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Exploring the Role of English as a Medium of Instruction in Economics Education: The Case of Second-Year License Students at the of Economic, Commercial and Management Faculty of Mohamed Khider University, Biskra

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A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Declaration

I, Hadjira **REKIM,** hereby solemnly, declare that the work I am going to present in this thesis**: "Exploring the Role of English as a Medium of Instruction in Economics Education: The Case of Second-Year License Students at the of Economic, Commercial and Management Faculty of Mohamed Khider University, Biskra"** is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Khider University of Biskra.

Date:

Signature

Miss. Hadjira **REKIM**

Dedication

I dedicate this humble work to my beloved parents, my Mother and my Father, whose love,

support, and sacrifices have been the foundation of my academic journey. Your

encouragement has always been my greatest strength.

To my dear siblings, for their constant motivation and belief in me.

To my friends and colleagues, who stood by me through every challenge and shared in my

achievements.

And finally, to every person who has offered a kind word, a helping hand, or a moment of

encouragement. Thank you.

Acknowledgements

‘‘[…] *O my Lord ! so order me that I may be grateful for Thy favours , which thou hast bestowed on me and on my parents, and that I may work the righteousness that will please Thee : And admit me , by Thy Grace , to the ranks of Thy righteous servants*’’

(The Qur'an, 27 :19).

Abstract

The present study explores the challenges and opportunities of English as a medium of instruction (EMI). The study pursues three main objectives, first, to examine the current state of English as a Medium of Instruction (EMI) to teach second-year LMD Students at the Faculty of Economy at Mohamed Khider University. Second, to identify the main challenges faced by students, teachers and faculty after adopting EMI. Third, to explore the potential benefits and opportunities of implementing EMI in higher education. To achieve these objectives, a mixed-methods approach was employed, combining data collected from a student questionnaire and teacher interviews. The findings reveal that EMI, while increasingly relevant and supported in higher education, faces significant challenges such as lack of training, limited English proficiency, and inadequate instructional materials. Nonetheless, both students and teachers expressed positive attitudes towards EMI, recognizing its value in improving language skills, accessing international knowledge, and enhancing academic and professional prospects. The study concludes that EMI has strong potential in Algerian higher education if supported by effective training, resources and institutional commitment.

Keywords: Algerian Universities, English as a Medium of Instruction, Higher Education, Language Challenges, Teaching Strategies.

List of Tables

List of Figures

List of Abbreviations and Acronyms

EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EMI	English as a Medium of Instruction
ESL	English as a Second Language
ICT	Information and Communication Technologies
L1	First Language
L2	Second Language
Q	Question
QCA	Qualitative Content Analysis
SLA	Second Language Acquisition

Table of Content

General Introduction

Chapter One: Literature review

General Introduction

Introduction

In the past decade, English as a Medium of Instruction (EMI) has expanded rapidly across non-English-speaking countries, driven by the forces of globalization, academic mobility, and international competitiveness. Universities in Europe, Asia, and Africa are increasingly offering courses and entire programs in English to attract international students and improve graduate employability (Macaro et al., 2021). This global trend reflects a broader shift in language-in-education policy where English is seen not only as a tool for communication but as a strategic asset in higher education systems (Dearden & Macaro, 2022).

In an increasingly globalized world, English has emerged as the dominant language of science, technology, business, and international communication. Consequently, many countries have adopted English as a Medium of Instruction (EMI) in higher education to enhance their global competitiveness and to prepare students for participation in the international academic and professional area (Macaro et al., 2018). Algeria, like many non-English-speaking countries, has recently witnessed growing interest in integrating English into its higher education system, particularly as a medium of instruction in universities.

1. Problem Statement

In line with these global shifts, Algeria has begun to implement EMI in its higher education sector, particularly in scientific and technical disciplines. This policy aligns with national efforts to modernize the education system and reduce dependence on French. However, the rapid push toward EMI has revealed several critical issues. Among these are insufficient English language proficiency among students and faculty, lack of teacher training, limited access to English-language teaching materials, and institutional resistance to change (Hachani, 2022). These structural challenges threaten the effectiveness and sustainability of EMI adoption in Algerian universities.

2. Related Literature and Research Gap

While studies have explored EMI implementation globally, empirical research in the Algerian context remains sparse. Much of the existing literature in Algeria focuses on language policy debates or general student attitudes, with limited attention paid to the practical experiences of both faculty and students. Recent studies have begun to address this gap, but there remains a need for in-depth, case-specific research that examines how

EMI is functioning on the ground (Macaro et al., 2018). This study seeks to fill this gap by exploring the case of Second-Year LMD Students EMI implementation at the Faculty of Economy at Mohamed Khider University.

3. Research Questions

In order to reach the research objectives, the following research questions are raised:

- **Q1.** What is the current status of EMI implementation for second-year LMD Students at the Faculty of Economy at Mohamed Khider University?
- **Q2.** What challenges do students, economy faculty members, and administrators face in adopting EMI?
- **Q3.** What benefits does EMI offer to second-year LMD Students at the Faculty of Economy at Mohamed Khider University in terms of academic and professional outcomes?

4. Research Hypotheses

The following hypotheses are formulated as possible answers for the above-asked research questions:

- **H1**. EMI is increasingly being adopted by second-year LMD students at the Faculty of Economy at Mohamed Khider University.

- **H2**. The implementation of EMI in the Faculty of Economy at Mohamed Khider University faces significant challenges, including linguistic barriers, inadequate teacher training, and limited pedagogical resources.

- **H3**. EMI contributes to improved English proficiency, academic skills, student motivation, and international academic mobility among second-year LMD students at the Faculty of Economy at Mohamed Khider University.

5. Research Aims

The overarching aim of this research is to analyze the role of English as a Medium of Instruction in Algerian universities. This will be achieved through the following specific objectives:

- To assess the current state of EMI in the Faculty of Economy at Mohamed Khider University.
- To investigate the main challenges experienced by second year students, economy faculty, and administrators in implementing EMI in the Faculty of Economy at Mohamed Khider University.
- To explore the educational and professional opportunities EMI offers second-year license students in the Faculty of Economy at Mohamed Khider University.

6. Contribution of the Study

This study offers new empirical data on EMI implementation in Algerian economics faculties, help in gin form national language-in-education policy. It offers several contributions to academic research and policy development:

- For researchers, it provides new empirical data on EMI implementation in Algerian universities.
- For policymakers, the findings offer practical insights into the obstacles and opportunities of EMI, informing national language-in-education strategies.
- For economic faculty, the study highlights pedagogical gaps and training needs essential for effective EMI delivery.
- For students, the research emphasizes how EMI can support language development, academic achievement, and global competitiveness.

7. Research Methodology

7.1 The choice of the method

The present study is about the role of using English as mans of instruction to teach second-year license students of Economics, commerce and management at Biskra University. To answer the research questions, the researcher follows the mixed-method,

because she deals with both qualitative and quantitative approaches; moreover, it is more suitable and applicable for the nature of our research that belongs to social sciences.

7.2 Population and sample

Given the present study, the target population are second year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra. Moreover, we have opted for random sampling which is the most straightforward method of gathering data from the entire population chosen. The sample was required to respond 18 questions designed to fulfil the aim of this research. In addition, we dealt with a homogeneous sample composed of forty (40) second year students are chosen for a questionnaire and five (5) teachers at Faculty of Economics, Commercial, and Management Science at the University of Biskra are chosen for the interview.

7.3 Data gathering tools

Correspondingly, to investigate the topic, two data collection instruments were used. The first research tool was a questionnaire distributed to second-year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra and an interview that was conducted with teachers at the same faculty too. These instruments were employed for collecting either quantitative or qualitative required data.

8. Structure of the Thesis

The present dissertation contains three main chapters in addition to a general introduction and a general conclusion. The general introduction gives a brief account of what is going to be covered in the body of the dissertation and identifies the scopes of the study and some important information concerning the research process. It presents the research objectives, states the significance of the study, and highlights the research questions and hypotheses. The first chapter explains the main concepts related to literature review on EMI, discussing global trends, the Algerian context, and theoretical and empirical findings related to its implementation. The second chapter describes the tools and procedures of data collection and data analysis, the questionnaire for second-year

LMD Students at the Faculty of Economy at Mohamed Khider University and teachers' interview with teachers.

The last chapter is devoted to the analysis and discussion of the obtained findings through the two research tools. In addition, it discusses the findings displayed in relation to the theoretical framework, gives answers to the pre-asked questions, and confirms or refutes the research hypotheses. Finally, a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

Chapter One

Literature Review

Introduction

This chapter provides a theoretical foundation for the current study by reviewing and synthesizing relevant literature. Its primary purpose is to contextualize the research within existing academic discourse and to explore the key concepts related to the use of English as a Medium of Instruction (EMI) in higher education, particularly within the Algerian university context. The chapter begins by defining EMI and explaining its rationale in global and local (Algerian) higher education settings. It then examines the opportunities and challenges associated with implementing EMI, followed by a discussion of its pedagogical impacts on university students. The chapter also reviews relevant case studies from similar contexts to draw comparisons and insights. Key themes addressed include the definition and purpose of EMI, the challenges and benefits of its implementation, its pedagogical implications, and its specific relevance to Algerian universities. By examining these areas, the literature review aims to position the current study within the broader field of EMI research, highlight existing gaps, and justify the need for further exploration in the Algerian context.

1.1 Defining English as a Medium of Instruction (EMI)

English is one of the most widely spoken languages in the world today, playing a crucial role in international communication, education, and economics. The global rise of English as the primary language in higher education can be largely attributed to globalization, which has significantly strengthened its influence and dominance worldwide.

English as a Medium of Instruction (EMI) is defined by Kirkpatrick (2018) as "the use of the English language to teach academic subjects other than English itself in countries where English is a second or a foreign language" (p. 37). This means EMI differs fundamentally from teaching English as a subject; it focuses on delivering subject content (such as science, engineering, or business) in English, rather than on language instruction itself. EMI, as a holistic teaching approach, is increasingly adopted in secondary and especially tertiary education. It is typically linked to universities' goals of enhancing global competitiveness, attracting international students and faculty, increasing research visibility, and improving students' English proficiency for the global job market.

Shohamy (2012) asserts that "EMI teaching can neither be detached from ELT nor from the broader settings where the medium of instruction approaches are implemented… there are major lessons that can be learned from each of the settings that may have an impact on the others" (p. 197).EMI can be classified into two main types: in full EMI, English is used throughout the entire course or program; in partial EMI, English is used selectively in specific parts of instruction, often depending on students' or instructors' proficiency levels (Shohamy, 2012, as cited in Kirkpatrick, 2018).

According to Fernández (2017), the implementation of EMI in higher education has been studied from several perspectives, including planning, instructors' attitudes, student learning outcomes, academic skill development, and the role of EMI in promoting internationalization and student motivation.

The medium of instruction refers to the language used to convey knowledge, skills, and values in the classroom, acting as the primary communication channel between teachers and students. As Karakaş (2015) emphasizes, EMI involves delivering university-level courses in English rather than in the country's native language, leading to the teaching of academic subjects in English in non-English-speaking nations.

Touahmia and Bakar (2024) note that EMI is often linked with related concepts such as Englishization, Content and Language Integrated Learning (CLIL), and Content-Based Instruction (CBI). While all involve the use of English, they serve different educational goals. Englishization refers to the growing use of English in place of local languages in multiple domains. CLIL emphasizes the integration of content and language learning, typically in secondary education. CBI focuses more on language development through content, often in ESL or EFL settings. In contrast, EMI is primarily concerned with delivering academic content in English, with language development occurring as a secondary, incidental outcome.

EMI has become a global trend in higher education due to several compelling reasons: the internationalization of universities, the need to enhance institutional prestige and rankings, the aim to attract more international students, and the increasing role of English in academic publishing and research. Moreover, declining local enrolments and reduced public funding in many countries have prompted institutions to adopt EMI as a strategic move to remain competitive globally.

In short, EMI represents a significant shift in language and education policy worldwide. Its growth is most prominent in higher education, where entire degree programs are now being offered in English, especially in non-Anglophone countries seeking global engagement.

