

There are many approaches to teaching in which English is being used nowadays. Some of these approaches focus on the language, whereas others concentrate on the content. In the latter, learning the language is implicit under learning content. The following will be a summary of these approaches.

2.1.1. Content-Based Instruction (CBI)

Content-based instruction (CBI) is considered an off-shoot of communicative language teaching (Rodgers, 2001), and it can be defined as an integrated approach to teaching a second language in which language instruction is based on the content or subject matter instead of linguistic items (Richards and Rodgers, 2014; Stryker and Leavers, 1997). CBI's roots can be traced back to the 1980s, as the number of individuals from minority language backgrounds in the U.S. had been increasing dramatically for many years (Brown & Bradford, 2017). CBI may focus on one or more content areas, such as history, math, history, and science (Crandall, 2012). Instruction in CBI can be carried out by a language teacher, a subject matter teacher, or both in adjunct courses (Crandall, 2012; Richards and Rodgers, 2014). Language learning is the ultimate goal of all forms of CBI classes, and as Figure 1.1 shows, CBI stands on the language end of the language-content continuum (Brown & Bradford,

2017). The theoretical support for CBI courses comes from second language acquisition research, especially the comprehensible input hypothesis (Krashen, 1982), the concept of negotiation for meaning (Long, 1983), and the output hypothesis (Swain, 1985).

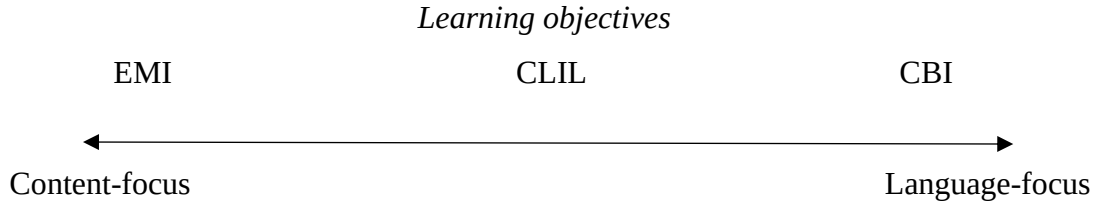

Figure 1.1 *The language/content continuum* (Adapted from Macaro, 2018; Airey, 2016; Thompson & McKinley, 2018)

2.1.2. Content and Language Integrated Learning (CLIL)

Content and language integrated learning (CLIL), on the other hand, is an educational approach with a dual focus on both disciplinary learning and language learning with curricular content being taught through a foreign language (Airey, 2016; Dalton-Puffer, 2011; Marsh & Frigols Martin, 2012). The emergence of this educational model can be attributed to the 1995 European legislation that promoted obtaining competence in two EU member languages besides the learner's first language (Llinares, Morton, & Whittaker, 2012; Wannagat, 2007). Dalton-Puffer (2011) argues that what distinguishes CLIL from other types of bilingual education like CBI and immersion education is that it is usually taught by a nonnative teacher of the additional language and carried out through a foreign language, mainly encountered in the classroom. Moreover, CLIL classes are timetabled under the names of the subject matter, with pure language classes continuing on their own. In CLIL classes, learners are assessed based on language proficiency and content knowledge (Brown & Bradford, 2017). As Airey (2016) puts it, CLIL resides in the middle of the continuum between language-focused approaches like EAP and CBI and content-focused ones like EMI.

2.1.3. English Medium Instruction (EMI)

EMI has become synonymous with higher education (HE) settings, in which English is utilized for teaching the subject matter in the different academic programs. The need for internalization seems to be the main reason behind implementing EMI in HE (Smit & Dafouz, 2012). Standing on the content end of the language-content continuum, EMI focuses only on the subject matter, with English being a vehicle to achieve this goal (Airey, 2016; Galloway, 2020). Nevertheless, language learning is implied to take place while the learners work on constructing the meaning with the teacher (Kırkgoz & Dikilitaş, 2018). EMI owes much of its recent burgeoning growth in Europe to the Bologna Declaration, which aims to ease students' mobility across European countries (Airey, 2016; Brown & Bradford, 2017). Nevertheless, full EMI programs date back to the nineteenth century, with Queen's College in Hong Kong and Robert College in Türkiye being two of the early examples of full EMI education worldwide (Altay & Erçin, 2020; Macaro, 2018; Yuksel, Altay & Curle, 202).

2.2. THE DIFFERENT MODELS OF EMI IMPLEMENTATION AT HEIs

EMI programs can be classified into different models according to two different classification methods. When the classification is based on the ELP at the time of the student's application to a university, there are the Selection Model, the Preparatory Year Model, and the Concurrent Support Model (Macaro, 2018). When the classification criterion is the percentage of English courses offered in an EMI program, there are the Full EMI Model and the Partial (Multilingual) EMI Model.

In the Selection Model, HEIs have an ELP prerequisite that prospective students should meet at the time of graduating from high school to be able to enroll in EMI departments. This model follows to a great extent the admission procedures adopted in English-speaking countries where HEIs typically ask international students coming from non-English speaking countries to prove their ELP by obtaining specific bands or scores on the IELTS, TOEFL, and other international English language examinations. The Selection Model is mainly adopted in such countries as China and Japan. If a high school graduate cannot prove that their ELP meets the language

requirement, they will not be admitted into the EMI program. This model is thought to be against the good of students who could not improve their English during their school years and cannot prove their ELP at the time of graduation from high school (Macaro, 2018).

The Preparatory Year Model is a less strict EMI model in that students can be admitted into EMI programs even if they do not meet the ELP requirements at the end of high school. However, the students are not allowed to register for any content courses before they finish the English Preparatory Program (EPP) to reach an adequate ELP level that will enable them to progress smoothly in their studies at an EMI program. This model is widespread in Türkiye and the Gulf countries, including Kuwait (Macaro, 2018).

In the Concurrent Support Model, students can enroll in EMI programs and even register for different EMI courses without presenting proof of their ELP. The only prerequisite in this model is having attended content courses relevant to the specialization in which prospective students want to enroll at university (Macaro, 2018). In this model, students are usually provided with continuous language support throughout their study at the EMI program. Such language support may include some EAP and ESP courses. This model is not widespread and is limited to some universities in Hong Kong (Macaro, 2018).

EMI programs also differ in the percentage of content courses offered in English within each program. The first type is the Full EMI Model, in which all content courses are taught in English. Some elective non-content courses may be offered in the country's L1. In Kuwait, all EMI programs offered at KU and private universities, except one, which will be mentioned below, follow this model and offer all their content courses in English. In Türkiye, a considerable number of EMI programs also implement this model.

The other model under the classification based on the number of content courses offered in English within each EMI program is the Multilingual Model or the Partial EMI Model, which has different implementations. The first one is the provision

of a specific number of content courses in English, whereas the rest are offered in the country's L1. This model is widely used in Türkiye, where hundreds of EMI programs provide 30% of the total number of content courses in English, and the remaining 70% are taught in Turkish. This model is also applied in one HEI in Kuwait, a private Law school where only eight courses, no more than 20% of the total number of courses, are offered in English during the four-year Bachelor of Law program.

Another form of the Multilingual/Partial Model includes dividing the same content course into two strands; one is taught in English, whereas the other is taught in L1, and the students must attend both strands (Macaro, 2018). A third form of the Multilingual Model is based on code-switching during lectures, as content teachers tend to regularly switch between English and the L1 to ensure that students comprehend the content knowledge fully. The Multilingual/Partial Model is considered advantageous to home students, but it poses some hurdles for international students unfamiliar with the host country's L1 (Macaro, 2018). These international students need to spend some extra time on an additional preparatory course before they can continue their studies.

2.3. THE EDUCATION SYSTEM IN KUWAIT

Kuwait is an Arab country at the northwestern tip of the Arabian Gulf. The population is estimated at 4.73 million people, of whom about 1.51 million are Kuwaitis, and about 3.21 million are expatriates (PACI, 2022). According to the constitution of Kuwait, Arabic is the formal language of the country. Historically, Kuwait has not undergone a direct British occupation or colonization in which citizens usually come in direct contact with English-speaking people. However, there was a protection treaty signed by Kuwait and Britain in 1899 and revoked in 1961. Moreover, before the discovery of oil in the 1930s, many Kuwaiti men used to travel to trade with India, which was under British rule.

The regulation of the education system is relatively new in Kuwait (Al-Awadi, 1957). Before 1911, education had been simple and informal, and it had been provided by the Katateeb, which were small places for teaching Arabic reading and writing and

the fundamentals of math besides the recitation and memorization of the Holy Quran. Teaching in the Katateeb took place in Arabic, the mother language of the Kuwaiti people. Formal education had not started in Kuwait until 1911, when Almubarakiya School, the first formal school in Kuwait, was established. Since then, the educational system has developed primarily with the oil boom that Kuwait has witnessed since the 1950s (Mahfouz, 2022). Nowadays, attending school is mandatory until the end of grade 9, and students must complete 12 years of study before they can enroll at university (Alazemi, 2017).

Schools have different types in Kuwait. The prevalent type is that of public schools, which consist of three stages: primary (1-5 grades), intermediate (6-9 grades), and secondary (10-12 grades). At all public schools, Arabic is the MoI, and English is taught as a foreign language, with students taking one 45-minute class per day (Al Issa, Kairouz & Yuksel, 2022; Kairouz, 2023). The same situation applies to traditional private schools, which adopt the government's curriculum (Alazemi, 2017). The situation is different at bilingual and international private schools where English is used as the medium of instruction (MoI). However, the number of such schools is incomparable with that of the public schools, which are the predominant ones.

As for HE, it is offered by three separate bodies: KU, PAAET, and a handful of private universities and colleges. KU, the oldest and only public *university* in Kuwait, was founded in 1966. PAAET is the second public HEI in Kuwait, and it was established in 1982 to meet the growing demand for skilled workers in the country. At the dawn of the new millennium, an Amiri (head of state) decree was issued allowing for the establishment of private universities, and by 2022 Kuwait had 15 private HEIs.

Since its foundation, KU has adopted a full EMI model in all its undergraduate programs that have a health, science, and technology orientation, including the programs offered by the faculties of Medicine, Pharmacy, Dentistry, Allied Health Sciences, Public Health, Engineering and Petroleum, Architecture, and Sciences. In contrast, the programs at the faculties of Social Sciences, Arts and Humanities, Law, and Sharia are taught in Arabic, and students in these faculties are asked to take two or three general English courses only.

Similarly, PAAET consists of different faculties and colleges, which offer four-year bachelor's degrees and two-year associate degrees. Some of these faculties and colleges offer their programs in English, either Full or Multilingual EMI, whereas others use Arabic as their MoI. Admission to KU and PAAET is restricted to Kuwaitis and nationals of the Gulf countries. Some international students can receive scholarship seats. These international students can be residents of Kuwait or come from their original countries within academic exchange schemes.

Before 2002, Kuwait had not had private universities or colleges. Until then, higher education had been offered by KU and PAAET. There used to be some private training institutes that used to provide training for graduates of high schools so that they could receive training diplomas and apply for jobs that had a vocational nature. In 2002, the first private university (Gulf University for Science and Technology) started its operations on Kuwaiti soil (GUST, n.d.). Since then, more private universities and colleges have been established. These private universities and colleges use English as their sole medium of instruction for content courses, and their programs are offered mainly in the domains of engineering, technology and computer sciences, and business administration. The only reported exception is that of Kuwait International Law School (KILAW), which adopts a multilingual EMI model for teaching the bachelor's degree (KILAW, n. d.). Students at private universities are a blend of Kuwaiti citizens and expatriate residents of Kuwait. In 2006, the Kuwaiti government launched an internal scholarship scheme in which eligible Kuwaiti high school graduates are enrolled at private universities with the Ministry of Higher Education and Scientific Research (MoHESR) paying the fees of these students (Alturki, 2006; Private Universities Council, n. d.).

It is also worth mentioning that Kuwait has long had a solid external scholarship scheme for Kuwaiti students. Under this scheme, hundreds of high school graduates are sent abroad every year to pursue their university studies at the expense of the Kuwaiti government. Students typically take their degrees from the USA, the UK, Canada, Ireland, Australia, the KSA, and Jordan. Through this scheme, 3454 high school graduates were sent abroad in the 2022/2023 academic year (MoHESR, 2022).

2.4. ADMISSION POLICIES AND EMI MODELS AT KUWAITI HEIs

Regarding the classification based on the percentage of content courses taught in English in the EMI program (Macaro, 2018), the previous section stated that most EMI programs in Kuwait are classified as Full EMI programs except for the law program at KILAW, which implements a multilingual EMI program. Concerning the second classification criterion, i.e., the ELP requirement, HEIs in Kuwait have adopted the Preparatory Year Model of EMI since their early years. Until the academic year 2011/2012, the only measure for admission to KU and other HEIs was solely the high school grade point average (GPA). Kuwaiti HEIs had not mandated students to present ELP proof as a prerequisite for admission. Such proof, if available, was only used for exemption from the EPP only.

The implementation of the EPP differs from one institution to another concerning the level of English taught in the EPP. For example, the Faculty of Science at KU offers students a one-semester English course using an A2-level textbook. At the end of this semester, the students take a non-credit pass-fail English examination consisting mainly of multiple-choice questions testing their reading comprehension, vocabulary, and grammar skills. However, at private universities, the EPP is an intensive academic English one-year program in which students take three language courses, one for grammar, one for listening and speaking, and the last for reading and writing. Students are tested in all these skills at the end of this one-year program (AUM, n. d.). These different levels of ELP requirements directly affect students' progress in the EMI program, as will be discussed later in this thesis.

Over the past two decades, the number of students graduating from high school has increased rapidly. For example, 36575 students graduated from high school at the end of the 2021/2022 school year alone (Alturki, 2022). Starting in the academic year 2011/2012, some modifications to the admission policies, and in turn to the EMI model, have taken place at Kuwait University. Due to several factors, including the massive influx of high school graduates, the limited intake capacity, and the relatively low academic level of high school graduates (Bin Taraf, 2019), Kuwait University, which receives the most significant proportion of new university students yearly,

introduced a new admission policy in 2011 (Khalifa, 2011). This new policy is based on the weighted average (WA) of high school GPA and the English and Math aptitude tests. This WA policy has made it mandatory for prospective students to take an English Aptitude Test (EAT) and a Math Aptitude Test (MAT) before applying to all KU academic programs involving EMI, i.e., all university programs except those offered by the faculties of Law, Sharia, Arts and Humanities, and Social Sciences (Kuwait University, 2022a).

Since 2011, the WA has become the basis for admission to KU. The result of the EAT makes up 15% of the WA in the faculties of Medicine, Dentistry, Pharmacy, Public Health, Engineering and Petroleum, Architecture, Life Sciences, and Administrative Sciences. It even makes up 20% of the Faculty of Allied Health Sciences WA (Kuwait University, 2022b). However, the Faculty of Science, which includes the departments of Math, Physics, Chemistry, Biology, and Geology, is the only science-oriented EMI faculty that does not follow the new WA policy and is still reliant on the old admission policy, which depends on high school GPA only.

Implementing the new WA admission policy has made the EMI model at KU a combination of the Selection Model and the Preparatory Year Model. On the one hand, it has become similar to the Selection Model in that the admission policy has made ELP one of the prerequisites for admission into KU. Not sitting the EAT will automatically exclude the student from all faculties adopting the WA policy. Moreover, failing the EAT means that a student will not be able to compete with other students and may not be admitted to any of the scientific faculties adopting the WA policy. On the other hand, the EMI model at KU is still similar to the Preparatory Year Model in that all EMI programs at KU still provide their normal EPP to students who pass the EAT with average grades.

Another HEI that has adopted an ELP requirement for its admission is KILAW. KILAW has recently required prospective students to pass the English entry test before applying to the school (KILAW, n. d.). This has also made the EMI model at KILAW the second one in Kuwait to combine the Selection Model and the Preparatory Year Model. No other HEI has been reported to impose passing an ELP test as a prerequisite

for admission. However, other HEIs may follow the example of KU and KILAW at any time soon.

2.5. RESEARCH ON EMI

Research on EMI has recently increased exponentially. Some systematic reviews have been published over the past few years (e.g., Galloway, 2020; Macaro et al., 2018; West et al., 2015; Wu & Tsai, 2022). EMI researchers have covered many topics, including teachers' and students' perceptions and the perceived benefits of EMI. A widely used methodology in EMI research is the utilization of questionnaires and interviews to elicit attitudes toward EMI (Dimova, Hultgren & Jensen, 2015).

2.5.1. Graduates' and Students' Perceptions of EMI

Sahan and Şahan (2021) investigated the perspectives of 408 preparatory year students, current students, and graduates of diverse full and partial EMI engineering departments at different Turkish universities. The researchers used a mixed-methods research design consisting of questionnaires, focus groups, and interviews to examine the motivations for joining EMI programs, the challenges of studying through the medium of English, and the beliefs about the academic and professional benefits gained from EMI study. As for the benefits on the career level, the findings showed a general tendency to deem EMI study beneficial in different ways, particularly having confidence as an engineer, finding a job, and having the priority of being sent abroad by their respective employers for business trips. However, these positive results were more likely on the part of foundation year students and current engineering students than graduates who were less likely to report having an advantage over graduates of TMI departments in finding a job or earning a better salary.

Huang and Curle (2021) investigated the perceptions of graduates and current students of a partial EMI finance program in China, where 70% of the course is taught in English and the rest in Chinese. The researchers received responses from 100 questionnaire participants and 20 interviewees. Half of the participants in each data collection method were current students in their third or fourth year of study at the

Finance department, and the other half were graduates who had a working experience of no less than six months. The findings showed a favorable position on the side of both students and graduates concerning the impact of EMI study on finding a job and having many job opportunities. Most participants believed that studying content through English improves ELP, which in turn means more and better job opportunities. In addition, participants thought that improved ELP helps with receiving promotions at their current jobs. Although the participants agreed that less content was being taught in EMI programs, they believed this did not affect their competitiveness in the job market.

