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Department of English Studies and Literature

# MASTER DISSERTATION

In  
Language Sciences

Submitted and defended by:

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An Investigatigation into English as Medium of Instruction at Algerian University  
The Case of Master One Finance and International Trade Students at Mohamed  
Kheider University of Biskra

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Dissertation submitted to the Department of English as Partial Fulfilment of the Requirement for  
the degree of Master in Sciences of language

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### **Declaration**

I, **Meriem Elbatoul DEBLA** hereby declare that the work entitled, “Investigating into English as Medium of Instruction at Algerian University. The Case of Master One Finance and International Trade Students at Biskra University” and supervised by **Dr. Turqui BARKAT** of Mohamed Kheider University of Biskra is entirely my own work, and has not been submitted before to any other institution or university for a degree.

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## **Dedication**

**I dedicate this work to**

**My dear parents**

**My cherished siblings**

**My little princess Arine**

**My friend Nesrine**

## **Acknowledgment**

To begin with, I am deeply thankful to Allah for His guidance and for granting me the patience to complete this work.

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## Abstract

This study explored the perceptions of English as a Medium of Instruction (EMI) at Biskra University. This research focused on the issue that while EMI is being implemented, there are concerns about students' preparedness and the support provided. Thus, this research investigated the perspectives of both students and teachers regarding the benefits and challenges of EMI. Accordingly, we hypothesize that EMI is perceived as beneficial but its successful implementation requires adequate institutional support. This research highlighted the perceptions of 20 Master One Finance and International Trade students and five teachers from the Department of Economics to understand their views on EMI. For this purpose, a mixed-methods approach was carried out where we used both quantitative and qualitative data collection tools to gather the required information that allowed us to conduct this study and analyze the results to understand the complexities of EMI implementation. To fulfill the purpose of the study, a student survey and teacher interviews were conducted as the effective data gathering tools of the mixed methods approach. The survey, consisting of multiple-choice and open-ended questions, was administered to 20 students, and the interviews were conducted with teachers to probe information regarding their perspectives on EMI. In sum, the analysis of the obtained data highlighted that both students and teachers acknowledge the potential benefits of EMI, but also revealed significant concerns regarding students' English language proficiency and the adequacy of institutional support.

**Keywords:** English as medium of instruction, EMI, higher education, Language proficiency

## **List of Abbreviations and Acronyms**

**EMI:** English as Medium of Instruction

**MOI:** Medium of Instruction

**HEI(s):** Higher Education Institution(s)

**MHESR:** Ministry of Higher Education and Scientific Research

**MIT:** Massachusetts Institute of Technology

**MOOC:** Massive Open Online Course

**ESP:** English for Specific Purposes

**LSP:** Language for Specific Purposes

**EST:** English for Science and Technology

**ESS:** English for Social Sciences

**EBE:** English for Business and Economics

**EAP:** English for Academic Purposes

**CBI:** Content-Based Instruction

**IELTS:** International English Language Testing System

**L1:** First Language

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# **General Introduction**

## **Introduction**

English has established its position as the world's lingua franca, transcending cultural and geographical boundaries. Its pervasive influence is evident in various domains, from academia and business and technology as a result, proficiency in English has become an indispensable asset in today's globalized world. The adoption of English as a Medium of Instruction (EMI) in higher education institutions for non-English speaking countries recognizes the importance of English proficiency in preparing students for global challenges and competitions.

As the world becomes more interconnected, the role of English as a Medium of Instruction (EMI) in higher education institutions has become increasingly prominent. This trend has contributed to the globalization of academic and research communities.

In this context, according to Macaro (2018) EMI refers to the use of English as the mainlanguage of instruction in educational settings where students' first language is not English. This means that students learn academic subjects in English, which is not their native language. The recognition of the pivotal importance of English in the 21st century, many countries, including Algeria, has integrated English language learning into their educational systems. By adopting English as a medium of instruction in higher education, these institutions aim to equip their students with the linguistic skills necessary to thrive in a globalized world.

However, it is crucial to acknowledge the challenges associated with EMI implementation, such as language proficiency disparities and the potential impact on cultural identity. To ensure the successful integration of EMI, institutions must invest in teacher training, develop appropriate curriculum, and provide adequate support for students. Accordingly, additional research investigations and analyses are necessary for the obliteration of the eventual challenges that might hurdle the successful implementation of EMI at tertiary level.

### **Statement of the Problem**

While the adoption of English as a Medium of Instruction (EMI) in Algerian higher education institutions is increasing, there is a growing concern regarding the challenges faced by both students and teachers. Students, particularly those with limited English language proficiency, often struggle with the linguistic demands of EMI programs, leading to difficulties in understanding lectures, participating in discussions, and completing academic assignments. Additionally, faculty members may encounter challenges in the re-adjustment of their teaching methodologies to an EMI context, particularly in terms of language use, assessment practices, and curriculum design.

To address these challenges, it is crucial to investigate the attitudes and beliefs of both students and teachers towards EMI, as well as the factors that influence the success of EMI programs. By exploring these issues, this research aims to identify effective strategies to enhance student learning outcomes, improve faculty development, and optimize the implementation of EMI in Algerian universities. Additionally, this study will examine the role of institutional support services, such as language centers and academic advising, in facilitating the transition to EMI.

### **Significance of the Study**

This research is significant as it aims to address the challenges and opportunities associated with the implementation EMI in Algerian higher education institutions. By the investigation of the factors determine the effectiveness of EMI, this study will contribute to the better understanding of how to optimize its implementation and enhance student learning outcomes.

## General Introduction

Improving Student Learning Outcomes by identifying effective strategies for implementing EMI, and enhancing Faculty Development by studying how language centers and academic advising help students and teachers adjust to English-medium learning, furthermore, informing Policy and Practice by guiding policymakers and educational institutions in developing effective EMI programs, and finally, contributing to the Global Discourse on EMI by adding to the existing knowledge on what makes EMI programs successful.

## Research Questions

- What are the perceptions of Algerian university students and the teachers regarding the implementation of English as a Medium of Instruction (EMI)?
- What are the factors that influence the effectiveness of EMI programs in Algerian universities, and how can these factors be optimized to enhance student learning outcomes?
- How can institutional support services, such as language centers and academic advising, be effectively utilized to support students and faculty in transitioning to and succeeding in EMI environments?

## Research Hypotheses

- We advance that the implementation of EMI will positively impact students' intercultural competence and global citizenship.
- We hypothesize that the institutions that provide strong institutional support, such as language centers and academic advising, will have more successful EMI programs, as measured by student satisfaction and academic performance.
- We put forward that training teachers in EMI pedagogy will ensure a greater efficiency in implementing EMI and higher levels of job satisfaction.

## **Aims of the Study**

This study aims to investigate the effectiveness of English as a Medium of Instruction (EMI) in Algerian higher education institutions. Specifically, the study will :

- Explore the perceptions of Algerian university students and teachers regarding the implementation of EMI, including their attitudes, beliefs, and experiences.
- Identify the key factors that influence the effectiveness of EMI programs, such as language proficiency, pedagogical approaches, and institutional support.
- Assess the role of language centers and academic advising in supporting students and faculty in transitioning to and succeeding in EMI environments.

## **Methodology**

The primary objective of this research is to investigate the effectiveness of English as a Medium of Instruction (EMI) in Algerian higher education institutions. To achieve this goal, a mixed-methods research approach will be adopted, combining both quantitative and qualitative research methods for data collection analysis. To ensure the validity and reliability of the research findings, a sampling strategy will be employed to select a representative sample of 20 Master One finance and international trade students and five teachers from the same department at Mohamed kheider university in Biskra.

## **Research Tools**

The study relies on two tools:

- Questionnaire administrated to 20 Master One finance and International Trade students.
- Interview administrated to five teachers from the same department .

## **Structure of the Research Work**

### **Chapter One: A General Overview of EMI in Tertiary Education.**

In this chapter, it will review the relevant literature on EMI, including its definition, benefits, challenges, and impact on student learning. It will also discuss the role of faculty, institutional support, and language policy in the successful implementation of EMI.

### **Chapter Two: English as Medium of Instruction within the Algerian Context.**

Chapter Two examines how English is used for teaching in Algerian universities. It looks at the current use of English, compares it to French, and explores the social effects of using English. Then, it explains how to teach "time series analysis" using English, and how that analysis can be used to study the use of English in education itself.

### **Chapter Three: Data Analysis and Interpretation.**

This chapter will encompass the methodology, results, and discussion sections. Namely, it will describe the research design, data collection methods (questionnaires, interviews), and data analysis techniques. Moreover, it will present the findings, analyze the data, and discuss the implications of the results. Lastly, it will also address the limitations of the study and suggest directions for future research.

**Chapter One:**

**A General Overview of EMI in Tertiary  
Education.**

## Introduction

As the world becomes more connected, English has become the go-to language for many things, especially in higher education. Because of this, more and more universities are using English as the main language for teaching, a concept called English as a Medium of Instruction (EMI). This chapter will look closely at EMI, explaining why it's used, how it's set up in different places, the difficulties it can bring, and what it means for students and teachers.

Universities around the world are trying to become more international and want to prepare their students for jobs anywhere in the world. That's why it's important to understand all the parts of EMI. This chapter will explore how using English for teaching affects how well students learn the subject and how their English language skills develop. We'll also look at the bigger picture of how EMI changes the overall learning experience.

By analysing all the different aspects of EMI, this chapter presents a large picture of what it can offer and what needs to be thought about to make it work well. We'll discuss not just the definition and importance of EMI, but also the different kinds of EMI one might see in schools and what kind of support institutions need to provide to make it successful for everyone involved.

### 1. The Concept of EMI

In education, 'EMI' pertains to English as a Medium of Instruction. This is the case when students are taught and learn in English, despite English not being their first language. The EMI, approach within education settings, especially within higher education, is rapidly gaining

## A General Overview of EMI in Tertiary Education

popularity around the world, particularly in countries that wish to internationalize their educational systems and promote global employability for their students.

The implementation of EMI involves delivering course content, conducting lectures, facilitating discussions, and assessing student work entirely or primarily in English. This approach aims to provide students with the opportunity to develop both their subject-specific knowledge and their English language proficiency simultaneously. However, it also presents challenges related to language barriers, teacher training, and the potential impact on students' understanding of complex concepts if their English proficiency is not sufficiently developed.

The adoption of EMI is driven by various factors, including the desire to attract international students, foster global collaboration in research, and prepare students for careers in an increasingly interconnected world. It's often seen as a way to enhance the competitiveness of universities and their graduates in the global market. However, successful EMI implementation requires careful planning and support. This includes providing language support for both students and faculty, adapting teaching methodologies to address potential language barriers, and ensuring that the focus on English proficiency does not compromise the quality of subject-matter instruction. Effective EMI programs recognize the need to balance language development with the acquisition of disciplinary knowledge.

### **2. Definition of EMI**

English Medium Instruction (EMI) is defined by various scholars as a multifaceted educational approach. Bray et al. (2014, p. 133) emphasize that while EMI utilizes English as the primary language of instruction, it necessitates clear instructional objectives, strong support

## A General Overview of EMI in Tertiary Education

systems for both teachers and students, and careful consideration of the unique needs of multilingual learners. Earls (2016, p. 25) highlights EMI's role in providing students with a competitive advantage in the professional world through enhanced English language proficiency. Hamid et al. (2013, p. 73) characterize EMI as the implementation of English as the language of instruction in higher education, driven by the increasing demand to access global academic resources and participate in the international job market. Finally, Doiz et al. (2011, p. 359) view EMI as an educational model that offers students the dual benefit of acquiring expertise in their academic fields while simultaneously developing English language skills, which are considered essential for success in the global workforce.

### **3. Historical Development of EMI**

Globalization, initially referred to by Levitt in 1985 and validated by Stiglitz in 2002, has changed higher education as a result of market, economic, and political forces (Gupta, 2015; Hallack, 1999). Knight (2003) details two definitions of internationalization: infusing global perspectives in domestic education, and providing an educational program that takes place in more than one country.

With the competitive global environment, universities are now vying for students, faculty, funding, and partnerships, which explains the rise of English Medium Instruction (EMI) (Coyle et al., 2010; Dearden, 2015; Doiz et al., 2013; Kirkpatrick, 2014). Dearden (2015) provides an example of how the British Council identified many countries regardless of their colonial history, and some even have national EMI policies for universities. Furthermore, private universities seek both to develop an international profile and to attract foreign students, and perhaps for this reason are more participant in EMI than public universities (Dearden, 2015).

## A General Overview of EMI in Tertiary Education

Moreover, EMI's popularity is fueled by English becoming a lingua franca, essential for global business and academic publishing (Jenkins, 2000; Seidlhofer, 2001; Widdowson, 1994). Indeed, Universities use EMI to enhance their global competitiveness, manifest by the nature of university rankings that gives weight to international students and faculty (QS Top Universities, 2012). EMI can help create international campuses, encourage internationalization, and create opportunities to engage in intercultural dialogue, and, thus enhance university profiles.

### **4. English for Specific Purpose**

The emergence of Languages for Specific Purposes (LSP) is a historical phenomenon, predating the prominence of English. While applied to various languages, English has become the primary focus due to its current global dominance. The development of English for Specific Purposes (ESP) is attributed to three key factors, as articulated by Hutchinson and Waters (1987:6): "the need for a courageous and daring new global universe, a revolution in linguistics and recognition and specific attention to the learner." These factors highlight the confluence of global changes, linguistic advancements, and a learner-centered approach that propelled the growth of ESP.

#### **4.1 ESP Definitions**

Hutchinson and Waters (1987, p.19) characterize ESP as a language teaching methodology where curriculum and instructional choices are dictated by the learners' specific learning objectives. Robinson (1991, p.1) describes ESP as a comprehensive undertaking encompassing education, training, and practical application, integrating language, pedagogy, and the learners' specialized domain of interest. Richards and Rodgers (2001, p.107) perceive ESP as

## A General Overview of EMI in Tertiary Education

an educational approach designed to cater to the language requirements of learners who necessitate English for specific roles, such as students, engineers, or nurses, emphasizing the acquisition of practical skills and subject matter knowledge through the language, rather than solely focusing on linguistic mastery.

### **4.2 the Benefits of English for Specific Purposes (ESP)**

the benefits of English for Specific Purposes (ESP) are primarily threefold: it enhances the speed, efficiency, and effectiveness of learning. Firstly, ESP accelerates the acquisition of necessary linguistic elements. This is attributed to its alignment with how native speakers naturally acquire language for specific purposes, where learners acquire what is needed in authentic, content-based contexts. ESP not only mirrors this pattern but also enhances it by providing opportunities for accelerated and intensive learning (Wright, 1992). Secondly, teaching ESP maximize the use of learning resources, focusing them on acquiring specific, pre-identified linguistic items and skills. Here, needs analysis is crucial as it enables trainers to pinpoint the precise requirements of trainees. Thirdly, ESP courses effectively prepare trainees to use language appropriately and correctly in job-related tasks, identified through a needs analysis. This immediate applicability of English in the employment context also readies trainees for further job-related training in English, enhancing academic performance by eliminating time spent on acquiring necessary language skills (ibid.).

### **4.3 Types of ESP**

Over time, the evolution of ESP has led to various perspectives on its categorization. According to Hutchinson and Waters' influential 1987 "Tree of ELT" framework, which segments ESP into three primary types: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each category addresses the specialized English needs of specific academic domains, encompassing technology, commerce, and the broader social sciences. Furthermore, these divisions are refined into sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

#### **4.3.1 English for Science and Technology (EST)**

Louis Trimble, known as the 'father of EST', introduced English for Science and Technology (EST) as a form of English for Specific Purposes (ESP). Trimble (1985) argued that to truly understand scientific texts, it is essential to grasp the rhetorical elements present in scientific and technical English discourse. He also pointed out that learners of scientific English often encounter lexical challenges, notably with sub-technical vocabulary and noun compounds. Trimble (1985) provides examples such as the words "fast" (having a literal meaning of 'quick' but a technical meaning of 'resistant to') and "transport" (having a literal meaning of 'mechanical means of moving goods' but a technical meaning of 'the rate of the processing cycle') (p.130). The researchers emphasize the importance of employing effective teaching and learning strategies to facilitate better comprehension of EST.