1.2 Rationale for EMI in Higher Education

Many universities around the world are choosing to teach their courses in English, even in countries where English is not the first language. One big reason for this is internationalization. Universities want to attract students and professors from different countries. Teaching in English helps them do that because English is a global language. It also helps schools move up in global university rankings, which often look at how international a university is and how much English is used in research and teaching (Macaro et al., 2018).

Another reason why universities use EMI is to help students become more employable. Today, many jobs require good English skills, especially in areas like science, business, and technology. By studying in English, students can improve their language skills while learning their subject. This gives them better chances to work in international companies or continue their studies abroad (Dearden, 2014). For universities in non-English-speaking countries, EMI is also a way to prepare students for a global job market.

Researchers also point out economic and academic benefits of EMI. Using English in higher education can help universities publish more research in international journals, which increases their reputation (Kirkpatrick, 2011). It can also bring in more money, especially when international students pay higher tuition fees. Some scholars argue that EMI helps students become more competitive and confident in using English in professional settings (Coleman, 2006). Overall, EMI is seen as a way to connect local education systems with the global academic and economic world.

1.3 EMI in the Algerian University Context

The adoption of English as a Medium of Instruction (EMI) has been spreading rapidly across universities worldwide, including in Algeria, as part of the global trend called Englishization. Many universities use EMI to improve internationalization, increase access to academic resources, and respond to the growing dominance of English in

education. Dearden (2014) reports that over 55 countries have introduced EMI policies in higher education institutions, showing its global reach. Moreover, Hu and Lei (2014) highlight that many universities are adding EMI to their curricula despite challenges related to the English proficiency of teachers and students.

In Algeria, EMI is gaining importance as the country seeks to improve graduates' employability by strengthening their English language skills for the global job market. Algeria's language-in-education policy reflects a complex, multilingual context shaped by its colonial history with France. French remains dominant, introduced earlier in schools and widely used in daily life, while English is considered a foreign language and taught later with limited use at the university level. However, recent government initiatives aim to raise the status of English in higher education to better align with global academic trends, promote scientific research, and open more international opportunities for students. The Ministry of Higher Education has planned gradual EMI implementation with official support from national leaders. Despite some debate about the impact of this shift on Algeria's education system, experts agree that successful EMI adoption requires careful research and inclusive language planning (Touahmia & Bakar, 2024).

Many Algerian universities now offer EMI in fields like medicine, science, and technology, reflecting efforts to meet global demands and improve education quality. EMI also helps universities attract international students, build academic partnerships, and promote student mobility. Accordingly, studies by Khenioui and Boulkroun (2023) show that EMI in Algeria is promoted alongside government programs to boost English proficiency, offering students a chance to learn both English and their subject content. Additionally, Ouarniki (2023) emphasizes that EMI can enhance critical thinking and expose students to diverse academic cultures. It also supports Algerian researchers in connecting with the global academic community and contributes to the country's economic development by preparing graduates with the necessary English skills for international careers.

In summary, Algerian universities are increasingly adopting EMI to improve educational standards and global competitiveness. While EMI offers many benefits, its success depends on providing adequate resources, including faculty training and language support for students. Careful planning and support are essential to ensure a smooth transition and effective instruction in English.

1.4 Challenges of Implementing EMI in Algerian Universities

English is a crucial language in higher education, with teachers and students viewing it as a necessity to improve their schools' ranking and cope with the internationalizing of higher education (Douar, 2024). The adoption of English as a Medium of Instruction (EMI) in higher education is a global trend aimed at improving universities' international reputation and graduates' job prospects. However, implementing EMI in Algerian universities faces several practical and sociolinguistic challenges that affect both teachers and students. However, teachers often reject the quick shift to English without providing a well-planned training program to support them. In June 2023, the Algerian Ministry of Higher Education and Scientific Research held a meeting with undergraduate students' teaching teams to discuss using English as the language of instruction for the academic year 2023/2024. The main objectives were to highlight the challenges teachers would face when teaching in English for the first time, identify common time slots, and potential areas for adjustment (Douar, 2024).

Tirado et al. (2024) emphasize that EMI's success depends on the coordinated efforts of multiple institutional actors, making it a complex and sometimes problematic process (p.29). Similarly, Macaro et al. (2018) note that the diversity of EMI programs makes it difficult to measure their impact on student learning and academic achievement, Hu and Lei (2014) also highlight the gap between official EMI policies and what actually happens in classrooms, revealing tensions between management goals and stakeholder needs.

Various concerns have been raised regarding English-medium instruction (EMI), such as difficulties associated with students' English language proficiency and its impact on academic results. Some critics believe that EMI could be hampering students' content learning. Potential solutions to minimize difficulties and ensure efficient time management were proposed, and revised schedules were agreed upon (Douar, 2024).

However, teachers expressed concerns about the credibility of translations, limited English proficiency, access to teaching materials and resources, curriculum design and teaching methods, and lack of attention to contextual factors, which could diminish the effectiveness of English-medium instruction (EMI) programs.

One of the main challenges in Algeria is the lack of adequate teacher training. Many instructors are not fully prepared to teach academic content in English, which affects the quality of education. Oktaviani (2019, cited in Khenioui & Boulkroun, 2023) identifies low teacher proficiency, especially in oral communication skills, as a critical barrier to effective EMI implementation. Teachers often face increased workload and stress because they must adapt materials and teaching methods to meet EMI demands. At the same time, students frequently struggle with low English proficiency, which limits their understanding and participation in class (Touahmia & Bakar, 2024). Code-switching, or alternating between languages, is common as teachers and students try to bridge communication gaps, but this can sometimes disrupt learning flow.

Furthermore, limited teaching resources pose another significant obstacle. Many EMI programs lack sufficient textbooks, reference materials, and structured guidelines to support instructors. This shortage is worsened by the absence of clear government policies or frameworks for EMI implementation in Algeria. The lack of official guidelines leaves teachers and students uncertain about expectations and learning goals, which reduces the effectiveness of EMI programs (Khenioui & Boulkroun, 2023).

Sociolinguistic and political tensions also complicate EMI adoption in Algeria. French remains deeply embedded in education and society due to historical reasons, while Arabic and Berber languages hold national and cultural importance. English, being a foreign language introduced later in the education system, faces resistance from some groups who fear that promoting EMI could undermine local languages and identity (Benrabah, 2021). This linguistic landscape creates challenges in balancing global competitiveness with national language policies.

Research from similar Maghreb countries confirms these issues. For example, Bensalem (2020) highlights that Morocco's EMI programs also struggle with teacher preparedness and resource shortages, showing parallels with the Algerian experience. Likewise, Massoudi (2023) points out that without targeted support for both teachers and students, EMI initiatives risk widening educational inequalities and lowering academic quality in the region.

In conclusion, successfully implementing EMI in Algerian universities requires addressing multiple challenges: improving teacher training and English proficiency,

providing sufficient teaching materials, and navigating sociolinguistic sensitivities. Creating a supportive academic environment that aligns policy with practice is essential to realizing the benefits of EMI for Algerian higher education.

1.5 Opportunities and Expected Benefits of EMI

English Medium Instruction (EMI) is increasingly adopted worldwide, especially in countries where English is a second or foreign language. Although the effectiveness of EMI has been debated, it offers many important opportunities. Dearden (2014) highlights that EMI helps improve students' English skills, which in turn enhance their employability and global competitiveness. Nieto and Fernández (2021, as cited in Tirado et al., 2024) emphasize that a successful EMI program requires collaboration among university departments, such as language centers and faculties, to work effectively (p.29).

In the Algerian higher education context, Touahmia and Bakar (2024, p.55) list several benefits of EMI, including:

a) Improved English proficiency: students develop better grammar, writing, and confidence in speaking publicly.

b) Enhanced study skills: such as better time management needed for learning in a second language.
c) Increased motivation: students feel encouraged to work harder both in English and their academic subjects.

d) Better employment opportunities: graduates believe that EMI increases their chances of finding good jobs.

e) Elevated social status: improved language and academic skills can raise social standing.

Additionally, EMI in Algeria helps improve educational quality by advancing scientific research and promoting international academic exchanges. Dearden (2014) explains that through EMI, Algerian universities can attract international students, encourage student mobility, and build stronger research partnerships with institutions worldwide, additionally, Macaro et al. (2018) note that EMI allows students and

researchers to access a wider range of academic materials in English, increasing their chances to publish internationally.

Moreover, EMI serves both as a way to deliver academic content and as a method to develop students' English skills. Doiz et al. (2013) stress that EMI is not just about teaching content but also about improving language abilities. Galloway (2019) adds that EMI is flexible, adjusting to different educational goals in some countries, it supports international students, while in others, it strengthens English language learning. Macaro (2019) agrees that EMI's role varies depending on the institution's needs.

Proficiency in English is especially valuable for Algerian graduates entering the global job market, where English is often a key requirement. For Algerian researchers, English removes barriers to international academic collaboration and participation. Socioculturally, promoting English could balance the country's multilingual environment by reducing dependence on French and supporting Arabic and Berber languages. Economically, wider English use may attract foreign investments and promote openness, supporting Algeria's political and economic stability (Phillipson, 2009).

Supporting this, Brinton (2021, as cited in Amara, 2024) explains that internationalization drives Algeria's educational reforms. He states, "The transformation of universities into globally oriented institutions addresses worldwide challenges and prepares students to become global citizens, English proficiency is considered an important asset for academic success, multicultural interactions, and career growth globally" (p.37).

In summary, implementing EMI offers Algeria strategic opportunities to enhance education quality, economic growth, and international presence. EMI immerses students in authentic English materials like conversations, academic texts, and scientific articles, which together improve their language skills and academic abilities.

1.6 Pedagogical Impacts of EMI on University Students

English as a Medium of Instruction (EMI) can significantly influence how students learn and participate in class. A study by Ekoç Özçelik et al. (2024) involving 278 undergraduate students in Turkey found that while students generally had positive attitudes towards EMI, they faced challenges such as understanding specialized terms and adapting to lecturers' accents. These factors can affect students' comprehension and classroom

participation, highlighting the need for effective teaching strategies in EMI settings. Cognitive load and language proficiency play crucial roles in EMI classrooms. Alhamami (2023) observed that instructors often use code-switching switching between languages to aid understanding, especially when students struggle with English. This approach helps reduce cognitive load and facilitates better comprehension of complex concepts. Similarly, a study by Yuan et al. (2024) in China emphasized the importance of adequate English proficiency and support systems to enhance students' learning experiences in EMI programs.

Empirical research underscores the significance of designed support in EMI contexts. For instance, a study in Saudi Arabia identified challenges such as academic writing and oral communication among medical students in EMI programs. The researchers recommended preparatory English courses focusing on technical vocabulary and communication skills to better equip students for EMI courses (Alhassan et al., 2024). These findings suggest that targeted interventions can mitigate the challenges students face and improve their academic success in EMI settings.

1.7 Relevant Case Studies in Similar Contexts

English as a Medium Instruction (EMI) in Algeria faces mixed reactions, similar to other regions. Although it has the potential to improve language proficiency and attract international students, several challenges exist. Overall, while EMI holds promise, it must integrate effective strategies with careful planning and support to be successful. Moreover, English as a Medium of Instruction (EMI) is increasingly recognized as an effective approach for teaching academic subjects, particularly at the university level. It involves delivering content in English, which is typically the students' second language, by subject specialists.

In Algeria, the University of Mostaganem has been implementing English as Medium Instruction (EMI) in scientific faculties. A study by Hamerlain (2024) explored how subject-matter instructors (SMIs) are adopting EMI strategies. The findings revealed that while SMIs are aware of the significance of EMI and are motivated to introduce English in their teaching, they face challenges such as limited resources and the need for professional development. This case highlights the importance of providing adequate support and training for instructors to effectively implement EMI.

In Francophone Cameroon, a study by Kuchah (2024) examined parental motivations for enrolling children in English Medium Instruction schools. Parents viewed EMI as a gateway to better educational and professional opportunities, particularly in fields like medicine. However, the study also noted challenges such as limited English proficiency among students and the need for additional support mechanisms to ensure the perceived benefits of EMI are realized. This case underscores the necessity of addressing language proficiency issues to maximize the effectiveness of EMI.

In Rwanda, a study by Mahoro and Ngabonziza (2024) investigated the impact of shifting the medium of instruction to English in lower primary schools. The results indicated improved academic performance in subjects like English and Science, Technology, and Mathematics (SET) following the transition. However, initial challenges included student adaptation to the new language of instruction. The study recommends early transitions and intensive English courses to support students in adapting to EMI. This case highlights the importance of early language preparation to facilitate successful EMI implementation.