Altay and Erçin (2020) utilized a three-item questionnaire to compare 76 engineering graduates of two state universities in Turkey, one adopting the full EMI mode and the other implementing the partial mode. First, the researchers examined the possible differences between the two groups concerning the type of market of the company for which they work. The findings showed no significant difference between the two groups. Almost a third of each group reported working at local-only companies, whereas the overwhelming majority of the remaining two-thirds work at local-global companies. Another point that Altay and Erçin (2020) investigated was the perceptions of the two groups concerning the contribution of their EMI study to their employment status. The researchers reported no statistically significant difference between the opinions of the two groups in this respect too. However, looking at the results from a different perspective shows that a considerable proportion of the participants, more than a third of the total participants, believed that EMI had not contributed to their current employment position. Moreover, more than one-third of each group somewhat agreed that EMI had helped them in finding their current job. Interestingly, less than a third of the total participants agreed or totally agreed that EMI had had a contribution to their being hired. These findings may contribute directly to the discussion of the current research concerning the effectiveness of EMI in improving graduates' employability.

Altay (2020) used a four-item questionnaire to examine the differences between the engineering graduates of the two modes of EMI in terms of four aspects. The 248 participants came from two different state universities in Türkiye. For current

employment status, the study showed that the majority of both groups were employed, with a relatively larger number on the part of the full EMI group. The non-working graduates were divided into two categories: unemployed but actively seeking a job in contrast to unemployed and not seeking a job. The two groups had contrasting distributions, with the partial EMI group having a larger number in the first category and a smaller number in the second. As for employment in a subject-related area, the full EMI group considerably outnumbered the partial EMI group, with 98 and 74 participants from each group, respectively, reporting being employed in a field related to their subject. For employment in a division-related field, the researchers noted an insignificant difference between the two groups, with 106 Full and 100 partial EMI graduates working in engineering. Finally, the aspect of the duration of seeking a job opportunity also did not yield a statistically significant difference. However, the researchers reported that descriptive findings showed some differences in terms of the number of graduates who had been employed after at least one year of graduation.

In an unpublished master's thesis, Shmidt (2018) used an interview-based research design to explore the perceptions of 10 graduates of the full-EMI Nazarbayev University (NU), in Kazakhstan, concerning the effect of EMI study on their ELP and employability. The study showed a consensus among the participants on the fact that EMI had improved their ELP as a personal judgment and as shown in their results in the International English Language Testing System (IELTS) exam before and after studying at NU. For the employment part, only half of the participants reported that their excellent command of English had been a determining factor in being accepted in their current jobs. Some also said that their job interviews had been conducted in English. Another notable finding is the concurrence among the participants on the positive impact of EMI on improving their soft skills and personal characteristics. Another point of almost total agreement is that EMI granted the participants access to a broader range of sources. However, the results of Shmidt's research might have been biased by the participants' recruitment criteria, as one of the conditions of participating in the study was being employed in a position that required using English regularly.

In another unpublished master's thesis, Shudooh (2017) used a multi-item questionnaire to investigate 96 Kuwaiti EMI students' attitudes toward EMI and the

perceived impact of ELP on their employability conditions. As for the employability part of the study, it shows that an overwhelming majority (95%) of the participants agreed that knowing how to speak and write English is an advantage in Kuwait and that poor spoken skills in English would affect employability negatively. A relatively smaller majority (85%) agreed that poor written English skills would have a negative effect on their employability. More than half of the participants (54%) reported unwillingness to employ people who are proficient in Arabic but know no English. In the follow-up open-ended explanations of their answers to the above questions, the participants' responses were divided into five categories: cognitive, education, communicative, personal, and national. Most justifications for the yes-answer to the three former items are based on communicative reasons.

2.5.2. The Mismatch Between Graduates' Skills and the Job Market

Other studies have tackled other issues related to graduates and their perceptions. In a similar vein to what Alazemi (2020) mentions about the mismatch between HE and the Kuwaiti job market needs, the participants in Mok et al.'s (2016) study expressed their concern about a similar mismatch between their academic qualifications or educational level and the needs of the job market. Mok et al. (2016) reported that the participants believed that because of the massification of HE in China and Taiwan, which had been intended to reach social equality, many of the graduates did not find appropriate job opportunities and had to work in a field other than the one they had studied. Moreover, they reported that the oversupply of HE graduates resulted in them accepting job opportunities with relatively low salaries.

In another study from the Chinese setting, Hu et al. (2014) report on the perceptions of 10 students and five faculty members of the implementation of EMI at Chinese universities. Some participants came from an EMI program, whereas the remaining participants were enrolled in a parallel Chinese Medium Instruction (CMI) program. Despite the perceived positive impacts of EMI on employability and social mobility voiced by some participants, other participants showed reservations over the importance given to EMI by their fellow participants. One faculty member from the CMI program contended that Chinese graduates mostly use Chinese as a language of

communication in their work settings, which implies that EMI has no advantage and no rationale for being implemented. In another study, Chew (2005) investigated the use of English by newly graduated employees in four banks in Hong Kong. Chew reported that Cantonese was the language used for most of the spoken communication. The use of English was limited to a few forms of written communication. Moreover, two-thirds of the participants reported having trouble at work because of the demands of the English language.

In another related paper, Yang (2006) talks about the discrepancy between learning and using English in China. He argues that despite the large numbers of Chinese students learning English at different levels of education, a small proportion of the population can be considered active users of English in their daily lives, whether at home or work, or other settings. Yang (2006) believes that three conditions must be available for English to have the category of a used language instead of a learned language, namely "a motivated community, the right tasks, and appropriate settings" (Yang, 2006, p. 7). However, these conditions are not met except in a few places in major cities. Yang continues that the role of English in China is limited and that it is used only in an instrumental function. What Yang discusses seems to be similar to a great extent to the case of Kuwait, where English is not a common language of communication, at least among the majority of the population whose L1 is Arabic. Similarly, Gil (2010) discusses the exaggeration of the status of English in Asia. They echo Yang's (2006) arguments regarding English learning and use and generalizes them to other Asian countries like Japan and Korea. According to Gil (2010), it is common to find students completing their school education with little ability to communicate in English.

The above-reviewed literature shows some inconsistency between students' and instructors' positive perceptions regarding EMI and the actual need for and status of English in graduates' careers and lives. The positive results in Shmidt's (2018) study of graduates' perceptions might have been affected by the participants' recruitment criteria, which included the prerequisite of being employed in a position that requires regular use of English. Because of this condition and the small number of total participants, the findings might lack the generalizability feature. Thus, the current

research aims to add to the scarce relevant body of research by investigating in some detail the graduates' perceptions of the potential effect that EMI has had on their employability. Moreover, it tries to present a clear understanding of graduates' attitudes toward EMI in general and the role that English plays in their lives.

This chapter has started with a preview of three of the major approaches involved in teaching English. It has also introduced the different classifications of EMI models worldwide. It has also illustrated the educational system and EMI model in Kuwait. Finally, it has reviewed some of the relevant literature.

CHAPTER III

3. METHODOLOGY

This chapter will report on the methodology part of the research at hand. First, it will give a quick reminder of the research questions. Then, it will illustrate the research design chosen for this research. In the remainder of the chapter, detailed information will be given about the participants, the data collection instruments, the procedure for carrying out the research, and the data analysis process.

3.1. RESEARCH QUESTIONS

The current research was conducted to explore the attitudes of university graduates toward their EMI university study. It specifically aimed to unravel the perceived academic and professional advantages and disadvantages of studying at an EMI university. It also endeavored to explore the use of English by EMI graduates in their current careers. Three research questions were designed for this purpose. The first question is concerned with the graduates' beliefs about the academic benefits and challenges of EMI. The second one is related to the graduates' beliefs about the professional benefits and challenges of EMI. The third one focuses on the graduates' use of the English language in their post-graduation professional lives. Table 1 shows the research questions and the data collection instruments utilized to answer each one of them.

3.2. RESEARCH DESIGN

The selection of an appropriate research approach and data collection instruments is believed to be at the heart of the success of any research (Creswell & Creswell, 2017). Employing the wrong research design could render any research invalid and could turn it into a failure. Research designs are divided into three types: quantitative, qualitative, and mixed-methods (Creswell, 2014). Each of the pure quantitative and qualitative research designs has different data collection instruments

Table 1

Research Questions and Related Data Collection Instruments

Research Questions	**Data Collection Instrument**
1. What are the beliefs of EMI university graduates about the academic benefits and challenges of studying content courses in English?	Likert-scale questionnaire and semi-structured interviews
2. What are the beliefs of EMI university graduates about the professional benefits and challenges of studying content courses in English?	Likert-scale questionnaire and semi-structured interviews
3. What is the role that English plays in EMI graduates' current careers?	Mainly semi-structured interviews

and has its own pros and cons (Dörnyei, 2007). To avoid the biases of adopting a single-method approach, the research presented in this thesis was conducted using a mixed-methods research design consisting of a quantitative questionnaire and qualitative semi-structured interviews. The following paragraphs will present an overview of the advantages and disadvantages of questionnaires and interviews and the significance of adopting a mixed-methods research design.

Of the different data collection methods, the questionnaire, a quantitative instrument, has been widely implemented in applied linguistics (Dörnyei & Taguchi, 2010), and above that, it is the predominant instrument in EMI research (Curle & Derakhshan, 2022). Questionnaires have a host of advantages ranging from practicality and feasibility to saving time and collecting large amounts of data (Dörnyei & Taguchi, 2010). One more benefit of questionnaires is their ability to measure intangible variables such as beliefs and attitudes, which are usually inferred from the participants' responses rather than being observed directly (Ary et al., 2019). However, questionnaires do not come without their shortcomings. The most common of these drawbacks is the provision of superficial data and, in some cases, the demotivation of respondents to take part in such data collection methods (Dörnyei & Taguchi, 2010).

In the same vein, in qualitative research, in which researchers believe that meaning is constructed socially (Croker, 2009), qualitative data collection methods

such as interviews and observation also share the same feature of being a double-edged sword. Qualitative research has proved useful in investigating new issues, understanding highly complex phenomena, and presenting answers to the "why" questions related to the collected data (Dörnyei, 2007). Additionally, it enables researchers to create thick descriptions of the phenomena they are studying (Croker, 2009). Nevertheless, qualitative research still suffers from some weaknesses, such as the small sample sizes, which may lead to generalizability issues and the subjectivity of the researcher in analyzing the collected data (Dörnyei, 2007). Another disadvantage lies in the time-consuming nature of qualitative inquiry (Freeman, 2009).

As a result of the potential defects of utilizing a pure research approach, either quantitative or qualitative, there has been growing support for using mixed-methods research designs. Such support stems from the belief that the overall strength of mixed-methods research studies is much greater than that of studies that depend on a single-approach research design (Creswell & Clark, 2017; Creswell & Creswell, 2017). Based on this belief and taking into consideration the nature of the problem of the current research, i.e., the attitudes of EMI university graduates, the decision was made to use a mixed-methods sequential explanatory research design consisting of a five-point Likert-scale questionnaire followed by semi-structured interviews in a sequential explanatory research design (Creswell & Creswell, 2017). Such a decision was taken to avoid the drawbacks of implementing a onefold research design and to use the qualitative data to help in explaining the initial results of the quantitative part of the study (Creswell & Creswell, 2017). Typically, questionnaires give primary empirical results concerning the investigated phenomenon, and the follow-up semi-structured interviews provide the participants with a chance to reflect in depth on the themes being discussed (Khan, 2013).

3.3. PARTICIPANTS

The target population of this research was the graduates of English-taught bachelor's programs at Kuwaiti universities and colleges, be they public or private institutions. Quantitative data were collected from 229 graduates who answered all the Likert-Scale items of the online questionnaire. Table 2 shows the frequencies and

Table 2

Demographic Characteristics of the Questionnaire Respondents Based on Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	105	45.9	45.9	45.9
Female	124	54.1	54.1	100.0
Total	229	100.0	100.0	

percentages of participants according to their gender. It indicates that 105 participants were male, whereas 124 participants were female.

Table 3 lists the EMI departments from which the questionnaire respondents had graduated. More than half of the participants were graduates of Engineering departments, whereas the other half were distributed among other departments, namely Business, Law, Medical Sciences, and Mathematical, Physical, and Life Sciences (MPLS) departments excluding Engineering.

Table 3

Demographic Characteristics of the Questionnaire Respondents Based on Graduated Department

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Engineering	131	57.2	57.2	57.2
MPLS excluding Engineering	27	11.8	11.8	69.0
Business	45	19.7	19.7	88.6
Law	16	7.0	7.0	95.6
Medical Sciences	10	4.4	4.4	100.0
Total	229	100.0	100.0	

Table 4

Demographic Characteristics of the Questionnaire Respondents Based on Employment Sector

Employment	Frequency	Percent	Valid Percent	Cumulative Percent
Public Sector	153	66.8	66.8	66.8
Private Sector	76	33.2	33.2	100.0
Total	229	100.0	100.0	

Table 4 shows the distribution of the participants according to their employment status. It shows that two-thirds of the participants (n = 153) were employed in the public sector in comparison with 76 participants who were employed in the private sector.

When it comes to the highest educational degree, Table 5 shows that less than 13% of the participants held a postgraduate degree. Five participants held doctoral degrees, whereas 23 participants reported having a master's degree as their highest educational degree. The overwhelming majority of the participants (*n* = 201) were holders of bachelor's degrees only.

Table 6 shows the status of studying content courses in English before attending EMI university. 48.5% of the participants (*n* = 111) declared that they had

Table 5

Demographic Characteristics of the Questionnaire Respondents Based on Highest Educational Degree

	Frequency	Percent	Valid Percent	Cumulative Percent
Doctorate	5	2.2	2.2	2.2
Master's degree	23	10.0	10.0	12.2
Bachelor's degree	201	87.8	87.8	100.0
Total	229	100.0	100.0	

Table 6

Demographic Characteristics of the Questionnaire Respondents Based on Having Studied Content Courses in English Before University

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	111	48.5	48.5	48.5
No	118	51.5	51.5	100.0
Total	229	100.0	100.0	

had content courses in English in their pre-university education, whereas 51.5% of the participants (*n* = 118) reported not having any content lessons in English before their enrolment at university.

Table 7 shows the distribution of the participants based on the type of EMI programs in which the students were enrolled. More than 80% of the respondents (*n* = 189) declared that they studied in full EMI programs in comparison with less than 20% of the participants (*n* = 40) who reported that they studied at Multilingual EMI programs in which both English and Arabic are used to teach different courses.

As for the distribution of the participants over public and private HEIs, Table 8 shows that the participants were roughly divided into halves among public and private HEIs. 40.2% of the participants (n = 92) graduated from public HEIs, whereas 59.8% of the participants (n = 137) attended private universities.

Table 7

Demographic Characteristics of the Questionnaire Respondents Based on the Type of EMI Programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Full EMI	189	82.5	82.5	82.5
Multilingual EMI	40	17.5	17.5	100.0
Total	229	100.0	100.0	

Table 8

Demographic Characteristics of the Questionnaire Respondents Based on Type of Higher Education Institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Public	92	40.2	40.2	40.2
Private	137	59.8	59.8	100.0
Total	229	100.0	100.0	

On the other hand, the qualitative part of this research involved nine interviewees. These interviewees came from different EMI universities and departments in Kuwait. Table 9 gives detailed information about the demographics of the participants who took part in the semi-structured interviews of the research at hand. Pseudonyms are used to protect the privacy of the participants.

Table 9

Demographic Characteristics of the Semi-Structured Interview Participants

Participant	Gender	Type of University	Current Job	Employment Sector
Ibraheem	Male	Public	Geology Teacher	Public (School)
Nafla	Female	Public	Pharmacist	Public (Hospital)
Abdul Rahman	Male	Public	Computer Engineer	Public (School)
Hessa	Female	Private	Electrical Engineer	Private (Company)
Abdullah	Male	Private	Computer Engineer	Public (Ministry Headquarters)
Abdul Rahman	Male	Private	Mechanical Engineer	Private (Company)
Hamad	Male	Public	Computer Teacher	Public (School)
Abdul Wahhab	Male	Public	Dentist	Public (Hospital)
Bader	Male	Private	Electrical Engineer	Private (Company)

3.4. DATA COLLECTION PROCEDURES

As mentioned earlier, the current research utilized a mixed-methods research design consisting of a questionnaire and semi-structured interviews. Using such a research methodology helps the researcher obtain a comprehensive view of the problem being researched. Moreover, it helps them avoid any possible drawbacks resulting from the use of a single-method approach.

3.4.1. Sampling

Researchers are usually unable to study all the members of the population they are interested in, and that is why they choose only a sample of this population to study (Babbie, 2021). The logic of sampling is to select a few people to be investigated by the researcher and discover things that may apply to other members of the target population who have not been studied by the researcher. Choosing an appropriate sampling method is one of the critical factors for the success of the research (Dörnyei & Taguchi, 2010).

Due to the dispersed nature of the participants in the current research, namely graduates of EMI departments in Kuwait, and due to the extreme difficulty, if not the impossibility, of locating all members of the target population, a nonprobability snowball sampling (Babbie, 2021; Creswell & Creswell, 2017) method was utilized in the administration of the online questionnaire in the current research. The decision to use such a sampling method was made because the target participants are situated in many different places across the country and even outside it. The researcher, who works as a teacher of English at high schools in Kuwait, reached some of his former students who completed their studies in EMI departments at Kuwaiti universities. These graduates were asked to do the online questionnaire and share the link for it with their colleagues who were eligible to take part in the research, i.e., being graduates of EMI departments at universities in Kuwait.

Moreover, the researcher utilized Twitter for sampling the participants by using the tweets under the Twitter hashtag #AUM_الأولى_في_الكويت, which translates as

#AUM_the_first_in_Kuwait, to reach graduates of the American University of the Middle East, which has been ranked the top university among all universities, private and public, in Kuwait for more than three consecutive years. This technique made it possible for the researcher to receive a good number of responses from the graduates of this prestigious university. The same technique was also used to reach graduates of EMI departments at other universities in Kuwait, including KU.