#### **4.3.2 English for Business and Economics (EBE)**

English for Business and Economics (EBE) is a specialized form of English for Specific Purposes (ESP) designed to cater to the distinct language demands of individuals studying or working in the fields of business and economics. Just as ESP is tailored to meet the specific needs of learners within a discipline, EBE focuses on the language, skills, and discourse relevant to business and economics activities. This involves a targeted approach to language learning, emphasizing the specialized vocabulary and terminology used in these fields, such as that found in financial reports and economic analyses.

#### **4.3.3 English for Social Studies (ESS)**

English for Social Studies (ESS) is a specialized application of English for Specific Purposes (ESP), tailored to address the unique language and literacy demands of learners within the field of social studies. Mirroring the learner-centered approach of ESP, ESS focuses on the specific language skills, specialized discourse, and relevant genres that characterize social studies education and practice. In practical terms, this involves targeted instruction in the specialized vocabulary and terminology used across social studies disciplines, such as history, geography, political science, sociology, and economics. Furthermore, ESS emphasizes the development of specific communication and discourse skills necessary for social studies, including engaging in debates on historical interpretations and analyzing social trends. It also provides explicit instruction in the genres of writing and texts prevalent in social studies, such as research papers, essays, document analyses, and primary source interpretations.

## 5. The Difference between ESP and EMI

English as Medium Instruction (EMI) and English for Specific Purposes (ESP) are two different, but well-connected approaches in the context of language education. EMI emphasizes English as the language of instruction (in teaching an academic subject e.g., science, technology, social sciences) in circumstances in which English is not the students' first language. The focus is primarily on conveying knowledge about a subject and, if at all, the learning of English is a secondary, more implicit, learning outcome. ESP describes an approach to English language teaching which focuses upon the specified language needs of learners in their professional or academic context. It involves teaching the vocabulary, grammar and discursive practices of the field of study or profession.

The fundamental difference lies in their primary goals: EMI focuses on delivering content in English, while ESP has a focus on developing English language skills for a purpose. This distinction becomes evident in their implementation and scope. EMI is usually implemented at an institutional level that affects entire programs or entire departments, and is a response to pressures to internationalize education and offer global resources. ESP, on the other hand, is implemented for a specific group of learners such as engineers, health professionals, or business learners, and will be implemented in a mix of educational or professional settings. In spite of these structural differences, both EMI and ESP consider the relationship between language and content learning, especially in an academic professional context. In fact, the principles and practices of ESP can be extremely useful in EMI contexts to provide students and faculty with the language support needed to deal with the language challenges associated with learning content through a second language.

## 6. Motivations for Adopting EMI

Across the globe, educators continue to employ English-Medium Instruction (EMI) to appeal to international students. For European and North American contexts, it is chiefly for economic purposes, whereas in Brazil and the rest of Latin America, it is for intercultural exchange and for establishing academic networks (Macaro et al., 2018; Baumvol & Sarmento, 2016; Aliaga Salas & Pérez Andrade, 2023). Teachers also report reasons related to improving domestic student's English skills or to access academic materials only available in English (Hendges et al. 2020; Gimenez et al., 2021). Another motivation to use EMI is the prestige of English in scientific subject areas. Nevertheless, scholars warn about giving attention to English too freely; they state the potential of linguistic imperialism (Macaro et al., 2018, Aliaga Salas & Pérez Andrade, 2023). They argue that EMI can maintain or exacerbate social inequities and it can deny students from lower socioeconomic backgrounds and exercise authority over national languages and identities (Dearden, 2014; Curle et al., 2024). They offer pedagogical approaches such as academic literacies and translanguaging as ways to initiate language awareness and mindful learning opportunities (Lea & Street, 2006; García et al. 2017). Across contexts, EMI is realized along a continuum, allowing for adaptations based on institutional and pedagogical contexts that allow for internationalization strategies to be given flexibility and contextual specificity (Walkinshaw et al. 2017).

## 7. Types of EMI programs

Pecorari and Malmström (2018) propose a framework that differentiates programs based on the degree to which English is integrated into the curriculum, these are full EMI, partial EMI, and content-based instruction. First, Full EMI describes an educational environment where English is used exclusively for all instructional purposes. This entails that lectures, discussions,

## A General Overview of EMI in Tertiary Education

assignments, and assessments are all conducted solely in English, creating an immersive language experience. Second, partial EMI refers to situations where English is used for some, but not all, aspects of instruction. This might involve lectures being delivered in English while supplementary materials or discussions are conducted in the students' native language, allowing for a more flexible approach that can accommodate varying levels of English proficiency.

### **7.1 Content-Based Instruction (CBI)**

Content-Based Instruction (CBI) is a pedagogical approach that integrates language learning with the study of subject matter. Unlike traditional language instruction, which focuses primarily on grammar and vocabulary, CBI uses the content of a specific subject as the vehicle for language acquisition. In the context of EMI, CBI is related, but differs in that CBI will have specific language learning goals. In fact, an EMI course may teach biology in English, a CBI course will teach biology, while also having specific goals related to improving the students' English language skills. Therefore, CBI is a method of teaching language, while utilising content, and EMI is a method of teaching content, utilising the English language.

## **8. Benefits, Challenges and Impact of EMI**

### **8.1 Benefits of Implementing English as a Medium of Instruction**

Using English as the language of instruction has numerous benefits for different constituents. As suggested by Chapple (2015), English Medium Instruction (EMI) provides students with an excellent opportunity to improve their English language skills with a range of globally available content in the world's most widely used language. In return, this language development will lead to better academic performance, the cultivation of critical thinking skills, and significantly enhanced job prospects upon graduation. Moreover, students will gain a greater

intercultural awareness (Kassteen, 2013, as cited in Chapple, 2015, p. 4), will have the ability to perform better on standardized tests, and will be motivated to develop their creative potential. For instructors, EMI provides evidence of increased international career opportunities both locally and internationally in addition to greater mobility to teach and conduct research (Galloway et al., 2017). They will benefit from exposure to and worldview from a western cultural perspective, as well as from interacting in multi-racial and multicultural contexts. Additionally, they will gain further development of their English language skills, attend and participate in international seminars, and publish their research in top tier journals. From an institutional perspective, universities and colleges have adopted EMI at their higher education institutions (HEIs) to respond to the needs of globalization and at international research levels (Kassteen, 2013, as cited in Chapple, 2015, p. 2).

### **8.2 Challenges of Implementing English as a Medium of Instruction**

The first major challenge deals with the fact that students and instructors alike do not possess a sufficient English language proficiency, particularly in non-native English environments, according to Galloway et al. (2017). This deficiency can lead to demotivation and reduced self-esteem among students, while instructors may struggle to relay or convey content effectively or clearly communicate in English. As a result, there is an increased tendency to revert to code-switching, where instructors utilize the students' L1 or local languages, such as French and Arabic in Algeria. Moreover, EMI is perceived as a threat to national languages and local cultural identities (Brock-Utne, 2013; Cason & Rodriguez, 2013, as cited in Chapple, 2015). In some countries, the accountability of strengthening their national languages conflicts with the growing interest of English language instruction. Managing this conflict influences their efficacy for successful English-taught programs in comparison with a whole country based on

merit through English. The challenge of implementing EMI must be given further consideration regarding English language instructors prior to implementation to maintain cultural and linguistic diversity.

### **8.3 The Impact of EMI on Students Learning**

English Medium Instruction (EMI) has been shown to significantly improve students' English language skills, as measured by standardized tests like IELTS, and offers a competitive advantage in the workplace through enhanced proficiency (Earls, 2016, p. 25). EMI is also perceived as a means to provide global perspectives, develop global language users, and resist linguistic and cultural isolation. It facilitates access to academic literature and participation in the global job market, where English is dominant (Hamid et al., 2013, p. 73), and provides the dual benefit of subject knowledge and English language skills essential for global success (Doiz et al., 2011, p. 359). Specifically, students at A' Sharqiyah University reported that EMI enhanced their language proficiency and communication skills, providing them access to a broader range of learning materials and preparing them for international opportunities in their field.

However, concerns remain regarding clear instructional goals, support systems (Bray et al., 2014, p. 133), the variability of language proficiency gains, and the lack of research on content absorption. The effectiveness of EMI is context-dependent and requires consideration of students' specific needs and the actual impact on global exposure. At A' Sharqiyah University, students experienced difficulties in comprehension and communication, leading to increased psychological pressure and reduced confidence. Language-related challenges, including translation issues, misunderstandings, stress, pressure, concentration difficulties, and cultural differences, were prevalent. Moreover, EMI may have hindered effective communication with instructors, resulting in misunderstandings when seeking clarification. Students reported reduced

engagement and psychological stress, and struggled to understand complex engineering terminology. Curricular challenges, such as difficult terms, led to lost grades, and students had trouble understanding exams due to technical terms and instructions, potentially affecting their academic performance and grades

### **9. Pedagogical Approaches**

#### **9.1 Effective Teaching Strategies for EMI**

Effective teaching strategies for English-Medium Instruction (EMI), as outlined in Prabjandee and Nilpirom (2023), involve a commitment to using English as the primary language of instruction while prioritizing content comprehensibility. This necessitates the implementation of learner-centered activities, recognizing the global ownership of the English language. EMI lesson planning should emphasize relevance to learners, utilizing motivating materials that facilitate the application of concepts to real-life situations. Teachers are advised to articulate clear learning objectives, ensure content appropriateness, and employ supplementary materials to enhance comprehension.

Furthermore, a well-structured, learner-centered classroom environment with clearly defined steps is recommended. The execution of EMI lessons requires the integration of supplementary modes, including strategic classroom arrangement, interactive in-class engagement, and effective verbal and non-verbal communication. Providing frequent opportunities for discussion through diverse formats and allowing sufficient wait time for student responses are crucial. Finally, engaging in reflective practice enables EMI teachers to critically evaluate their pedagogical approaches and address the challenges associated with EMI implementation.

## **9.2 The Importance of Institutional Support**

To effectively implement English Medium Instruction (EMI) in Algerian higher education institutions, a multi-faceted approach to institutional support is crucial. This support must address both the challenges and opportunities presented by EMI. Key areas of focus include providing adequate language support and training for both teachers and students, with specialized language training specifically designed for instructors. Institutions should prioritize the development of customized English-language materials and offer supplementary assistance to learners. A gradual and flexible implementation strategy is recommended, starting with foundational courses, alongside the establishment of robust student support networks. In addition, clear institutional policies and planning are essential to guide EMI implementation, ensuring a well-structured and supportive environment that fosters student engagement and success

## **9.3 The Role of Language Centers**

Language centers and academic advising are indispensable components of institutional support that significantly contribute to the success of English Medium Instruction (EMI) classes. Language centers are vital hubs within institutions that offer English Medium Instruction (EMI). Their primary function is to provide targeted language support, addressing the specific linguistic needs of students and faculty engaged in EMI. For students, these centers offer a range of services, including specialized courses, workshops, and individual tutoring, designed to enhance academic language proficiency. This encompasses developing skills in areas such as academic vocabulary, listening comprehension, and writing, all of which are crucial for success in EMI environments. Language centers also serve as spaces for students to practice and refine their

language skills in a supportive, low-pressure setting, fostering confidence and fluency. Furthermore, they can provide discipline-specific language support, ensuring that students develop the necessary linguistic competence for their particular fields of study. For faculties, language centers offer training and resources to adapt teaching methodologies and materials for EMI contexts, promoting effective instruction and communication. By addressing the linguistic challenges inherent in EMI, language centers play a crucial role in creating a supportive and effective learning environment.

### **9.4 The Role of Academic Advising**

Academic advising is an equally critical component of institutional support in EMI settings. Advisors provide personalized guidance and support to students, helping them navigate the academic demands of studying in English. They assist students in developing effective learning strategies, managing their time, and accessing relevant academic resources. In EMI contexts, students may face unique challenges, such as difficulties in understanding lectures, participating in discussions, and completing assignments. Academic advisors help students develop the skills and strategies needed to overcome these obstacles. They also provide emotional support and encouragement, addressing the potential anxieties and challenges students may encounter. Moreover, academic advisors play a vital role in guiding students in making informed decisions about their academic pathways and career goals, ensuring they maximize the benefits of their EMI education. By identifying students who require additional language support, advisors act as a crucial link to language centers, facilitating a comprehensive support system that addresses both linguistic and academic needs. Through personalized guidance and

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support, academic advising contributes significantly to student success and the overall effectiveness of EMI programs.

### Conclusion

The implementation of English as a Medium of Instruction presents both opportunities and challenges. While EMI can enhance internationalization, promote global collaboration, and improve students' English proficiency, it is essential to acknowledge the potential linguistic and pedagogical hurdles. Successful EMI programs require a holistic approach that prioritizes language support, teacher training, and culturally sensitive pedagogy. It is crucial to ensure that the pursuit of English proficiency does not compromise the quality of subject-matter learning or create inequitable learning environments. Moving forward, research and practice should focus on developing evidence-based strategies that address the diverse needs of students and faculty in EMI contexts. By fostering a collaborative and supportive environment, institutions can maximize the benefits of EMI while limiting its potential drawbacks, ultimately contributing to a more inclusive and globally engaged educational landscape.

Looking ahead, the evolution of EMI will necessitate ongoing research and the sharing of best practices. Evidence-based strategies that cater to the varied needs of students and educators in diverse EMI settings are essential for maximizing its benefits. By fostering a culture of collaboration, providing adequate resources, and remaining sensitive to the linguistic and cultural contexts in which EMI is implemented, institutions can harness its transformative potential. Ultimately, the future of EMI lies in its capacity to adapt and innovate, serving as a valuable instrument for cultivating academic excellence, promoting intercultural understanding, and fostering a generation of globally competent learners.

**Chapter Two:**

**English as Medium of Instruction within the**

**Algerian Context.**

## Introduction

This chapter delves into the complex and evolving role of English as a Medium of Instruction (EMI), with a specific focus on its implementation and implications within the Algerian context. The first section of the chapter provides a comprehensive overview of the current situation of EMI in Algeria, examining the increasing emphasis on English language instruction within the Algerian educational system. This includes the recent introduction of English language learning in primary schools and the growing use of English as a teaching language in Algerian universities. The analysis considers the motivations behind this shift, such as Algeria's aspirations for global engagement and economic competitiveness, and acknowledges the historical and socio-cultural factors that influence language use and policy in the country, most notably the legacy of French.

The chapter further explores the intricate dynamics between English and French as languages of instruction in Algeria. It discusses the historical dominance of French in the Algerian educational system, particularly in higher education, in the post-independence era, and the challenges of establishing an independent educational framework. The chapter analyzes the reasons behind the persistence of French and the more recent push to expand the use of English. In doing so, it addresses the socio-cultural implications of this linguistic transition, including potential effects on Algeria's linguistic hierarchy, social equity, and cultural identity. It emphasizes the importance of considering Algeria's rich linguistic diversity, encompassing Standard Arabic, Algerian Arabic (Darija), Amazigh language, and French, in the context of EMI implementation.

The second section of the chapter shifts its focus to a specific application of EMI: teaching Time Series Analysis. This section provides a foundational understanding of time series

data and time series analysis, defining key concepts and components such as trend, seasonality, and autocorrelation. It also explores the wide-ranging applications of time series analysis across various domains, including economics, finance, environmental science, and medicine. Furthermore, the chapter discusses the potential use of time series analysis as a tool for evaluating and enhancing EMI programs, particularly in the Algerian context, by examining relevant time-dependent data such as student language proficiency, academic performance, and sociolinguistic trends.

## **Section One: The Situation of EMI in Algeria**

### **1. English in the Algerian Educational System**

The Algerian educational system in its approach to English language instruction reflects a country grappling with the challenges of globalization and its own shifting identity. It is evidently recognized that English is a powerful resource for global engagement and, therefore, efforts are being made to provide students with this resource as early as possible. The introduction of English language learning in primary schools is a significant move to prepare students for a world where English is almost always the language of interaction at an international level.