Alhamami and Almelhi (2021) conducted research on the implementation of EMI in healthcare education in Saudi Arabia. The study found that while EMI is intended to prepare students for international medical environments, it often leads to communication barriers due to varying levels of English proficiency among students and instructors. The research emphasizes the importance of aligning language instruction with academic content and providing continuous professional development for educators to enhance the quality of EMI programs.

Conclusion

This chapter has reviewed key concepts and theories relevant to the study, with a particular focus on English as a Medium of Instruction (EMI) in higher education. It began by defining EMI and explaining how it differs from teaching English as a subject. It also outlined the rationale behind the global rise of EMI, especially in non-English-speaking countries, and explored its specific relevance to the Algerian university context. In doing so, the chapter examined both the opportunities and challenges associated with implementing EMI, along with its pedagogical impacts on university students. Case studies from comparable linguistic and educational settings such as in the MENA region and Francophone Africa offered further insights into the practical realities of EMI adoption.

While much research has explored EMI globally, there remain gaps, particularly concerning its implementation in North African and Francophone contexts like Algeria. Issues such as limited instructor training, inconsistent policy frameworks and students' varying levels of English proficiency are still not fully addressed in the literature. Furthermore, there is a lack of detailed empirical research examining how these challenges play out in Algerian universities specifically.

These gaps justify the need for the present case study, which seeks to contribute to the growing body of EMI research by focusing on its application within an Algerian higher education institution. By doing so, the study aims to provide context-specific findings that can inform policy, teaching practice, and future research in similar settings. The following chapter outlines the methodology used to investigate these issues in depth.

Chapter Two:

Methodology

Introduction

This chapter includes the research design and methodology used in the current study. It is, hence, concerned with the methods and procedures used in data collection and data analysis. Firstly, it begins with an outline of the research method that was followed in the study. Secondly, it describes the two data collection instruments: the learners' questionnaire and the teachers' interview. Finally, it explains the data analysis procedures.

2.1 Research Methodology

Several types of methods might be integrated in the process of researching, since the primary goal of this research is "The Role of English as a Medium of Instruction in Algerian Universities: challenges and opportunities: The Case of Second Year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra". Research methodology refers to a set of techniques and methods that are used to conduct the research study. Churchill and Lacobucci (2005) give a simple definition to research method as "the blueprint that is followed to complete the study "(p.74). Considering that our study belongs to the field of descriptive studies that aim "to accurately and systematically describe population, situation or phenomenon" (Mc Combes, 2022, p.1) ,the study employs a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data.

Accordingly, combining quantitative and qualitative research methods provides a deep understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the mixed method (O'Leary, 2022). Certain research cannot be approached only through one method because of the nature of its data, which varies at different stages of the study between quantitative and qualitative. For that, using a mixed-method approach can help to avoid the biases and limits of individual approaches, while also allowing for methodological diversity in data gathering tools.

2.2 Research Paradigms

To choose the suitable technique and select the sample of the study is not an easy task; it needs more awareness which based totally on unique assumptions and requirements. Expressly, this study mainly concern on the role of English as a medium of

instruction in Algerian universities: challenges and opportunities. According to Fred and Perry (2005), described paradigm as "the system where questions are raised and solutions are sought with the aid of using cautiously gathering, analyzing, and deciphering records". (p.8)

It is obvious that, paradigm is taken into consideration as a scientific system used to reply questions in search of information and to collect new understanding. (Geofryet al, 2005) additionally delivered that throughout all the varieties of sciences, "Research may be used for the functions of description, explanation, and prediction, all of which make crucial and treasured contributions to the enlargement of what we realize and the way we stay our lives" (p, 1). Besides, Khothari (2004, p.2) highlighted the primary targets of the paradigm as follow:

1. To advantage familiarity with a phenomenon or to acquire new insights into it.

2. To painting as it should be the traits of a selected person, state of affairs or a set.

3. To decide the frequency with which something happens or with which its miles related to something else.

4. To take a look at a speculation of a causal courting among variables

That is to say , paradigm is a way of clinical technique this is primarily based totally upon one or extra beyond clinical achievements that few unique networks recognizes for a time as offering the inspiration for its additional practice. (Khothari, 2004) On the ground of this, clinical studies is primarily based totally on a fixed of ideals and primary assumptions known as studies paradigms in methodology studies. From this, the term "paradigm" is taken into consideration as a popular function that characterizes clinical studies. In this way, the pragmatic studies observe may be emergent and changeable, which calls for extra capable researchers who're capable of make judgments approximately the complete observe.

2.3 Research Approach

Creswell (2009) asserted the importance of illustrating the research approaches as an effective procedures and strategies to increase the validity of academic research. He defined research approaches as they are "plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and

interpretation" (Creswell, 2009, p. 3). According to him there are three main research approaches which are quantitative approach, qualitative approach and mixed approach.

2.3.1 Qualitative research

Qualitative research allows for a deeper understanding of the importance of research topic. Qualitative data are analyzed depending on thematic interpretation. According to Nunan (1991, p55), "qualitative method is characterised via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and motivation which can be explored, analyzed, and interpreted via way of means of a few statistical strategies". That is to say, qualitative research is non-statistical, which is based on interpretations generated from the interview. In addition, qualitative method enables researchers to gather in-depth contextual information by asking open-ended, flexible question, or by close observation of events situations circumstances being studied. According to Creswell (2009) the traits of qualitative studies are:

1-Natural setting: Qualitative researchers generally tend to accumulate statistics within the area on the web website online in which members enjoy the problem or trouble being observe.

2- Researcher as key instrument: Qualitative researchers accumulate statistics themselves via inspecting documents, gazing behavior, or interviewing members.

3- Multiple reasserts of statistics: Qualitative researchers normally accumulate more than one variety of statistics, inclusive of interviews, observations, and documents; in place of rely upon a unmarried statistics source. Then the researchers assessment all the statistics, make feel of it, and prepare it into classes or topics that reduce throughout all the statistics reasserts.

4- Inductive statistics evaluation: Qualitative researchers construct their patterns, classes, and topics from the lowest up, via way of means of organizing the statistics into increasingly summary gadgets of data.

5- Participants` meanings: In the complete qualitative studies method, the researcher continues a focal point on mastering that means that the members preserve approximately the trouble or issue, now no longer that means that the researchers deliver to the studies or writers explicit within the literature.

6- Emergent layout: The studies method for qualitative researchers is emergent. This approach that the preliminary plan for studies cannot be designing research tightly prescribed, and all levels of the method might also additionally extrude or shift after the researcher enters the sector and starts off evolved to accumulate statistics.

7- Theoretical lens: Qualitative researchers regularly use lens to view their studies, inclusive of the idea of culture, significant to ethnography, or gendered, racial, or magnificence variations from the theoretical orientations.

8- Interpretive qualitative studies: It is a shape of interpretive inquiry wherein researchers make an interpretation of what they see, hear, and recognize. Their interpretations cannot be separated from their very own backgrounds, history, contexts, and earlier understandings. After a studies record is issued, the readers make an interpretation in addition to the members, supplying but different interpretations of the observer. (p, 175-176)

The qualitative strategies are an interpretative method, which tries to benefit perception into particular behaviours associated with a positive social phenomenon through the evaluation of members` subjective reports. Qualitative strategies use descriptions and classes to observe human reports and realities from the subject`s perspective. The qualitative observe layout is bendy and conscious of the converting situations because the observe progresses. Its number one intention is to recognize the phenomenon from the point of view of the members; with its specific institutional and social context intact. This type of statistics and context is misplaced if tries to quantify the statistics are made (Palmer & Bolderston, 2006). In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what why, so it helps the researcher to watch the participants' reports and realities from the topic perspective.

2.3.2 Quantitative research

Unlike qualitative research, Quantitative research is statistical in nature. According to Creswell (2009, p. 172), quantitative research is 'a means for testing objective theories by examining the relationship among variables; these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures' . Additionally, quantitative method is related to a collection of methods,

approaches, and beliefs employed to investigate psychological, social, and economic phenomena by analyzing numerical patterns (Ahmad et al., 2019)

That is to say, quantitative research is characterised with the aid of using numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in the form of numerical and mathematical procedures. According to Hoadjli (2016) the primary objectives of the quantitative studies are:

1-Using numbers: its miles the maximum critical function of quantitative studies. Naturally, all quantitative researches are focused on numbers.

2- A previous categorization: due to the fact using numbers already dominates the records series phase, the paintings required to specify the types and values wishes to be achieved previous to the real take a look at

3- Variables instead of cases: quantitative researches are much less inquisitive about people than within the not unusual place functions of organizations of people. That is, quantitative studies are focused at the take a look at of variables that seize not unusual place functions and which might be quantified.

4- Statistics and the language information: This maximum salient of quantitative studies.

5- Standardized approaches to evaluate goal reality: quantitative researchers have sought to remove any individual-primarily based totally subjectivity. The approaches have been achieved thru standardizing studies to make certain that those approaches stay strong throughout researchers and subjects.

6- Quest for generalizability and widely wide-spread laws: numbers, variables, standardized approaches, information and medical reasoning are all components of quantitative quest for reality which are generalizable (p, 32-33)

Moreover, Blaxter et al (2006, p.09) said that: "Quantitative studies is characterised with the aid of using deductive procedures to the studies technique geared toward proving, disproving, or lending credence to current theories. This form of studies entails measuring variables and trying out relationships among variables so as to expose patterns, correlations, or causal relationships".

2.3.3 Mixed research methods

Considering that our study belongs to the field of descriptive studies that aims "to accurately and systematically describe population, situation or phenomenon" (Mccombes, 2022, p.1), we adopted the mixed method approach. Venkatesh et al (2013) claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study or enquiry. This means that the research will be using both qualitative and quantitative research methods for the collection and analysis of data.

Moreover, the concept of mixed method refers to an evolving research approach that deliberately combines or integrates quantitative and qualitative data with a single investigation or ongoing research effort (Wisdom & Geswell , 2013).

2.4 Research Settings

To investigate the topic, it is very important to identify the setting of the work in order to trace an organized path for collection of the required data. Moreover, this study was conducted at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra, located in located in northern edge of the Sahara desert Algeria, during the academic year 2024–2025. The department hosts approximately 2011 students across different levels (Licence and Master), including 333 second year students. It also employs 36 teachers who are responsible for delivering various modules. This research was designed as a case study focusing on second year students. Accordingly, a questionnaire was designed to second year students to explore their opinions and experiences in using English as a medium of instruction.

The department offers a variety of modules which may include using English as medium of instruction. For this reason, this faculty is highly relevant to the research. This setting was selected because it aligns with the objectives of the study. Familiarity with the department and its academic environment helped ensure smooth access to students, which contributed to an effective data collection process. The Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra is known for its emphasis on using English as a medium of instruction. Therefore, it provides a suitable environment to explore this study under investigation; this reinforces the relevance of the topic under investigation.

2.5 Population and Sample

Sampling is a very important step in any investigation, in different words, "sampling is selected few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem " (Thompson, 2012, p.1). In the same line, Acharya et al (2013) stated that a sample is "a subset of the population selected so as to be representative of the larger population." (p. 330). In different words, the technique of gaining statistics approximately is an entire populace with the aid of using dealing simplest with part of it.Kothari (2004), sampling may be described as "the choice of a few a part of a combination or totality on the idea of which a judgement or inference approximately the combination or totality is made" (p, 152).

Given the present study, the target population are second year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra. Moreover, we have opted for random sampling which is the most straightforward method of gathering data from the entire population chosen. The sample was required to respond 18 questions designed to fulfil the aim of this research. In addition, we dealt with a homogeneous sample composed of forty (40) second year students are chosen for a questionnaire and five (5) teachers at Faculty of Economics, Commercial, and Management Science at the University of Biskra care hosen for the interview.

Therefore, second year students using English as a medium of instruction, allowing us to investigate a variety of experiences and views on challenges and opportunities of implementing English as a medium of instruction. This resulted from the random sample of being questioned in-depth about their attitudes towards the topic under investigation. The questionnaire is useful to check, test, and explain the validity of the data collected concerning investigating the role o English as a medium of instruction in Algerian universities: challenges and opportunities.