On the other hand, the participants in the semi-structured interviews were sampled using a nonprobability convenience sampling method (Babbie, 2021; Creswell & Creswell, 2017, Dörnyei, 2007). The researcher contacted those questionnaire participants who showed interest in taking part in the follow-up semi-structured interviews. However, not all of them agreed to be interviewed when the researcher contacted them. The total number of participants in the interviews was 9.

3.4.2. Online Questionnaire

The questionnaire is considered the most frequently used data collection instrument in EMI research up to the present day (Curle & Derakhshan, 2022). This is a result of the multitude of benefits questionnaires have, such as practicality, feasibility, and the ability to collect large amounts of data in a relatively short duration of time (Dörnyei, 2007).

The questionnaire used in the current research was adapted from the questionnaire designed by Sahan and Şahan (2021). The decision to utilize this questionnaire was made based on many factors. First, the questionnaire is well-designed and covers a wide range of issues concerning the academic and professional benefits of EMI study. Second, the items in the questionnaire were very much relevant to the Kuwaitis context. Only few modifications were needed before conducting the questionnaire in the current research. Finally, Sahan and Şahan (2021) reported acceptable reliability results for their questionnaire, which makes it more promising to adopt this questionnaire.

The original questionnaire was carried out in Türkiye and had three similar versions distributed to three groups of participants: English preparatory year students in EMI engineering departments, current EMI engineering department students, and graduates of EMI engineering departments at different Turkish universities. Other than the demographic information section, Sahan and Şahan (2021) included four sections in their questionnaire. The first section included 14 items and dealt with the motivations to study in an EMI department. The second section contained 20 items and was related to the academic benefits and challenges of studying at an EMI department, whereas the third part consisted of 12 items and was concerned with the benefits of studying at an EMI department concerning employability and career prospects, i.e., the professional benefits and challenges. The last part contained four items and was dedicated to self-reported proficiency in the four English language skills, namely reading, writing, listening, and speaking. The items in the second, third, and fourth sections were on a five-point Likert Scale. The responses were: *Strongly Disagree, Disagree, Unsure, Agree,* and *Strongly Agree*. The reliability test results reported by Sahan and Şahan (2021) were acceptable and were as follows: $\alpha = .911$ for the overall scale; $\alpha = .765$ for the motivations section; $\alpha = .862$ for the academic challenges section; $\alpha = .873$ for the professional challenges section.

After discussing the questionnaire used by Sahan and Şahan (2021) with the thesis supervisor, it was deemed that the section on the motivations for studying in an EMI department was not appropriate for this research because EMI departments in Kuwait do not have alternative departments that teach in Arabic except for the partial EMI Law program at one of the private universities, which has the full Arabic medium instruction (AMI) alternative program at KU. This means that students do not have the opportunity to choose whether they want to study their desired program at an EMI or an AMI department. This renders a section on motivations to study in English inappropriate. As a result, this section was not included in the questionnaire used in the current research.

The other two sections on the academic and professional benefits and challenges were discussed thoroughly, and some modifications were made to them. Items 7 and 8 of the academic benefits section were reworded. Items 19, 22, 23, 24,

and 25 were added to the academic benefits section. In the professional benefits section, only the phrases “than graduates from Arabic-language departments” and “compared to employees who graduated from Arabic-language departments” were added to items 6, 7, and 8 to make the comparison clear. Finally, the expression “Studying in English” was used instead of the pronoun “It" in some statements throughout the scale to clarify them and avoid possible ambiguity.

The final English version of the questionnaire included three sections. The first section was related to the academic benefits and challenges of studying at an EMI department. It contained twenty-five 5-point Likert Scale items. The second section focused on the professional benefits and challenges of studying at an EMI department, and it had twelve 5-point Likert Scale items. The prompts in these two sections were as follows: *Strongly Disagree, Disagree, Neutral, Agree,* and *Strongly Agree*. The third and last section was the demographic information section. It was put at the end of the questionnaire based on the recommendation that postponing it to the end reduces the amount of students’ sensitivity toward giving personal information at the beginning of a questionnaire, which they do not know yet. Moreover, it was believed that doing the demographic questions at the beginning consumes some of the respondents’ effort and concentration, which are needed to answer the main questionnaire items.

The next stage was the translation stage. Since the researcher is a native speaker of Arabic and a teacher of English himself, he did the translation work on his own. The researcher translated the questionnaire items into Arabic. The Arabic translation of each item statement was written next to the English statement so that respondents could easily switch between the two versions when they were unsure of the meaning of a statement in any of the two versions.

After the translation stage was over, the questionnaire was made available online using the Google Forms service, which is an Internet website used for conducting online questionnaires over the internet. The decision to use an online version of the questionnaire instead of the paper-based version was taken based on the myriad of merits for online questionnaires (Dewaele, 2018). One of these merits is that the online questionnaire can reach the target population wherever they are, and this is

highly essential in the case of this research in which the target population, namely the graduates of EMI departments at Kuwaiti universities, are not located in one specific place. Another advantage of online questionnaires is their practicality. Once an online questionnaire is ready, it runs itself without any further interference on the side of the researcher. The online questionnaire can keep count of the total number of participants until it reaches the point of satisfaction with the amount of collected data (Dewaele. 2018).

After that, the link for the online questionnaire was shared with a practicing teacher of Arabic who holds a BA in Arabic Language and Literature. This teacher was asked to read the questionnaire thoroughly and give feedback on the structure of the Arabic statements. A few modifications were made to the Arabic version based on this feedback. The online questionnaire link was also shared with two practicing teachers of English who have BAs in English Language and Literature to check if there were any ambiguities or irregularities. The two teachers gave their feedback and confirmed the clarity and intelligibility of the items in the English version. Moreover, the time needed to answer the questionnaire items was considered suitable by all three teachers who were teachers at high schools in Kuwait. Eventually, the questionnaire was ready for conducting the pilot study.

After the consultation, translation, and modification stages, a pilot application of the questionnaire was conducted with fifty graduates of EMI departments in Kuwait. Cronbach's alpha was used to check the reliability of the pilot study, and the questionnaire yielded acceptable reliability test values (Dörnyei, 2007; Taber, 2018). A Cronbach's alpha value of .909 was calculated for the overall scale. As for the subscales, the academic challenges section received a value of $\alpha = .878$, whereas the professional challenges section received a value of $\alpha = .821$. Graduates' feedback was positive concerning the clarity and appropriateness of the questionnaire items and the time needed to answer the questionnaire, so no further modifications were made. After that, the final version of the questionnaire was ready to be used to collect data from the participants. The application of the questionnaire of the main study was made during the second semester of the academic year 2021-2022. A copy of the questionnaire can be found in the appendices section at the end of this thesis.

3.4.3. Semi-structured interviews

Since the current research is a mixed-methods research that is designed in a sequential explanatory design, the quantitative part of the questionnaire was followed by the qualitative part of the semi-structured interviews. This was made to explain the findings of the questionnaire and obtain better insights into the problem at hand.

Interviews are one of the most common qualitative data collection instruments (Creswell & Creswell, 2017; Rose et al., 2020). One type of interview is that of the structured interview in which the interviewer uses a fixed wording of the interview questions and follows the exact order of these questions in all their interviews with the participants. Another type of interview is the semi-structured interview. Here, the researcher starts with a few questions in mind. However, the door is open for more questions, which emerge during interviews, and these emerging questions may differ between one participant's interview and another's.

As for the current research, after the application of the online questionnaire and the analysis of its results, a second round of discussion with the thesis supervisor was carried out to determine the most pertinent questions that should be used in the semi-structured interviews. These interview questions aimed at answering all three research questions, especially the third research question, which is related to graduates' use of English in their workplace and their personal lives after graduation. The first three questions used in the semi-structured interviews were the same as the three research questions mentioned earlier. Moreover, some other questions were produced based on the major findings of the online questionnaire. A pool of questions was produced at first, and then a detailed discussion of these questions was carried out to decide which questions would be relevant and which questions should not be used as they might be sensitive and irritate the interviewees. Other emerging questions were asked during the process of conducting each single interview. A list of the initial interview questions can be found in the appendices section.

The interviews were conducted in March and April 2023. The interviews lasted between 20 and 40 minutes. At the beginning of each interview, the interviewee was informed of the nature of the interview, and verbal consent was obtained to conduct and audio-record the interview. Also, each single interviewee was made assured that they could decline to answer any question they did not feel comfortable with. Each interviewee was also asked if they preferred to be interviewed in English or Arabic. Based on the interviewees' preferences, seven interviews were conducted in English, whereas two interviews were conducted in Arabic, which is the first language of all interviewees. The interviewees who preferred to be interviewed in English showed very good levels at the speaking skill as judged by the researcher during the course of the interviews. At the end of each interview, all personal identifiable information was deleted immediately using special audio processing software. The data collected through the semi-structured interviews were transcribed verbatim by the researcher.

3.5. DATA ANALYSIS

Two types of data, namely quantitative and qualitative, were collected in this research. Descriptive statistics were used to analyze the data collected through the Likert Scale questionnaire items, whereas the data of the semi-structured interviews were analyzed using thematic analysis of emerging themes.

3.5.1. Quantitative data analysis

The data collected through the online questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) 26. Before conducting the analysis, the responses of the participants were coded on a scale of 5, as shown in Table 10.

Items 3, 7, 8, 12, 13, 14, 16, 20, 21, 22, 23, 24, 25, 35, and 37 had negative statements concerning EMI. Thus, these items were reverse-coded in the data preparation stage. This means that the prompt *Strongly Disagree* was assigned the value 5, and the *Disagree* prompt was given the value 4. The response *Agree* was given the value 2, whereas the response *Strongly Agree* received the least value of 1.

Table 10

Questionnaire Items Coding in SPSS

Prompt/Response	Coding Value
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

After coding and reverse-coding the participants' responses, the data was imported to SPSS to check the scale for reliability and internal consistency. Reliability tests of the whole scale and the two sub-scales, and the single items were carried out to make sure that the scale has internal consistency and reliability. As shown in Table 11, the Cronbach's alpha value for the whole scale was calculated at $\alpha = .874$. As for the first sub-scale related to the academic benefits and challenges of studying in an EMI university, the sub-scale received a Cronbach's alpha value of $\alpha = .851$. The second sub-scale related to the professional benefits and challenges of studying in English at university yielded a Cronbach's alpha value of $\alpha = .782$. According to Dörnyei (2007) and Taber (2018), these results are considered acceptable, and they ensure the reliability and internal consistency of the scale. Thus, the questionnaire can be considered a reliable instrument to measure the intended variables.

To check the normality of the distribution of the values obtained by the Kuwaiti EMI Graduates' Attitudes Scale, Kolmogorov-Smirnov and Shapiro-Wilk tests (McKinley &

Table 11

Reliability Statistics

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Graduates' Attitudes Scale	.874	.875	37
Academic Benefits Subscale	.851	.849	25
Professional Benefits Subscale	.782	.79	12

Table 12

Test of Normality of the EMI Graduates' Attitude Scale

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.059	229	.051	.991	229	.180

a. Lilliefors significance correction

Rose, 2019) were conducted. Table 12 presents the results of these two normality tests.

Table 12 shows that the Sig. value in both tests is greater than .05. As a result, the null hypothesis that the scale's scores are not statistically significantly different from the normal distribution can be rejected. Thus, it can be concluded that the data is normally distributed. Therefore, parametric statistical methods can be used to compare the average score values of the different groups of participants.

After ensuring the reliability and internal consistency of the scale, descriptive statistics were utilized to measure the means, standard deviations, skewness, and kurtosis for the single items of the questionnaire. The findings of these descriptive statistics will be presented in the following chapter.

3.5.2. Qualitative data analysis

The aim of analyzing qualitative data is to make sense of spoken or written text (Creswell, 2014). Typically, qualitative data collected through interviews are so rich and dense. That is why not all of them can be analyzed. This means that only parts of the data can be chosen for analysis using a winnowing process (Guest, MacQueen, & Namey, 2012).

The data collected from the semi-structured interviews were analyzed using an inductive content analysis approach (McKinley & Rose, 2019). Following the recommendations of Creswell (2014) and Dörnyei (2007) concerning the analysis of qualitative data, the interview data were analyzed using the following steps. The first stage was the transcription stage. In this stage, all interviews were transcribed verbatim

by the researcher. Interviews held in English were transcribed in English, whereas interviews conducted in Arabic were transcribed in Arabic. No complete translation of the Arabic interviews was carried out as it was deemed that translating the necessary parts would suffice to meet the aims of this research. After transcribing all the interviews, a second stage of getting acquainted with the data was carried out. Here, the researcher followed a systematic procedure of listening to the interviews while reading the transcription. This stage aimed to reflect on the interviews and have a general sense of them. The third stage was that of coding. Coding was carried out manually. Coding means choosing specific chunks and deciding on categories for each of them. Codes were then used to create themes and finally interpret the findings. The final stage was the stage of writing the findings.

This chapter has reviewed the research questions and the data collection instruments used to answer each question. It has also elaborated on the research design and the participants' demographic data. It has also given information related to sampling and data analysis.

CHAPTER IV

4. FINDINGS

The findings of the quantitative and qualitative analyses of the data collected in this research are presented in this chapter. The quantitative analysis of the dataset obtained using the Kuwaiti EMI Graduates' Attitudes Scale was conducted using SPSS 26, whereas the qualitative data of the semi-structured interviews were analyzed using inductive content analysis. The findings of the two types of analysis will be presented in order of the research questions.

4.1. QUANTITATIVE DATA ANALYSIS

To quantitatively address the three research questions, the responses of the 229 EMI graduates to the Kuwaiti EMI Graduates' Attitudes Scale were analyzed using SPSS. The mean scores and standard deviations of all questionnaire items were calculated. To have a more in-depth view of the findings, the researcher divided the mean scores into three ratings: low, medium, and high, using Alsaleh's (2020) equation of mean score levels. A low-level rating represents a negative attitude, whereas a high-level rating represents a positive attitude. The range of each level was calculated based on the following equation: (the highest number of alternatives – the lowest number of alternatives) ÷ the number of levels. The equation for the range of each level goes as follows: (5 – 1) ÷ 3 = 1.33. Thus, the highest value in the low rating was 1 + 1.33 = 2.33. The highest value in the medium rating was 2.34 + 1.33 = 3.67, and the highest value in the high rating was 3.67 + 1.33 = 5. As a result, the ratings become as follows:

Low: Less than or equal to (2.33)
Medium: Bigger than (2.33) and lower than or equal to (3.67)
High: Bigger than or equal to (3.68)

Table 13 presents details about the mean scores, standard deviations, and ratings of the whole scale and the academic and professional subscales.

Table 13

Means, Standard Deviations, and Ratings for The Kuwaiti EMI Graduates' Attitudes Scale and the Academic and Professional Benefits Subscales

Scale	*N*	*M*	*SD*	*Rating*
The Kuwaiti EMI Graduates' Attitudes Scale	229	3.40	.47	Medium
The Academic Benefits Subscale	229	3.38	.53	Medium
The Professional Benefits Subscale	229	3.44	.56	Medium

Table 13 shows that the Kuwaiti EMI Graduates' Attitudes Scale and its two subscales, i.e., the subscales of academic and professional benefits of EMI study, received medium-level mean scores. This indicates that the respondents had moderate attitudes toward their study at EMI departments. The following sections will present the quantitative findings of the three research questions in detail.

4.1.1. The Academic Benefits and Challenges of EMI

The first research question was concerned with the beliefs of EMI university graduates in Kuwait about the academic benefits and challenges of studying content courses in English. Table 14 gives a detailed view of the means, standard deviations, and rating levels of each item in this subscale.

Table 14

Means, Standard Deviations, and Ratings for the Items in the Academic Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	*N*	*M*	*SD*	*Rating*
1.	University teachers in my department had the necessary language skills to teach in English.	229	3.93	.960	High
2.	University teachers in my department were more qualified than the teachers in Arabic-language departments.	229	3.23	.969	Medium
3.	University teachers in my department simplified the content because the language of instruction was English.	229	2.51	1.041	Medium

Table 14 (Continued)

Means, Standard Deviations, and Ratings for the Items in the Academic Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	*N*	*M*	*SD*	*Rating*
5.	Studying in English at university made me feel distinguished.	229	3.77	1.118	High
6.	Studying in English at university made me feel like I was part of an elite group.	229	3.52	1.149	Medium
7.	If the language of instruction at university had been Arabic, lectures would have been more appealing.	229	2.88	1.226	Medium
8.	If the language of instruction at university had been Arabic, lectures would have been more motivating.	229	2.89	1.198	Medium
9.	I improved my English language skills through studying in English at university.	229	4.18	.926	High
10.	I learnt my specialization terms better in my English-taught lectures compared to Arabic-taught lectures.	229	4.14	1.009	High
11.	It was easier to understand conceptual knowledge in my English-taught lectures compared to Arabic-taught lectures.	229	3.52	1.050	Medium
12.	The academic standards in my department were lower because the language of instruction was English.	229	3.33	1.141	Medium
13.	If the language of instruction had been Arabic, the difference in students' academic achievement would have been less in my department.	229	2.96	1.202	Medium
14.	If the language of instruction at university had been Arabic, I could have learnt the subject material in more detail.	229	2.91	1.298	Medium
15.	I had no difficulty understanding the subject material in English.	229	3.66	1.147	Medium
16.	I spent more time on my studies because the language of instruction in my department/program was English.	229	2.77	1.243	Medium
17.	I had enough resources in English.	229	3.68	1.072	High
18.	The university had enough resources in English.	229	3.85	.975	High
19.	Studying in English at university gives students a better opportunity to pursue postgraduate studies.	229	4.26	.959	High
20.	If the language of instruction at university had been Arabic, I could have participated more actively in the lectures.	229	2.83	1.313	Medium

Table 14 (Continued)

Means, Standard Deviations, and Ratings for the Items in the Academic Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	*N*	*M*	*SD*	*Rating*
21.	In my English-taught lectures, my teachers provided explanations in Arabic.	229	2.68	1.162	Medium
22.	I used to ask for help regularly during my study in English at university.	229	2.78	1.184	Medium
23.	Studying in English at university negatively affected my spoken Arabic proficiency.	229	3.50	1.269	Medium
24.	Studying in English at university negatively affected my written Arabic proficiency.	229	3.43	1.305	Medium
25.	Studying in English at university has been a threat to my cultural identity.	229	3.72	1.332	High
T_Ac	Overall Academic Benefits Subscale	229	3.38	.53	Medium

Note. M and *SD* stand for *Mean* and *Standard Deviation,* respectively.