During the 2022/2023 academic year, the Ministry of Education in Algeria launched an educational reform by implementing the study of English as a foreign language in the 3rd year of primary school, instead of the 1st year of Middle School. The transition of teaching English language to primary schools in Algeria has been a subject of controversy over the last few years. Based on the official statement of Ministry of Education, English language learning **was** implemented starting in September 2022, specifically for students in the 3rd year of Primary School. This emphasis on English is multifaceted. It's tied to Algeria's aspirations for its citizens

## English as Medium of Instruction within the Algerian Context.

to participate fully in the global economy, access international knowledge, and engage in cross-cultural exchange. English is considered a key to open doors in areas such as technology, business, and science, as well as in higher education. Therefore, the goal of the education system is to equip students with the language skills to navigate the world successfully.

Nonetheless, the adoption of English in Algeria's educational context is characterized by nuance. While the initiatives to promote English have momentum, several factors further influence the role of English in the society. The historical and socio-cultural context plays a significant role. For instance, the legacy of French in Algeria continues to influence language use and perceptions. Although English language learning is growing in importance, it often occurs in response to external factors (e.g., academic, professional) rather than immediate communicative needs within the local context.

For the Algerian educational system, this situation is both an opportunity and a challenge. The opportunity lies in offering students an important skill in which they can increase their competitiveness and open new paths. The challenge is to develop appropriate pedagogical approaches to encourage real communicative competence and a positive stance toward learning English. This implies moving beyond traditional teaching centered on memorization and examinations and shifting to approaches that encourage active engagement with the language, cultural knowledge, and relevance for students.

In summary, the evolution of English in the context of the Algerian educational system showcases an evolving interplay between global factors and local realities. The ongoing efforts to refine curricula, train teachers, and adapt teaching methods demonstrate a commitment to finding effective ways to equip Algerian students with the English language skills they need to thrive in the 21st century.

## 2. EMI in the Algerian Universities

English has been part of the curriculum in Algerian universities for several years, with departments offering modules in grammar, phonetics, etc. all with the purpose of improving learners' English language abilities (Benabdallah, 2023; Hamzaoui, 2021). English is also a required English for Specific Purposes (ESP) module at many Algerian faculties, whether in a scientific field or non-science (Benhamlaoui and Benzadri, 2024; Benabdallah, 2023; Hamzaoui, 2021).

The increased use of English as a teaching language in Algerian universities took a start around the year 2019, when the Ministry of Higher Education and Scientific Research (MHESR) submitted a national survey to Algerians concerning their attitudes about using English instead of French as the vehicle of instruction. There was positive support for this proposition, and soon after, English began to replace French in headers of official documents (Khenioui & Boulkroun, 2023; Mizab, 2024; Rezig, 2011). In 2023, the Minister announced that English would be the primary language of instruction in the Algerian universities.

Although the implementation of English-Medium Instruction (EMI) in Algeria came later than other countries, it is being embraced by Algerian stakeholders (Hamane, 2023). This acceptance is based largely on political, scientific, and economic motives to gain independence from French (Khenioui & Boulkroun, 2023). English as a global lingua franca (Maraf, 2024; Benhamlaoui & Benzadri, 2024) represents quality education and progression and could lead to improved scientific research in Algeria. Moreover, English as the language of scientific publications (Saidoun & Bensemmane, 2024; Maraf, 2024; Benabdallah, 2023), will grant Algerian researchers international visibility and enhance the position of Algerian universities to promote collaborations and mobility. Besides, the language of technology, business, and the

economy, English will increase students' employability (Hamane, 2023). English is also popular in social media, especially among Algerian adolescents exposed to Western culture (Maraf, 2024; Belmihoub, 2018).

To prepare teachers for EMI, the Ministry set up an online compulsory training course on Dual\_Edx in September 2023 (Ben-Yelles, 2024). Integrated with the Massachusetts Institute of Technology (MIT), this online course meets the massive open online courses (MOOCs) standards, with initial participation from 3,000 instructors and doctoral students (Ben-Yelles, 2024). The course measures teachers' language proficiency and gives lectures and tests aimed at individual proficiency levels. This training has been extended to new university students in 2023, who will be taught their specialism in English starting from the year one. University Rectors were instructed to improve English proficiency among teachers and students (Ben-Yelles, 2024). Intensive onsite training is provided with ESP teacher involvement (Benhamlaoui & Benzadri, 2024; Khenioui & Boulkroun, 2023). Many content teachers are also seeking degrees in English to assist them in their preparedness for EMI, with several universities developing English Studies degree programs. Student demand for EMI is also realized with increased enrollment in English departments, potentially due to the introduction of English in Algerian primary schools.

### **3. English vs French as Medium of Instruction**

#### **3.1 French Influence on Algerian Education Post-Independence**

Following Algeria's independence in 1962, the nation was confronted with the complex task of establishing its own educational framework while navigating the significant legacy of French colonialism. The immediate post-independence period was characterized by a "mimicry phase," during which Algeria, constrained by various factors, largely mirrored the French

educational model. As a matter of fact, several factors contributed to the continuation of the French system. The country faced a shortage of skilled Algerian manpower to replace the departed French, coupled with a lack of essential infrastructure and financial resources. Consequently, Algeria had to rely on a hybrid system, incorporating elements of the French colonial education system alongside traditional structures like Koranic schools (Miliani, 1996).

Even with a strong desire to forge an authentically Algerian system of education, the influence of French educational theories and practices remained powerful. This resulted in a centralized and standardized system that, over time, tended to overshadow indigenous values and traditions, favoring a more "modern" approach aligned with developed nations. This educational standardization mirrored the political standardization of the time, during the 1960s and 1970s, under the anti-imperialist and socialist leaders op. cit.

In the initial years after independence, Algerian educationists were primarily focused on the practical aspects of maintaining the school infrastructure, ensuring sufficient staffing, and developing a centralized administration. They were more occupied with the technicalities of the system rather than engaging in the intellectual and theoretical debates necessary to cultivate an indigenous educational philosophy. This lack of theoretical development was partly attributed to a shortage of qualified Algerian personnel and the tight control exerted by political authorities over education op. cit.

### **3.2 French as Medium of Instruction in Algeria**

The perception is widespread that French is the primary medium of instruction (MOI) in Algerian universities, particularly in scientific fields, despite the absence of an official policy

explicitly mandating it. This perception contributes to the common misconception of Algeria as a predominantly French-speaking country, which overlooks the country's rich linguistic diversity. Historically, French was the sole MOI during the colonial period, although access to education was limited for the majority of Algerians. Post-independence in 1962, Arabic was declared the official national language, but French continued to be used, especially in higher education, due to a shortage of Arabic-trained teachers and ongoing academic partnerships with French universities. The Arabization of the education system proceeded gradually, with primary and secondary education being Arabized by the 1980s. However, French has largely remained the MOI in university science departments (Medfouni, 2019).

The continued use of French as a MOI in Algerian universities is a complex issue shaped by historical, social, and political factors. Despite Arabic being the official national language, the practical realities of the education system have ensured French maintains a strong presence, particularly in scientific and technical fields. This is partly attributable to the legacy of the colonial era, where French was the language of administration, higher education, and scientific discourse. Consequently, many older university professors were educated in French and are more comfortable teaching in that language op. cit.

The dominance of French in higher education also has implications for social equity. Students from more privileged backgrounds and urban centers, where French is more widely spoken, often have an advantage in navigating the Francophone academic environment. This can create a barrier for students from less privileged backgrounds or Amazigh-speaking regions, potentially contributing to social reproduction where existing elites maintain their dominance.

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The linguistic challenge faced by Arabophone students in Francophone science subjects can undermine their academic performance, even if they possess strong scientific capabilities op. cit.

Furthermore, the issue of language in Algerian universities is highly politicized, with ongoing debates and policy shifts regarding the roles of Arabic, French, and English. While there have been attempts to Arabize higher education, particularly in the humanities, the sciences have largely remained Francophone. The recent interest in introducing English as a MOI is seen by some as a way to bypass French linguistic dominance and directly access international scientific knowledge. However, the linguistic reality in Algerian classrooms is often multilingual, with a fluid mix of French, Arabic (both Standard and Algerian Arabic - Darija), and Amazigh languages used by students and teachers op. cit.

In recent years, there has been a growing interest in English as a medium of instruction (EMI). This push is largely motivated by the desire to enhance access to global knowledge, science, and technology, bypassing the French-language filter. English is also seen as the language of international business and communication, and increasing its use in higher education is often linked to improving graduates' employability in the global market. Furthermore, in the Algerian context, promoting English is sometimes viewed as a more neutral option compared to French, which carries the weight of colonial history op. cit.

However, the transition to or increased use of English as a medium of instruction is not without its challenges. It would require significant investment in teacher training to ensure instructors can effectively teach complex subjects in English. There would also need to be consideration for student preparedness, as many students may have limited exposure to English

in their prior education, necessitating robust English language support programs. Additionally, curriculum development and adaptation would be necessary to create suitable materials for EMI. Ultimately, the debate over the role of French and English in Algerian higher education reflects a tension between historical and cultural influences, and the desire to engage with globalization and expand opportunities for future generations.

### **3.3 The Socio-Cultural Implications of Shifting to EMI in the Algerian Context**

The potential shift to English as a Medium of Instruction (EMI) in Algeria presents a complex situation of socio-cultural implications that extend beyond the immediate concerns of pedagogy and curriculum. One of the most significant implications involves the reshaping of Algeria's linguistic hierarchy. French, deeply embedded in the country's institutions and carrying considerable social prestige, would face a challenge to its dominant position. While this could potentially diminish the linguistic barriers faced by Arabophone and Amazighophone students, it also risks creating a new hierarchy where English proficiency becomes the primary determinant of social and economic mobility. This shift could trigger debates about national identity, the role of the Arabic language, and the potential marginalization of other linguistic groups.

Furthermore, the transition to EMI raises important questions about social equity. While the current system, with its reliance on French, often favors students from privileged backgrounds, the introduction of English could create new forms of inequality. Access to quality English language education and resources may not be evenly distributed across the population, potentially disadvantaging students from less affluent families or those residing in regions with limited English exposure. This could lead to a situation where a new English-speaking elite

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emerges, further exacerbating existing social disparities rather than mitigating them. Therefore, careful consideration must be given to ensuring equitable access to English language learning opportunities for all students.

Algeria's rich linguistic diversity also presents a crucial socio-cultural consideration in the context of EMI. The country is home to a variety of languages, including Standard Arabic, Algerian Arabic (Darija), Amazigh languages, and French. These languages are not merely tools for communication but also vital components of cultural identity and heritage. A shift towards EMI could inadvertently lead to the neglect or devaluation of these languages within the education system, potentially contributing to a decline in their use and transmission. It is essential to develop strategies that promote multilingualism and ensure the continued vitality of Algeria's linguistic heritage alongside the adoption of English.

The increasing prominence of English in Algerian education also carries cultural implications. Language is deeply intertwined with culture, and the widespread use of English could facilitate the influx of Anglo-American cultural influences. This has the potential to impact Algerian cultural identity, values, and social norms, sparking debates about cultural homogenization and the importance of preserving local cultural traditions. Navigating this delicate balance between global engagement and cultural preservation will be a key challenge in the implementation of EMI.

Finally, language policy in Algeria is inherently intertwined with political and ideological considerations. Language has often served as a battleground for competing visions of national identity and the country's place in the world. The push for EMI can be interpreted in various

ways: as a pragmatic step towards greater global integration, a rejection of the French colonial legacy, or a potential form of cultural alienation. These diverse interpretations highlight the need for a national dialogue that addresses the complex socio-political dimensions of language policy and fosters a shared understanding of the goals and implications of EMI implementation.

## **Section two: Teaching Time Series Analysis Using EMI**

### **4. Definition of Time Series Data and Time Series Analysis**

#### **4.1 Time Series Data**

A time series comprises a set of statistics, typically gathered at regular intervals. Time series data are common across many fields of application. Examples include monthly unemployment figures and hospital admissions in economics, daily exchange rates and share prices in finance, daily rainfall and air quality readings in environmental science, and ECG brain wave activity every 2-8 seconds in medicine. Time series analysis methods predate those for general stochastic processes and Markov Chains. The objectives of time series analysis are to describe and summarize time series data, develop simple models, and generate forecasts. Our real-valued series of observations is denoted as . . . ,  $X_{-2}$ ,  $X_{-1}$ ,  $X_0$ ,  $X_1$ ,  $X_2$ , . . . , a doubly infinite sequence of real-valued random variables indexed by  $Z$  (webster, 2004).

#### **4.2 Time Series Analysis**

Time series analysis is a specific method for analyzing a sequence of data points gathered over a time interval. In time series analysis, data points are recorded at consistent intervals across a set period, rather than being recorded intermittently or randomly. Mooris Hamburg defines a time series as a sequence of statistical data points ordered by time. W.Z. Hirsch notes that the

primary goal of time series analysis is to comprehend, explain, and assess fluctuations in economic activities to improve the accuracy of forecasting future occurrences.

#### **4.3 Components of Time Series Data**

4.3.1 Trend: trend represents the long-term direction or movement of a time series. It indicates the overall increase or decrease in the data over an extended period, disregarding short-term fluctuations (Field. A, 2005).

4.3.2 Seasonality: Seasonality refers to regular and predictable patterns within a time series that repeat over a fixed time period. These patterns occur within a specific interval, such as a day, week, month, or year, and are often influenced by external factors like weather or social customs (Montgomery, Jennings, & Kulahci, 2015).

4.3.3 Serial Correlation (Autocorrelation): Serial correlation, also known as autocorrelation, measures the degree of correlation between successive values in a time series. It quantifies how much past values influence current values (Hamilton, 1994).

4.3.4 Exogenous & Endogenous Properties: Endogenous variables, are variables within a time series system that are explained or predicted by the model (Shumway & Stoffer, 2017). While exogenous variables are external factors that influence the time series but are not explained by the model (Shumway & Stoffer, 2017).

4.3.5 Cyclical Variation: are fluctuations in a time series that occur over longer periods, typically lasting several years. These variations are less regular than seasonal patterns and are often associated with economic cycles or business conditions (Chatfield, 2003).

4.3.6 Irregular Variation: also referred to as random or error component, represents the unexplained variability in a time series. It includes unpredictable fluctuations caused by chance events, outliers, or other factors that are not easily identified or modeled (Brockwell & Davis, Introduction to Time Series and Forecasting, 2016).

#### **4.4 Applications of Time Series Analysis across Different Domains**

Time series analysis finds application across a wide range of domains, providing valuable insights into phenomena that evolve over time, such as:

4.4.1 Economics: Time series data is used to analyze various economic indicators, such as monthly data for unemployment, hospital admissions, GDP (Gross Domestic Product), inflation rates, and stock prices (Jose, 2022).

4.4.2 Finance: In finance, time series data is applied to analyze financial data like daily exchange rates and share prices (Jose, 2022).

4.4.3 Environmental Science: Time series data is used to study environmental phenomena, such as daily rainfall and air quality readings (Jose, 2022).

4.4.4 Medicine: Time series data is relevant in the medical field for analyzing physiological measurements, like ECG brain wave activity recorded every 2-8 seconds (Jose, 2022).

## **4.5 Application of Time Series Analysis to EMI**

### **4.5.1 Identifying Relevant Time Series Data**

Time series analysis is a statistical technique employed to analyze sequences of data points collected over consistent time intervals. It involves examining data ordered chronologically to understand past trends, forecast future values, and evaluate the impact of interventions or changes. This analytical approach, which is applicable across various domains like economics, finance, environmental science, and medicine, can also be effectively utilized in educational contexts, specifically in the evaluation and enhancement of English as a Medium of Instruction (EMI) programs.

In the context of EMI in Algeria, identifying relevant time-dependent data is crucial for understanding the longitudinal effects of EMI implementation. This includes tracking student language proficiency development by analyzing English language proficiency scores and the development of specific language skills over time. It also involves examining academic performance in EMI subjects by comparing grades and test scores of students in EMI programs with those in non-EMI programs. Furthermore, assessing teacher effectiveness and adaptation through teacher evaluations and professional development activities, as well as measuring student attitudes and engagement via surveys and participation rates, are vital components of this analysis. Finally, analyzing sociolinguistic trends, such as changes in language use patterns and societal attitudes towards different languages, provides a broader context for evaluating EMI's impact.