2.5.1 Participants' profiles

The term participant, according to Marczyk (as cited in Khaldoun, 2008, p.86) refers to individuals who are of interest to the researcher, concerning that Marczyk (2005, p. 18 as cited in Khaldoun, 2008, p.87) stated that it is not useful to work with every

member of the population. So it is necessary to choose a representative group which displays the characteristics of the whole population.

In the same context David (2007) a simple random sample (SRS) of size N consists of N individuals from the population chosen in such a way that every set of N individuals has an equal chance to be the sample actually selected. The sample concerns both teachers and students.

2.5.1.1 Students' profiles

This section is about second year students' background information at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra. It contains personal questions such as: the students' Gender; their age.

2.5.1.2 Teachers' profiles

This section aims at collecting items of information on the sample. The teachers at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra are asked to answer different questions related to their personal career such as: information about the teachers in terms of gender in order to see the most category participate in this research, teachers are asked to give the numbers of years they have been teaching at university level, because we need to know whether those teachers have already experienced in teaching process or they are novice.

2.6 Research Instruments

The data of the present research was collected through two main tools. The latter are defined by Griffe (2012) as "the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted" (p.128). Correspondingly, to investigate the topic, two data collection instruments were used. The first research tool was a questionnaire distributed to second-year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra and an interview that was conducted with teachers at the same faculty too. These instruments were employed for collecting either quantitative or qualitative required data.

2.6.1 The Students' questionnaire

The questionnaire is a quantitative tool used to collect information and ask questions about a given topic of interest. There are many definitions of a

questionnaire.Kabir (2016, p. 208) defines a questionnaire as 'a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents'. It was defined by Cohen et al (2018) as 'a widely used and useful instrument for collecting survey information and for providing numerical data.' (p.471).

That is to say, a questionnaire is an uncomplicated and affordable way for collecting data. Accordingly, a questionnaire is a valuable research instrument for gathering both qualitative and quantitative data in a short period of time. A questionnaire is a valuable data collection tool because of its 'unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources' (Dörnyei & Taguchi, 2010, p. 6). This questionnaire is designed as a first instrument to the target population, who are second year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra.

2.6.1.1 Description of the questionnaire

In order to collect the relevant data to answer the research questions of the study, a quantitative data collection instrument consisting of a questionnaire was used. A questionnaire was designed to conduct this study with 40 second year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohamed Khider University of Biskra. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints, perceptions, and the challenges and opportunities of using English as a medium of instruction at high education level.

The questionnaire comprised (10) questions. The questions were both closed-ended in which the answers are suggested and the respondents are only asked to choose the ones that are related to them (Yes, NO, and Multiple choice). In this regard, Oppenheim (1992, p.99) summarized strengths of closed questions as follow:

- ✓ Require little time
- ✓ No extended writing
- ✓ Low costs
- ✓ Easy to process
- ✓ Make group comparisons easy

- ✓ Useful for testing
- ✓ Specific hypothesis.
- ✓ Less interviewer training.

Additionally, the questionnaire also includes open ended where students are free to answer. Naoum (2007) reported that "open Questions seek to encourage the respondent to provide free responses". The questionnaire is divided into two sections: General information this section is about student background information like the students' Gender; their age. Section Two includes the students' attitudes towards the role of English as a medium of instruction in Algerian universities: challenges and opportunities

Before administering the questionnaire, there is an important and necessary stage which is the piloting stage. It was used to determine whether the questions were well-organized, appropriate, clear and provided in a suitable manner. (Zailinawati, H et al , 2006). In the same path, Cohen et al (2005) posit that the purpose of piloting the questionnaire is to:

- ✓ Check the clarity of the questionnaire.
- ✓ Eliminate ambiguity and difficult terms.
- ✓ Collect comments on the questionnaire's overall format.
- ✓ Determine the exact time to fill in the questionnaire.
- ✓ Examine the Relevance of research objectives.

That is to say, in piloting, the reliability and validity is important for checking the growing and comprehensibility of the raised questions. Accordingly, the questionnaire was first piloted with (3) students before its administration to the second year students.The piloting stage allowed the researchers to detect and correct mistakes. After piloting the questionnaire, we did not make any changes; we ensure that the questions were clear and required no modifications since we translate the questionnaire into Arabic to facilitate for students to understand the questions, consequently the three students answer them easily.

2.6.2.2 The students' questionnaire analysis procedures

According to (Schwandt, 2015 as cited in Lukenchuk, 2017) data analysis "is the activity of making sense of, interpreting, and theorising data. Analysis begins with the processes of organising, reducing, and describing the data and continues through the activity of drawing conclusions or interpretations from the data, and warranting those

interpretations." (Lukenchuk, 2017, p.57).This will be applied through our data analysis to organise, interpret, and explain our data in particular and our full work in general in the most academic and respected way. For this reason, we made sure to deal with this part, particularly in the most cautious manner. Thus, this part reflects the importance of data analysis in every step is taken to approach our interpretations, findings, and conclusions.

The quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire of the students. Eventually, the researcher has tried to codify the data which have been obtained from the questionnaires' responses, the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of figures. The percentages are calculated by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

According to Pal (2017), quantitative data collection involves the use of surveys, statistics, measurements, pre-existing data, and questionnaires to gather numerical data. A thorough understanding of research problems is essential for managing and addressing the accumulation of data or facts. The frequency distribution figure is a tool that displays the frequency of different outcomes within a specific time interval. The percentage distribution figure expresses the frequency distribution, making it easier to compare various sets of data. In addition, the quantitative analysis verifies and measures the validity of the previously stated questions and hypothesis. Also, qualitative method will analyse open – ended questions.

2.6.2 The teachers' interview

The interview is a useful data collection method, as it is known in social research there are a various type of interview among them structured and semi structured interview. According to Cohen and Manion (1994, p.35) define the interview "as a method used between two persons, with the interviewer aiming to collect views and attitudes of the interviewees concerning a specific topic."As it is known in social research, the interview is an important and essential data collection method that is widely used by researchers. In the present study, the researcher adopted a structured interview to collect teachers' perception towards the challenges and opportunities of implementing English as a medium of instruction.

In other words, a structured interview is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods. This qualitative tool is used to collect data from individuals through conversations (questions vs responses) .Thus ,the use of the interview is conceived to be of great help to the investigator . Gillham   (2000, p.01) viewed a structured interview as: A conversation usually between two people. But it is conversation where one person- the interviewer-is seeking responses for a particular purpose from the other persons: the interviewee.

In this study, this tool is adopted as a follow up to the students' questionnaire response, and to test the stated hypotheses. "Structured interviews involve a predetermined set of questions asked in a standardized manner, ensuring all interviewees are asked the same questions in the same order. This method enhances reliability and allows for systematic comparison of responses." (Cohen, et al , 2018). Furthermore, "In-depth interviews are one of the most common qualitative methods. One reason for their popularity is that they are very effective in giving a human face to research problems."(Mack et al., 2005, p.29).That is to say, the interview can be a good step for checking, investigating, and analysing the data gathered about the subject.

2.6.2.1 Description of the interview

In its simplest form, a structured interview involves one person asking another person a list of predetermined questions about a carefully-selected topic. The person asking the questions the interviewer is allowed to explain things the interviewee or respondent the person responding to the questions does not understand or finds confusing.

The interview is based on what was dealt within the theoretical part of this research. The interview was conducted with teachers at the Faculty of Economics, Commercial, and Management Science at Mohamed KhiderUniversity of Biskra. The interviewees were random sampling. Also, we gave sufficient time for the respondents to express their opinions, share their views and make comments on the topic under investigation, since we translate for them the interview questions.The interview was conducted with five (4) teachers; they contributed to our study by answering the questions, reporting experiences, commenting, and giving suggestions. The interview consists of eleven (11) questions,

which are either directly or indirectly related to the research. The questions are open-ended, which provides the freedom of responses as to gain more detailed answers and to gather information on the subject. The interview seeks to gather information about teachers' perception on the topic under investigation.

2.6.2.2 The Teachers interview analysis procedure

This study is a mixed method approach wherein the teachers' interview was the second instrument to be used. The obtained data were analysed using "Qualitative Content Analysis" (QCA) with the aim to investigate the present research. To reach this aim, QCA was used to categorize the data into different themes. Hsieh and Shannon (2005, p. 1278) assert that QCA is "a research method for subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns". Put differently, qualitative content analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QCA was used in order to analyze the qualitative data obtained from the teachers interview.We have read and reread the teachers' answers to analyse the open-ended questions of the interview deeply.

Conclusion

This chapter included the general design and methodology of this study, in which all the important steps related to data collection and analysis are presented. First, it has outlined the research method used to address the study questions and test the validity of the research hypotheses stated in the general introduction of this dissertation, which is the mixed method. Then, it has described the data collection instruments (students' questionnaire and the teachers' interview). Finally, it has provided a descriptive account of the data analysis procedures. The findings of the study are presented in the next chapter, which is practical in nature and deals with the analysis of the selected questionnaire and interview.

Chapter Three

Data Analysis and Interpretations

Introduction

This chapter is designed to analyze the results obtained about the research under investigation concerning the role of English as a medium of instruction in Algerian universities: challenges and opportunities. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis. It displays the findings gained from the analysis of the data collection tools. It exhibits the main results obtained after the analysis of the students' questionnaire and teachers' interview. The findings of the study were analyzed using mixed method approach (Quantitative method and qualitative content analysis (QCA).

3.1 The Students' Questionnaire Results

The first data collection tool used in our research is a questionnaire which was designed for second year LMD students at the Faculty of Economics, Commerce, and Management Sciences at Mohammed Kheider University of Biskra. The questionnaire helped us to get further data needed to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. The Students' questionnaire includes two sections which aim to know students' attitudes towards English as a medium of instruction. The procedure of analyzing data from the questionnaire is as follows:

- ✓ Statement of the questionnaires as they appear.
- ✓ The results of the questions are presented in the form of tables and Figures.
- ✓ Each question will be analysed and discussed separately.

The following are the detailed results of the questionnaire presented below:

3.1.1 Display and analysis of the students' questionnaire findings

Section One: General Information

Q1. The students' gender

Table 3.1: Students' Gender

Gender	Number	Percentage
Male	8	20%
Female	32	80%
Total	**40**	**100 %**
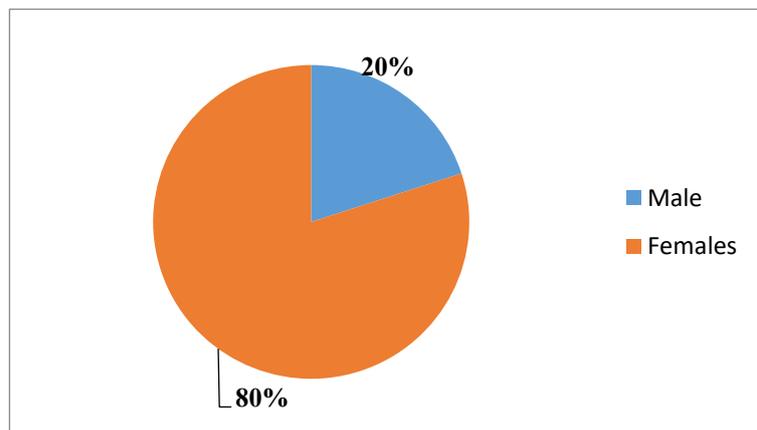
Figure 3.1: Students' Gender

This question aims to determine the most interested gender in this research. The results displayed in the figure above show that the majority of students are females (80%) who study second year at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra, and only (20%) that represent boys from the rest. This may indicate that females are more interested in this field due to personal purposes.