Table 14 shows that the participants had an overall neutral attitude toward the academic benefits and challenges of EMI study, as the mean score of the overall academic benefits subscale yielded a medium-level rating (M = 3.38, SD = .53). As for the single items in this subscale, the items ranged between medium-level and high-level ratings. No single item fell within the low-level rating, which means that overall, no negative attitudes were found toward the academic benefits of EMI study. Almost a third of the items in the academic benefits subscale (n = 8) were in the highly positive attitudes rating, whereas two-thirds of the items (n = 17) fell in the medium-level rating.

Item 19, which was related to the benefit of EMI study regarding pursuing postgraduate studies, received the highest mean value (M = 4.26, SD = .959). This indicates that the participants believe that EMI study helps with obtaining an opportunity to continue postgraduate studies. Item 9, which dealt with improving one's English language skills while studying at an EMI university, was the second highest item (M = 4.18, SD = .926). This indicates that the participants believe that EMI study improved their English language skills. The third highest mean score (M = 4.14, SD =

1.009) was found in item 10, which is related to a better learning of the specialization items in English in comparison with Arabic-taught lectures.

On the contrary, item 3, which was involved with EMI teachers' simplification of the content, yielded the lowest mean score (M = 2.51, SD = 1.041). This mean score indicates that EMI teachers frequently simplified content because English was the MoI. Item 21, about teachers' provision of Arabic explanations during English-taught lectures, was the second lowest item (M = 2.68, SD = 1.162). This mean also indicates that EMI teachers regularly provided a considerable number of explanations in Arabic to help their students understand the content. The third lowest mean score (M = 2.77, SD = 1.243) was received by item 16, which dealt with time spent on study through English. Here, the participants agreed that they had spent more time on their study because the language of instruction was English. Nevertheless, items 3, 21, and 16 were still in the medium-level rating and did not fall to the negative attitude level.

To have a look from a different perspective at the participants' beliefs about the academic benefits and challenges of studying in English at university, the frequencies and percentages of the five possible responses to each item of the academic benefits section of the questionnaire were calculated. A detailed table of these frequencies and percentages can be found in the appendices.

4.1.2. The Professional Benefits and Challenges of EMI

The second research question was related to the beliefs of EMI university graduates about the professional benefits and challenges of studying in English at university. To obtain answers to this research question, the data of the responses of the 229 EMI graduates to the professional benefits and challenges section of the Kuwaiti EMI Graduates' Attitudes Scale were analyzed using SPSS. Table 15 presents details of the means, standard deviations, and rating levels of each item in this section.

Table 15

Means, Standard Deviations, and Ratings for the Items in the Professional Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	*N*	*M*	*SD*	*Rating*
26.	I had an advantage over graduates from Arabic-language departments in terms of finding a job.	229	3.35	1.116	Medium
27.	I am a better employee than graduates from Arabic-language departments.	229	3.30	1.063	Medium
28.	I earn a higher salary than graduates from Arabic-language departments.	229	3.03	1.092	Medium
29.	I am more likely to be promoted in my job than graduates from Arabic-language departments.	229	3.30	1.092	Medium
30.	My employer values my work.	229	3.72	.894	High
31.	I am more confident as an employee than graduates from Arabic-language departments.	229	3.43	.992	Medium
32.	I found a job at an international company more easily than graduates from Arabic-language departments.	229	3.85	1.011	High
33.	My company (employer) is more likely to send me to international professional fairs compared to employees who graduated from Arabic-language departments.	229	3.78	.981	High
34.	The specialization terms that I learnt in my English-taught lectures help me in my current job.	229	3.92	.977	High
35.	I do not understand the specialization concepts as well as my colleagues who graduated from Arabic-language departments.	229	3.12	1.044	Medium
36.	I actively use English on a daily basis in my job.	229	3.56	1.031	Medium
37.	I have difficulty expressing the specialization terms in Arabic while communicating with other employees who do not know English.	229	2.99	1.164	Medium
T_Pro	Overall Professional Benefits Subscale	229	3.44	.56	Medium

Note. M and *SD* stand for *Mean* and *Standard Deviation*, respectively.

The item that received the highest mean score (M = 3.92, SD = .977) was item 34, in which graduates agreed that the specialization terms they learned at university are helpful to them in their current jobs. The second highest item was item 32 (M = 3.85, SD = 1.011), which is related to the ease of finding a job in an international company in comparison with graduates of Arabic-speaking departments. The third highest mean score (M = 3.78, SD = .981) of the professional benefits scale was item 33, in which the respondents explained their high agreement that their employers prefer

them to graduates of Arabic-speaking departments when it comes to business trips abroad. The fourth and last item that received a high-level rating in the professional benefits section is item 30 (M = 3.72, SD = .894), in which participants thought that their employers valued their work to a high degree.

The item that gained the lowest mean score (M = 2.99, SD = 1.164) is item 37, which is concerned with the difficulty of expressing the specialization terms in Arabic. The second lowest mean score was found in item 28 (M = 3.03, SD = 1.092), which is about earning a salary higher than that of graduates of Arabic-speaking departments. The third item from the bottom of the professional benefits scale is item 35 (M = 3.12, SD = 1.044), in which respondents expressed a medium level of understanding of the specialization items. The two items that received the fourth lowest mean score in this section (M = 3.30, SD = 1.092; M = 3.30, SD = 1.063) are items 29 and 27, respectively. Here, respondents did not have positive beliefs about being better employees and having better opportunities to be promoted when compared with graduates of AMI departments. However, these items stay in the medium-level rating and do not go down to the low-level rating.

To obtain a look from another angle at the graduates' beliefs about the professional benefits and challenges of studying content courses in English at university, the frequencies and percentages of the five possible responses in each item of the professional benefits subscale were calculated. A table of the frequencies and percentages can be found in the appendices. It can be noticed that quite a good number of items in the professional benefits section received a high number of neutral responses when it came to comparing the EMI graduates' job prospects with those of graduates of AMI departments.

4.1.3. The Graduates' Use of English at the Workplace

The third research question was concerned with the graduates' use of English in their current careers. This question was investigated in the online questionnaire using one single item in the professional benefits subscale. Item 36 asked the participants to report whether they used English actively in their current careers. The

respondents reported a moderate use of English in their current jobs, as this item yielded a medium-level mean score (M = 3.56, SD = 1.03). Detailed findings of the third research question will be presented in the following section, as this question was investigated lengthily in the semi-structured interviews.

4.2. QUALITATIVE DATA ANALYSIS

The analysis of the nine interviews revealed some major themes concerning each of the three research questions. It also revealed some minor themes that were discussed by single participants only. To make it easier for readers to follow the findings of the semi-structured interviews, the researcher, in consultation with the thesis supervisor, deemed it more practical to use the following plan in presenting these findings. First, the perceived benefits, both academic and professional, of EMI study are going to be presented. Then, the perceived challenges, both academic and professional, of EMI study will be presented. The last part will deal with what the participants reported about their use of English in their current careers.

4.2.1. The Perceived Benefits of EMI Study

The first and second research questions aimed to investigate the participants' views concerning the academic and professional benefits of studying at an EMI department. While talking about their EMI study, the interviewees mentioned some academic and professional benefits. After analyzing these benefits, they were classified into three main themes. Table 16 shows the main themes that were mentioned as benefits of studying in English at university.

Table 16

Interview Themes Concerning the Academic and Professional Benefits of EMI Study

Theme	Frequency
Improved English Language Proficiency	9
Opening Future Doors	7
Access to the Latest Information	6

4.2.1.1. Improved English Language Proficiency

The first and most frequent theme mentioned in the interviews as a benefit of EMI study was improving the student's English language skills. All interviewees mentioned that studying in English improved their abilities in the English language. Some of them mentioned enriching their vocabulary reservoir, whereas others mentioned the improvement of their oral communication skills. For example, Geology Teacher Ibraheem talked about how he improved his English during his study at university. However, Ibraheem believes that improving one's English skills needs hard work on the student's side. To improve one's English, one should fulfill certain conditions, which he stated as follows:

> And we improve our English language. …… But you have not to be shy. You have to get involved, to participate with each other, to speak, to try. If you are embarrassed and you are going away and not involved in everything, you will not improve your English language. …….. You have to make mistakes. You have to write with the wrong spelling. You have to speak with the wrong pronunciation. After that, you will get what you want.

Some participants attributed the improvement in their English language skills to the English preparatory program (EPP), which they had to take in the first year before they started to study the core subjects of the department. Computer Engineer Abdullah stated this idea as follows:

> As I said, in the first year, they give the students the confidence to talk in English. Then in every course, I have to make, let's say, 4 to 5 presentations and write more than ten reports during the course. So, let's say it's not practice, but I have to do it. That's why the English improved this time until I graduate

Mechanical Engineer Abdul Rahman explained how the EPP helped him improve his English. He put it as follows:

> But when I entered X University, they put me in a program or English program for one whole year just studying English, three subjects of English full time for one complete year. And then, after this, they prepared me to be able to accept or learn engineering, engineering knowledge from the professors they

provided. So, it became easier to understand the professors and easier to learn, and also it allowed me to like all the sources needed.

Before talking about how the EPP improved his English language skills, Mechanical Engineer Abdul Rahman had talked about the reasons for his poor English skills at the beginning of his EMI study at university. He blamed it on the way English is taught at public K-12 schools:

> Well, in the beginning, when I entered the university, my English level was very, very low, especially after high school, due to the teaching methods in governmental schools that don't allow us to go through like what we call it, like meetings and talking using the language. We don't use the language; we just learn new words and learning grammar. That's it, at school, high school, and intermediate schools.

Electrical Engineer Bader talked about his experience with improving his English skills through studying in English at university. He said:

> It's improved my English language having to, for example, deal with the students, having to solve my, do my research in English, whether it's reading, looking for information and writing reports. So, on many levels in writing and speaking and reading and researching, all in English. That's what I consider a benefit on a personal level, whether it's in my personal life or my work life.

Pharmacist Nafla explained how her English skills improved during her EMI study. Nevertheless, she said that her written English has become better than her spoken English. She stated that as follows:

> My English has improved from 80 to 90 %. Well, of course, my written English has improved more than my spoken English because sometimes you understand what is being said, but you cannot form a sentence (in response). I mean, there are some mistakes you cannot avoid. You know, in our society, people do not speak English so much, but for writing, it is better because when you are writing, you feel comfortable as you have time to think while writing, unlike speaking in which you do not have much time to think.

Pharmacist Nafla continued by talking about how improved English skills helped her in different ways outside her workplace. She put it as follows:

> When you travel abroad, if you don't know English, you will be lost with many things. Everything. …. Also, the references. There are lots and lots of references and we need to read them frequently. There are references on the phone applications and all of them are in English.

4.2.1.2. Opening Future Doors

The second theme mentioned as a benefit of studying content courses in English at university was that of opening doors for future opportunities. These opportunities are varied and can be related to future studies or future careers. Computer Engineer Abdul Rahman talked about how EMI study opens doors for graduates to have different options when pursuing their postgraduate studies. He said:

> And one of the main benefits, let's say, in the English medium instructions, it's after someone graduates from a mainly English medium, it would be, it would, let's say, open much more doors for, let's say, if I graduate from a bachelor in computer engineering, I would be much, let's say, I have, I would have a much more variety in masters for universities. I would take it in Switzerland or, let's say, Germany or America or Canada, or even Japan, let's say. Even though it's a different language, however, it would still be like the main language for the whole globe is English, the language of science.

Dentist Abdul Wahhab talked about how EMI study helps with opening doors for postgraduate studies. He mentioned the international language exams, which graduates of most departments have to take before they apply to postgraduate programs. He stated that as follows:

> Because in the undergrad, if you are learning in English, you can, that will facilitate your postgrad because if we want to join a postgrad program, they will ask us about the IELTS exam, also the TOEFL exam, which needs a certain degree, so that if you are learning in English, this will facilitate joining postgrad programs.

Dentist Abdul Wahhab also explained how improved English skills that are a result of studying in an EMI program help graduates improve their CVs. He talked about it as follows:

> Yes, as we said it is a chain between the colleagues or the patient. Also, it will strengthen your CV. If you have good English skills that will help you to get accepted in other countries. For example, I join the post grad education here in Kuwait. Why? Because I did not get the seven or 7.5 in the IELTS which is I think it's also time consuming, and I will take a time to learn the general English and I will lose many days or months to get this score. So, if you got these degrees in those exams as well as strengthen your CV and all this will give you more chance to get joining private sessions or also other programs.

Mechanical Engineer Abdul Rahman elaborated on how EMI study opens the doors for graduates in different directions. He stated that as follows:

> We can conclude that the benefits of studying in English is that it opens the door. It opens the door for many directions or sectors that you can go in your life. For example, it opens for you the direction to go and make a master's degree or Ph.D. It opens the door for you to communicate with different people. It allows you to travel to many places because you can adapt easily using your language. It can allow you to work abroad. It can allow you to work from your home using your laptop in a different country.

Mechanical Engineer Abdul Rahman continued by describing English as a barrier that, if broken, will help obtain many opportunities:

> So, English is the barrier; if you break it, you can do anything. So, it opens the door to many opportunities in many fields, whether in study, whether in the job market or on the personal level, let's say.

4.2.1.3. Access to the Latest Information

The third central theme related to the academic and professional benefits of EMI study was the ability to find plenty of sources and the ability to read and comprehend such sources, which can be described as the ability to access the latest

sources of knowledge. Having a good command of English, which is a result of studying in English, enables students and graduates alike to access the different types of sources related to modern science. Geology Teacher Ibraheem talked about this point, saying:

> As I see it when we look for references, that was a very good advantage for us to find a lot of references in the major in geology. This was, I think, this was the most advantage or the most benefits in our study in English.

Mechanical Engineer Abdul Rahman also talked about having a lot of resources in English. He said:

> And also, it (studying in English) allowed me to, like, have all the sources needed because you know most of the sources and knowledge is in English and not in Arabic. So, when I want to learn or know anything, I just go through it and go through the data and find whatever I need.

He continued by giving a real example from his field of study concerning the exclusive ability to access information in one of the branches of mechanical engineering study. He stated that as follows:

> See! When I learn in English, for example, if I need, for example, in gas dynamics, which is one of the best or most important subjects in mechanical engineering, studying the motion of air, especially in jet engines and rocket engines, you see this subject, you cannot find it translated to Arabic, for example. You need to be well-educated in the English language so we can understand deeply what the physical principles and the basis of this science are. So, you cannot, you cannot know this when your English is weak, or you cannot know it in Arabic or understand it in Arabic. You just, you need to know English so you can understand this subject.

Computer Engineer Abdul Rahman shares the same example concerning computer science. He said:

> Let's say if I'm researching for something, most of the info, since we are talking about an English medium instruction, most of the info would be in English. So even knowing basic English would be a much better benefit or,

let's say, a huge advantage instead of like knowing nothing about English or let's say only taking as we say titles only or just terms.

Dentist Abdul Wahhab also talked about how EMI helps with accessing recently published papers in the field of dentistry. He described it as follows:

> This language (English) is the language of the whole world. …. Also, this language, most of the research and most of the literatures are published in the English language, so that we can update ourselves in this language. And if we learn English, we can continue updating ourselves. Also, we can attend to conferences, literatures. We can connect and talk to our colleagues in different places in this world. Also, we can publish our literatures search.

4.2.2. The Perceived Challenges of EMI Study

The second research question dealt with the participants' opinions regarding the challenges of studying content courses in English at university. The interviewees mentioned four main themes about challenges faced during their EMI study. Table 17 shows the frequency of the challenges themes that were mentioned by the participants.

4.2.2.1. Poor Initial English Skills

The first central theme mentioned concerning the challenges of EMI study is the poor linguistic skills that the participants had at the beginning of studying at

Table 17.

Interview Themes Concerning the Academic and Professional Challenges of EMI Study

Theme	Frequency
Poor Initial English Skills	6
Difficulty Understanding Content Knowledge in English	4
Inability to Use Arabic when Talking about One's Specialization	3
Exclusion of Students with Poor EFL	3
Domain Loss and Cultural Effect	2

university. As mentioned by some interviewees, these poor linguistic skills were the result of studying at public schools in which English is taught as a foreign language, with students typically having only one hour of English study per day.

Dentist Abdul Wahhab explained how his poor English skills at the beginning of his EMI study made it difficult for him to cope with his studies as he had to translate all the papers into Arabic to be able to understand the content. He stated that as follows:

> Me in my (public K-12) school, I did not learn English very good. So that when we join the university, and we start from the beginning learning English, we have to translate most of the papers, and the first year, I remember that I translate all the papers, and that's make the studies very difficult.

Pharmacist Nafla also talked about poor English skills at the beginning of her EMI study. When asked if there were any challenges for EMI study, she started by saying:

> Sure, at the beginning. Frankly speaking, there were challenges and even enormous challenges. I mean, it was like a vast leap. For example, myself, my English was limited and suddenly I had to study everything in English. Vocabulary was difficult at the beginning, but with time and practice, everything started to become easier.

Geology Teacher Ibraheem explained how his English skills were poor at the beginning of his EMI study. That obliged him to depend on translation to understand his lessons. He talked about that as follows:

> The first year for me in college was the difficult year because I suffered from the scientific and from the English language. I was very suffering from, from the English language. It was very difficult. It was very difficult for me. I take the, I take the definition. I don't understand any single word in the definition. I mean there is it's not disadvantage; it's difficulties I think because our high school was very poor in English language. I graduated from high school with a very low of vocabulary and speaking and listening.