By identifying and analyzing these relevant time series data, stakeholders can gain valuable insights into the effectiveness of EMI programs and their impact on students, teachers, and the broader educational environment. This analysis allows for evidence-based decision-making in areas such as policy formulation, curriculum development, teacher training, and the design of support programs. Ultimately, the application of time series analysis in this context contributes to the continuous improvement of EMI practices and the enhancement of educational outcomes.

#### **4.5.2 Potential Data Source**

Time series analysis offers valuable tools for investigating various aspects of the English language, literature, and its teaching within a university's English department. In literary studies, time series analysis can be employed to analyze trends in literary genres, themes, or styles across different historical periods, providing insights into the evolution of literary expression. It can also be used to track the critical reception of authors or literary works over time, revealing shifts in scholarly interpretations and valuations. Furthermore, analyzing changes in language use, vocabulary, or syntax in texts from different eras can shed light on linguistic transformations and their cultural contexts.

In the field of linguistics, time series analysis can contribute to a deeper understanding of the historical development of the English language, tracing changes in its grammar, pronunciation, and vocabulary over centuries. It can also be used to study the spread of linguistic features or dialects across geographical regions and time, mapping the dynamics of language

variation and change. Additionally, analyzing the frequency of word usage or linguistic patterns in diverse types of texts over time can reveal trends in language use and stylistic evolution.

For English Language Teaching (ELT), time series analysis provides a means to assess and improve pedagogical practices. It can be used to analyze trends in second language acquisition among students over time, allowing educators to identify effective teaching strategies and address areas where students need additional support. Tracking the effectiveness of different teaching methodologies or curriculum changes over time enables data-driven decisions about instructional design. Moreover, studying changes in language testing scores or student performance in English language skills over time offers insights into the overall effectiveness of ELT programs and interventions.

Beyond these academic applications, time series analysis also serves administrative functions within an English department. Analyzing student enrollment trends in English courses or programs over time helps in resource allocation and program planning. Tracking faculty publication productivity or research output over time provides data for evaluating departmental research performance and individual faculty contributions. Studying changes in student demographics or program completion rates over time can inform efforts to improve student success and equity within the department.

#### **4.5.3 Data Cleaning and Preprocessing**

In any data analysis, including those focused on EMI, data cleaning and preprocessing are essential steps to ensure the quality and reliability of the results. Data cleaning involves addressing issues that could compromise the integrity of the dataset. This often includes handling

missing data, which is a common challenge in educational research due to student absences, incomplete surveys, or data entry errors. Researchers may employ techniques like imputation to replace missing values or, in some cases, delete incomplete records. Outlier detection and treatment are also crucial, as extreme values can skew analysis results. In the context of EMI, outliers might manifest as unusually high or low scores in language proficiency tests. Statistical methods help identify these outliers, and decisions about their removal or adjustment must be made carefully, considering the specific context of the data. Furthermore, data cleaning involves rectifying inconsistencies and errors within the dataset, such as standardizing data formats and correcting inaccurate entries, to maintain accuracy.

Data preprocessing, on the other hand, focuses on transforming the data to make it suitable for analysis. This may involve data transformation, such as converting raw scores into standardized measures or calculating growth rates, which can be particularly relevant in longitudinal studies of EMI effectiveness. Aggregation is another preprocessing technique, where data might be aggregated to different time scales, for example, converting individual student scores to class averages over time. Normalization or scaling becomes important when comparing different datasets or variables with varying units or ranges, which might occur when analyzing data from different EMI programs or institutions. Finally, a fundamental aspect of preprocessing in time series analysis, and thus in EMI research involving time-dependent data, is ensuring that data points are accurately time-stamped and ordered chronologically.

While these data cleaning and preprocessing steps are generally applicable, their specific implementation in EMI research will be tailored to the nature of the data being analyzed. For instance, the preprocessing of student test scores will differ from that of language use data or

teacher evaluations. The research questions being addressed will also guide the specific cleaning and preprocessing techniques employed.

## **Conclusion**

This chapter has explored the complex dynamics of English as a Medium of Instruction (EMI) within the specific context of Algeria, alongside an examination of teaching Time Series Analysis. The analysis of EMI in Algeria reveals a nation navigating the increasing importance of English in a globalized world while grappling with its own linguistic history and socio-cultural identity. The chapter highlighted the historical influence of French on the Algerian educational system, the ongoing debates surrounding language policy, and the potential implications of expanding EMI for linguistic diversity and social equity. It indicated that a successful implementation of EMI in Algeria requires a nuanced approach that acknowledges these complexities and considers the specific needs and context of the Algerian educational landscape.

Furthermore, the chapter demonstrated the application of time series analysis, a valuable methodological tool that can be used in various domains including the evaluation of EMI programs. By defining time series data and its components, and illustrating its relevance across different fields, the chapter underscored its potential to provide evidence-based insights into the effectiveness and impact of EMI initiatives. In the context of Algeria, utilizing time series analysis can aid in monitoring student progress, assessing teacher development, and understanding broader sociolinguistic trends related to EMI implementation.

# **Chapter Three:**

# **Data Analysis and Interpretation.**

## **Introduction**

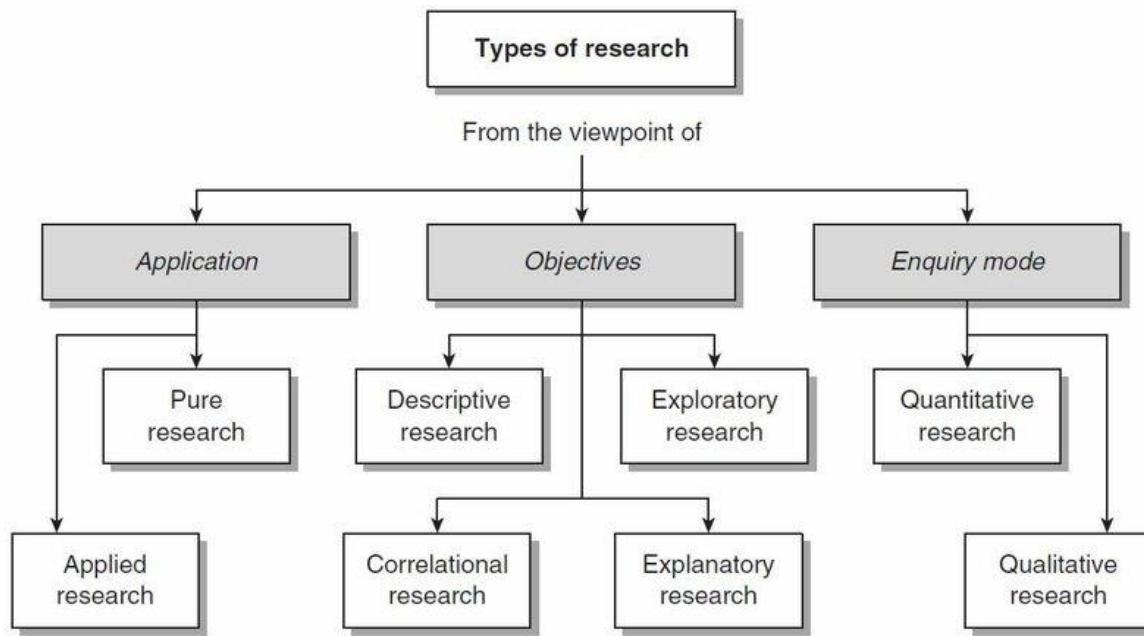
This chapter focuses on the analysis of the collected data. The primary objective of this research is to find answers to the research questions posed and to assess whether our hypotheses are supported. We have selected two key data gathering tools: teachers' interviews and students' questionnaires. The former aims to explore the perceptions of Algerian teachers concerning the implementation of English as a Medium of Instruction (EMI). The latter was administered to Master One students in Finance and International Trade at Biskra University to assess the effectiveness of EMI programs within this specific context.

### **1. Research Methodology**

Any research project requires the researcher to have a clear guide, or methodology, to help them carry out the study.

#### **1.1 Research Approach**

Essentially, a research approach is the overall strategy or plan researcher uses to guide the entire research effort (Taherdoost, 2021). It includes the researcher's philosophical assumptions regarding what knowledge is and how it can be pursued, and it determines the methods of collecting data, how the data will be analyzed, and how conclusions will be made. Quantitative, qualitative, and mixed methods are examples of approaches with their own purposes, strengths, and limitations. One of the first major decisions in conducting research is to choose a research approach as it will provide guidance to the overall research design. A research approach indicates the direction of the study and provides guidance on questions asked, data collection techniques, and analytical procedures to draw conclusions. The research approach should be appropriate for the research objectives and the nature of the phenomenon being researched.



**Figure 1.** Types of Research

## 1.2 Qualitative, Quantitative and Mixed-Methods Approaches

The goal of qualitative research is to solve social issues through naturalistic and interpretive means. In qualitative research, researchers examine multiple non-numeric data types (e.g., case studies, life experiences, and stories) to seek deeper meanings and motivations in order to better understand a social phenomenon (Aspers, P., Corte, U., 2019).

Creswell (1994) defined quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" (pp. 1-2). Mixed methods research utilizes both qualitative and quantitative methods, or in some manner, links both qualitative and quantitative approaches. This applies to philosophical assumptions, and theoretical framework (Creswell & Plano Clark, 2007).

### **1.3 Research Approach for this Study**

This study employed a mixed-methods design, integrating both qualitative and quantitative data collection and analysis. To investigate the influence of EMI programs on university teachers and students viewpoints and values. Mixed methods permits large-scale examination of attitudes and beliefs (quantitative) and at the same time comprehensive and nuanced descriptions of the reasons and experiences that make up the attitudes (qualitative). By converging the different kinds of data, this research study hoped to provide richer data than could be achieved with a single methodological approach.

### **1.4 Research Design**

According to Kerlinger (1986) research design is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Research design is in fact the conceptual framework within which the research is conducted. therefore, a carefully considered research design is critical because, while it outlines the basic parameters and direction of the research, it does establish whether or not the methods selected are effective to answer the research questions and generate reliable, usable and meaningful findings.

#### **1.4.1 Research Design for this Study**

Given the research aims to gain an in-depth understanding, a case study design has been selected as the most appropriate methodological framework for this investigation. Case studies commonly seek to extensively explore individuals, processes, events, and projects, across

## **Data Analysis and Interpretation.**

different disciplines (Taherdoost, 2021). A case study is shaped by the issues, contexts, problems, and even the lessons learned from the events. Researchers use several data collection measures in this methodology; therefore, the integration of direct observations, archival documents, artifacts, different audio/visual mediums, and interviews can also be applied for this purpose (Williams, 2007). As a result, this specific research design is appropriate for the goals and scope of our study.

### **1.5 Sampling and Population**

In order to evaluate the validity of the hypotheses and to obtain comprehensive information that would contribute to answering the study's key research questions, the researchers engaged with both economy teachers and students. This interaction aimed to collect their perspectives and feedback, which would then serve as valuable data to inform the findings of the investigation.

#### **1.5.1 For Teachers**

From around (n=10) economy teachers working with EMI at Mohamed Kheider University of Biskra, the researcher dealt with five (n=5) voluntary teachers selected randomly. These teachers teach at different levels and teach different subjects.

#### **1.5.2 For Students**

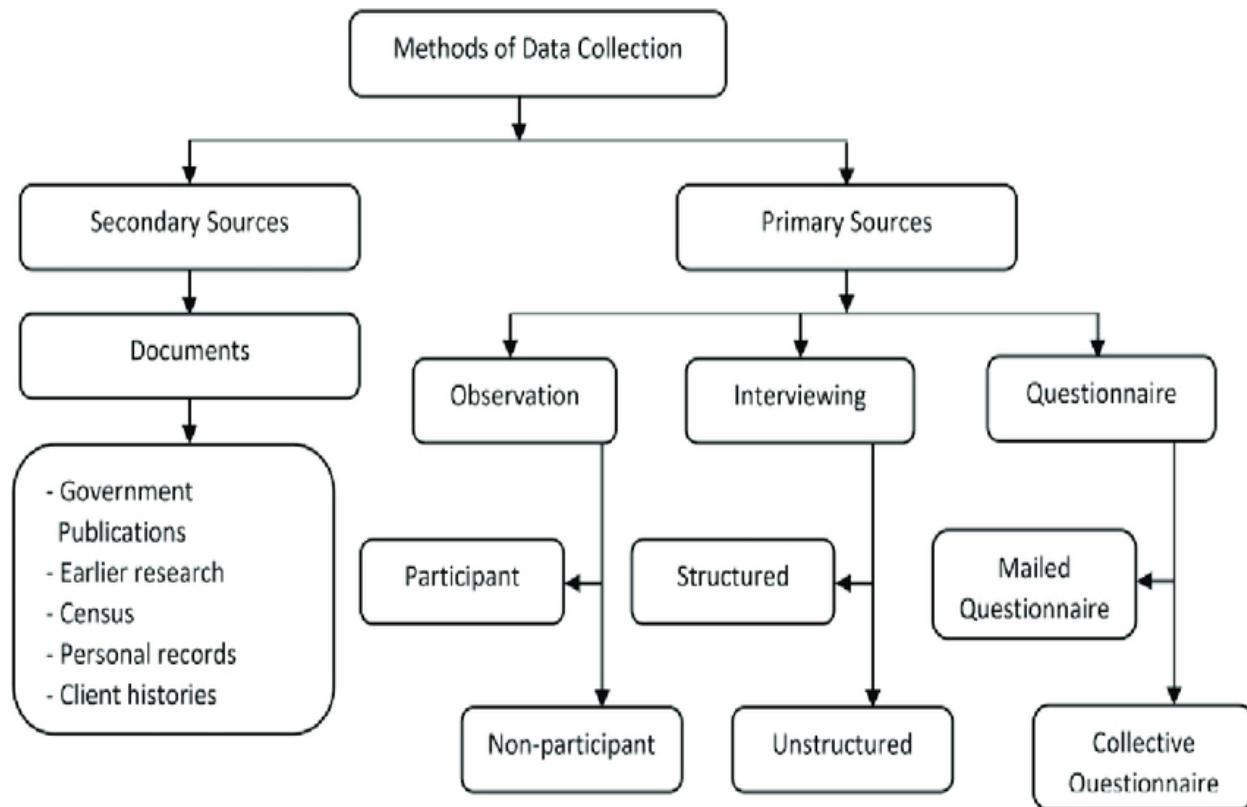
The target group for this study was comprised of Master One students studying Finance and Traditional Trade at Mohamed Kheider University of Biskra. The target group was selected for two reasons; first of all, being Master One, they had some sensibility of English and would be

## Data Analysis and Interpretation.

appropriate subjects for a study of English as medium of instruction (EMI). Secondly, their coursework included modules delivered via EMI, providing firsthand experience that is relevant to the research topic. As a result, from a population of about (n=35) students, the researcher dealt with (n=20) who have been chosen according to a random volunteering technique.

## **2. Data Collection Methods**

Collecting data, which is one of the most important phases in research, is essential for ensuring the dependability of the findings by reducing mistakes over the duration of the project. Thus, significant time dedicated to data collection is essential to develop results that are relevant in addition to a detailed study design. Flawed or insufficient data makes research unreliable (Kabir,2016). While a well-designed data collection method helps to plan research effectively, it does not guarantee the success of the project as a whole (Olsen, 2012). In general terms, data collection methods tend to be divided into two main areas: Primary Data Collection Methods and Secondary Data Collection Methods. Questionnaires (structured, semi-structured, and unstructured), interviews (structured, semi-structured, and unstructured), are considered primary data collection methods.



**Figure 2.** Methods of Data Collection

**2.1 Interview:** is a central technique in qualitative studies, involve researchers posing broad, open-ended inquiries to one or several participants and documenting their responses. Audio recordings are frequently employed to facilitate more accurate transcription of the data (Creswell, 2012).

**2.2 Questionnaire:** this method allows for the exploration of individuals' opinions, convictions, and similar attributes by utilizing a suitable sampling procedure. Information collected from the sample is then extrapolated to the broader target population (Taherdoost, 2017).