Q2. Students' age

Table 3.2: Students' Age

Age	Number	Percentage
18 to 25 years old	36	90%
25to 30 years old	4	20%
More than 30 years old	00	00%
Total	**40**	**100 %**
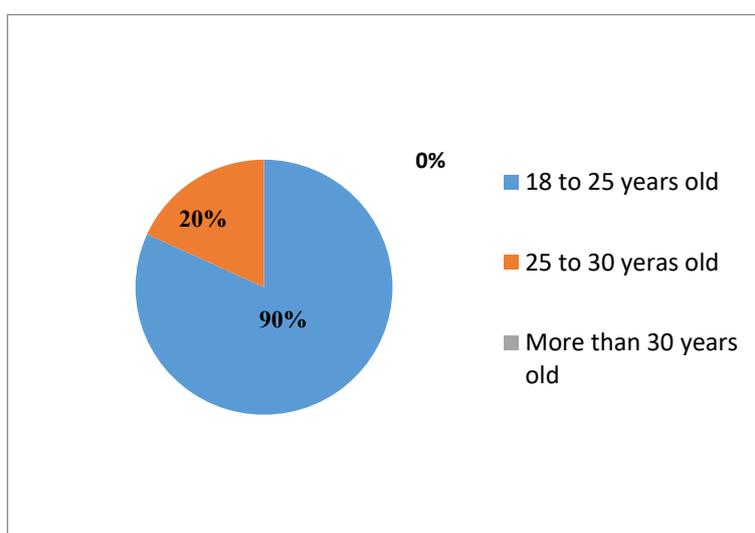
Figure 3.2: Students' Age

The table above shows the diversity of age among second year students. According to the statistics, the vast majority of students (90%) are between 18 to 25 years old. Others (20%) are between 25 to 30 years old, none of students selected more than 30 years old; likely because this academic level typically attracts full-time students who begin university shortly after secondary school.

Section Two: Students' Perception towards English as a Medium of Instruction

Q3. How necessary do you think is English as a medium of instruction for learning process?

Table 3.3: The Necessary of English as a Medium of Instruction for Learning Process

Options	Number	Percentage
Very necessary	18	45%
Necessary	22	55%
Less necessary	00	00%
Unnecessary	00	00%
Total	40	100 %
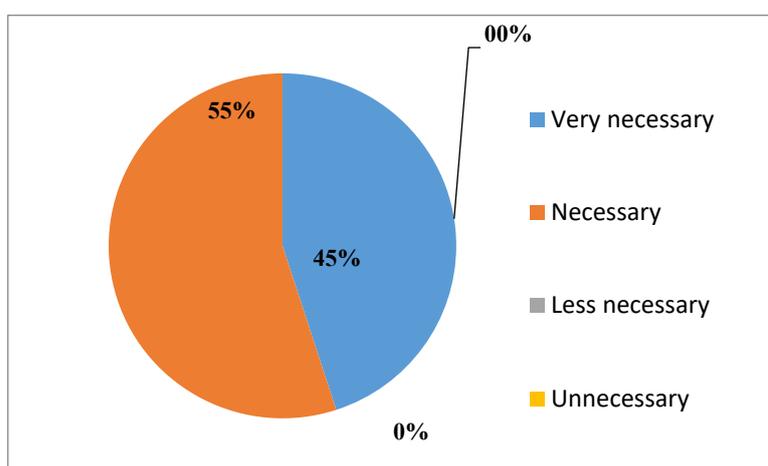
Figure 3.3: The Necessary of English as a Medium of Instruction for Learning Process

The researcher asked the same participants about the necessary of using English as a medium of instruction for learning process. According to what is shown in the table and figure above, the majority of students (55%) of second year at University confessed that using English as a medium of instruction for learning process "necessary". Near to half of students (45%) selected very necessary option. However, none of second year students selected less necessary or unnecessary. From the finding one can understand that those students are aware about the crucial role using English as a medium of instruction for learning process.

Q4.Do you agree with the use of English as a medium of instruction in Algerian universities?

Table 3.4: The Use of English as a Medium of Instruction in Algerian Universities

Options	Number	Percentage
Strongly agree	18	45%
Agree	19	48%
Disagree	3	7%
Strongly disagree	00	00%
Total	**40**	**100 %**
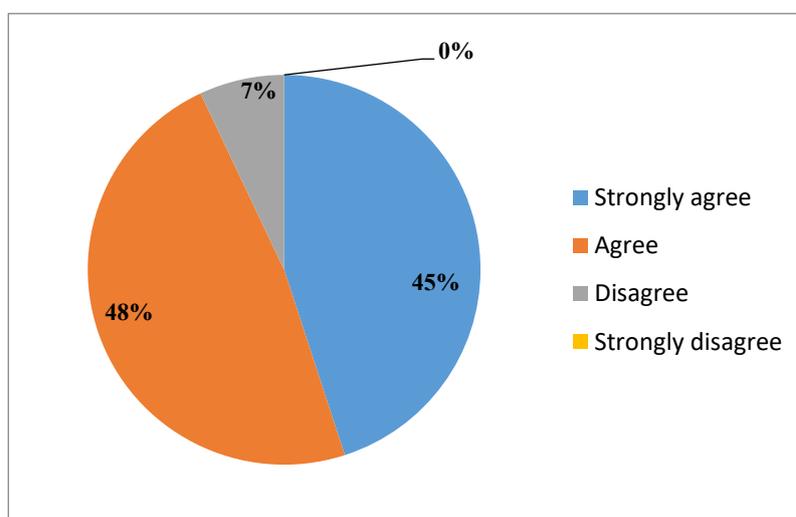
Figure 3.4: The Use of English as a Medium of Instruction in Algerian Universities

It can be seen from the statistics provided that students claim that they agree with using English as a medium of instruction in Algerian universities, which was mentioned by (48%) of them, strongly agree selected by (45%) of the students. The third option is disagree, with least percentage of (7%). Also, none of students selected strongly disagree. This agreement among students (93% overall, combined of 45% and 48%) shows that they are highly aware of the importance of English in academic settings.

Q5. How do you assess the impact of using English as a medium of instruction on your academic performance? Explain your choice?

Table 3.5: The Impact of Using English as a Medium of Instruction on students' Academic Performance

Options	Number	Percentage
a) It improves my academic performance	31	78%
b) It has no impact on my academic performance	8	20%
c)It negatively affects my academic performance	1	2%
Total	**40**	**100 %**
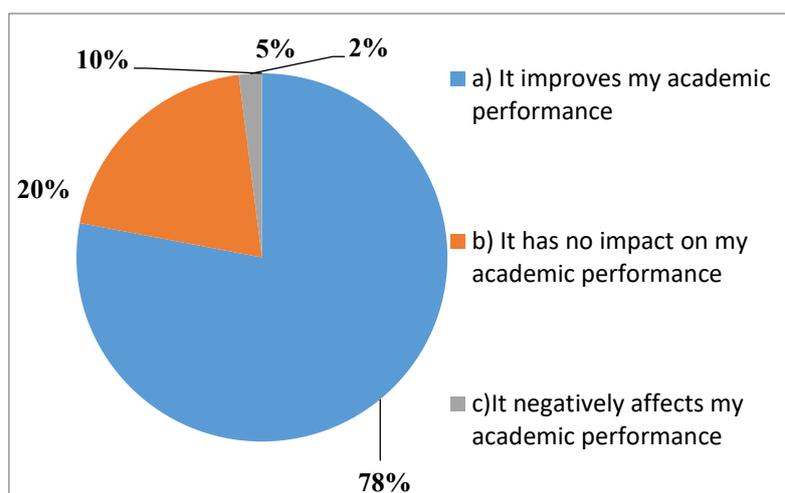
Figure 3.5: The Impact of Using English as a Medium of Instruction on students' Academic Performance

It can be seen from the illustrative table and figure, the majority students reported that using English as a medium of instruction improves my academic performance, which was mentioned by (78) of them. Additionally, (7%) of students said it has no impact on my academic performance, the minatory part (2%) selected it negatively affects my academic performance. This means that students associate English with better learning outcomes.

Q6. How often does your University or department provide you with any language support services to help you adapt to English medium instruction?

Table 3.6: The University Support in Adapting English Medium Instruction

Options	Number	Percentage
Always	4	10%
Often	6	15%
Sometimes	12	30%
Rarely	12	30%
Never	6	15%
Total	**40**	**100 %**
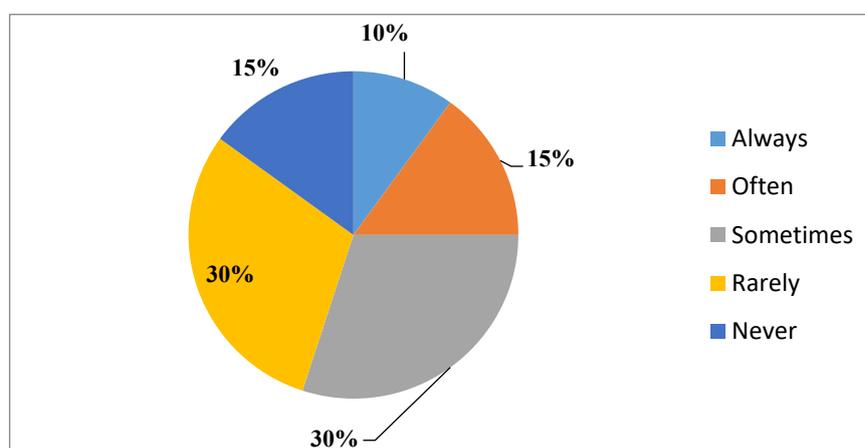
Figure 3.6: The University Support in Adapting English Medium Instruction

The results shown in Figure 6 reveal that near to half of students (30%) claim that their University or department "sometimes" provides them with any language support services to help them adapt to English medium instruction, in addition, the same percentage (30%) of the students selected rarely. Others (18%) said sometimes, however, some of them (15% for each option) selected often and never. A minatory (10%) said always. This means that majority of students have insufficient help which could harm their performance.

Q7. In your opinion, how necessary do you think English should be fully implemented as the Medium of Instruction in Algerian universities?

Table 3.7: The Necessary of English Implementation as the Medium of Instruction in Algerian universities

Options	Number	Percentage
Very necessary	19	48%
Necessary	21	52%
Less necessary	00	00%
Unnecessary	00	00%
Total	**40**	**100 %**
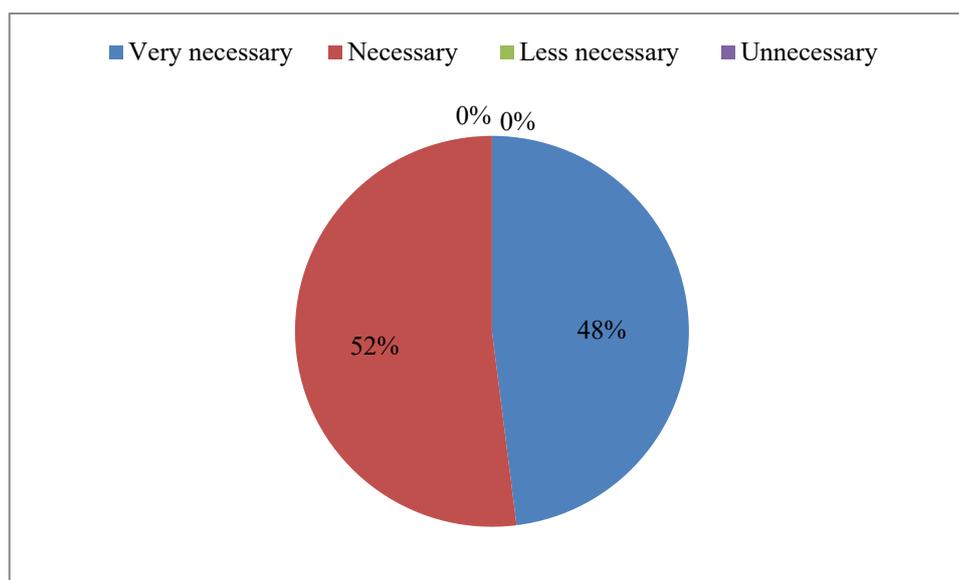
Figure 3.7: The Necessary of English Implementation as the Medium of Instruction in Algerian universities

The results shown in Figure 7 reveal that more than half of the respondents (52%) claim that it is "necessary" that English should be fully implemented as the Medium of Instruction in Algerian universities. In addition, (48%) of the students chose "very necessary", however, none the students opted for "Less necessary" or "Unnecessary". According to the majority of students, English is seen as very important language for their education, possibly because it helps them with jobs, research, or modern knowledge.

Q8. What are the main challenges you face in learning through English as a Medium of Instruction?