Electrical Engineer Hessa talked about her suffering because of her low proficiency in English at the commencement of her study at university. She expressed it as follows:

> P: The first time when I applied the English, it was very difficult. Actually, the struggling difficulties I faced was in the first year, the foundation, because I'm not good.
>
> R: You were not good at English?
>
> P: Yes, I was not. But because we have the foundation year, we have project every one week. Every single week we have a project, and we have to say it in English and made a story in English. Everything was in English to let us become stronger and communicate with each other very well.
>
> R: Mmm. So, you struggled in this foundation here?
>
> P: Yes.

Electrical Engineer Bader regrets having to take a one-year EPP to improve his English instead of saving this precious year of his lifetime to do other things. He put it as follows when asked about the disadvantages of EMI study:

> I would consider having to study one year. I took a one-year English preparatory program. That could be considered as a disadvantage or difficulty. I finished my subjects in electrical engineering in 4 ½ years, but I studied for one extra year to perfect my English.

When asked if the need to take the EPP was a disadvantage of EMI study, Electrical Engineer Bader said:

> Yes, because, yeah, a year of my life is worthy. I mean, I would have rather saved it, but yeah, the big picture, yeah, it's an advantage, but if you, if I have the choice to say that, here I would consider it a disadvantage.

4.2.2.2. Difficulty Understanding Content Knowledge in English

The second theme concerning the challenges of EMI study was the difficulty of understanding content knowledge fully in English. Mechanical Engineer Abdul Rahman talked about how he suffered while studying the subjects of his mechanical

engineering major in English and compared that with studying the same subjects in Arabic in high school:

> In the beginning or the first subjects we take in university are similar to the subjects we take at the last year of high school. Calculus, one of courses in university, is similar to the last mathematic class we take in high school, and also the first physics class we take in university, similar to the last physics class we take in high school. When I learned it in Arabic, I had a very very powerful understanding for physics and mathematics, very very powerful—more than English. We were using English language while studying (at university) and actually at that point I hoped that all science was in Arabic so I can have this deep understanding about the subject. When I was in high school, I really liked, I really liked physics, chemistry, biology and geology, and mathematics. I usually get full marks on, on all of them, but, but in English, the terms are very difficult.

Mechanical Engineer Abdul Rahman continued by talking about a specific linguistic difficulty, which he faced during his EMI, namely the difficulty of understanding terminology without explanations. He stated that in Arabic, one can easily understand the meaning of the technical term from the word itself. However, in English, one needs to read a definition or even an explanation of that term to understand what is meant by it. He talked about the problem as follows:

> You see in Arabic when you want to, when you want to name something or scientific term of something, you just say it by the meaning, by the meaning of it, you just say it. But in English, when you want, when you have a scientific term, you need to use a Latin name to name it, which makes it very difficult, and you need to depend on your memory, not your understanding. In Arabic, you need to depend on your understanding, not your memory. You understand, let's say, the basic meaning of the term in Arabic because you know the language.

Computer Teacher Hamad also talked about the difficulty to do assignments in English because of the lack of comprehension on the side of students. He put it as follows:

> For example, when the instructor gives us some slides and tells us to study them and he, for example, did not explain them in Arabic, all the explanation is in English. Here, some students who have poor English, these materials will be difficult for them. If the teacher has explained it in Arabic, then the material becomes easy.

4.2.2.3. Inability to Use Arabic when Talking about One's Specialization

The third main challenge of EMI study, as discussed by some interviewees, was the inability to express oneself in Arabic while talking about one's field. Studying a major in pure English has made it difficult for many graduates to use Arabic to discuss issues related to their specialization. Geology Teacher Ibraheem talked about this challenge as follows:

> When I graduate, a lot of information I know them only in English language, not in Arabic language. So, when I hear something in Arabic language, including my main ideas of my major, it was shame I think to not know this in your language. This is the main idea of your, this is ... I mean this a big mistake that I made it and I want other people who will study in other language such as English, they have to know that the science in their language as well.

4.2.2.4. Exclusion of Students with Poor EFL

The fourth major challenge mentioned by some interviewees is that having to study at an EMI department and the absence of AMI departments that offer scientific-oriented academic programs causes the exclusion of students who have good academic skills but who cannot improve their EFL to match the load of English needed in EMI academic programs. This theme was controversial as some interviewees agreed that EMI study excludes such students. However, other interviewees believed that students who were academically proficient would be proficient in English and would not have linguistic problems during their EMI study. Computer engineer Abdul Rahman narrated how he knew some students who dropped university because of their poor EFL:

> Yes, just the past week I met one with the exact same issue. Like he wanted to study in our degree like let's say CE which is computer engineering. However, he is in the process of dropping out and going for a more, let's say, more biased into Arabic language degree. So, one of the issues he faced was that he didn't, like let's say, in schools they didn't teach him properly how to speak, let's say, not even speak it, at least understand it. And he couldn't take it from there, but however, he's in a major hurdle and that's why he had to drop out. So yes, they would exclude them if, if everyone spoke English natively, let's say, whether it is American English or British.

Electrical engineer Bader also agreed that implementing EMI in Kuwait excluded students who could not improve their English skills. When asked if he knew any students like this, he said:

> Yes, yes, actually a lot. 4 or five people of my friends and colleagues dropped their scholarship in the English preparatory year in the first year, which was, where we were trying to learn English. They went to, I don't know what you call it, but to another college in Kuwait.

Electrical Engineer Hessa also talked about the fact that she knew many people who had to drop university because they could not adapt to the English language requirements. She talked about that as follows:

> I know there are a lot. Because they are don't take the English very serious and study it and study it with love so they cannot pass with it. So, they drop their courses and go with the public university which is easier to do in Arabic. Yes, they can communicate English and learn with, with Arabic, sorry.

Computer Teacher Hamad also mentioned that many students get rejected from the computer engineering program because their English is not good. He said:

> This is what is happening. For example, our major which is computer science before you enter the program, there is a personal interview. If they find that the applicant's English is bad, they will reject them immediately. And if the student's English is ok, they tell him: look most of our study is in English. If

you agree, it's ok. If no, no. some of them (students) when they hear that study is in English, they don't continue and go to another major.

However, Geology Teacher Ibraheem disagreed with the idea that EMI study excludes some students. When asked if EMI study excludes students who cannot cope with the English language requirements, Ibraheem said:

I don't think so, because if you are academically good, the English or the language itself, it's not, it's not an obstacle. You know the obstacle. It's not an obstacle for you. For me, as, as an example. Because I was an A student, an A student in high school, I have problems; I had problems only in English. I tried to improve myself and academic life was go very easy.

4.2.2.5. Domain Loss and Cultural Effects

Another theme mentioned as a challenge, or a disadvantage, of EMI had a cultural orientation. Some interviewees voiced concerns over the decline of the Arabic language in public and private settings as a result of the implementation of EMI. This decline represented a domain loss for Arabic as an L1. Dentist Abdul Wahhab laments having to use English instead of Arabic in HE:

P: One of the disadvantages I feel sorry about us actually as Arabic people that we have to learn different language to teach ourself so that we have, and this is one of the disadvantages, we have to as we said, we have to also continue on post grad in English.

R: So here you are talking about the cultural side, let's say, that we have to use other people's language in our work, in our study instead of our own language, which is a source of pride. Some people think that Arabic is a source of pride for them.

P: Yeah, for example, German people, they are studying their medical field 100% in Germany (German). They don't have it (EMI) even in the postgrad because they have their programs in their countries.

Mechanical Engineer Abdul Rahman also elaborated on the cultural effect that the implementation of EMI policies has on EMI students in specific and society in

general. When asked if studying in English at university affects the Arabic cultural identity of students, he answered:

> P: Well, for me it doesn't. I have my identity. It didn't change. But for other people, I saw, my colleagues, some of them, the English identity really changed them. They started acting like Western people. They started talking, using it all the time. When I, when I, when I'm with my friends, I, I talk in Arabic normally. But when I have my, some friends who talk only in English, like foreigner friends, I use English with them, no problem. But I don't use English all the time like those people, those people, or my colleagues. Some of them, they use English even at home or their parents, their parents also talk English, they don't talk Arabic.

When asked about the reasons that make some people use English all the time, Mechanical Engineer Abdul Rahman talked about different reasons, be them psychological or social. He talked about it as follows:

> At the beginning, the subject, it starts with, we want to use English in the house so we can practice English and become better in English. See! And they, and they put their children in English schools, so, so their children learn English and then all the house talk English. Between brackets to get better in English. But this makes them feel they are classy or something or higher, and then, then using the Arabic language, it is like superficial, and it is like a shell that is, that is empty from inside. They don't have, they don't have identity, identity from inside now because they really drop their real identity and use a shell that says English or Western identity. So, this is, this is the problem. But thank God for me. I, I like, I have my identity. It didn't change. I use Arabic with, with Arabic people. I use English when I have to.

When asked if these people follow the Western traditions in other sides of their daily life other than use the English languages, Mechanical Engineer Abdul Rahman regretted that they did so and talked about the situation as follows:

> Unfortunately, they, they, they do, they do use Western traditions in their daily life. They use, for example, including clothes they wear exactly like Western people. They eat like Western people. They talk like Western people. They act like Western people. They do everything. They even travel there all the time. They travel a lot to Western countries.

When asked if there were a lot of people who were losing their Arabic cultural identity, Mechanical Engineer Abdul Rahman expressed his concern about the coming generations and the effect of English on their cultural identity:

> In my opinion, in my opinion, like, you can say there are five per cent of the community, five per cent of the community. But you know, many, like, I can say, fifty per cent of the, of the community now are preparing or are prepared to this, like, to be like this also. But you can, you can, you will see this in the next, next two generations because now many people, you know, many Kuwaiti people, they are sending their childrens to English schools. And force them to talk, to talk, to talk English all the time. And then if someone have a child that only talks English, this, this child is 4 years old and five years old and he doesn't know any Arabic, and he is proud of him. He is proud of his children that he say: "my, my, my child doesn't talk Arabic, he just talk English all the time." And this is a, a source of pride or proud for, for his, for his parents and this is actually scary because those children in the future, what they are going to do.

4.2.3. The Participants' Use of English After Graduation

The semi-structured interviews showed contradictory findings concerning the use of English after graduation. That was the result of working in different fields. Some participants expressed how English has no role in their life after graduation. Others, on the other hand, mentioned that they used English actively in their current careers.

Geology Teacher Ibraheem complained about the fact that he does not use English at work because of the nature of his job as a teacher of geology at a public school in which the MoI is Arabic. However, he volunteers to provide the students with the English equivalents for the terms used in the subject. He explained how he does that as follows:

> Sometimes when I explain, and the term is difficult for them to understand, I mention to them this is not Arabic word, it is Latin or English, and the meaning of it in English and after that I translate it to Arabic to make it more flexible for them.

However, when he worked at the Kuwait Oil Company, Geology Teacher Ibraheem used to use English extensively. He explained that as follows:

> Before I came to the Ministry of Education, I worked a little in oil companies. It was very important to have an English language. The society over there, the meetings, the emails, the reports, everything was in English. Spoken and written and everything. Even the evaluation, even ordering meals, everything in English.

Computer Engineer Abdul Rahman also complained about not using English at work. He put it as follows:

> The second issue of the public sector is what we have now, it's what I'm currently experiencing is that, even though I'm much more fluent in English and like I hoped for, I would use it. Unfortunately, even, even the public sector would rarely use it. …. Unfortunately, when we are directly working with people, let's call them teachers and so on and the let's say the administration of the public schools, we would always use the Arabic language and rarely, extremely rarely we would use, we would talk to them or even we would write to them in English. So that, I would say, is one of the major issues we have, we have currently, and we would continue to have since it's out of our control.

However, Computer Engineer Abdul Rahman talked about how he and a group of his colleagues tried to take the initiative and use English among themselves in meetings and written communications. He stated that as follows:

> Only we would only use it (English) as teams. Like between me and my teams and my team leaders. So, in my department, in the public sector, that would be the technical support for the whole schools, the public schools specifically. So, between us, we would use technical terms. Instead of using it in Arabic, we would use it in English so that everyone would be in the same vein, in the same line of thought, so that we would know what we are working on.

Computer Teacher Hamad also reported that he did not use English at all in his current career. When asked about any improvement in his English, he answered:

> Yes, it has improved, but I will not benefit from it, for example, in teaching because all the explanations are in Arabic. So, from the practical side, I am not benefiting from what I learned in English because all my work is in Arabic. Even the software that are in English, I have to explain them in Arabic.

When asked about how much English is used in her field, Pharmacist Nafla talked about the extensive use of English in her career as a pharmacist at a public hospital. She stated that:

> Mmm. Well, the first thing, you have the application for a job. All the application system is in English. The names of medicines are all in English. Medical reports are all in English. Let alone the staff who are mostly foreigners, and we have to communicate with them in English. You can say we use English between 90 and 100%. We rarely speak Arabic, just between us as Arab employees, and we just use Arabic when we have general chats, not about work.

Electrical Engineer Bader also explained how during his work, he used English on a large scale. He put it as follows:

> I did a lot of work, I dealt with a lot of equipment, with a lot of coworkers, and mainly the only time that I used Arabic is when I take the orders or where I take the job requirements from my boss. But when I perform it, when I do my research, when I deal with coworkers, when I encounter any problem, everything in this criteria I would use English. So, 90% if not more was English.

Electrical Engineer Bader continued to explain the reasons for having to use English at work:

> It wasn't obligatory at all, but one of the, one of my coworkers is from the Philippines, so it's impossible to communicate with him using anything other than English. In research, I found it almost impossible to research any problem that I encounter in my work in any language other than English. The software that I was working on only supports English language. I mean everything, it was, it was almost impossible to do what I did without knowing English.

Dentist Abdul Wahhab also talked about the extensive use of spoken English at work. When asked about his use of English at his workplace, he answered as follows:

> Actually, when I attend to my clinic, 80% (of the time) I'm using English because the nurse that she work with me are not, she's from Pakistan for example, so how I will connect with her? I don't know Urdu and she is not having good skills in Arabic. Also, the patients that here in Kuwait, you know, our population, we have a small population, the Kuwaiti peoples or and most of them workers or employers are in different languages. So how we connect them? How we take their history or medical history? We have to speak in English.

Dentist Abdul Wahhab also talked about a considerable use of written English. He put it as follows: "Yes, the written English. We use it in our exams and our presentations and our search. So, also, it's important, but not like the spoken English."

This chapter has looked at the quantitative findings of the research. It has also presented the qualitative findings with example excerpts from the semi-structured interviews. It has covered the main themes that emerged with respect to the academic and professional benefits and challenges of EMI study and the graduates' use of English at the workplace.

CHAPTER V

5. DISCUSSION

This chapter will start by providing an overview of the research questions. Then, it will restate the quantitative and qualitative findings of each research question. Alongside the restatement of the findings, a discussion of these findings and previous relevant literature is going to be presented.

5.1. REVIEW OF RESEARCH QUESTIONS

The research at hand endeavored to answer three questions concerning the graduates of EMI programs at Kuwaiti HEIs. These questions were formed as follows:

1. What are the beliefs of EMI university graduates about the academic benefits and challenges of studying content courses in English?
2. What are the beliefs of EMI university graduates about the professional benefits and challenges of studying content courses in English?
3. What is the role that English plays in EMI graduates' current careers?

5.2. DISCUSSION OF MAJOR FINDINGS

5.2.1. Discussion of the Findings of Research Question #1

The first research question sought to explore the beliefs of graduates who studied at EMI universities concerning the academic benefits and challenges of studying content courses in English. This research question was answered using both quantitative and qualitative data. The quantitative part of this research showed overall medium-level attitudes toward EMI study. A sub-scale consisting of 25 five-point Likert-scale items was utilized to elicit the graduates' views concerning the academic benefits and challenges of studying content courses in English. Eight items yielded

positive mean scores, whereas the 17 other items received medium-level mean scores with an overall medium mean score.

In item 19, almost 85% of the questionnaire respondents agreed or strongly agreed that studying in English at university helps graduates with pursuing their postgraduate studies. This finding was validated by the interview findings as most interviewees mentioned this academic benefit as a result of studying content courses in English at university. Studying in English at university facilitates postgraduate studies, especially in the scientific stream disciplines, because English has become the "language of modern science," as one of the interview participants put it. Most scientific literature is published in English, which makes it easier for EMI graduates to progress smoothly in their postgraduate studies. This finding goes in line with what Shudooh (2017) reported in their research on students at a private university implementing EMI in Kuwait. A majority of their questionnaire respondents also considered studying in English at university to be an asset for students when they seek postgraduate opportunities.

In item 9, another large proportion of the respondents (82.5%) were on the positive side of the scale concerning the role of EMI study in improving their English language skills. This was also echoed by most interview participants, who agreed that studying content courses in English at university had helped them improve their English language skills. Previous literature has shown similar results. For example, Sahan and Şahan (2021) reported that both engineering graduates and current students expressed highly-positive beliefs concerning the role of EMI study in improving their ELP. Karaman (2018) reported that more than half of her research participants believed that EMI helps with learning English. Chang (2010) reported that EMI students had positive opinions about the role that EMI plays in improving their English language skills, primarily listening. Kırkgoz (2005) also mentioned that final-year students at an EMI university in Türkiye reported having improved their language skills as a result of studying at an EMI department. Atik (2010) also reported similar positive beliefs on the side of EMI students concerning improving English language skills through studying in English at university. Other researchers also reported positive perceived

effects of EMI study on students' linguistic abilities (see Aguilar & Rodriguez, 2012; Park, 2007; Tatzl, 2011; Turhan, 2017; Wilkinson, 2005).