### **3. Data Analysis and Procedure**

The researchers plan to analyze the collected data in the form of statistical counts and percentages for the questionnaire responses, and descriptive analysis for the interview data. Through this examination, the goal will be to consider teachers' and students' attitudes and beliefs regarding English as Medium of Instruction (EMI), specifically with respect to their patterns and content of the responses.

#### **3.1 Teachers' Interview:**

The main tool used for this study was a semi-structured interview which was administrated to Economics teachers at the university of Biskra. It sought out to gather feedback and attitudes towards the use of EMI for the teachers at the economy department.

##### **3.1.1 Description of the Interview Used for this Study**

The study interview is designed to collect data from Economy teachers at Biskra University. It is a semi-structured interview consists of nine (9) questions (open-ended and close-ended questions) to guide teachers within the study's scope while still allowing them to elaborate on relevant aspects. Through this interview protocol, the intention was to explore the experiences of these instructors related to assisting students in their adaptation to EMI coursework, their thoughts about the challenges and benefits to teaching economics in English, and their beliefs and attitudes toward this practice in their classrooms.

### **3.1.2 Administration and Aim of the Teachers' Interview**

A semi-structured face to face interview including nine questions was conducted with economics instructors at Biskra university to better understand their views on teaching in English as Medium of Instruction (EMI). This interview was semi-structured so that it allowed a focused discussion based on the nine specified questions but also offered the chance for teachers to provide as much detail as was necessary to articulate their experiences and opinions. The main focus of the interview was to explore the experiences of economics teachers in terms of their attitudes towards EMI. Specifically, the interview sought to investigate how the teachers assist students in their EMI classes, what strategies and methods they use to assist students in learning economics in English, and more broadly their attitudes and beliefs about the benefits and challenges of teaching economics in English.

### **3.2 Students' Questionnaire:**

The second tool that the researcher used was a semi-structured questionnaire, which aimed to collect Finance and International trade students' feedback, comments, and attitudes towards the use of EMI in their coursework.

#### **3.2.1 Description of the Questionnaire Used for this Study**

The second data-gathering instrument employed in this research was a semi-structured questionnaire. This survey was specifically designed for finance and international trade students at the University of Biskra and was divided into five sections:

### **Section One: General Information (from item 1 to item 2)**

The first section of the questionnaire contains two (2) questions aimed to collect general information about the respondents as: students' gender and age. Including age and gender helps describe who participated in the study and allows to see if different age groups or genders have different opinions or experiences related to the research topic. This provides important context for the findings.

### **Section Two: Language Preferences (from item 3 to item 4)**

The second section of the questionnaire consists of two (2) questions focused on language preferences. Including how many years students were exposed to English and what language they like to be taught in (standard Arabic, French or English), and the reason behind their language choice. By asking these two questions we aim to identify the extent of their exposure, and possible proficiency in the language, which may affect their attitudes and belief toward EMI. Also, asking students what language they prefer to be taught in (standard Arabic, French or English), and why, directly indicates and elicits their language preferences and underlying motivations, and allows for some understanding of their views of the medium of instruction.

### **Section Three: English as Medium of Instruction (from item 5 to item 9)**

The third part of the questionnaire, comprising five questions, specifically aimed at exploring students' understanding of English as a Medium of Instruction (EMI). First, we wanted to know how many EMI modules the students took and how many EMI modules they had actually taken, in order to ascertain their actual experience with this style of education. Secondly, we aimed to understand their familiarity with the concept of EMI itself and their existing

## Data Analysis and Interpretation.

knowledge about it. Moreover, we inquired whether or not they perceived that learning in English might enhance their academic knowledge and linguistic competence, as well as asked for an explanation on how or why they felt this way to determine perceived value. Finally, we looked for students' agreement with the use of English in science disciplines to explore acceptance of EMI in academic contexts.

### **Section Four: Attitudes towards Using English as Medium of Instruction**

#### **(from item 10 to item 18)**

The fourth section of the questionnaire included nine (9) questions. It looked at students' views on using English for instruction. It sought insight into how students saw their English proficiency improving since starting university. Students were asked questions regarding their agreement to transition to English as a main language of instruction. The questionnaire also explored if the students experienced academic difficulties in their courses due to their English usage, and the details of those difficulties if so. The survey also sought the students views on potential benefits of English as a medium of instruction, and eventually to identify their benefits. Students were also asked whether they thought teaching in English may be less interesting. The survey also asked students what student-support services their department offered to help students with their English development, and what these services consisted of. It sought to explore the types of assistance the university offered for students to adjust to English Medium Instruction. The students were asked to assess if the institutional support was adequate to succeed in EMI courses, and what additional support they felt was needed. Lastly, the

questionnaire sought to ask how helpful students found the university support for learning in an EMI context.

### **Section five: Further Suggestions (Item 19)**

The concluding section of the questionnaire is made up of one question. It allowed students to provide any overall comments or suggestions they had in relation to capturing their perspectives on the institution's support for English as Medium of Instruction (EMI) process or their more general thoughts on EMI. This question was intended to gather any other comments, areas of concern or recommendations that may not have been covered in the preceding questions. It offers some more understanding of their overall perspectives and experiences with the EMI process and the associated support as a student in this institution. The question allowed students to engage in final comment, opinion, or potential suggestions for improvements based on their own personal experiences.

#### **3.2.2 Administration and Aim of the Students' Questionnaire**

This semi-structured questionnaire, consisting of 19 questions, was administered online to finance and international trade students at Biskra University. This questionnaire was a primary tool for collecting data. The online format enabled efficient collection of responses from the student population at the university. The purpose of the questionnaire was primarily to explore these students' experiences with and attitudes toward English as Medium of Instruction (EMI) in their specific academic context at Biskra University. In particular, this included understanding their experience of EMI; how they perceived EMI impacted their English language skills and academic learning, their preference for the language of instruction, the challenges they

## Data Analysis and Interpretation.

experienced, how supported they felt by institutional support provided by the university, and any further suggestions about the implementation of EMI.

### 4. Data Collection Analysis

#### 4.1 Analysis and Interpretation of Teachers' Interview

The following section describes the analysis and interpretation of the data gathered from semi-structured interviews with economics teachers about their experiences with English as Medium of Instruction (EMI).

**Item 1.** Which language do you prefer to use for teaching?

**Table 1. Teachers' Language Preference**

Option	participants	Percentage
Standard Arabic	2	40%
French	0	0%
English	2	40%
Standard Arabic and English	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

This question was intended to find out what language of instruction the teachers preferred. The responses revealed that French was not selected by any participant. Two teachers preferred Standard Arabic, explaining they both had a background in the Arabic language, and

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felt natural to teach in their mother tongue. Two teachers stated a preference for English, saying that English was a global language. The last teacher selected a bilingual approach and advocated for the use of the students' mother tongue (Arabic) with the target language (English) in their instruction.

**Item 2.** In your opinion, what is the importance of adopting English as the medium of instruction?

**Teacher 01:** EMI help students more than teachers. It is kind of a preparation for scholarships abroad. Add experience to the teachers' career.

**Teacher 02:** English is the language of innovation and research. All kind of sources are available in English language.

**Teacher 03:** It is very important because the world now is talking in English in all fields such as business and communication. It is not an option, science and research are conducted in English language.

**Teacher 04:** References, famous books and sources are in English. The quality of information is better in English.

**Teacher 05:** Using EMI opens the door to a lot of learning resources from across the world. It will also improve their knowledge of English, which is essential for communicating with people everywhere.

All participants agreed that using English as medium of instruction is important for teachers and students. Teacher one believes EMI primarily benefits students by preparing them for international scholarships and also adds to teachers' career experience. Teacher two states that English is the language of innovation and research, making a wide range of sources available.

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Teacher three emphasizes the global importance of English in fields like business and communication, asserting that it's essential for science and research. Teacher four points out that references, famous books, and sources are in English, suggesting a higher quality of information. Finally, Teacher five concludes that using EMI provides access to numerous learning resources worldwide and significantly improves students' English proficiency.

**Item 3.** What advantages do you think EMI will bring to the teaching operation?

**Teacher 01:** Using EMI adds to my experience as a teacher. English is better as medium of instruction.

**Teacher 02:** Offers new information. Exchanging experiences with educators from around the world and contacting other universities confidently.

**Teacher 03:** English teaching methods are more efficient than Arabic ones. The quality of the research is high and advanced. EMI opens new opportunities and eras for teachers who embarked this journey.

**Teacher 04:** All the information presented to the students are preliminary. Because translating from English to Arabic is not always accurate. Particularly with specialized terminology which could lead to misinterpretations.

**Teacher 05:** Teaching in English give access to a lot of current research and resources, which may enrich lessons, content and help create a more focused classroom.

Teacher one finds that using EMI enhances their teaching experience and believes English is a better medium of instruction. Teacher two notes that EMI offers access to new information, facilitates the exchange of experiences with international educators, and allows for confident communication with other universities. Teacher three argues that English teaching methods are

## Data Analysis and Interpretation.

more efficient than Arabic ones, leading to higher quality and more advanced research moreover, EMI creates new opportunities for teachers. Teacher four, however, points out that information presented to students is preliminary because translation from English to Arabic can be inaccurate, especially with specialized terms, potentially causing misinterpretations. Finally, teacher five states that teaching in English provides access to many of current research and resources, which can enrich lessons, content, and contribute to a more focused classroom environment.

**Item 4.** What difficulties do you expect students will face when studying in an English-medium environment?

**Teacher 01:** students are not familiar with studying in English; therefore, they will face difficulties in understanding lessons and interact in the classroom.

**Teacher 02:** they will have to make a double effort first they have to understand what I say in English. second, they will have to understand the lesson I am teaching. They are too afraid to communicate in English and commit mistakes due to their weak skills.

**Teacher 03:** the main problem is their lower English proficiency. They face hard times answering questions in English.

**Teacher 04:** students face a big challenge. In my three years of experience 75% of students cannot understand English. EMI offers good opportunity for good students who have a good level in English at the same time it is a problem for those who have a weak level.

**Teacher 05:** Learning in English may be difficult at first because students might not recognise all of the words and it can be hard to keep up in class. If that happens, it can be hard to understand the lessons and also take notes.

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Teacher one believes students will struggle with understanding lessons and classroom interaction because they lack familiarity with studying in English. Teacher two explains that students face a double burden: first comprehending the English, and then the lesson content itself; furthermore, their weak skills lead to a fear of communicating and making mistakes. Teacher three identifies lower English proficiency as the primary obstacle, making it difficult for students to answer questions in English. Teacher four emphasizes the significant challenge, stating that based on their experience, a large majority of students struggle with English consequently, while EMI benefits proficient students, it poses a problem for those with weaker English levels. Teacher five notes that, learning in English can be difficult due to unfamiliar vocabulary and the pace of instruction as a result, understanding lessons and taking notes can become challenging.

Item 5. Did your training in English offer the necessary skills and competencies to implement EMI?

**Teacher 01:** no, I did not have any training, only two form days offered by university and it was about general English.

**Teacher 02:** it is a personal effort. I ask teachers from the English department to share their knowledge with me.

**Teacher 03:** I already have a master degree in English in addition to my management master degree, so I did not engage in any training before.

**Teacher 04:** I did not participate in any workshops or form days, although the university have a program for each semester to train teachers. I already have a background and done many research in English before.

**Teacher 05:** I only participated in few English related programs by university. They gave us some insights on how to teach and use our skills and it was helpful to some extent.

Teacher one reported receiving no specific training for EMI, only two general English-focused form days offered by the university. Teacher two described their approach as a personal effort, involving seeking knowledge from colleagues in the English department. Teacher three stated they did not undergo any EMI training due to already holding a Master's degree in English, in addition to their management Master's. Teacher four mentioned not participating in any workshops or form days, despite the university having a teacher training program each semester, acknowledging their existing English background and research experience. Finally, Teacher five indicated limited participation in a few English-related university programs, which they found helpful to some degree in terms of teaching insights and skill.

**Item 6.** How can universities help teachers adapt to teaching in English?

**Teacher 01:** by providing the adequate support and training for the teachers in EMI programs.

**Teacher 02:** we make efforts to search for lessons and sources in English, it is better to be giving these materials directly from the minister and create a syllabus specifically for English based instruction.

**Teacher 03:** the university should offer training and courses for teachers interested in using EMI.

**Teacher 04:** encouraging teachers by giving them privileges for those who teach in English and some online courses.

**Teacher 05:** universities should offer evaluations and give every teacher and needed training based on their level of proficiency.

Teacher one suggests enhancing EMI by providing adequate support and training specifically for teachers in these programs. Teacher two notes proposes that the ministry directly provide these resources and develop a dedicated English-based instruction syllabus. Teacher three recommends that the university itself should offer training and courses for teachers who are interested in adopting EMI. Teacher four believes in encouraging teachers through giving oprivileges for those teaching in English, as well as offering relevant online courses. Finally, Teacher five proposes that universities should conduct evaluations to assess each teacher's proficiency level and then offer tailored training based on these assessments.

**Item 7.** What strategies do you think universities should adopt to support students and in an EMI environment?

**Teacher 01:** at least six months English educational program before introducing students to EMI. Preparing teachers for EMI would also mean helping students.

**Teacher 02:** studying modules in English could be difficult for students, online sessions could help them.

**Teacher 03:** by proving good training. It is not an overnight result English should be introduced in primary schools long ago. Online teaching.

**Teacher 04:** motivate students by providing rewards such giving points five stars students to make them do more efforts. Provide English translated materials to all modules.

**Teacher 05:** Universities should provide students with additional help in their English through additional classes and materials in English and in their mother tongue.

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Also, offer specific English language support systems, including pre-sessional programs and in-sessional academic English courses.

Teacher one proposes a minimum of six months of English language education for students prior to EMI implementation; moreover, they believe that preparing teachers for EMI indirectly supports students. Teacher two suggests that since studying modules in English can be challenging, online sessions could offer valuable assistance. Teacher three underscores the necessity of providing training; furthermore, they argue that because English acquisition is a gradual process, it should ideally be introduced in primary school in the previous years, and they also recommend online teaching. Teacher four suggests motivating students through rewards, such as points to the five stars title, to encourage greater effort; additionally, they recommend providing English translations for all module materials. Lastly, Teacher five recommends that universities offer students with English language assistance by providing extra classes and materials in both English and their native language; in addition, they advise offering specialized English language support systems, encompassing pre-sessional and in-sessional academic English courses.

**Item 8.** Do you believe EMI should be gradually implemented, or should it be introduced immediately? Please explain your view.

**Table 2. Teachers' Agreement on how to Implement EMI**

Option	Participants	Percentage
Gradually implemented	5	100%
Introduced immediately	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Teacher 01:** change takes time, my module has difficult terminology so I agree that it have to be gradually implemented.

**Teacher 02:** students should start with easy terminology. You cannot just start directly with difficult definitions. Use activities like crosswords. And it should not be a main module.

**Teacher 03:** it has to be gradually implemented, because it needs patience and it is a step-by-step procedure so the students will not be confused and overwhelmed with language challenges.

**Teacher 04:** gradually, the minister made this decision suddenly without any preparation for it. Starting from the first year with one module and the adding one every year.

**Teacher 05:** A gradual implementation is preferable so both students and teacher have adequate time to re-adjust to the different demands of the language and the pedagogy involved in learning English.

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All teachers support a gradual implementation of EMI, Teacher one believes gradual implementation is necessary due to the complex terminology in their module. Similarly, Teacher two suggests starting with easy terminology and using activities like crosswords, also recommending that EMI not be a main module initially. Teacher three, stating that a gradual approach is essential as it requires patience and is a step-by-step process to prevent student confusion and language difficulties. Furthermore, Teacher four, points to the suddenness of the decision and proposing starting with one module in the first year and adding one each following year. Finally, Teacher five concludes that gradual implementation is preferable to allow sufficient time for both students and teachers to adjust to the linguistic and pedagogical demands of learning in English.

**Item 9.** As a teacher, how can you help the students adapt to and succeed in an English-Medium Instruction (EMI) environment?