Table 3.8: Challenges in Learning through English as a Medium of Instruction

Options	Number	Percentage
a) Difficulty understanding lectures in English	**5**	12%
b) Limited availability of English language resources	**12**	30%
c) Lack of support materials (e.g., textbooks, online resources)	**6**	15%
d) Insufficient training of professors in EMI	**13**	33%
e) Lack of proficiency in academic English	**4**	10%
Total	**40**	**100 %**
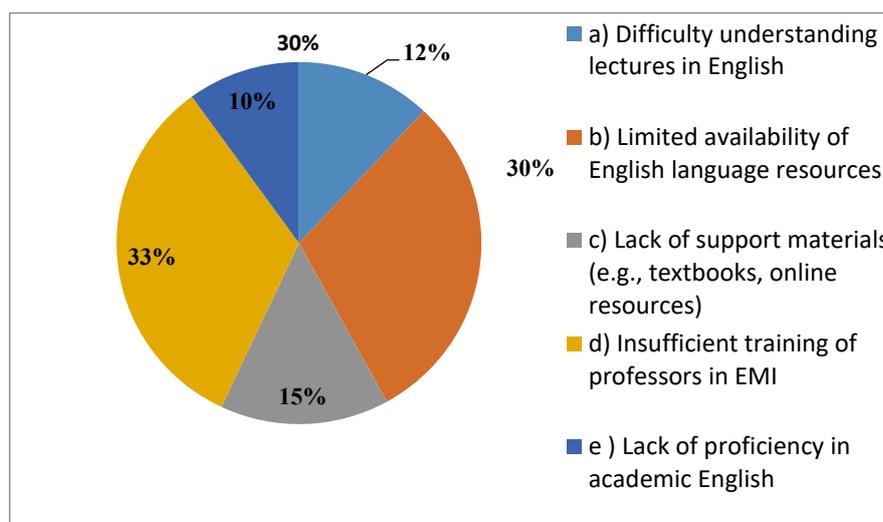
Figure 3.8: Challenges in Learning through English as a Medium of Instruction

The researcher questioned the informants about their opinion towards the main challenges they face in learning through English as a Medium of Instruction. From the figure above, one may notice that, near to half of the students (33%) claimed that "insufficient training of professors in EMI" is the main challenges they face in learning through English as a Medium of Instruction. Also, some students (30%) selected "limited availability of English language resources". However, others (15%) opted for "lack of support materials (e.g., textbooks, online resources)". Some of them (12%) said "difficulty

understanding lectures in English". Just few part (10%) mentioned "lack of proficiency in academic English". None of students mentioned others. This suggests that students believe that the main challenges in EMI come from the University and teachers and not from their own English skills.

Q9. What opportunities or benefits do you think English medium instruction offers to students in Algerian universities?

This question seeks to understand how students view the role of English in their academic and professional development, particularly in a context where EMI is emerging as an alternative to French and Arabic instruction. The responses offer insight into how students believe EMI can enhance their educational experience, improve their future job prospects, and connect them to a broader international academic and professional environment.

The analysis of the responses reveals several recurring themes. Most notably, students consistently highlight improved English language proficiency as a major benefit of EMI, which they associate with enhanced communication skills and greater academic performance. Many also emphasize access to global knowledge and up-to-date research, noting that English is the dominant language of international academia. Additionally, EMI is seen as a gateway to better career opportunities, both within Algeria and abroad, as well as a facilitator for higher studies in foreign universities. A few responses also point to broader benefits such as increased cultural awareness, digital literacy, and critical thinking skills. All in all, the students view EMI positively, recognizing it as a tool that equips them with the necessary skills and exposure to thrive in a globalized world.

Q10. What strategies or resources do you think could help create a more supportive environment for students adapting to English medium instruction?

The researcher ask another question to participants about strategies, resources, or institutional supports students believe would help create a more effective and inclusive environment for adapting to English Medium Instruction (EMI) at Algerian universities. Given that many students may have limited exposure to English before university, the question seeks to identify practical recommendations that can ease the transition and improve students' learning experiences under EMI, especially in faculties like Economics, Commercial, and Management Science at Mohammed Kheider University.

The analysis of students' responses reveals several key strategies. Many students emphasize the importance of language preparation, suggesting English preparatory courses, academic writing workshops, and support classes. There is also strong support for faculty training, peer mentoring, and student-centered resources such as English-speaking clubs, bilingual materials, recorded lectures, and online dictionaries. Some responses recommend interactive teaching methods like visual aids, English games, and technology tools. Students also recognize the need for a less stressful learning environment, advocating for mixed assessments, gradual English integration, and creative classroom discussions. Thereon , the responses highlight that creating a supportive EMI environment requires a combination of pedagogical flexibility, language support, and social interaction opportunities to meet students at their level and help them grow confidently.

3.1.2 Discussion of the Students' Questionnaire

The aim of the students' questionnaire is to explore the perceptions, challenges, and suggestions of second-year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra concerning the use of English as a Medium of Instruction (EMI). Moreover, it seeks to answer the research questions formulated in the general introduction and check the validity of the advanced hypotheses as well as it discussed the interpretation of the findings addressing the second research tool.

The first section of the questionnaire focuses on collecting general demographic information about the participants. The findings indicate that the majority of respondents were females aged between 18 to 25 years. Most of the students fall within the age group typically associated with undergraduate studies. This homogeneity in age suggests that most participants are likely full-time students at the standard academic stage, which might influence their shared views on the role and challenges of English as a medium of instruction (EMI).

Moreover, the responses indicate a clear consensus on the importance of English in the learning process. Nearly all students consider EMI to be either necessary or very necessary, reflecting a strong awareness of English as a global academic and professional language. This is consistent with literature such as Dearden (2014) and Macaro et al. (2018), who argue that EMI plays a crucial role in increasing global academic competitiveness and employability.

Students also express high levels of agreement with the idea of using English as the primary medium of instruction in Algerian universities. They believe that EMI has a positive impact on academic performance, with 78% reporting that their studies improved because of English instruction. This aligns with findings by Touahmia & Bakar (2024), who noted that EMI enhances critical thinking and research access. Many participants believe that studying in English helps them improve academically, which is likely due to greater access to international resources and enhanced language skills. However, only a small portion of the students felt it had no impact or a negative effect, suggesting that most students have adapted relatively well or see EMI as a beneficial challenge.

From the quantitative evidence, the data also reveal some institutional shortcomings. Students report limited or inconsistent access to language support services at their University. While some receive occasional help, others rarely or never receive such support. This inconsistency may hinder students who are less confident in their English skills. Furthermore, when asked whether English should be fully implemented as the medium of instruction in Algerian universities, most students supported the idea, reaffirming their belief in English as a valuable academic tool.

Additionally, students identify several challenges that interfere with effective EMI implementation. The most common issues include insufficient training for professors in delivering content in English 33% and a lack of English-language resources 30%. Other difficulties include limited support materials 15% and challenges in understanding lectures 12%. Interestingly, fewer students 10% pointed to their own lack of English proficiency as a problem, which could either reflect a level of confidence or a belief that institutional factors are more to blame. This contrasts with some other studies where student language ability is often a primary concern (Macaro et al., 2019), suggesting that in this context, academic institutional support plays a more central role.

According to the data analysis, students also express thoughtful insights into the benefits of EMI. They see it as an opportunity to improve their English proficiency, gain access to international research, and enhance their career prospects. EMI is also perceived as a gateway to studying abroad and participating in global academic communities. These responses reflect a strong awareness of English as a key tool for academic and professional advancement in a globalized world.

In short, to better support EMI students propose a wide range of strategies. These included the provision of English preparatory courses, language workshops, visual aids, speaking clubs, and recorded lectures. They also call for faculty training in EMI, greater use of bilingual materials, and more interactive teaching methods. Overall, the students believe that creating a supportive EMI environment requires institutions to provide both academic and emotional support, adapt teaching methods, and offer opportunities for practice and engagement. This suggests that effective EMI requires institutional backing, as seen in Tirado et al. (2024).

3.2.1 The Teachers' Interview Results

The current tool (Teachers' Interview) is essentially based on qualitative content analysis (QCA). Accordingly, it presents a thorough analysis of the findings obtained from an interview conducted with five teachers who teach the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra - Algeria. In order to collect the necessary data to address the study questions and test the validity of the research hypotheses, eleven (11) open-ended questions were distributed to the participants hand to hand in the University. The answers to the interview questions were provided in a written form. This instrument was employed for collecting the required data about their perception concerning the role of English as a medium of instruction in Algerian universities: challenges and opportunities.

3.2.1.1 Display and analysis of the teachers interview findings

Q1. Gender

- Participant 1 claimed: Female
- Participant 2 claimed: Male
- Participant 3 claimed: Male
- Participant 4 claimed: Male
- Participant 5 claimed: Female

The purpose of this question was to explore the gender distribution among the teachers. The responses reveal a gender balance with three male teachers and two female teachers. This diversity in gender ensures that the study encompasses perspectives from both male and female educators, contributing to a broader understanding of the teaching

environment. The variety of gender representation is positive for the researcher, as it allows for the capture of potential differences or similarities in teaching practices and experiences based on gender.

Q2. How long have you been teaching at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra?

- Participant 1 claimed: 10 years
- Participant 2 claimed: 10 years
- Participant 3 claimed: 6 years
- Participant 4 claimed: 10 years
- Participant 5 claimed: 15 years

The purpose of this question was to assess the teachers' experience teaching at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra. The responses indicate a range of experience, with the majority of teachers having taught at the university for 10 years. Specifically, three teachers have been teaching for 10 years, one teacher for 6 years, and one teacher for 15 years. This variation in teaching tenure provides a valuable range of perspectives, from those with long-standing experience to those with somewhat less experience. The diverse range of teaching experience ensures that the study captures insights from both seasoned educators and those with a slightly shorter history at the faculty, leading to a well-rounded understanding of teaching practices and challenges.

Q3. Can you briefly describe your experience with teaching in English as a Medium of Instruction (EMI) at University?

- Participant 1 claimed: Faced difficulties due to students' level; the basic language in the faculty is Arabic.
- Participant 2 claimed: Had one experience teaching computer science students; it was very challenging.
- Participant 3 claimed: The experience was fine with both positive and negative aspects.
- Participant 4 claimed: Found it interesting; its success depends on students' level.
- Participant 5 claimed: EMI is evolving and becoming increasingly significant in Algeria.

The purpose of this question was to gather insights into the teachers' experiences with using English as a Medium of Instruction (EMI) at the university. The responses reflect a variety of experiences, highlighting the challenges and opportunities that come with teaching in English in an academic setting. The first teacher expressed facing difficulties, particularly due to the students' language level, as Arabic is the primary language used in the faculty. Another one shared a challenging experience specifically when teaching computer science students, indicating the subject's difficulty when taught in English. Other described their experience as a mix of both positive and negative aspects, suggesting a more balanced but possibly complex encounter with EMI. One teacher found the experience interesting but noted that its success is highly dependent on the students' language proficiency. Lastly, the fifth highlighted the growing importance of EMI in Algeria, reflecting an awareness of its evolving role in the education system. The diversity in responses reveals the various factors that influence the effectiveness of EMI, such as students' language proficiency, the subject matter being taught, and the broader educational context. This range of experiences enriches the study by providing different viewpoints on the implementation and challenges of EMI.

Q4. What are the main challenges you face when teaching in English (e.g., linguistic, pedagogical, or infrastructural)?

- Participant 1 claimed: Cannot use English purely in sessions; frequent translation is needed.
- Participant 2 claimed: Linguistic (material adaptation), pedagogical (lack of clear methods), infrastructural (poor technological support)
- Participant 3 claimed: Time, locality, and availability of materials
- Participant 4 claimed: Lack of materials, students' low level
- Participant 5 claimed: Students have limited vocabulary, especially L1 students, which make instruction difficult

The purpose of this question was to identify the main challenges teachers face when teaching in English at the university. The responses highlight a range of linguistic, pedagogical, and infrastructural issues, offering a comprehensive view of the difficulties encountered in an EMI context. EFL teachers mentioned that they are unable to use English purely in sessions, often needing to rely on frequent translation, indicating a

linguistic challenge related to students' comprehension. Other identified multiple challenges: linguistic issues related to material adaptation, pedagogical challenges stemming from a lack of clear teaching methods, and infrastructural problems due to inadequate technological support. Teachers pointed out the constraints of time, locality, and the availability of teaching materials, which can hinder effective teaching.