In the same vein, it was perceived by some interview participants, particularly those graduating from private universities, that the EPP they took at the commencement of their study at EMI universities had helped them achieve a good command of English, which in turn enabled them to overcome the obstacles they faced during their EMI study. This finding corroborates Macaro's (2018) description of the Preparatory Year Model, which is intended to provide students with sufficient exposure to and practice of English so that they can smoothly adapt to the amount of English they need to handle during their study of the content subjects in the later years. This finding also resonates with Karakas (2016), who reported that participants in his study expressed positive attitudes toward the foundation year they had taken as it helped them improve their English skills and paved the way for them to have a smooth transition throughout their EMI study at university. Similarly, Paulsrud (2014) found out that students enrolled in EMI programs at high schools in Sweden considered the initial preparatory year program very useful for their later EMI study.

Nevertheless, this finding comes in contrast to the findings of other research studies. Many researchers from different EMI settings (see Zumor, 2019; Arkin, 2013; Dearden, 2014; Karaman, 2018; and Turk, 2023) reported that the participants in their research, students or graduates alike, expressed negative attitudes toward the English preparatory year. These participants believed that the English preparatory year at the beginning of their EMI study was not sufficient to prepare them to cope with the amount of English used at university during the following years of study.

Item 10 also yielded a very high agreement rate as almost three-quarters of the respondents agreed that they had learned their specialization terms better in their English-taught lectures in comparison with those who had studied in Arabic-taught lectures. This finding comes in agreement with Sahan and Şahan (2021), who reported positive attitudes on the part of engineering graduates concerning learning the specialization terms in English. However, this finding contrasts with previous literature in which EMI students and graduates mentioned having difficulty with

learning scientific terms. Turk (2023) and Zumor (2019) reported that participants had voiced having difficulty with understanding or guessing the meanings of scientific terms in English. Unlike reading the terms in one's native language and understanding the meaning by depending on the term itself, such technical terms could not be understood in English without providing a definition or a sufficient explanation.

This finding is also contradicted by what some interviewees mentioned during the interviews about the difficulty of learning scientific terms in English. These graduates explained how they could not grasp the meanings of the specialization terms from the separate words that form the terms. Studying a definition or an explanation was necessary for every single term to be understood. As mechanical Engineer Abdul Rahman mentioned, this difficulty could have been avoided if the scientific terms had been studied in Arabic.

As for the academic challenges of EMI study, the quantitative part of the research revealed some challenges. Although none of the questionnaire items' mean scores in the academic sub-scale fell within the low-level rating, some of these items came close to the low-level rating. For instance, in item 3, more than half of the questionnaire respondents (58%) agreed that instructors in their EMI departments had to simplify the content because the language of instruction was English. This implies that the graduates had not had the opportunity to learn the scientific content at a high degree of complexity. Such simplification may have negative results on graduates' future as it affects their knowledge of their disciplines.

This finding reflects what Zumor (2019) reported in their research, as a substantial majority of their respondents (78%) believed that using English as the medium of instruction was the reason behind not being able to comprehend the scientific content of the courses. In Kuwait, Alazemi and Alenezi (2022) reported negative attitudes on the side of EMI students at KU and PAAET toward understanding some of the content knowledge when studying in English. Alazemi and Alenezi (2022) reported that more than 60% of their questionnaire respondents agreed that they missed a great deal of scientific information because they were studying in English. Huang and Curle (2021) also reported that their participants agreed that less content was being

taught in EMI programs because English was the MoI. Evans and Morrison (2011) also reported how first-year students at an EMI university in Hong Kong had difficulties comprehending the content knowledge in English.

In item 16 of the questionnaire, a substantial proportion (48%) of the respondents reported that they had spent more time on their studies because the medium of instruction was English. This was also expressed by many interviewees who blamed it on not having sufficient ELP when enrolling in their respective EMI departments. These interview participants expressed how they had to depend heavily on translation to be able to understand the lectures in the initial stages of their EMI study. One of the interviewees even said that he used to translate every single word of the notes and textbooks that they had studied at university.

This finding corroborates Zumor's (2019) findings, who also reported that most of their Saudi EMI students' study time was spent translating the notes given by instructors from English into Arabic to understand the content knowledge. This finding also complies in one way or another with Altay et al. (2022), who reported that general ELP was a strong predictor of success in some EMI departments, especially those of social sciences. Sahan and Şahan (2021) also reported a medium mean score concerning this item, which indicates that a considerable proportion of their participants also reported having spent more time on their studies in the engineering departments.

This being the case suggests setting an ELP threshold for admitting students into EMI programs so that students can overcome the language-related academic challenges of their EMI study. Soruç, Altay, Curle, and Yuksel (2021) found out that this threshold is the B2 level of the Common European Framework of Reference for Languages (CEFR). Thus, it can be recommended that EMI universities use this B2 threshold as a strict prerequisite for those students who are willing to enroll in EMI programs.

It could also be helpful to offer some parallel content courses in Arabic to facilitate grasping the content knowledge in one's L1 before students are exposed to

the content in English. A similar suggestion was made by such researchers as Lemberger and Vinogradova (2002) and Kang and Park (2005), who confirmed the positive effect of bilingual scientific instruction in improving the students' understanding of content knowledge.

It was also found that another difficulty faced by some of the interviewees is the relative difficulty of using spoken English when compared with using written English. Pharmacist Nafla attributed this to the lack of oral communication outside the work field, which affects her ability to speak in English during her work hours. This finding is similar to what Karaman (2018) reported about the fact that EMI students had less difficulty in producing written English in comparison with producing instant verbal reactions. Such a result was also reported by Turk (2023), who mentioned that speaking was the most challenging skill for EMI graduates. Kırkgoz (2005) also mentioned that EMI university students at one of the Turkish universities reported having difficulty speaking English.

There was almost a consensus among the interviewees that EMI has become a necessity and has many advantages for its students and graduates alike. This goes in line with what Arkin (2013) reported in their research, as participants thought that EMI was necessary for their academic and professional lives. Atik (2010) also found out that EMI students had positive perspectives concerning the implementation of EMI at HEIs.

Additionally, almost all interviewees talked about the fact that English has become the language of modern science and that most research is produced in English. Even research conducted in languages other than English has to be translated into English if the authors want their work to be published in prestigious journals. This finding agrees with what Karaman (2018) reported, as their participants believed that most research is produced in English and that English is necessary for them to understand relevant research.

Another critical finding is related to the negative effect of studying in English on the cultural identity of students and society in general. Some interviewees expressed

their concern regarding this effect and talked about the fact that Arabic is losing its status within the community because of the exaggerated use of English in education and society as a whole. This finding corroborates what Ammon (2008, as cited in Wilkinson, 2013) and Doiz et al. (2013) reported concerning the criticisms from those who saw the increasing growth of English-taught programs as a "loss of domain for the L1" (Wilkinson, 2013). However, this finding contrasts with the quantitative findings of the current research as item 25 of the questionnaire (Studying in English at university has been a threat to my cultural identity) yielded a high mean score (M = 3.72, SD = 1.33). This high mean score indicates that respondents had a generally positive attitude toward EMI and disagreed that it posed a threat to their cultural identity. Only 20 % of the questionnaire respondents agreed that studying in English at university was a threat to their cultural identity.

5.2.2. Discussion of the Findings of Research Question #2

The second research question was concerned with the graduates' attitudes toward the professional benefits and challenges of EMI study. This question was answered using a subscale consisting of 12 five-point Likert-scale items in addition to the semi-structured interviews. The statistical findings of the professional subscale showed neutral attitudes toward EMI study concerning job prospects. Only a third (n = 4) of the items yielded high-level mean scores, whereas the other two-thirds (n = 8) of the items received medium-level mean scores.

In item 34, almost three-quarters (73%) of the respondents agreed that the specialization terms, which they learned at university, helped them in their current jobs. Items 32 and 33, which also received high rates of agreement (68% and 62%, respectively), were related to having a better opportunity for being sent to international professional fairs and finding a job at an international company when compared with graduates of AMI departments. These findings are at the heart of the concept of internationalization (Altbach & Knight, 2007; Gurtler & Kronewald, 2015; Lasagabaster, 2015), which is thought of as one of the driving forces of implementing EMI in HE settings (Galloway et al., 2017; 2020). These items suggest that EMI graduates perceive a more remarkable ability to compete with graduates of AMI

departments when things are related to the international job market, either outside or inside Kuwait. The findings of the above-mentioned items go in line with those of Sahan and Şahan (2021), who also reported positive attitudes and high score means when it came to the same items in their original research.

Nonetheless, when it comes to competitiveness in the local job market, the questionnaire respondents did not have such positive attitudes. For example, less than 30% of the respondents agreed that they earn more money than graduates of AMI departments. Also, just 42% of the graduates believed that they were more likely to be promoted in their jobs when compared with their colleagues who had graduated from AMI departments. Furthermore, only 43% of the questionnaire respondents believed that they were better employees than their colleagues who studied in Arabic at university. Moreover, only 45% of the questionnaire respondents thought that they had had an advantage over graduates of AMI departments in terms of finding a job.

The figures in these items were so close to those of the same items in the research conducted by Sahan and Şahan (2021). These figures confirm what Sahan and Şahan (2021) suggested about the exaggerated effect of studying at an EMI university on improved job prospects. This finding can be understood in light of the absence of difference in the local Kuwaiti job market between graduates of both types of departments, i.e., EMI and AMI. That might be attributed to the fact that most participants work in the public sector (Alazemi, 2017; 2020), in which salaries have a fixed table set by the Civil Service Council based on the type of position and educational degree rather than on whether the employee has graduated from EMI or AMI departments. This explanation resonates with Altay and Erçin (2020), who found out that EMI graduates were more inclined to work for local-only companies.

Another possible explanation for the absence of differentiation between graduates of EMI and AMI departments may be ascribed to the fact that many graduates work in jobs different from their university specialization. For example, Computer Engineer Abdul Rahman mentioned that he was working in a position that was different from his specialization to a great extent. Such a deviation from working in a field related to one’s major minimizes the expected professional benefits of EMI

study. This explanation was also mentioned by Altay (2020) and Altay and Yuksel (2021), who reported that many EMI graduates had careers in fields different from their majors.

5.2.3. Discussion of the Findings of Research Question #3

The third research question aimed to explore how EMI graduates use English in their current careers. One item of the professional subscale asked the questionnaire respondents if they used English actively at work. This item yielded a medium-level ranking mean score (M = 3.56, SD =1.031) as only 51% of the respondents agreed that they had an active use of English at work. This item received the same mean score (M = 3.56, SD = 1.252) in Sahan and Şahan (2021). This suggests an overall moderate use of English at the workplace.

The narratives in the semi-structured interviews were contradictory concerning this question. Those participants who worked in the medical field, i.e., Dentist Abdul Wahhab and Pharmacist Nafla, talked about the extensive use of English in their day-to-day professional life. They explained how every single aspect of their careers includes using English. They even use English with their patients who are mostly expatriates coming from non-Arabic speaking countries backgrounds. This contradicts what Macaro (2019) suggested about the use of L1 in the medical field to communicate with the patients. However, participants working in the Ministry of Education, i.e., Geology Teacher Ibraheem, Computer Engineer Abdul Rahman, and Computer Teacher Hamad, talked about how they did not use English at work except in rare situations. Other graduates working in private companies, i.e., Mechanical Engineer Abdullah, also shared the same experiences of not using English extensively at work.

This finding concerning the lack of English use at work corresponds with many previous studies in other contexts. In Türkiye, Altay (2020) reported that a limited number of EMI graduates used English in their daily communication at work. In Hong Kong and China, respectively, Chew (2005) and Hu et al. (2014) reported that EMI graduates mainly used their native Chinese language while communicating with colleagues at work.

The limited use of English at work by EMI graduates poses a serious question. "Why should we teach university content courses in English if our graduates will be using their native language, i.e., Arabic, in their daily communication at the workplace and in their private lives?" This question needs in-depth discussion on the side of policymakers to lift the burden off the shoulders of university students if EMI is deemed futile when it comes to using English at work.

5.3. PEDAGOGICAL IMPLICATIONS

The current research has unraveled many findings that can be taken into consideration to present some pedagogical implications for the different EMI stakeholders in Kuwait, including policymakers.

First and foremost, both the questionnaire and the semi-structured interviews revealed that English is not used by all EMI graduates in the workplace. There is a considerable number of graduates employed in different sectors of the job market who do not use English actively in their current careers. Although these graduates are concentrated in the public sector, some of them reported working in some private companies where their job nature does not require using English. Second, it was revealed that many participants had experienced several language-related challenges while studying in EMI departments, especially at the commencement of their study.

The main reason behind these challenges was revealed to be the poor language skills that the graduates had when they were admitted to their respective EMI departments. Most of these graduates had known little English as a result of doing their K-12 study at public schools in which English is taught as a foreign language. The lack of ELP was manifested in the students' need to go back home and translate all the academic content they were given at university to understand it. Third, it was reported that the graduates' speaking skills were weaker than other language skills. This weakness was due to many reasons; the most significant one is the lack of practice at university. The above-mentioned findings lead to the following implications and recommendations.

5.3.1. Launching AMI Departments

First, it can be argued that Kuwaiti HEIs need to launch academic programs that teach scientific content through the medium of the Arabic language. By doing so, students will have the opportunity to choose between studying in EMI or AMI department according to their own preferences and linguistic abilities. When having science-oriented AMI departments, students with lower levels of ELP will be able to avoid most of the language-related challenges they face in EMI departments. Moreover, having such AMI departments will help avoid the exclusion of those students who have to drop their university studies every year because of their inability to cope with the large amount of English used in EMI programs.

Establishing science-oriented AMI departments will also help the state implement its *Kuwaitization* policy, which aims to replace foreign employees in the different work sectors with the national workforce. Due to the imbalance in the population structure in Kuwait, there have been many efforts to reduce the large numbers of foreign workers to give the opportunity to Kuwaiti nationals to obtain jobs. However, the exclusion issue caused by the implementation of EMI reduces the number of Kuwaitis who can join science-oriented academic programs, which in turn reduces the number of graduates who can take the place of foreign workers. Establishing AMI departments together with the present EMI departments will accelerate the Kuwaitization process and help alleviate the population structure issue.

One more argument in favor of the establishment of science-oriented AMI departments is the fact that the majority of Kuwaitis are employed in the public sector (Alazemi, 2020; PACI, 2022). Moreover, Kuwait is one of the rich oil-importing countries whose citizens do not typically need to seek job opportunities abroad. Since there is no dire need to work abroad, the decision to implement EMI and mandate students to study in English may be questioned on the basis that EMI in Kuwait misses one of the key perceived benefits of international EMI which is preparing “domestic students for the global workforce” (Bradford, 2016, p. 340).

It might be argued that English has become the language of modern science, and not studying content courses in English can impede students' and graduates' access to the latest developments in science. This argument can be refuted by the fact that there are many countries around the world, e.g., Türkiye, Syria, and Russia, where undergraduate students study through the medium of their countries' L1, and still, the students and graduates of these L1-medium programs compete with and sometimes excel those studying through the medium of English.

Full science-oriented AMI departments may not be feasible in Kuwait in the short term (Alazemi, 2017). Thus, it can be suggested that AMI content courses be provided within EMI departments in parallel with the same content courses being taught in English (Sahan & Şahan, 2021). Alazemi (2017) suggested a "dual programme" in which students at Kuwaiti HEIs are exposed to content in both English and Arabic simultaneously in the different aspects of their study, including lectures, textbooks, exams, and assignments. Doing so will alleviate the burden on students' shoulders in understanding the scientific content as they will be reading explanations and textbooks in their L1. This recommendation seems more practical in the short term until the time comes to launch full AMI departments.

5.3.2. Setting Strict Linguistic Measures for EMI Admission

Another implication is related to what some graduates mentioned concerning their poor English skills at the commencement of their study at EMI departments, especially the need to go back home and work on translating all the academic content they were given at university to comprehend it. After launching AMI departments and allowing the students to go to the strand they prefer, there comes the role of the linguistic admission criteria. It can be suggested that strict linguistic measures be put in for admission into EMI programs (Kairouz, 2023). However, in order to avoid the disadvantage of the Selection Model (Macaro, 2018), these strict measures should be applied at the end of the EPP given at the beginning of EMI study at the university rather than being required before students are admitted to the university.

Based on the ELP threshold found by Soruç, Altay, Curle, and Yuksel (2021), for the success of EMI students, it can be argued that students be asked to present certificates proving their CEFR B2 level in the international English proficiency examinations like the IELTS or the TOEFL or pass the internal admission examination of the respective HEIs with a grade equivalent to the CEFR B2 level. If the student does not present such certificates at the time of admission, then they have to take the EPP, and they should be asked to pass the EPP with high grades that are equivalent to the CEFR B2 level. Unfortunately, this seems not to be the case in some HEIs, especially at KU, where students can start studying the academic subjects after passing a one-term EPP that might be described as insufficient based on the interviewees' feedback and the researcher's experience of teaching in this EPP at KU a few years ago.

5.3.3. Offering Language Support During EMI Study

To address the above-mentioned issues, especially the inadequate speaking skills reported by some interviewees, it can be suggested that extra linguistic support be provided during the different stages of EMI study. Unfortunately, university study is characterized by lecturing, which does not allow the students enough time to practice and improve their speaking skills. Rarely do students find the opportunity to speak during class time. The only exception may be when instructors are informed about the importance of adopting a discussion-based teaching style. As a result, the students' speaking skills do not improve as much as the other skills of reading, writing, and listening (Altay & Yuksel, 2021; Turk, 2023). Thus, offering conversation classes might be a good idea to overcome such an obstacle.

5.3.4. Offering Professional Development Courses to EMI Instructors

Instructors are one of the main stakeholders of EMI, and they are at the heart of the educational process in EMI departments. These instructors have different backgrounds and teaching styles. Rarely do EMI instructors receive specialized training in teaching methodology before commencing their teaching life (Dearden, 2018; Kairouz, 2023). Some of these instructors' teaching styles, especially the style

of lecturing, pose a hurdle in the way of students' linguistic development, which is an embedded aim of implementing EMI at university. As a result, continuous professional development courses are a need to keep instructors up to date with the latest teaching practices. Content instructors should be equipped with the teaching expertise that allows them to take care of their students' linguistic development as well as their learning of scientific content. Teachers responsible for the EAP and ESP courses at EMI universities should also receive due training to uplift the students' linguistic skills to be compatible with the workload required from students in EMI departments and to improve students' critical thinking and analytical skills through appropriate resources.