**Teacher 01:** I encourage them to be confident in their English skills. I try to simplify my lessons as much as I can and help them get passed their fear.

**Teacher 02:** I teach them in class and host another online session for the same lesson later. Assessment at the end of the session to aseess their progression and what they learned so I can give more importance to the things they struggle with.

**Teacher 03:** by working hard. I advise my students to read and listen more. In the first sessions I use both languages (Arabic and English) after that I only focus on teaching in English. I allow students to use their phones to look up the meaning of the words and translate them. I ask them to prepare the lesson before they get to class to prepare questions to ask me in the session. I divide them into groups and put each good student a different group so all students get to participate.

**Teacher 04:** I advise them and tell them about scholarships. I give them research to do in English. I offer videos on YouTube if they needed more explanation. I use Arabic if they really find it difficult with some words.

**Teacher 05:** I can support students by using clear and simplified language, , providing bilingual approach and resources, encouraging participation in English, and offering extra help and feedback on their language use during the session.

Teacher one encourages student confidence in their English skills and simplifies lessons to ease their transition. Teacher two supports learning by providing in-class instruction followed by online sessions and uses assessments to identify areas needing more focus. Teacher three advises students to increase their reading and listening in English, initially uses both Arabic and English, allows phone use for translation, assigns pre-class preparation, and utilizes mixed-ability group work. Teacher four motivates students with information about scholarships, assigns English research, offers supplementary YouTube videos, and uses Arabic for difficult vocabulary. Teacher five focuses on using clear and simplified language, providing a bilingual approach and resources, encouraging active participation in English, and offering extra help and feedback during sessions.

#### **4.1.1 Discussion and Interpretation of the Findings**

The teachers' interview results showed they display a positive attitude about using English to teach, even though they know there will be some problems and have some ideas to solve them. A main point from what they said is that EMI can really help students in the future. Teachers insisted on how EMI gets students ready for chances around the world, like

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scholarships and good jobs. Additionally, EMI provides them with important English skills to use in the growing world of business, talking with others and learning new things. This fits with the idea that English is a common language in many school and work areas, giving students an advantage in the world.

Also, the teachers assert that EMI could make learning and teaching better. They mentioned getting to use more new research, learning materials, and different ways of teaching that are mostly in English. This means EMI could make classrooms more active and connected to the world, possibly leading to better research and a deeper understanding of what's being taught. Teachers also thought it was an advantage to be able to connect with teachers from other countries and use worldwide school networks, which could help them learn and maybe work with others.

However, the teachers were also quite worried about how well the students know English actually and the problems they might face. They said students might have trouble understanding lessons, joining in class discussions, and having to work harder to understand both the English and the subject. This was an important concern, with some teachers thinking that many students have trouble understanding English. Because of this, most teachers agreed that EMI should be brought in gradually, giving both students and teachers enough time to get used to the new language needs and ways of teaching.

To deal with these problems, teachers had several ideas on how to make EMI work. These included giving students a lot of help with their English, like special classes before and during their studies, and using materials in both English and their native language. For teachers,

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they stressed the need for good training and ongoing learning about how to teach using EMI. They also suggested making English teaching materials readily available and providing incentives for teachers to use EMI. They also said it's important to check how well teachers and students know English in order to provide the right kind of help for better results.

In short, the teachers' views suggest that while EMI is seen as a good way to help students do well in the world and make learning better, Biskra University needs to bring it in skillfully and progressively. Helping students with their English, getting teachers ready, and providing the right learning materials are very important factors to make sure that everyone can benefit from using English as the language of instruction.

### **4.2 Analysis and Interpretation of Students' Questionnaire**

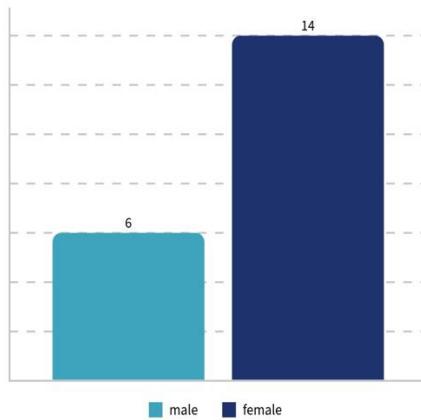
The following section presents the analysis and interpretation of data collected from semi-structured questionnaire with Master One Finance and International Trade students at the University of Biskra regarding their experiences with English as Medium of Instruction (EMI).

### Section one: Personal Information

**Item 1.** What is your gender?

**Table 3. Respondents Gender Distribution**

Option	Number	Percentage
Male	6	30%
Female	14	70%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 3. Respondents Gender Distribution**

The table (3) demonstrates the gender distribution within our sample, presenting both the number and percentage of female and male participants. As the data indicates, 14 respondents

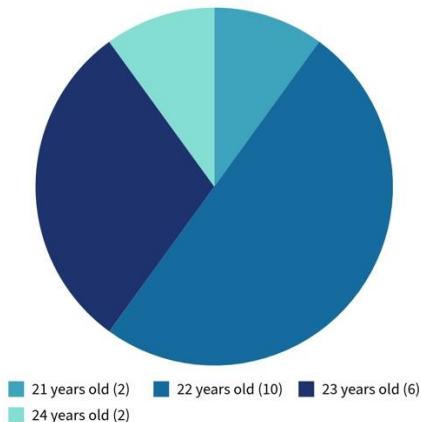
## Data Analysis and Interpretation.

(70%) were female, while six (6) respondents (30%) were male. This clearly shows that the majority of our sample consisted of females.

### **Item 2.** What is your age?

**Table 4. Respondents' Age Distribution.**

Option	Number	Percentage
21 years old	2	10%
22 years old	10	50%
23 years old	6	30%
24 years old	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 4. Respondents' Age Distribution.**

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The age distribution of the sample is presented, indicating the number and percentage of respondents within each age group. The data reveals that the largest proportion of participants, totaling 20 respondents (50%), were 22 years old. Following this, 6 respondents (30%) were 23 years old, while 2 respondents each (10%) were 21 and 24 years old. This highlights that the majority of the sample were 22 years of age. This information can be important for understanding the perspectives and experiences shared among the participants.

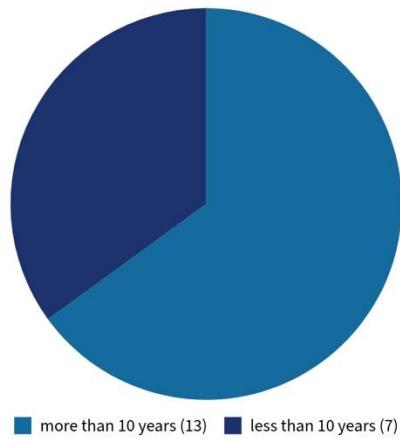
### **Section Two: Language preferences (from item 3 to item 4)**

**Item 3.** How long have you been studying English?

**Table 5. Duration of English Language Study.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
More than 10 years (since middle school)	13	65%
Less than 10 years	7	35%
<b>Total</b>	<b>20</b>	<b>100%</b>

## Data Analysis and Interpretation.



**Figure 5. Duration of English Language Study.**

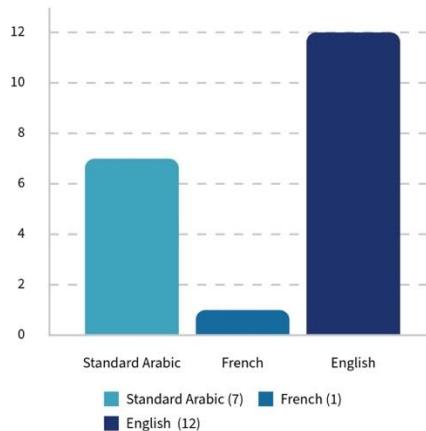
The duration of English language study among the 20 respondents reveals that the majority, 13 students (65%), have been studying English for more than 10 years. Conversely, a smaller portion, comprising 7 students (35%), have studied English for less than 10 years considering that the English they studied only in the university. This indicates that the majority of the surveyed students possess considerable experience in learning English.

## Data Analysis and Interpretation.

**Item 4.** What language would you like to be taught in?

**Table 6. Preferred Language of Instruction.**

Option	Number	percentage
Standard Arabic	7	35%
French	1	5%
English	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 6. Preferred Language of Instruction.**

Among the 20 respondents, English was the most favored choice, selected by 12 students (60%). Arabic was preferred by 7 students (35%), while French was chosen by only 1 student (5%). This demonstrates a clear preference for English as the language of instruction among the majority of the surveyed students.

### **Respondents' Justifications of their Answers**

In this question, the respondents were asked to justify their answers. Most of the students who chose English as the language of instruction said that it is a global language and the language of science, making information easy to find. They also noted that it is shorter and clearer compared to Arabic. Another justification was that it helps to communicate with people from around the world. And mastering the English language opens wide doors to jobs, as it is considered an essential skill in many fields. Some explanations such as "Because it is the language of the era, but with providing training in it before including it", "Because it is a first, global, easy, and beautiful language". "Because it makes me happy, comfortable, and confident in my English studies". "Because I like it". These justifications showed many opinions some chose English for personal reasons and some chose it for academic and professional pursuits.

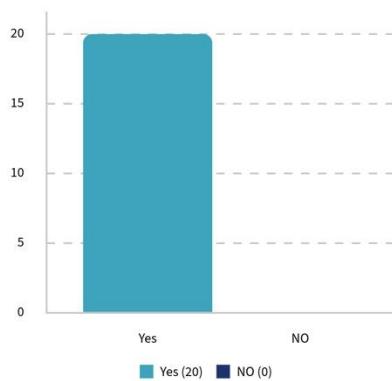
Moreover, those who preferred Standard Arabic justified their answers by highlighting the fact that Arabic is their mother tongue and they know it better than any language. Some also noted that they have low level in English and they cannot keep up in the classroom. On the other hand, the only participant who chose French said that they went to a French private school to learn it and they love speaking in French. At the end, the justifications for preferred instruction language reveal a strong awareness of English's global and academic advantages, particularly for career prospects and information access.

### **Section Three: English as medium of instruction (from item 5 to item 9)**

**Item 5.** Are you exposed to modules using English language? If yes how many modules do you study in English?

**Table 7. Respondents' Exposure to Modules Using English Language**

Option	Number	Percentage
Yes	20	100%
No	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

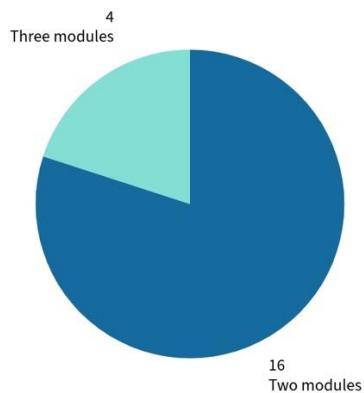


**Figure 7. Respondents' Exposure to Modules Using English Language**

All 20 respondents (100%) reported exposure to modules using the English language, indicating a total presence of English-medium instruction within their academic experience.

**Table 8. Number of Modules Studied in English**

Option	Number	Percentage
Two modules	16	80%
Three modules	4	20%
<b>total</b>	<b>20</b>	<b>100%</b>



**Figure 8. Number of Modules Studied in English**

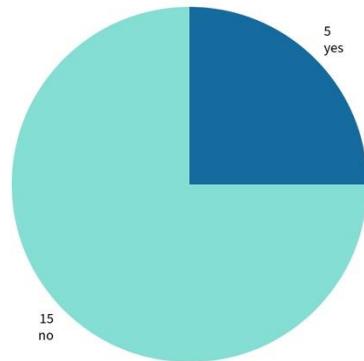
Among the 20 respondents, a majority of 16 students (80%) reported studying two modules in English. The remaining four students (20%) indicated that they were studying three modules in English. This suggests that while all students are exposed to English-medium instruction, most are currently taking two modules delivered in English.

## Data Analysis and Interpretation.

**Item 6.** Are you familiar with the concept of English as a medium of instruction (EMI)? If yes please say what you know about it?

**Table 9. Familiarity with the Concept of English as Medium of Instruction (EMI).**

Option	Number	Percentage
Yes	5	25%
No	15	75%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 9. Familiarity with the Concept of English as Medium of Instruction (EMI).**

Regarding familiarity with the concept of English as a Medium of Instruction (EMI) among the 20 respondents, a majority of 15 students (75%) indicated they were not familiar with the term. Conversely, a smaller group of 5 students (25%) reported being familiar with the

concept. This suggests that a significant portion of the surveyed students may not have a formal understanding of EMI, despite being exposed to it in their studies.

### **Respondents' Justifications of their Answers**

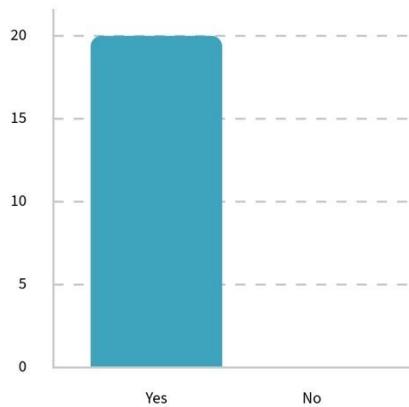
Respondents who showed familiarity were asked to say what they know about EMI. Some of them said teaching modules using English and others said studying in English. This indicates that the students who showed familiarity with the concept of EMI, have a general idea that it's about using English in their classes.

**Item 7.** In your opinion, do you think using English as a means in your field will develop your skills and your knowledge? Say why, please?

**Table 10. Perceived Impact of Using English on Skills and Knowledge.**

Option	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

## Data Analysis and Interpretation.



**Figure 10. Perceived Impact of Using English on Skills and Knowledge**

All 20 participants (100%) agreed that using English as a means in their field would develop their skills and knowledge, indicating a unanimous positive perception of the benefits of English-medium instruction for their academic growth.

### Respondents' Justifications of their Answers

The respondents showed a strong agreement that using English in their field is important to building their knowledge base and skills. The main reason for this was attributed to more resources in English and recent research, in areas such as international trade, marketing, and finance. Accessing original materials in English is essential for staying up-to-date and achieving a fuller understanding of the subjects before them. The respondents also acknowledged English as the most dominant language in multiple professions (e.g., international technology) and as

## Data Analysis and Interpretation.

helping facilitate international communication or the e-commerce and financial technology platforms they engage with.

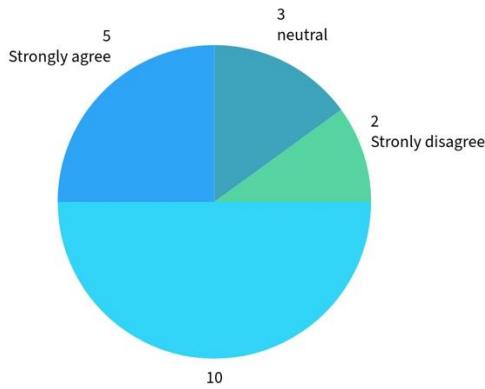
In addition to academic resources, the participants also acknowledged that there are real-world benefits to improved English for their future careers. For them, learning specific English terminology associated with their discipline was a huge benefit that could potentially lead to international job prospects and was better for less complication in navigating worldwide opportunities. They also saw daily use of the English language through their studies as an ongoing form of improvement in their English. In conclusion, participants felt English is an essential professional tool that not only heightens their academic studies but uniquely prepares them with a professional advantage in a field that is overwhelmingly becoming English-based, such as finance and international trade.

**Item 8.** Do you agree that English should be used in the scientific fields?

**Table 11. Agreement on the use of English in Scientific Fields.**

Option	Number	Percentage
Strongly disagree	2	10%
Disagree	0	0%
Neutral	3	15%
Agree	10	50%
Strongly agree	5	25%
<b>Total</b>	<b>20</b>	<b>100%</b>

## Data Analysis and Interpretation.



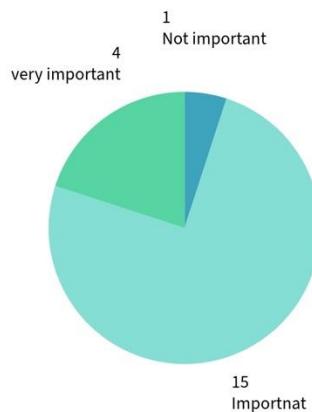
**Figure 11. Agreement on the use of English in Scientific Fields.**

Regarding the use of English in scientific fields, the responses from the 20 participants indicate a generally positive inclination. A majority comprising 10 participants (50%) who agreed and 5 participants (25%) who strongly agreed, expressed support for English in this context. Conversely, a smaller proportion showed opposition, with 2 participants (10%) strongly disagreeing and none disagreeing. The remaining 3 participants (15%) held a neutral stance. This suggests a significant level of agreement among the respondents on the value of English within scientific disciplines.