In addition, the lack of materials and students' low language proficiency as key obstacles, finally, students, particularly those whose first language is not English, have limited vocabulary, which complicates the teaching process. Teaching in English at the university involves a complex interplay of factors, from the linguistic abilities of students to the resources available for instruction. The range of challenges outlined by the teachers underscores the need for targeted solutions in each of these areas to improve the effectiveness of EMI.

Q5. Do you believe EMI could improve the quality of higher education in Algeria? Why?

- Participant 1 claimed: Yes, important for both students and teachers, especially for research and international collaboration.
- Participant 2 claimed: Yes, English is now the "currency" of knowledge and science.
- Participant 3 claimed: Yes, EMI enhances the educational level as English is the language of science.
- Participant 4 claimed: Yes, it allows access to up-to-date information sources.
- Participant 5 claimed: Yes, EMI improves higher education quality due to English's global influence.

The purpose of this question was to assess the teachers' views on whether EMI could improve the quality of higher education in Algeria. The responses indicate a strong consensus in favor of EMI, with all teachers recognizing its potential to enhance education. The first Teacher emphasized that EMI is beneficial for both students and teachers, particularly in terms of research and international collaboration, suggesting that it opens doors to global academic networks. The second teacher stated that English is now the "currency" of knowledge and science, reinforcing the idea that proficiency in English is

crucial for academic and professional success. Other teacher highlighted that EMI enhances the educational level, noting that English is the language of science, thus positioning EMI as a key factor in academic advancement.

The fourth one pointed out that EMI provides access to up-to-date information sources, suggesting that it helps students and faculty stay current with global developments. The last teacher underscored that EMI improves the quality of higher education due to the global influence of English, indicating that proficiency in English opens up numerous educational opportunities. The result indicated that EMI plays a crucial role in improving the quality of higher education by facilitating access to global knowledge, research opportunities, and up-to-date information.

Q6. What kind of institutional support (e.g., training, resources, policies) do you think is necessary for successful EMI implementation?

- Participant 1 claimed: All forms of support are needed.
- Participant 2 claimed: Ministerial policies must positively support EMI implementation
- Participant 3 claimed: Training teachers in EMI skills and techniques
- Participant 4 claimed: Workshops, materials, and training.
- Participant 5 claimed: Students should practice all language skills listening, reading, writing, and speaking.

The purpose of this question was to explore the types of institutional support that teachers believe are necessary for the successful implementation of EMI at the university. The responses suggest that a combination of comprehensive support measures, including training, resources, and institutional policies, is essential for ensuring the success of EMI. Teachers emphasized the need for all forms of support, indicating that a holistic approach is required for effective EMI implementation. They focused on the importance of ministerial policies that positively support EMI, suggesting that top-down support is crucial for establishing a solid foundation for EMI at the institutional level. The need for training teachers in specific EMI skills and techniques, indicating that professional development is a key to successful teaching in English, supporting, suggesting that workshops, materials, and training are necessary to equip both teachers and students for the challenges of EMI. The importance of students practicing all language skills listening,

reading, writing, and speaking to ensure they are well-rounded in their English proficiency, further stressing the need for a comprehensive approach to language development, the multifaceted support system, involving policy, training, resources, and language practice, are important to ensure the successful implementation of EMI.

Q7. How do you think students perceive EMI courses? Do they generally find them beneficial or challenging?

- Participant 1 claimed: Varies based on level; some welcome EMI as they already use English
- Participant 2 claimed: Students find EMI useful but also challenging
- Participant 3 claimed: Students with poor English find it challenging.
- Participant 4 claimed: Students find it both interesting and challenging.
- Participant 5 claimed: They find EMI very beneficial for improving their skills.

The purpose of this question was to understand how students perceive EMI courses and whether they generally find them beneficial or challenging. The responses indicate a range of student reactions, reflecting differences in language proficiency and individual perspectives. EFL teachers mentioned that students' perceptions of EMI vary based on their level of English proficiency, with some welcoming it as they are already comfortable using English. They observed that while students find EMI useful, they also view it as challenging, indicating a recognition of its benefits alongside the difficulties it presents.

Other teachers pointed out that students with poor English skills find EMI particularly challenging, suggesting that language proficiency plays a significant role in how students engage with EMI. Students' reactions is observed also as a mix of both interest and challenge, indicating that while EMI courses are engaging, they also present difficulties for many students. Finally, students generally find EMI very beneficial for improving their skills, highlighting the positive impact of EMI despite the challenges. EMI are shaped by students' English proficiency, with some seeing it as an opportunity for skill development while others struggle with its challenges. These insights are valuable for understanding how to support students in an EMI environment.

Q8. What specific strategies or best practices would you recommend for faculty members teaching in EMI?

- Participant 1 claimed: Participate in training and collaborate with other faculties.
- Participant 2 claimed: Regular workshops to familiarize and update faculty on EMI practices.
- Participant 3 claimed: Teachers need fluency in speaking and writing for effective delivery.
- Participant 4 claimed: Use of technology, visual aids, group discussions, and glossaries; translate when needed.
- Participant 5 claimed: Allow time for practice for both students and instructors.

The purpose of this question was to identify specific strategies or best practices that faculty members should adopt when teaching in EMI. The responses highlight a variety of practical approaches aimed at enhancing the effectiveness of EMI teaching. The first teacher recommended participating in training and collaborating with other faculties, suggesting that professional development and peer support are important for improving teaching practices in EMI contexts. Other teacher said the importance of regular workshops to keep faculty members updated on EMI practices, which would help them stay informed about new methodologies and challenges. Other highlighted the need for teachers to have fluency in both speaking and writing for effective delivery, underlining the importance of strong language skills for successful EMI instruction.

The fourth teacher suggested using a combination of technology, visual aids, group discussions, and glossaries to support students' understanding, while also being flexible and translating when necessary. The fifth teacher stressed the importance of allowing time for practice, both for students to engage with the language and for instructors to refine their own teaching techniques, the importance of continuous professional development, the use of diverse teaching tools, and the necessity for both faculty and students to have ample opportunities to practice and improve their skills.

Q9. Do you think EMI will become more widespread in Algerian universities in the future? Why?

- Participant 1 claimed: Yes, because it's a government policy and universities are

opening to the world.

- Participant 2 claimed: Yes, there are serious plans and procedures for implementation.
- Participant 3 claimed: Yes, English is widely used internationally and will continue to spread.
- Participant 4 claimed: Yes, due to market demands, globalization, and social media.
- Participant 5 claimed: Yes, it aligns with career goals and global relevance of English.

The purpose of this question was to know teachers' views on the future spread of EMI in Algerian universities. The responses reflect a strong belief that EMI will become more widespread, with various factors contributing to its anticipated growth. Teachers attributed the future expansion of EMI to government policy and the increasing internationalization of universities, suggesting that official support and global engagement will drive its adoption. Others noted that there are serious plans and procedures in place for EMI implementation, highlighting that institutional efforts are already underway to make it more prevalent. Teachers claimed that English is widely used internationally and will continue to spread, reflecting the global dominance of English as a key driver of EMI's expansion. They pointed to market demands, globalization, and social media as major factors pushing for more widespread use of EMI, indicating that external pressures will encourage universities to adopt it more broadly.

Finally, EMI aligns with students' career goals and the global relevance of English, suggesting that EMI will become more attractive as English continues to play a central role in professional and academic fields. All in all EMI will indeed become more widespread in Algerian universities, driven by a combination of government policies, internationalization, market demands, and the growing importance of English in global communication.

Q10. According to your experience, what are the benefits of using English as a Medium of Instruction at universities?

- Participant 1 claimed: Essential for research and continuity
- Participant 2 claimed: Helps in effective academic communication and staying updated in science
- Participant 3 claimed: Access to latest information across various domains

- Participant 4 claimed: Facilitates access to diverse information platforms and sources
- Participant 5 claimed: Helps students achieve goals and raises awareness of English usage

The purpose of this question was to gather teachers' perspectives on the benefits of using English as a Medium of Instruction (EMI) at universities. The responses highlight several key advantages of EMI, ranging from academic to practical benefits. Teachers reported that EMI is essential for research and continuity, suggesting that it plays a crucial role in maintaining the flow of academic knowledge and fostering continuous learning across disciplines. In addition , EMI facilitates effective academic communication and ensures that students and faculty stay updated with the latest developments in science, underlining the importance of English as a language for scholarly exchange. It also provides access to the latest information across various domains, showing how English enables students and faculty to engage with cutting-edge resources and research from around the world.

Moreover, EMI opens up access to diverse information platforms and sources, enabling both students and instructors to tap into a wide range of academic materials. Finally, EMI helps students achieve their goals and raises awareness of the importance of English usage, indicating its positive impact on students' academic and professional development. In short, EMI provides significant academic, informational, and practical advantages. It not only aids in knowledge acquisition but also enhances students' language skills and their ability to engage with global research and professional opportunities.

Q11. If you have further suggestions or comments concerning "The Role o English as a Medium of Instruction in Algerian Universities: challenges and opportunities: The Case of Second Year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra", please indicate them.

- Participant 1 claimed: No additional comment provided
- Participant 2 claimed: EMI policies should begin from early educational stages and involve both teachers and students.
- Participant 3 claimed: EMI is necessary and should be supported by translation into

Arabic.

- Participant 4 claimed: Institutions should provide terminology and help develop learners' communication competence.

- Participant 5 claimed: No additional comment provided

The purpose of this question was to gather any additional suggestions or comments from the teachers regarding the role of English as a Medium of Instruction (EMI) in Algerian universities, specifically in the context of second-year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra. The responses reflect a mix of recommendations related to the implementation and support of EMI. Two teachers did not provide any additional comments. The rest teachers suggested that EMI policies should begin at early educational stages and involve both teachers and students, emphasizing the importance of starting EMI integration early in the educational system and ensuring all stakeholders are included in the process.

Additionally, EMI should be supported by translation into Arabic, recognizing that language barriers could be mitigated with bilingual support, making it easier for students to engage with content. Further, institutions should provide terminology and help develop learners' communication competence, highlighting the need for specialized vocabulary and strategies to improve students' communication skills in English. For that, EMI implementation and offer practical solutions, such as starting early, providing translation support, and focusing on language development, which could further enhance the effectiveness of EMI in Algerian universities.

3.2.1.3 Discussion of the teachers interview results

From the analysis of the teachers' interview, we gather useful information about the role of English as a medium of instruction in Algerian universities: challenges and opportunities and it is important to reach the aims of this study and find answers of our research questions.

The analysis of the interview responses reveals that teachers generally view English as a Medium of Instruction (EMI) as a valuable tool for improving higher education in Algeria, with many recognizing its potential to enhance academic communication,

research, and global collaboration. Teachers highlight the importance of EMI in facilitating access to updated information and fostering students' professional development. While the majority agree on its benefits, they also acknowledged the challenges, particularly in terms of students' language proficiency, the need for better resources, and the support required for effective implementation.

The responses also point to the necessity of institutional support, including teacher training, language practice, and provision of materials, to make EMI more effective. Several teachers recommend that EMI policies be introduced early in the educational process and suggested that translation into Arabic and the development of communication skills could help bridge the language gap for students. Additionally, teachers stress the importance of continuously updating teaching methods and providing opportunities for students to practice all language skills to ensure their success in EMI courses.

In conclusion, while the adoption of EMI in Algerian universities presents significant challenges, it also offers considerable opportunities for improving academic standards and international engagement. With the right support, both for faculty and students, EMI could play a pivotal role in shaping the future of higher education in Algeria.

3.3 Summary of Results, Limitation, and Recommendation

This section provides to the readers with summary of results, limitations of the research under investigation, besides recommendations.

3.3.1 Summary of Results

The combined analysis of both the teachers' interviews and the students' questionnaire reveals a shared recognition of the potential benefits and challenges of using English as a Medium of Instruction (EMI) at Mohammed Kheider University of Biskra. Teachers emphasized the importance of EMI in enhancing academic communication, research, and access to global resources, while also noting challenges related to language proficiency, limited resources, and the need for institutional support. Similarly, students overwhelmingly supported the use of EMI, recognizing its value in improving their English skills and broadening their academic and professional opportunities. However, they also identified several barriers, such as insufficient faculty training, limited access to

language support, and a lack of English-language resources. Both groups highlighted the need for targeted strategies to address these challenges, including faculty training, the provision of language support, and the integration of interactive and bilingual teaching materials. All in all , the results suggest that while there is strong support for EMI, its successful implementation will require comprehensive institutional support, including better resources, training, and opportunities for practice to ensure its effectiveness in enhancing the academic experience.