5.3.5. Establishing a Scientific Translation Center

Reading about the history of past nations demonstrates that translation has been the basis for the resurrection of any nation over the past three thousand years. First, there were ancient Greece and India. Then came Muslims, who rose by translating the scientific works of the Greeks and other nations. Later came the Europeans who translated the scientific works of Muslims. In the end came English-speaking countries, which spread their language due to some geopolitical factors. If Kuwait wants to take the lead in the field of modern science, then the first step is to work on translating the scientific works produced in English by researchers worldwide. This initiative might be greater than the capabilities of a small country like Kuwait. However, cooperation with other Arabic-speaking countries and using the latest technologies in the field of translation will facilitate such an effort. By doing so, Arabic-speaking students and researchers alike will be able to read up-to-date scientific literature without having to spend years learning English before being able to read a single simple English text. This can be a starting point for a comprehensive renaissance of Arabic-speaking countries in the field of science.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Kuwait is still an emerging context when it comes to research on EMI. The research at hand has uncovered the need to conduct further research on a variety of issues. First, it might be helpful to conduct comparative research in which the focus is

to compare the EPPs at KU and private universities. Participants in the current research confirmed the existence of significant differences in the implementation of the EPPs between KU and other universities. Investigating these programs may help reach some conclusions about the most effective forms of the EPP and the best linguistic measures to be taken when enrolling students in EMI departments.

Another critical issue that should be investigated is the phenomenon of excluding students who are academically promising but who can neither prove their ELP skills at the time of admission to EMI programs nor improve these skills throughout the EPP. Unfortunately, the current research could not listen to these people's narratives as they are not included in the target population. However, interview participants mentioned that they knew many people who could not pursue their studies in the scientific programs because of their low ELP. Listening to those people and trying to get an idea about their numbers may help with accelerating the process of establishing AMI scientific departments if the numbers are found to be substantial. Checking university records concerning students who have dropped their majors and transferred to non-scientific departments or even quit university completely can be a suitable method of doing such research.

Another area that is worth researching is the relationship between EMI content teachers' teaching styles and the students' academic and linguistic gains. If conducted, such research will unravel any existing differences that are a result of content teachers' pedagogies. This can lead to a corrective movement in content teachers' practices and encourage them to adopt more practical pedagogies that help students improve all their language skills, especially the productive skills, which are frequently reported to be weaker than the receptive skills.

A fourth area of future research can be investigating the reasons for the relatively low level of ELP that many students have at the end of their study at public K-12 schools. As discussed earlier by some interviewees, students graduate from high school with limited abilities in English. These limited abilities are reflected in low grades on the Aptitude Test administered by KU and other English examinations in other HEIs. Researching the implementation of English language courses at public K-

12 schools could help uncover the reasons behind the low level of ELP at the end of high school to put long-term remedial plans for students who are willing or who are obliged to study content courses in English at Kuwaiti universities. One possible reason may be the limited exposure to English at school, which is only 45 minutes per day.

5.5. LIMITATIONS OF THE RESEARCH

Human work is characterized by defects and shortcomings. Although every possible effort has been made to avoid such defects, there remain some limitations in the current research. The major limitation is the relatively small number of interviewees taking part in the semi-structured interviews. It would have been better if the researcher had been able to interview more people graduating from other EMI departments and working in fields other than those covered by this research. That would have given a more comprehensive view of the EMI landscape in Kuwait. Unfortunately, it was planned and arranged for an interview with a petroleum engineer working in the Kuwait Oil Company, where English has a prominent status in communication among the employees. However, when the interviews were carried out, this engineer was out of the country for an urgent medical treatment journey, and he was not even able to take the interview on the phone because of that.

Another limitation may be related to the timing of the delivery of the questionnaire, which was carried out in the second semester of the academic year 2021-2022 during the COVID-19 pandemic. This sensitive period might have affected the attitudes of the graduates who responded to the questionnaire as the country and the whole world were going through exceptional circumstances of lockdowns and precautionary measures to prevent the spread of the COVID-19 virus.

5.6. CONCLUSION

EMI has been adopted as the only MoI in science-oriented departments at KU since its establishment in the last 1960s and in almost all private universities, which have come into existence since the early 2000s. The implementation of EMI in Kuwait has been unquestionable because of the lack of research in this field. The current

research investigated the attitudes of EMI graduates concerning the academic and professional benefits and challenges of studying content courses in English at university. It also endeavored to explore to what extent EMI graduates use English in their current careers.

This research has come up with numerous findings. The participants held medium-level attitudes toward the benefits of their study at EMI departments. These attitudes were slightly above the midpoint of the scale. The interpretation of these medium-level attitudes is that EMI has a medium effect on the students' linguistic and professional gains. Moreover, it was demonstrated that it is not uncommon for EMI graduates to work in different careers where they do not use English actively in their day-to-day communication. Moreover, it was shown that some graduates held negative attitudes towards the cultural effect of EMI on the Arabic identity in the country.

These findings imply that decisions to offer and promote EMI as the sole MoI in most academic departments are at stake and need to be reconsidered by policymakers on both the institutional and national levels. Until EMI policies are revised, it seems that EMI is going to keep growing in the Kuwaiti academic market, and more private universities are going to be established to meet the increasing demand for quality university education inside Kuwait instead of having to travel abroad to pursue university study.

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APPENDICES

APPENDIX A

KUWAITI EMI GRADUATES ATTITUDES QUESTIONNAIRE (ENGLISH)

Dear graduates of EMI universities in Kuwait,

We would like to invite you to participate in a research project entitled "Graduates' Beliefs about the Academic and Professional Benefits and Challenges of University Study in an English Medium Instruction (EMI) Department." This project is led by Dr. Mehmet ALTAY (Kocaeli University) and Hafez ALHAMMADEH AL ISSA (Kocaeli University) and aims to explore the benefits and challenges of EMI in higher education in Kuwait. EMI in your context can be defined as "studying your university courses in the English language." You will be asked to fill in a questionnaire about your views on studying in an English program at your university. While answering the questions, we appreciate your feedback and honest responses. Participation is entirely voluntary, and you may withdraw your participation at any time without giving reasons. We ensure you that your responses will be anonymous. If you have any questions, please feel free to contact us by email:

Hafez ALHAMMADEH AL ISSA

I declare that I voluntarily participate in this study.
□ Yes. Take me to the graduates' questionnaire.
□ No. I don't want to continue.

Part I –Academic benefits and challenges of studying in an English-language department:

I studied in an English-language department, and I think that …

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. University teachers in my department had the necessary language skills to teach in English.					
2. University teachers in my department were more qualified than the teachers in Arabic-language departments.					
3. University teachers in my department simplified the content because the language of instruction was English.					
4. Compared to Arabic-taught lectures, I received a higher level of education in English.					
5. Studying in English at university made me feel distinguished.					
6. Studying in English at university made me feel like I was part of an elite group.					
7. If the language of instruction at university had been Arabic, lectures would have been more appealing.					
8. If the language of instruction at university had been Arabic, lectures would have been more motivating.					
9. I improved my English language skills through studying in English at university.					
10. I learnt my specialization terms better in my English-taught lectures compared to Arabic-taught lectures.					
11. It was easier to understand conceptual knowledge in my English-taught lectures compared to Arabic-taught lectures.					

12. **The academic standards in my department were lower because the language of instruction was English.**

13. **If the language of instruction had been Arabic, the difference in students' academic achievement would have been less in my department.**

14. **If the language of instruction at university had been Arabic, I could have learnt the subject material in more detail.**

15. **I had no difficulty understanding the subject material in English.**

16. **I spent more time on my studies because the language of instruction in my department/program was English.**

17. **I had enough resources in English.**

18. **The university had enough resources in English.**

19. **Studying in English at university gives students a better opportunity to pursue postgraduate studies.**

20. **If the language of instruction at university had been Arabic, I could have participated more actively in the lectures.**

21. **In my English-taught lectures, my teachers provided explanations in Arabic.**

22. **I used to ask for help regularly during my study in English at university.**

23. **Studying in English at university negatively affected my spoken Arabic proficiency.**

24. **Studying in English at university negatively affected my written Arabic proficiency.**

25. **Studying in English at university has been a threat to my cultural identity.**

Part II - Professional benefits and challenges as a graduate of an English-language department:

As a graduate of an English-language department, I think that …

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. I had an advantage over graduates from Arabic-language departments in terms of finding a job.					
27. I am a better employee than graduates from Arabic-language departments.					
28. I earn a higher salary than graduates from Arabic-language departments.					
29. I am more likely to be promoted in my job than graduates from Arabic-language departments.					
30. My employer values my work.					
31. I am more confident as an employee than graduates from Arabic-language departments.					
32. I found a job at an international company more easily than graduates from Arabic-language departments.					
33. My company (employer) is more likely to send me to international professional fairs compared to employees who graduated from Arabic-language departments.					
34. The specialization terms that I learnt in my English-taught lectures help me in my current job.					
35. I do not understand the specialization concepts as well as my colleagues who graduated from Arabic-language departments.					
36. I actively use English on a daily basis in my job.					

37.	**I have difficulty expressing the specialization terms in Arabic while communicating with other employees who do not know English.**	

Part III: Background Information

Can we know more about you?

1. Gender: Male □ Female □

2. From, which university did you graduate? Please state the name of the university.

Name of Graduated University	
Kuwait University	□
Public Authority for Applied Education and Training	□
American University of the Middle East	□
Kuwait International Law School	□
American University of Kuwait	□
Arab Open University	□
American College of the Middle East	□
Gulf University of Science and Technology	□
American International University	□
Kuwait Technical College	□
International University of Science and Technology in Kuwait	□
College of Aviation Technology	□
Australian College of Kuwait	□
Box Hill College Kuwait	□
Kuwait College of Science and Technology	□

3. From, which department/program did you graduate? Please state the name of the department/program.

……

4. In which year did you graduate? Please choose the year of your graduation.

……

5. What was the official language of instruction of the specialization courses in your department?

English only □ English and Arabic □

6. Do you hold a graduate degree (master's degree or doctorate)? If yes, please specify.

No. □ Master's degree only. □ Master's and doctorate degrees. □

7. Had you studied your academic subjects (e.g., maths, chemistry, history) in English before university?

Yes. □

No. □

8. What is your current employment status?

Employed in the public sector. □

Employed in the private sector. □

9. It will be our pleasure if you take part in a voluntary short interview with the researchers concerning your experience with studying in English at university. The interview will be face-to-face or via Zoom. If you are interested in attending the interview, please provide us with your phone number or email address so that we contact you soon. Thank you very much.

APPENDIX B

KUWAITI EMI GRADUATES ATTITUDES QUESTIONNAIRE (ARABIC)

استبانة مواقف الخريجين الكويتيين

أعزاءنا خريجي الجامعات الناطقة باللغة الإنجليزية في الكويت،

نود أن ندعوكم إلى المشاركة في هذه الدراسة البحثية المسماة "آراء الخريجين بخصوص الفوائد العلمية والعملية والتحديات المتعلقة بالدراسة الجامعية في قسم ناطق باللغة الإنجليزية". يقوم بهذا المشروع البحثي كل من د. محمد ألطاي (جامعة كوجالي, تركيا) وحافظ الحمادة العيسى (جامعة كوجالي, تركيا) ويهدف البحث إلى استكشاف فوائد وتحديات دراسة المرحلة الجامعية باللغة الإنجليزية في دولة الكويت. إن المقصود بالدارسة بواسطة اللغة الإنجليزية في هذا السياق هو دراسة المواد الجامعية باللغة الإنجليزية. سيطلب منكم أن تقوموا بتعبئة استبانة عن وجهات نظركم بدراستكم الجامعية في قسم ناطق باللغة الإنجليزية. نقدّر ملاحظاتكم وإجاباتكم الصادقة أثناء الإجابة عن الأسئلة. إن المشاركة طوعية تماما ويمكنكم سحب مشاركتكم في أي وقت بدون إبداء أسباب. نود أن نؤكد لكم بأن إجاباتكم ستبقى مجهولة الاسم. إن كان لديكم أية أسئلة، الرجاء التواصل معنا على الإيميل:

حافظ الحمادة العيسى

أصرّح بأني أشارك بشكل طوعي في هذه الدراسة
نعم. لنكمل إلى استبانة الخريجين. □
لا. لا أريد المتابعة. □

الجزء الأول: الفوائد والتحديات الأكاديمية للدراسة في قسم ناطق باللغة الإنجليزية

درستُ في قسم ناطق باللغة الإنجليزية وأعتقد أنه .....

	أوافق بشدة	أوافق	حيادي	أعارض	أعارض بشدة
1. كان المدرسون الجامعيون في قسمي يمتلكون المهارات اللغوية الضرورية للتدريس باللغة الإنجليزية					
2. كان المدرسون الجامعيون في قسمي مؤهلين أكثر من المدرسين في الأقسام الناطقة باللغة العربية					
3. كان المدرسون الجامعيون في قسمي يبسّطون المحتوى لأن لغة التدريس كانت هي اللغة الإنجليزية					
4. بالمقارنة مع المحاضرات التي تعطى باللغة العربية، تلقيت تعليماً ذا مستوى أعلى باللغة الإنجليزية					
5. الدراسة باللغة الإنجليزية في الجامعة جعلتني أشعر بأنني متميز.					
6. الدراسة باللغة الإنجليزية في الجامعة جعلتني أشعر بأنني جزء من مجموعة النخبة.					
7. لو أن اللغة العربية كانت لغة التدريس في الجامعة لكانت المحاضرات أكثر تشويقاً					
8. لو أن اللغة العربية كانت لغة التدريس في الجامعة لكانت المحاضرات أكثر تحفيزاً					
9. حسّنت مهارات اللغة الإنجليزية الخاصة بي اثناء الدراسة باللغة الإنجليزية في الجامعة					
10. تعلّمت مصطلحات تخصصي بشكل أفضل في محاضراتي المعطاة باللغة الإنجليزية مقارنة بالمحاضرات المعطاة باللغة العربية					
11. كان من الأسهل استيعاب المعرفة المتعلقة بالمفاهيم في محاضراتي المعطاة باللغة الإنجليزية مقارنة بالمحاضرات المعطاة باللغة العربية					
12. إن المعايير الأكاديمية في قسمي كانت اقل لأن لغة التدريس كانت هي اللغة الإنجليزية					
13. لو كانت اللغة العربية هي لغة التدريس لكان الفارق أقل في الإنجاز الأكاديمي للطلاب في قسمي					
14. لو أن اللغة العربية كانت لغة التدريس في الجامعة لكنت قد استطعت أن أتعلم المادة العلمية بشكل مفصّل أكثر					

15. لم يكن عندي أية صعوبة بفهم المادة العلمية باللغة الإنجليزية

16. كنت أقضي وقتاً أطول على دراستي لأن لغة التدريس في قسمي/برنامجي كانت اللغة الإنجليزية

17. كنت أمتلك مصادر كافية باللغة الإنجليزية

18. كانت الجامعة تمتلك مصادر كافية باللغة الإنجليزية

19. إن الدراسة باللغة الإنجليزية في الجامعة تعطي الطلاب فرصة أفضل لاستكمال دراساتهم العليا

20. لو أن اللغة العربية كانت لغة التدريس في الجامعة لكنت قد شاركت بشكل أكثر فعالية في المحاضرات

21. في محاضراتي المعطاة باللغة الإنجليزية، قام المدرسون بتقديم شروحات باللغة العربية

22. تعودت أن أطلب المساعدة بشكل منتظم خلال دراستي باللغة الإنجليزية في الجامعة

23. إن الدراسة باللغة الإنجليزية في الجامعة أثّرت سلبيا على كفاءتي باللغة العربية المحكية

24. إن الدراسة باللغة الإنجليزية في الجامعة أثّرت سلبيا على كفاءتي باللغة العربية المكتوبة

25. شكّلت الدراسة باللغة الإنجليزية في الجامعة تهديداً على هويتي الثقافية

الجزء الثاني: الفوائد والتحديات العملية كخرّيج من قسم ناطق باللغة الإنجليزية

كخرّيج من قسم/برنامج ناطق باللغة الإنجليزية، أعتقد أنه....

	أوافق بشدة	أوافق	حيادي	أعارض	أعارض بشدة
26. كان لي أفضلية على زملائي خريجي الأقسام الناطقة باللغة العربية في إيجاد عمل					
27. أنا موظف أفضل من خريجي الأقسام الناطقة باللغة العربية					
28. أحصل على راتبٍ أعلى من خريجي الأقسام الناطقة باللغة العربية					
29. عندي إمكانية للحصول على ترقية في العمل أكثر من خريجي الأقسام الناطقة باللغة العربية					
30. إن ربّ عملي يشعر بالتقدير تجاه عملي					
31. أنا أكون أكثر ثقة كموظف من خريجي الأقسام الناطقة باللغة العربية					
32. وجدت (يمكنني أن أجد) عملاً في شركة دولية بسهولة أكثر من خريجي الأقسام الناطقة باللغة العربية					
33. شركتي (ربّ عملي) أكثر قابلية لإرسالي إلى المعارض العملية الدولية مقارنة بالموظفين الذين تخرجوا من الأقسام الناطقة باللغة العربية					
34. إن المصطلحات التخصصية التي تعلمتها في محاضراتي المعطاة اللغة الإنجليزية تساعدني في عملي الحالي					
35. أنا لا أستوعب المفاهيم التخصصية بنفس الجودة مثل زملائي الذين تخرجوا من الأقسام الناطقة باللغة العربية					
36. إنني أستخدم اللغة الإنجليزية بشكل نشيط يومياً في عملي					
37. عندي صعوبة في التعبير عن المصطلحات التخصصية باللغة العربية عند التواصل مع الموظفين الآخرين الذين لا يجيدون اللغة الإنجليزية					

الجزء الثالث: معلومات أساسية

هل يمكننا أن نعرف المزيد عنكم؟

1. الجنس: ذكر □ أنثى □
2. من أي جامعة تخرجتم؟ الرجاء اختيار اسم الجامعة

	اسم الجامعة	
1.	**جامعة الكويت**	□
2.	**الهيئة العامة للتعليم التطبيقي والتدريب**	□
3.	**جامعة الشرق الأوسط الأمريكية**	□
4.	**كلية القانون الكويتية العالمية**	□
5.	**الجامعة الأمريكية في الكويت**	□
6.	**الجامعة العربية المفتوحة**	□
7.	**كلية الشرق الأوسط الأمريكية**	□
8.	**جامعة الخليج للعلوم والتكنولوجيا**	□
9.	**الجامعة الأمريكية الدولية**	□
10.	**كلية الكويت التقنية**	□
11.	**الجامعة الدولية للعلوم والتكنولوجيا في الكويت**	□
12.	**كلية تكنولوجيا الطيران**	□
13.	**الكلية الأسترالية في الكويت**	□
14.	**كلية بوكسهل الكويت**	□
15.	**كلية الكويت للعلوم والتكنولوجيا**	□

3. في أي قسم/برنامج دراسي تخرجتم؟ الرجاء كتابة اسم القسم/البرنامج الدراسي

.....