**Item 9.** To what Extent Applying EMI in the Scientific Field is Important?

**Table 12. Importance of Applying EMI in the Scientific Field.**

Option	Number	Percentage
Not important	1	5%
Important	15	75%
Very important	4	20%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 12. Importance of Applying EMI in the Scientific Field.**

When asked about the importance of applying English as a Medium of Instruction (EMI) in the scientific field, the majority of the 20 respondents indicated it was important (75%) or very important (20%). Only a small minority of 1 participant (5%) felt it was not important. This

strongly suggests that the vast majority of respondents recognize the value of using English as the language of instruction in scientific fields.

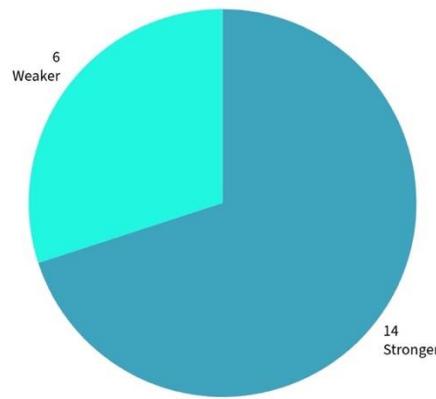
#### **Section Four: Attitudes towards Using English as a Medium of Instruction**

**(from item 10 to item 18)**

**Item 10.** How your English has become since attending this university?

**Table 13. Change in English Proficiency since Attending University.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Stronger	14	70%
Weaker	6	30%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 13. Change in English Proficiency since Attending University.**

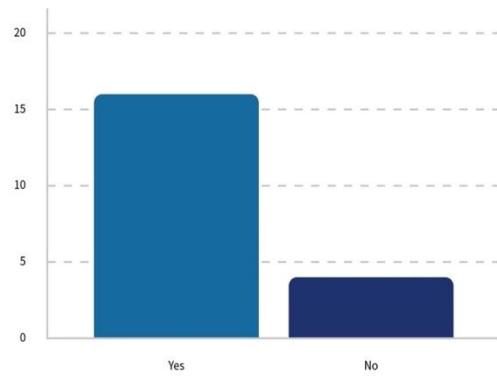
## Data Analysis and Interpretation.

Regarding the change in their English proficiency since attending the university, the majority of the 20 respondents, specifically 14 participants (70%), reported that their English has become stronger. On the other hand, a smaller group of 6 participants (30%) indicated that their English has become weaker during their time at the university. This suggests that for a significant portion of the students, their university experience has contributed to an improvement in their English language skills.

**Item 11.** Do you agree on switching to English?

**Table 14. Agreement on Switching to English.**

Option	Number	Percentage
Yes	16	80%
No	4	20%
Total	20	100%



**Figure 14. Agreement on Switching to English.**

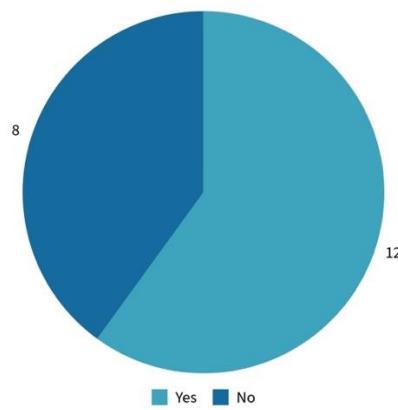
## Data Analysis and Interpretation.

Concerning the proposal of switching to English as the medium of instruction, a majority of the 20 respondents, with 16 participants (80%), expressed their agreement. A smaller proportion, consisting of 4 participants (20%), disagreed with this shift. This indicates a strong support among the surveyed students for transitioning to English-medium instruction.

**Item 12.** Do you face any problems in your courses because of your English-language level? If yes, what are they?

**Table 15. Difficulties in Courses related to English Proficiency.**

Option	Number	Percentage
Yes	12	60%
No	4	40%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 15. Difficulties in Courses related to English Proficiency.**

## Data Analysis and Interpretation.

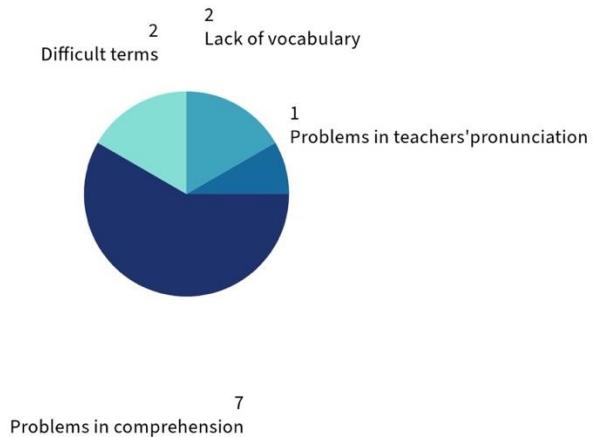
Regarding whether they face problems in their courses due to their English language level, a majority of the 20 respondents, specifically 12 participants (60%), reported experiencing such difficulties. Meanwhile, a minority of 8 participants (40%) indicated that they do not face problems in their coursework related to their English proficiency. This suggests that a considerable portion of the surveyed students perceive their English language skills as a barrier to their academic progress.

### **Respondents' Justifications of their Answers**

**Table 16. the Problems related to the Respondents' Difficulties**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Lack of vocabulary	2	17%
Difficult terms	2	17%
Problems in comprehension	7	58%
Problems in teachers' pronunciation	1	8%
<b>Total</b>	<b>12</b>	<b>100%</b>

## Data Analysis and Interpretation.



**Figure 16. the Problems related to the Respondents' Difficulties**

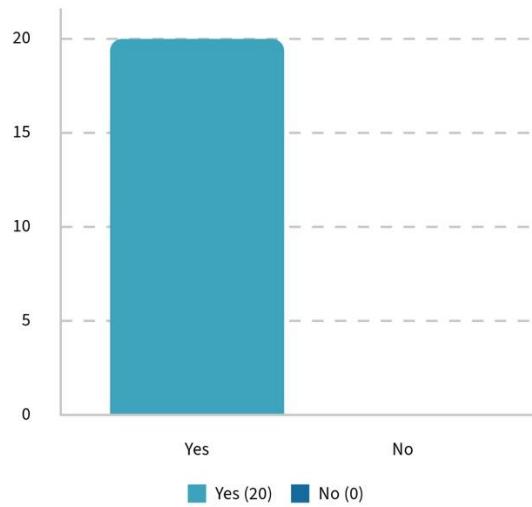
Out of the 12 participants who reported difficulties in their courses associated with their level of English language proficiency, the most significant problem identified by most participants (58%) was difficulties in comprehension. For four participants, the problems were identified as a lack of vocabulary (17%) and difficult terms (17%). Finally, one participant (8%) indicated their problems were attributable to the pronunciation of the teachers themselves. This analysis shows that understanding the language itself is the most significant barrier for these students.

## Data Analysis and Interpretation.

**Item 13.** Do you think that using English as a medium of instruction will be beneficial? If yes, what are these benefits?

**Table 17. Perceived Benefits of using English as Medium of Instruction.**

Option	Number	Percentage
Yes	20	100%
No	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 17. Perceived Benefits of using English as Medium of Instruction.**

## Data Analysis and Interpretation.

All 20 respondents (100%) agreed that employing English as Medium of Instruction would be beneficial, which suggests a positive view of the potential advantages.

### **Respondents' Justifications of their Answers**

**Table 18. EMI Benefits According to Respondents.**

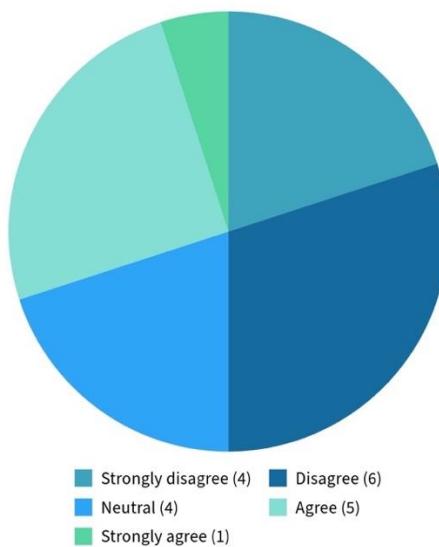
Option	Number	Percentage
Advancing university ranking	1	5%
Better access to scientific articles	3	15%
Communication with other universities	2	10%
Positive influence in globalization	1	5%
All of them	13	65%
Total	20	100%

the respondents picked a range of advantages. One of them believed it would contribute to advancing the universitys' ranking (5%) and the second one believed it has a positivel influence globalization (5%), while a group of three highlighted the better access to scientific articles (15%) and two other participants cited communication with other universities (10%). However, the thirteen group majority of participants (65%) recognized and agreed with all of the mentioned positive reasons, indicating an understanding of the multifaceted benefits associated with EMI.

**Item 14.** Do you think that delivering courses in English would make them less motivating?

**Table 19. Perceived Impact of English-medium Instruction on Course Motivation.**

Option	Number	Percentage
Strongly disagree	4	20%
Disagree	6	30%
Neutral	4	20%
Agree	5	25
Strongly agree	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 18. Perceived Impact of English-Medium Instruction on Course Motivation.**

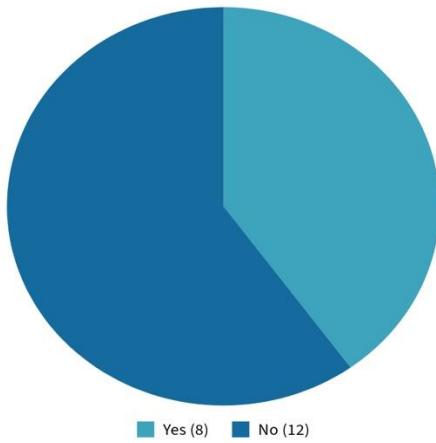
## Data Analysis and Interpretation.

As regards the impact of English-medium teaching on student motivation, the results from the 20 participants show a mix of perceptions of adverse effects, with a combined majority of 10 respondents (50% disagreed) or strongly disagreed that it would be less motivating. However, a mixed minority of 6 respondents (30%) agreed or strongly agreed, and 4 respondents (20%) were neutral. The results indicate a “split opinion”, with a slight tendency towards believing that instructing in English would not necessarily decrease motivation for most students, but that a large minority tends to the contrary.

Item 15. Does your department provide you with services to help you with your English? If yes, what are these services?

**Table 20. Departmental Provision of English Language Support Services.**

Option	Number	Percentage
Yes	8	40%
No	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 19. Departmental Provision of English Language Support Services.**

When we asked the respondents whether their department provides services to help with their English, 12 participants (60%) responded negatively, while a smaller proportion of 8 participants (40%) indicated that their department does offer such support. This suggests that a significant number of students feel their department does not provide adequate resources to assist them with their English language needs.

#### **Respondents' Justifications of their Answers**

The eight participants who indicated that their department offers English language support mentioned a few types of English language support. Some pointed out that their course materials, especially photocopied resources, are in English. A few mentioned the option of taking English language courses, while others noted that presenting projects in English helps improve their language skills. This indicates that there's a range of ways students can be supported in learning English.

**Item 16. What types of support does your university provide to help students adapt to English Medium Instruction (EMI)?**

**Table 21. University Support for Adapting to English Medium Instruction (EMI)**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
English language courses	10	50%
Academic writing and communication workshops	1	5%
Tutoring or mentoring programs	1	5%
Access to translated materials or English resources	6	30%
No specific support is provided	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

When it comes to helping students adjust to English Medium Instruction (EMI), the university offers a few resources. Half of the respondents—10 people—pointed out that English language courses are the most common support available. A smaller group mentioned that there are workshops focused on academic writing and communication, along with tutoring or mentoring programs, each noted by 5%. About 30% of the participants (6 people) mentioned they have access to translated materials or other English resources. However, 2 respondents

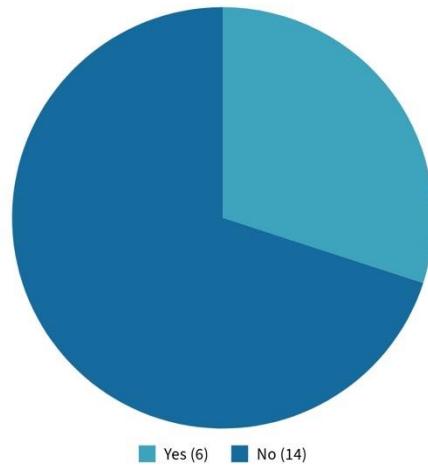
## Data Analysis and Interpretation.

(10%) felt that there isn't any specific support for adapting to EMI, highlighting a gap in assistance for some students.

**Item 17. Do you think your institution provides sufficient support to help students succeed in EMI-based courses?** If no, what additional support do you think is needed?

**Table 22. Perceived Sufficiency of Institutional Support for Success in EMI Courses.**

Option	Number	Percentage
Yes	6	30%
No	14	70%
<b>Total</b>	<b>20</b>	<b>100%</b>



**Figure 20. Perceived Sufficiency of Institutional Support for Success in EMI Courses.**

## Data Analysis and Interpretation.

Most of the 20 respondents surveyed, 14 of them which are about 70%, think that the university doesn't do enough to support students in English Medium Instruction (EMI) courses. On the other hand, only 6 respondents (30%), feel the support offered is adequate. This suggests that many students see a real need for better support to help them learn effectively in EMI settings.

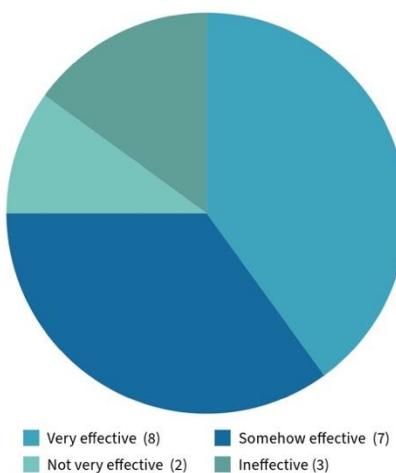
### **Respondents' Justifications of their Answers**

Out of the 14 participants who felt the support for English Medium Instruction (EMI) wasn't enough, a few suggestionss came up regarding how things could be improved. Many of them mentioned that there should be better chances to learn English more formally. They suggested setting aside specific times during the week for English lessons, adding more English courses, and even offering some online classes. Some of the participants talked about the importance of having extra resources and teaching methods to enhance learning. Ideas like online workshops, more engaging materials in the classroom, and general academic assistance were all highlighted as helpful additions. Interestingly, one participant mentioned feeling a lack of support but didn't have any specific suggestions on what could be done to improve the situation. Overall, it clear from their feedback that there's a strong desire for more accessible English language resources and support to be included in the university. It is pretty evident that the students are looking for ways to better their English skills.

**Item 18. How effective do you find the institutional support provided for students learning in an EMI environment?**

**Table 23.** Perceived Effectiveness of Institutional Support for Students Learning in an EMI Environment.

Option	Number	Percentage
Very effective	8	40%
Somehow effective	7	35%
Not very effective	2	10%
Ineffective	3	15%
Total	20	100%



**Figure 21. Perceived Effectiveness of Institutional Support for Students Learning in an EMI Environment.**

The responses regarding the effectiveness of institutional support for students in an EMI environment reveal a mixed perception among the 20 participants. A portion found the support to be effective, with 8 respondents (40%) rating it as very effective and 7 respondents (35%) considering it somehow effective. However, a minority expressed dissatisfaction, with 2 respondents (10%) finding it not very effective and 3 respondents (15%) saying it is ineffective. This suggests that while a number of students perceive the institutional support positively and some of them experience it as lacking in effectiveness for their learning in an English-medium environment.