3.3.2 Limitation

Limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, our current inquiry has encountered some limitations that should be highlighted.

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to the research (lack of sources) since EMI is not widely studied in Algeria which leads the researcher to use the electronic ones.

The second limitation is that the study was limited second-year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra. Consequently, the findings of the study cannot be generalized to other levels. The third limitation is the questionnaire returned at 70%, since some students did not answered all the questions. Thus, it expected that some students face challenges to cooperate fully as well as some teachers did not provide the full information that should be included in each question in the interview. The fourth limitation is that the time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations.

3.3.3 Recommendations

To end this present study that turns around the role of English as a medium of instruction in Algerian universities: challenges and opportunities, the case of second year students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra. We state some suggestions and

recommendation that will be helpful and practical for both EFL teachers and students about using English as a medium of instruction in high education:

- Teachers should undergo regular training in EMI-specific teaching techniques to improve their proficiency in delivering content in English.
- Teachers have to utilize more interactive and student-centered teaching methods to enhance engagement and understanding in EMI courses.
- Teachers should incorporate a variety of bilingual materials to bridge language gaps and facilitate better comprehension.
- Teachers have to collaborate with other faculties to share resources and best practices for EMI implementation.
- Teachers should provide additional support for students struggling with language barriers through supplementary materials or individualized assistance.
- Students must actively engage in language practice outside of class, such as attending speaking clubs or language workshops, to improve their English proficiency.
- Students have to seek help from available language support services to overcome challenges in understanding course content delivered in English.
- Students must take initiative in exploring academic resources in English to develop a broader knowledge base and stay updated on global research.
- Students have to adopt a proactive approach to learning by utilizing online tools, recorded lectures, and additional reading materials to reinforce their understanding.
- Students must collaborate with peers in study groups or discussion forums to enhance their understanding of course material and improve their communication skills in English.

Conclusion

This chapter included the findings obtained from the analysis of the students' questionnaire and the teachers' interview in which all the important steps related to data collection and analysis are presented. First it highlights for the analysis of the questionnaire then the analysis of the interview. Thereon, it provides a discussion of the main results obtained from the two addressed tools. The mixed-method approach that returns qualitative

and quantitative data were aligned with the research hypotheses which were presented in this work.

General conclusion

General Conclusion

The present study has attempted to explore the role, challenges and opportunities of English as a medium of instruction (EMI) in Algerian higher education, the case of second year students at the Faculty of Economics, Commerce, and Management Sciences at Mohammed Kheider University of Biskra. The main research problem was rooted in the increasing interest in adopting EMI in higher education, despite the lack of institutional readiness, lack of teacher training and insufficient English language proficiency among students. More specifically, the ongoing study sought to reach the main aims which previously mentioned in the general introduction. The study aims to examine the current state of English as a Medium of Instruction (EMI), in addition, indentifying the main challenges and opportunities of implementing EMI in higher education.

The present study is composed of three chapters; the first provides a comprehensive overview of English as a Medium of Instruction (EMI) in higher education, highlighting its definition and importance. It also discussed challenges and opportunities in implementing it. In the second chapter, we introduced the research methodology and design, population, sample, and data collection instruments, including student questionnaires and teacher interviews. Finally, the third chapter analyzes the findings from two instruments and engages in discussions regarding the implications, limitations, and suggestions for further studies, ultimately leading to a general conclusion.

In order to attain the research objectives, provide answers to the research questions stated in the general introduction, and confirm or refute the proposed hypotheses; we have meticulously exploring the role of English as a medium of instruction in Algerian universities. A mixed method approach were adopted, to be more precise, data were collected using a questionnaire for second year students at Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra, ten (10) questions were addressed to the participants. The obtained data were analyzed using quantitative and qualitative method since the questionnaire includes both closed ended and open ended quesions. In addition, an interview done with five teachers is analyzed using qualitative content analysis (QCA).

Based on the results displayed in chapter three and the discussion provided, the research questions are addressed, and the hypotheses are examined. First, from the analysis of both the students' questionnaire and the teachers' interviews, it is clear that EMI is still

in its early stages of implementation in Algerian universities, including at Mohammed Kheider University of Biskra. While there is increasing institutional interest and awareness of EMI, its practical application remains limited and inconsistent. Teachers and students alike reported significant challenges, particularly related to language barriers, lack of faculty training, insufficient English-language resources, and inadequate institutional support. These findings support hypothesis one, confirming that the implementation of EMI faces substantial linguistic and pedagogical obstacles. The responses also reveal that while policies may be in place, effective execution is hindered by these structural and instructional challenges. Despite these barriers, both teachers and students widely acknowledge the benefits of EMI. It is seen as a valuable tool for academic advancement, access to global research, improved English proficiency, and enhanced career opportunities.

The majority of participants expressed positive attitudes towards EMI, suggesting a general openness to its expansion. These findings confirm the second hypothesis, showing that EMI offers clear academic and professional advantages. Furthermore, the variation in responses particularly in how EMI is perceived as more challenging by those with lower English proficiency supports third hypothesis, in addition, attitudes toward EMI do vary based on language skills and, to a lesser extent, teaching or learning context. In conclusion, all three hypotheses are confirmed by the data, highlighting both the promise and the practical hurdles of EMI in Algerian higher education.

The study's contribution lies in offering recent empirical information on the experience of EMI in an Algerian University context. It highlights the persepective of two important groups: students and teachers and sheds the light on main problems that are stopping EMI from being fully successful as lack of trained teachers, missing materials or students needing more language support. The study also contributes to the current conversation about what language the Algerian system should be using in Universities (Arabic, French, or English) and offers practical solutions that could help Universities to improve the use of English in the future.

In light of this conclusion, several recommendations for future research are necessary. This study has contributed to the understanding of the implementation, challenges, and perceptions surrounding English as a Medium of Instruction (EMI) in Algerian universities, specifically among second-year LMD students and faculty at the

Faculty of Economics, Commercial, and Management Science. However, future research could expand to include students from other academic levels and disciplines to examine whether attitudes and challenges differ across fields of study. Additionally, further investigation could explore administrative perspectives considerations, offering a more comprehensive view of EMI implementation across institutional layers.

Moreover, while this study relied on interviews and questionnaires as primary tools, future researchers might employ more diverse data collection methods such as classroom observations, focus group discussions, experimental designs using pre-tests and post-tests could also help evaluate the effectiveness of specific EMI strategies or training programs. To enhance the validity and generalizability of the findings, future studies should include a larger and more diverse sample, ideally from multiple universities and regions across Algeria. This broader approach could provide deeper insights into the socio-linguistic and pedagogical dimensions of EMI, contributing more substantially to policy and practice in higher education.

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Appendices

Appendix: 1

Students' Questionnaire

Dear students,

You are kindly invited to complete the following questionnaire as a part of a master's dissertation entitled"The Role o English as a Medium of Instruction in Algerian Universities: challenges and opportunities: The Case of Second Year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra". Yourresponses will contribute significantly to this research project. Please put a tick (√) next to the most appropriate choice or provide a full answer where necessary.

Section One: General Information

Q1. Gender

a) Male □   b) Female □

Q2. Age: a. 20 to 25   □   b- 25 to 30   □   c- More than 30 □

Section Two: Students' Perception towards English as a Medium of Instruction

Q3. How necessary do you think is English as a medium of instructionfor learning process?

a) Very necessary □   b) Necessary □   c) Less necessary □   d) Unnecessary □

Q4. Do you agree with the use of English as a medium of instruction in Algerian universities?

a. Strongly agree □   b. Agree □   c. Disagree □   d. Strongly Disagree □

Q5. How do you assess the impact of using English as a medium of instruction on your academic performance? Explain your choice?

a) It improves my academic performance □

b) It has no impact on my academic performance □

c) It negatively affects my academic performance □

Q6. How often does your university or department provide you with any language support services to help you adapt to English medium instruction?

a. Always □   b. Often □   c. Sometimes □   d. Rarely □   e. Never □

Q7. In your opinion, how necessary do you think English should be fully implemented as the Medium of Instruction in Algerian universities?

a. Very necessary □   b. Necessary □   c. Less necessary   □   d. Unnecessary □

Q8. What are the main challenges you face in learning through English as a Medium of Instruction?

a) Difficulty understanding lectures in English □

b) Limited availability of English language resources. □

c) Lack of support materials (e.g., textbooks, online resources). □

d) Insufficient training of professors in EMI □

e) Lack of proficiency in academic English □

Other (please specify):

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Q9. What opportunities or benefits do you think English medium instruction offers to students in Algerian universities?

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Q10. What strategies or resources do you think could help create a more supportive environment for students adapting to English medium instruction?

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Thank you for your participation!

Appendix: 2

Teachers' Interview

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about "The Role o English as a Medium of Instruction in Algerian Universities: challenges and opportunities: The Case of Second Year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra". Therefore; you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Q1. Gender …………………………………………………………………………..

Q2. How long have you been teaching at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra?

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Q3. Can you briefly describe your experience with teaching in English as a Medium of Instruction (EMI) at University?

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Q4. What are the main challenges you face when teaching in English (e.g., linguistic, pedagogical, or infrastructural)?

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Q5. Do you believe EMI could improve the quality of higher education in Algeria? Why?

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Q6. Whatkind of institutional support (e.g., training, resources, policies) do you think is necessary for successful EMI implementation?

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Q7. How do you think students perceive EMI courses? Do they generally find them beneficial or challenging?

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Q8. What specific strategies or best practices would you recommend for faculty members teaching in EMI?

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Q9. Do you think EMI will become more widespread in Algerian universities in the future? Why?

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Q10. According to your experience, what are the benefits of using English as a Medium of Instruction at universities?

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Q11. If you have further suggestions or comments concerning "The Role of English as a Medium of Instruction in Algerian Universities: challenges and opportunities: The Case of Second Year LMD students at the Faculty of Economics, Commercial, and Management Science at Mohammed Kheider University of Biskra", please indicate them.

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Thank you for your participation!

الملخص

تستكشف هذه الدراسة الحالية التحديات والفرص المتعلقة باستخدام اللغة الإنجليزية كوسيلة للتعليم (EMI) في التعليم العالي الجزائري، من خلال دراسة عينة من طلبة السنة الثانية ل م د بكلية الاقتصاد بجامعة محمد خيضر – بسكرة. تسعى هاته الدراسة إلى تحقيق ثلاثة أهداف رئيسية: أولا فحص الوضع الحالي لاستخدام اللغة الإنجليزية كوسيلة للتعليم في الجامعات الجزائرية، ثانيا تحديد التحديات الرئيسية التي تواجه الطلبة والأساتذة والمؤسسات في اعتماد هذا النمط من التعليم و ثالثا استكشاف الفوائد والفرص المحتملة لتطبيق التدريس باللغة الإنجليزية في التعليم العالي. تم اعتماد منهجية تجمع بين الطريقتين الكمية والنوعية، من خلال جمع المعطيات بواسطة استبيان موجه للطلبة ومقابلات مع الأساتذة. أظهرت النتائج أن التدريس باللغة الإنجليزية، رغم تزايد أهميته وتبنيه في التعليم العالي، يواجه تحديات كبيرة مثل نقص التكوين، محدودية الكفاءة اللغوية لدى بعض الطلبة، ونقص في المواد التعليمية المناسبة. ومع ذلك، عبّر كل من الطلبة والأساتذة عن مواقف إيجابية تجاه هذا النمط من التعليم، وأكدوا قيمته في تحسين المهارات اللغوية، وتسهيل الوصول إلى المعرفة الدولية، وتعزيز الفرص الأكاديمية والمهنية. وتتلخص الدراسة إلى أن التدريس باللغة الإنجليزية يمتلك إمكانيات قوية في التعليم العالي الجزائري، بشرط توفير التكوين المناسب، والموارد التعليمية، والدعم المؤسسي الكافي.

الكلمات المفتاحية: الجامعات الجزائرية، الإنجليزية كلغة تدريس، التعليم العالي، تحديات اللغة، استراتيجيات التدريس.