4. في أي سنة تخرجتم؟ الرجاء اختيار سنة التخرج

.....

5. أي لغة كانت اللغة الرسمية لتدريس مواد التخصص في قسمكم؟

الإنجليزية فقط □ الإنجليزية والعربية □

6. هل تمتلكون شهادة عليا (ماجستير أو دكتوراه)؟ الرجاء اختيار نوع الشهادة.

لا□ درجة الماجستير فقط □ درجتي الماجستير والدكتوراه □

7. هل درستم موادكم العلمية (مثل الرياضيات والكيمياء والتاريخ) باللغة الإنجليزية قبل الجامعة؟

نعم□ .

لا□ .

8. ما هي حالتكم الوظيفية الحالية؟

موظف في القطاع الحكومي □ موظف في القطاع الخاص □

9. يسعدنا أن تشاركوا في مقابلة شخصية قصيرة مع الباحثين عن تجربتكم مع الدراسة باللغة الإنجليزية في المرحلة الجامعية، ستكون المقابلات وجهاً لوجه أو على تطبيق زووم. في حال رغبتكم بإجراء المقابلة، الرجاء التكرم بتزويدنا برقم هاتفكم أو عنوان بريدكم الالكتروني لنقوم بالتواصل معكم قريبا وشكراً جزيلاً

APPENDIX C

Table 18

Frequencies and Percentages for the Items in the Academic Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
1.	University teachers in my department had the necessary language skills to teach in English.	Strongly disagree	7	3.1	3.1	3.1
		Disagree	11	4.8	4.8	7.9
		Neutral	38	16.6	16.6	24.5
		Agree	107	46.7	46.7	71.2
		Strongly agree	66	28.8	28.8	100.0
		Total	229	100.0	100.0	
2.	University teachers in my department were more qualified than the teachers in Arabic-language departments.	Strongly disagree	7	3.1	3.1	3.1
		Disagree	39	17.0	17.0	20.1
		Neutral	105	45.9	45.9	65.9
		Agree	51	22.3	22.3	88.2
		Strongly agree	27	11.8	11.8	100.0
		Total	229	100.0	100.0	
3.	University teachers in my department simplified the content because the language of instruction was English.	Strongly agree	33	14.4	14.4	14.4
		Agree	99	43.2	43.2	57.6
		Neutral	53	23.1	23.1	80.8
		Disagree	35	15.3	15.3	96.1
		Strongly disagree	9	3.9	3.9	100.0
		Total	229	100.0	100.0	
4.	Compared to Arabic-taught lectures, I received a higher level of education in English.	Strongly disagree	10	4.4	4.4	4.4
		Disagree	32	14.0	14.0	18.3
		Neutral	55	24.0	24.0	42.4
		Agree	80	34.9	34.9	77.3
		Strongly agree	52	22.7	22.7	100.0
		Total	229	100.0	100.0	
5.	Studying in English at university made me feel distinguished.	Strongly disagree	10	4.4	4.4	4.4
		Disagree	24	10.5	10.5	14.8
		Neutral	43	18.8	18.8	33.6
		Agree	84	36.7	36.7	70.3
		Strongly agree	68	29.7	29.7	100.0
		Total	229	100.0	100.0	
6.	Studying in English at university made me feel like I was part of an elite group.	Strongly disagree	15	6.6	6.6	6.6
		Disagree	28	12.2	12.2	18.8
		Neutral	57	24.9	24.9	43.7
		Agree	80	34.9	34.9	78.6
		Strongly agree	49	21.4	21.4	100.0
		Total	229	100.0	100.0	
7.	If the language of instruction at university had been Arabic, lectures would have been more appealing.	Strongly agree	38	16.6	16.6	16.6
		Agree	49	21.4	21.4	38.0
		Neutral	69	30.1	30.1	68.1
		Disagree	49	21.4	21.4	89.5
		Strongly disagree	24	10.5	10.5	100.0
		Total	229	100.0	100.0	
8.	If the language of instruction at university had been Arabic, lectures would have been more motivating.	Strongly disagree	32	14.0	14.0	14.0
		Disagree	58	25.3	25.3	39.3
		Neutral	67	29.3	29.3	68.6
		Agree	48	21.0	21.0	89.5
		Strongly agree	24	10.5	10.5	100.0

		Total	229	100.0	100.0	
9.	I improved my English language skills through studying in English at university.	Strongly disagree	5	2.2	2.2	2.2
		Disagree	8	3.5	3.5	5.7
		Neutral	27	11.8	11.8	17.5
		Agree	90	39.3	39.3	56.8
		Strongly agree	99	43.2	43.2	100.0
		Total	229	100.0	100.0	
10.	I learnt my specialization terms better in my English-taught lectures compared to Arabic-taught lectures.	Strongly disagree	6	2.6	2.6	2.6
		Disagree	9	3.9	3.9	6.6
		Neutral	39	17.0	17.0	23.6
		Agree	67	29.3	29.3	52.8
		Strongly agree	108	47.2	47.2	100.0
		Total	229	100.0	100.0	
11.	It was easier to understand conceptual knowledge in my English-taught lectures compared to Arabic-taught lectures.	Strongly disagree	8	3.5	3.5	3.5
		Disagree	26	11.4	11.4	14.8
		Neutral	81	35.4	35.4	50.2
		Agree	67	29.3	29.3	79.5
		Strongly agree	47	20.5	20.5	100.0
		Total	229	100.0	100.0	
12.	The academic standards in my department were lower because the language of instruction was English.	Strongly agree	14	6.1	6.1	6.1
		Agree	42	18.3	18.3	24.5
		Neutral	66	28.8	28.8	53.3
		Disagree	68	29.7	29.7	83.0
		Strongly disagree	39	17.0	17.0	100.0
		Total	229	100.0	100.0	
13.	If the language of instruction had been Arabic, the difference in students' academic achievement would have been less in my department.	Strongly agree	32	14.0	14.0	14.0
		Agree	50	21.8	21.8	35.8
		Neutral	67	29.3	29.3	65.1
		Disagree	56	24.5	24.5	89.5
		Strongly disagree	24	10.5	10.5	100.0
		Total	229	100.0	100.0	
14.	If the language of instruction at university had been Arabic, I could have learnt the subject material in more detail.	Strongly agree	37	16.2	16.2	16.2
		Agree	57	24.9	24.9	41.0
		Neutral	59	25.8	25.8	66.8
		Disagree	41	17.9	17.9	84.7
		Strongly disagree	35	15.3	15.3	100.0
		Total	229	100.0	100.0	
15.	I had no difficulty understanding the subject material in English.	Strongly disagree	11	4.8	4.8	4.8
		Disagree	30	13.1	13.1	17.9
		Neutral	47	20.5	20.5	38.4
		Agree	80	34.9	34.9	73.4
		Strongly agree	61	26.6	26.6	100.0
		Total	229	100.0	100.0	
16.	I spent more time on my studies because the language of instruction in my department/program was English.	Strongly agree	36	15.7	15.7	15.7
		Agree	74	32.3	32.3	48.0
		Neutral	51	22.3	22.3	70.3
		Disagree	42	18.3	18.3	88.6
		Strongly disagree	26	11.4	11.4	100.0
		Total	229	100.0	100.0	
17.	I had enough resources in English.	Strongly disagree	5	2.2	2.2	2.2
		Disagree	32	14.0	14.0	16.2
		Neutral	54	23.6	23.6	39.7
		Agree	79	34.5	34.5	74.2
		Strongly agree	59	25.8	25.8	100.0
		Total	229	100.0	100.0	
18.	The university had enough resources in English.	Strongly disagree	3	1.3	1.3	1.3
		Disagree	22	9.6	9.6	10.9
		Neutral	44	19.2	19.2	30.1
		Agree	97	42.4	42.4	72.5

		Strongly agree	63	27.5	27.5	100.0
		Total	229	100.0	100.0	
19.	Studying in English at university gives students a better opportunity to pursue postgraduate studies.	Strongly disagree	5	2.2	2.2	2.2
		Disagree	11	4.8	4.8	7.0
		Neutral	20	8.7	8.7	15.7
		Agree	77	33.6	33.6	49.3
		Strongly agree	116	50.7	50.7	100.0
		Total	229	100.0	100.0	
20.	If the language of instruction at university had been Arabic, I could have participated more actively in the lectures.	Strongly agree	45	19.7	19.7	19.7
		Agree	55	24.0	24.0	43.7
		Neutral	54	23.6	23.6	67.2
		Disagree	45	19.7	19.7	86.9
		Strongly disagree	30	13.1	13.1	100.0
		Total	229	100.0	100.0	
21.	In my English-taught lectures, my teachers provided explanations in Arabic.	Strongly agree	32	14.0	14.0	14.0
		Agree	87	38.0	38.0	52.0
		Neutral	53	23.1	23.1	75.1
		Disagree	37	16.2	16.2	91.3
		Strongly disagree	20	8.7	8.7	100.0
		Total	229	100.0	100.0	
22.	I used to ask for help regularly during my study in English at university.	Strongly agree	34	14.8	14.8	14.8
		Agree	67	29.3	29.3	44.1
		Neutral	66	28.8	28.8	72.9
		Disagree	40	17.5	17.5	90.4
		Strongly disagree	22	9.6	9.6	100.0
		Total	229	100.0	100.0	
23.	Studying in English at university negatively affected my spoken Arabic proficiency.	Strongly agree	17	7.4	7.4	7.4
		Agree	42	18.3	18.3	25.8
		Neutral	42	18.3	18.3	44.1
		Disagree	66	28.8	28.8	72.9
		Strongly disagree	62	27.1	27.1	100.0
		Total	229	100.0	100.0	
24.	Studying in English at university negatively affected my written Arabic proficiency.	Strongly agree	19	8.3	8.3	8.3
		Agree	48	21.0	21.0	29.3
		Neutral	39	17.0	17.0	46.3
		Disagree	62	27.1	27.1	73.4
		Strongly disagree	61	26.6	26.6	100.0
		Total	229	100.0	100.0	
25.	Studying in English at university has been a threat to my cultural identity.	Strongly agree	22	9.6	9.6	9.6
		Agree	25	10.9	10.9	20.5
		Neutral	37	16.2	16.2	36.7
		Disagree	57	24.9	24.9	61.6
		Strongly disagree	88	38.4	38.4	100.0
		Total	229	100.0	100.0	

APPENDIX D

Table 19

Frequencies and Percentages for the Items in the Professional Benefits Section of The Kuwaiti EMI Graduates' Attitudes Scale

	Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
26.	I had an advantage over graduates from Arabic-language departments in terms of finding a job.	Strongly disagree	15	6.6	6.6	6.6
		Disagree	32	14.0	14.0	20.5
		Neutral	79	34.5	34.5	55.0
		Agree	64	27.9	27.9	83.0
		Strongly agree	39	17.0	17.0	100.0
		Total	229	100.0	100.0	
27.	I am a better employee than graduates from Arabic-language departments.	Strongly disagree	12	5.2	5.2	5.2
		Disagree	38	16.6	16.6	21.8
		Neutral	80	34.9	34.9	56.8
		Agree	68	29.7	29.7	86.5
		Strongly agree	31	13.5	13.5	100.0
		Total	229	100.0	100.0	
28.	I earn a higher salary than graduates from Arabic-language departments.	Strongly agree	22	9.6	9.6	9.6
		Agree	44	19.2	19.2	28.8
		Neutral	92	40.2	40.2	69.0
		Disagree	48	21.0	21.0	90.0
		Strongly disagree	23	10.0	10.0	100.0
		Total	229	100.0	100.0	
29.	I am more likely to be promoted in my job than graduates from Arabic-language departments.	Strongly disagree	15	6.6	6.6	6.6
		Disagree	33	14.4	14.4	21.0
		Neutral	84	36.7	36.7	57.6
		Agree	63	27.5	27.5	85.2
		Strongly agree	34	14.8	14.8	100.0
		Total	229	100.0	100.0	
30.	My employer values my work.	Strongly disagree	4	1.7	1.7	1.7
		Disagree	8	3.5	3.5	5.2
		Neutral	84	36.7	36.7	41.9
		Agree	85	37.1	37.1	79.0
		Strongly agree	48	21.0	21.0	100.0
		Total	229	100.0	100.0	
31.	I am more confident as an employee than graduates from Arabic-language departments.	Strongly disagree	7	3.1	3.1	3.1
		Disagree	29	12.7	12.7	15.7
		Neutral	85	37.1	37.1	52.8
		Agree	74	32.3	32.3	85.2
		Strongly agree	34	14.8	14.8	100.0
		Total	229	100.0	100.0	
32.	I found (can find) a job at an international company more easily than graduates from Arabic-language departments.	Strongly disagree	6	2.6	2.6	2.6
		Disagree	16	7.0	7.0	9.6
		Neutral	52	22.7	22.7	32.3
		Agree	87	38.0	38.0	70.3
		Strongly agree	68	29.7	29.7	100.0
		Total	229	100.0	100.0	
33.	My company (employer) is more likely to send me to international professional fairs compared to employees who	Strongly disagree	6	2.6	2.6	2.6
		Disagree	11	4.8	4.8	7.4
		Neutral	72	31.4	31.4	38.9
		Agree	79	34.5	34.5	73.4
		Strongly agree	61	26.6	26.6	100.0

	graduated from Arabic-language departments.	Total	229	100.0	100.0	
34.	The specialization terms that I learnt in my English-taught lectures help me in my current job.	Strongly disagree	7	3.1	3.1	3.1
		Disagree	11	4.8	4.8	7.9
		Neutral	44	19.2	19.2	27.1
		Agree	99	43.2	43.2	70.3
		Strongly agree	68	29.7	29.7	100.0
		Total	229	100.0	100.0	
35.	I do not understand the specialization concepts as well as my colleagues who graduated from Arabic-language departments.	Strongly agree	14	6.1	6.1	6.1
		Agree	48	21.0	21.0	27.1
		Neutral	85	37.1	37.1	64.2
		Disagree	60	26.2	26.2	90.4
		Strongly disagree	22	9.6	9.6	100.0
		Total	229	100.0	100.0	
36.	I actively use English on a daily basis in my job.	Strongly disagree	7	3.1	3.1	3.1
		Disagree	24	10.5	10.5	13.5
		Neutral	80	34.9	34.9	48.5
		Agree	70	30.6	30.6	79.0
		Strongly agree	48	21.0	21.0	100.0
		Total	229	100.0	100.0	
37.	I have difficulty expressing the specialization terms in Arabic while communicating with other employees who do not know English.	Strongly agree	24	10.5	10.5	10.5
		Agree	57	24.9	24.9	35.4
		Neutral	73	31.9	31.9	67.2
		Disagree	48	21.0	21.0	88.2
		Strongly disagree	27	11.8	11.8	100.0
		Total	229	100.0	100.0	

APPENDIX E

Semi-Structured Interviews Protocol

- What are the benefits of EMI study?
- What are the challenges of EMI study?
- How often do you use English at your current job?
- Does EMI exclude students who are academically promising but cannot do well in English? Why or why not?
- Should we have alternative departments that teach the science majors in Arabic? Why or why not?
- Are you satisfied with English being the medium of instruction at university in the scientific departments?
- Do you think that EMI helps with completing higher studies in English speaking countries?
- How can we overcome the challenges/disadvantages of EMI?

CURRICULUM VITAE

Personal Information:

Name: Hafez

Surname: ALHAMMADEH AL ISSA

Educational Background:

2020-2023: MA in English Language Education, Kocaeli University, Türkiye

2006-2008: Postgraduate Diploma in Education, Aleppo University, Syria

2001-2005: BA in English Language and Literature, Aleppo University, Syria

Professional Experience:

2008-Currently: Full-time English language teacher, Ministry of Education, Kuwait

2011-2013: Part-time English language instructor, Kuwait University, Kuwait

Certifications:

2021: IMASCON Spring Conference: Challenges and Coping Strategies of Public School Teachers in Online Education During the Pandemic (Paper Presentation)

2021: University of Oxford, STORIES Conference: Stories and Voices of EFL Teachers during the Pandemic (Paper Presentation)

2021: University of Cambridge, Kaleidoscope Conference: The Voices of EFL Teachers in Kuwait During the Covid-19 Pandemic (Paper Presentation)

2021: Understanding Research Methods, University of London

2013: IELTS Trainer Course, British Council and Ministry of Education in Kuwait

Publications:

Al Issa, H. A., Kairouz, H., & Yuksel, D. (2022). EFL Teachers' Challenges and Coping Strategies in Emergency Remote Teaching During the COVID-19 Pandemic. In: W. M. El-Henawy & M. del Mar Suarez (Eds.) *English as a Foreign Language in a New-Found Post-Pandemic World* (pp. 93-116). IGI Global.