**Item 19. Section five: Further Suggestions (Item 19)**

**Item 19.** Do you have any final thoughts or suggestions regarding EMI and institutional support?

In their final thoughts on EMI and institutional support, several participants emphasized the necessity of strong university support for successful implementation. Some specifically suggested offering continuous English language development programs and additional resources to aid students' adaptation. Others highlighted the importance of better training for university professors to enhance their English lecturing skills. A few participants directly stated their belief in the benefits of EMI for students' language skills and global opportunities, but reiterated the need for more institutional support like English training programs. Some viewed EMI as a positive step but stressed that universities must make more efforts and provide greater support to

## Data Analysis and Interpretation.

ensure its success. Finally, a small number of participants expressed interest in learning more about EMI, while others did not have any specific final thoughts to share.

### **4.2.1 Discussion and Interpretation of the Findings**

Our survey of Master One Finance and International Trade students at Biskra University reveals some interesting insights into their experiences and opinions regarding the English language in their studies. A clear majority of students who preferred English as the language of instruction see it as a key to the world and the language of science. They believe it makes finding information easier and helps them communicate globally, ultimately opening more job opportunities. This shows they understand the practical advantages of English for their future careers. On the other hand, those who preferred Standard Arabic highlighted its importance as their native language, which they feel most comfortable and proficient in. Some also mentioned their current English level as a barrier to learning effectively in English. This points to the strong connection students feel with their mother tongue and potential challenges with English-medium instruction.

We found that all students have been exposed to courses using the English language. Most of them are currently taking two modules in English, while a smaller group takes three. This indicates that English is already a significant part of their academic experience. Interestingly, most students were not familiar with the term "English as a Medium of Instruction" (EMI). Those who were familiar generally understood it as teaching or studying subjects in English. This suggests that while they are experiencing EMI, they might not have a formal understanding of the concept. All students agreed that using English in their field would develop their skills and knowledge. They believe it provides access to more resources, improves

## Data Analysis and Interpretation.

communication, and is essential for international trade and finance. This strong agreement highlights the perceived value of English for their academic and professional growth.

There was a general agreement on using English in scientific fields, which implies that students, recognize its importance in this domain. They also largely agreed that applying EMI in scientific fields is important. Most students reported that their English has become stronger since attending the university, which could be linked to their exposure to English-medium modules. A large majority of students agreed with the idea of switching to English as the language of instruction. This aligns with their perceived benefits of English for their field. However, a significant number of students reported facing problems in their courses because of their English language level, mainly in understanding the material and dealing with vocabulary and difficult terms. This highlights a potential obstacle to successful EMI. While all students saw benefits in EMI, there was a mixed response on whether it would make courses less motivating. A slight majority felt it wouldn't, but a notable portion believed it could decrease motivation. This suggests that while they see the value, there might be concerns about the learning experience itself.

Most students felt that their department does not provide sufficient support for their English language needs. The support that some reported receiving included English course materials, English courses, and project presentations in English. When asked about the university's overall support for adapting to EMI, English language courses were the most common form of support mentioned. However, a significant number felt no specific support was provided. A large majority of students believed their institution does not provide enough support for success in EMI courses. They suggested improvements like weekly English classes, online

## Data Analysis and Interpretation.

workshops, additional English courses, and more learning materials. This clearly indicates a desire for more structured and accessible English language support. The perception of the effectiveness of the current institutional support was mixed. While many found it somewhat or very effective, a notable portion viewed it as not very effective or ineffective. This reinforces the need for improvement in the support provided.

In their final thoughts on EMI and institutional support, several participants emphasized the critical need for universities to offer substantial and ongoing institutional support, including language development programs and better preparation for instructors, to ensure that students can succeed in an English-medium learning environment.

In conclusion, the findings suggest that while students at Biskra University recognize the importance and benefits of English in their field and are largely in favor of EMI, there are significant concerns about their current English language proficiency and the adequacy of the support provided by the institution to facilitate learning in English. Addressing these concerns through enhanced and targeted English language support is crucial for the successful implementation and positive impact of EMI.

## 5. Synthesis of the Findings

The obtained results from both the student survey and teacher interviews contribute to this synthesis. Both methods yielded consistent findings that help address the research hypotheses.

Firstly, regarding the hypothesis that the implementation of EMI will positively impact students' intercultural competence and global citizenship, both students and teachers expressed a strong belief in EMI's positive influence on preparing students for a globalized world. Students

## Data Analysis and Interpretation.

emphasized that English proficiency gained through EMI enhances their ability to communicate globally and access international opportunities. Teachers highlighted EMI's role in preparing students for global opportunities like scholarships and employment, equipping them with essential English skills for international communication across various fields. This convergence of perspectives suggests that EMI is perceived to foster intercultural competence and facilitate students' integration into the global community.

Secondly, concerning the hypothesis that institutions providing strong support will have more successful EMI programs, a significant concern raised by both students and teachers was the perceived inadequacy of current institutional support. Students reported facing challenges in their courses due to their English language level, indicating that insufficient support may hinder academic performance. They expressed a clear need for more structured and accessible English language support, including courses, workshops, and learning materials. Teachers echoed this, emphasizing the necessity of providing students with English language support and resources to address language barriers and facilitate effective learning. The findings strongly suggest that the success of EMI programs, measured by student satisfaction and academic performance, is contingent on the provision of comprehensive institutional support.

Thirdly, while the provided texts focus more on the need for teacher training than its direct impact on job satisfaction (related to the hypothesis that faculty with adequate EMI training will be more effective and satisfied), the importance of teacher preparation is a prominent theme. Teachers stressed the need for adequate training and ongoing professional development to effectively implement EMI. This highlights the understanding that effective EMI implementation relies on faculty members being equipped with the necessary pedagogical skills and knowledge.

## Data Analysis and Interpretation.

In conclusion, the synthesized findings from both student and teacher perspectives largely validate the research hypotheses. EMI is perceived as a valuable tool for enhancing students' global preparedness and language skills. However, the success of EMI implementation is heavily dependent on addressing students' language challenges and providing comprehensive institutional support, including targeted language development programs and teacher training.

## Conclusion

This chapter presented the fieldwork of the study, encompassing two main parts. The first part detailed the theoretical underpinnings of the research methodology, specifically addressing the research approach, research design, population, sampling procedures, and data collection methods employed. The second part focused on investigating the perspectives of EFL teachers and students regarding EMI implementation. It included a comprehensive analysis of the data gathered from both the student survey and the teacher interviews, followed by an interpretation and discussion of the findings, culminating in a synthesis of the results.

## Limitations of the Study

When doing research, there are often some problems that make it harder to complete. In our study, we also faced some difficulties. First, we didn't find many sources about how EMI is happening in Algeria and what it means from the cultural and social perspectives. This is because EMI is a new topic in Algeria. This lack of information made it harder to understand the situation fully. Second, it was difficult to find teachers who had time for interviews, this made it harder to collect information from them. Third, some students were too busy or did not put any efforts in answering our questionnaire, and others didn't answer all the questions. Also, when we gave the

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survey to all the students, some of them didn't really know what EMI was. This might have made their answers less detailed. Even though these problems made the study harder, we still collected enough information to enrich and deepen our analysis. This shows that even with these challenges, the study resulted with some important insights into the situation of EMI in Algeria, in addition to the attitudes, experiences and beliefs of the teachers and students at Mohamed Kheider university.

## General Conclusion

This study investigated the implementation and implications of English as a Medium of Instruction (EMI) within the Algerian higher education context, focusing on the perceptions and experiences of both teachers and students. The research sought to provide a comprehensive understanding of the nature of EMI in this specific setting. The study was structured into three chapters. The first chapter provided a theoretical foundation by exploring the concept of EMI, its global rise, various implementation models, and the associated benefits and challenges. It emphasized the increasing prevalence of EMI as a response to globalization and the internationalization of higher education.

The second chapter specifically examined the situation of EMI in Algeria. It analyzed the historical context of language policy in the country, particularly the legacy of French, and the recent shift towards integration of English in education. This chapter highlighted the socio-cultural complexities inherent in this linguistic transition and the need for a nuanced approach to EMI implementation in Algeria. It also introduced the concept of time series analysis.

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The third chapter detailed the study's research framework and methodology. It outlined the mixed-methods approach employed, utilizing both teacher interviews and student questionnaires to gather data. The chapter described the research design, participants, and data collection procedures. The findings revealed valuable insights into the perceptions of EMI among Algerian teachers and students, including both its perceived benefits and the challenges encountered. Specifically, the research highlighted the complexities of introducing EMI within a context marked by a strong historical influence of French, the varying levels of preparedness among students and teachers, and the need for careful consideration of socio-cultural factors.

In conclusion, this study contributes to a deeper understanding of the implementation of EMI in Algeria. It underscores the importance of considering the specific local context, including linguistic history and socio-cultural dynamics, when adopting EMI. Furthermore, it emphasizes the need for adequate support and preparation for both teachers and students to ensure the successful and equitable integration of EMI within the Algerian higher education system. The findings provide a foundation for future research and inform policy decisions related to language in education in Algeria.

## Recommendations

Some recommendations can be drawn from this study. They are as follows:

- **For Teachers**

- Teachers should employ interactive teaching methods that encourage student participation and critical thinking.

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-In the classroom, educators should incorporate group work, discussions, and project-based learning to promote collaboration and deeper learning.

- Teachers should engage in ongoing professional development to improve EMI teaching skills and stay updated on best practices.

-Collaborate with other EMI teachers to share experiences and resources is one of the suggestions.

- It is essential to use a variety of assessment methods that evaluate both content knowledge and language proficiency.

- Teachers are required to Provide clear feedback to students on their language use and academic performance.

### • For Students

Students should:

-Take responsibility for improving English language skills, both inside and outside the classroom.

-Engage in extensive reading, listening, and speaking practice to enhance fluency and accuracy.

- Form study groups to collaborate with peers and support each other's learning.

-Make use of available resources, such as language support services, libraries, and online

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materials.

-Develop effective learning strategies, such as note-taking, summarizing, and critical thinking skills.

-View EMI as an opportunity to enhance both content knowledge and English language proficiency, preparing for future academic and professional success.

### **For Universities in Algeria**

Universities should:

-Establish and fund ongoing professional development programs specifically designed to equip teachers with the necessary skills for EMI.

-Create communities of practice where teachers can share experiences and resources

-Offer language support services for students, such as: language workshops and tutoring and provide guidance on effective language learning strategies

-Encourage and support research on EMI within the Algerian context

-Stay informed about developments in the field of EMI and adapt policies and practices accordingly

### **For Future Researchers**

This research study raised a number of issues and questions that may provide a basis for future research. To gain a deeper understanding of EMI in Algeria, future research may prioritize comparative studies. Also, examining EMI implementation across disciplines, faculties, or regions will reveal variations in practices and outcomes, enabling targeted recommendations for improvement. In addition, exploring the challenges and needs of teachers who are implementing EMI can inform the development of effective support and training programs. Moreover, observing the effect of EMI on students' English language development to optimize teaching approaches and curriculum design.

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# Appendices

## **Appendix 1: Teachers' Interview**

Dear teachers,

The aim of the current study is to investigate your attitude toward using English as a medium of instruction at tertiary level. This interview aims to gather valuable insights regarding the potential benefits of using English as a medium of instruction. Your responses will play a crucial role in ensuring the accuracy and relevance of the research we are conducting. We would greatly appreciate your participation in this interview, which will be recorded with your consent. Your input is highly valued.

**Prepared by:**

DEBLA Meriem Elbatoul

**Supervised by:**

Dr. Turqui Barkat

**2024/2025**

1. Which language do you prefer to use for teaching?
2. In your opinion, what is the importance of adopting English as the medium of instruction?
3. What advantages do you think EMI will bring to the teaching operation?
4. What difficulties do you expect students will face when studying in an English-medium environment?
5. Did your training in English offer the necessary skills and competencies to implement EMI?
6. How can universities help teachers adapt to teaching in English?
7. What strategies do you think universities should adopt to support students and in an EMI environment?
8. Do you believe EMI should be gradually implemented, or should it be introduced immediately? Please explain your view.
9. As a teacher, how can you help the students adapt to and succeed in an English-Medium Instruction (EMI) environment?

## **Appendix 2 : Students' Questionnaire**

Dear students,

You are kindly requested to complete the following questionnaire. This survey is part of the research for a master's dissertation. It explores your language interests, assesses your English language skills and attitudes. Please be assured that your responses and personal information will remain confidential. Thank you for your time and valuable contribution to this research

**Prepared by:**

DEBLA Meriem Elbatoul

**Supervised by:**

Dr. Turqui Barkat

**2024/2025**

**Section one: personal information**

1. What is your gender

Male

Female

2. What is your age

..... years

**Section two: language preferences**

3. How long have you been studying English

..... years

4. What language would you like to be taught in

Standard Arabic

English

French

Please explain why that language

.....  
.....

**Section three: English as medium of instruction**

5. Are you exposed to modules using English language?

Yes

No

If yes, how many modules do you study in English?

.....

6. Are you familiar with the concept of English as a medium of instruction (EMI)?

Yes

no

If yes please say what you know about it

.....  
.....

**7.** In your opinion, do you think using English as a means in your field will develop your skills and your knowledge?

Yes

No

Say why, please?

.....  
.....

**8.** Do you agree that English should be used in the scientific fields?

Yes

No

If yes, why?

.....  
.....

**9.** To what extent applying EMI in the scientific field is important?

Not important

Important

Very important

### **Section Three: Attitudes towards Using English as a Medium of Instruction**

**10.** How your English has become since attending this university?

Stronger

Weaker

**11.** Do you agree on switching to English?

Yes

No

**12.** Do you face any problems in your courses because of your English-language level?

Yes

No

If yes, what are they?

A. Lack of vocabulary

B. difficult terms

C. Problems in comprehension

D. Problems in teachers' pronunciation

**13.** Do you think that using English as a medium of instruction will be beneficial?

Yes

No

If yes, what are these benefits?

A. Advancing university ranking

B. Better access to scientific articles

- C. Communication with other universities
- D. Positive influence on the globalization
- E. All of them

**14.** Do you think that delivering courses in English would make them less motivating?

Yes

No

If yes, why?

.....

**15.** Does your department provide you with services to help you with your English?

Yes

No

If yes, what are these services?

.....

.....

**16. What types of support does your university provide to help students adapt to English**

**Medium Instruction (EMI) ?**

- A. English language courses
- B. Academic writing and communication workshops
- C. Tutoring or mentoring programs
- D. Access to translated materials or English resources
- E. No specific support is provided

**17. Do you think your institution provides sufficient support to help students succeed in EMI-based courses?**

Yes

No

If no, what additional support do you think is needed?

.....

.....

**18. How effective do you find the institutional support provided for students learning in an EMI environment?**

A. Very effective

B. Somewhat effective

C. Not very effective

D. Ineffective

## **Section Four: Further Suggestions**

**19.** Do you have any final thoughts or suggestions regarding EMI and institutional support?

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Résumé

Cette recherche a étudié les perceptions des étudiants de Master 1 en Finance et Commerce International à l'Université de Biskra et celles des enseignants du département des sciences économiques concernant l'Anglais comme Moyen d'Enseignement (EMI). Si les étudiants et les enseignants reconnaissent les avantages potentiels de l'EMI (accès aux ressources, préparation à la mondialisation, amélioration des compétences linguistiques et pédagogiques), des préoccupations subsistent quant au niveau d'anglais des étudiants, certains étudiants préférant l'arabe et signalant des difficultés de compréhension, de vocabulaire et de terminologie. La majorité des étudiants soutient l'EMI, mais une proportion notable a des problèmes de compréhension, ce qui est corroboré par les enseignants qui craignent des difficultés d'apprentissage pour les étudiants. L'étude souligne un besoin crucial de soutien institutionnel accru (cours, ateliers, ressources) et une mise en œuvre progressive, avec un soutien linguistique aux étudiants et une formation pédagogique à destination des enseignants (notamment en ce qui concerne les méthodes d'enseignement en EMI).