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**Mohammed El Bachir El Ibrahimi University BBA**

**Faculty of Letters and Languages**

**Department of English**



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**Theme**

**Investigating Students' Perceptions of using  
English as a Medium of Instruction (EMI)  
Case of Science and Technology Faculty in BBA University**

**Submitted by:**

**Supervised by: Dr. Imane Tiaiba**

- ❖ Dali Mohammed zineb
- ❖ Senouci Ahlam
- ❖ Ouali Meroua

**Board of Examiners**

|                      |                   |            |
|----------------------|-------------------|------------|
| Dr Sahed Bachir      | University of BBA | President  |
| Dr. Tiaiba Imane     | University of BBA | Supervisor |
| Dr Senoussi Mohammed | University of BBA | Examiner   |

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## **Abstract**

The aim of this study is to investigate students' perceptions and attitudes of using English-Medium Instruction (EMI) at the higher education level. For that purpose, a questionnaire, adapted from the relevant literature, was utilized to collect data using convenient sampling that consists of ( N° 30) first year students in the faculty of Science and Technology at Mohamed El Bachir El Ibrahimi University, Bordj Bou Arreridj, Algeria. A mixed-method approach was used to analyze data using frequencies and percentage. Results showed that Many participants demonstrate a strong desire to enhance their English skills due to its necessity in the present day. They believe that EMI is essential in today's context and support its use in all Algerian universities. They feel highly motivated when teachers use English, seeing it as important for Algeria's socio-economic development and as a pathway to social advancement. However, they face challenges, such as difficulty fully expressing themselves in English and understanding teachers' English lectures, believing their language barrier hinders classroom communication. This study contributes to the broader understanding of EMI implementation and its implications for students in Algerian higher education institutions.

**Keywords:** English as a medium of instruction (EMI), students' perceptions, higher education

**Dedication**  
**To my loving parents**

*I dedicate this achievement to you, for your endless love, support, and encouragement have been the foundation of my success. Throughout my academic journey, you have stood by my side, offering guidance, wisdom, and unwavering belief in my abilities. Your sacrifices and tireless efforts have made it possible for me to reach this milestone, and I am forever grateful. This graduation is a testament to your dedication as parents and the values you have instilled in me. Thank you for being my pillars of strength and for inspiring me to always strive for excellence. I share this accomplishment with you, as it is a celebration of our shared journey and the love that has nurtured my growth.”*

**To my esteemed supervisor**

*I am honored to dedicate this achievement to you. This graduation is a testament to your exceptional leadership and dedication to fostering the next generation of scholars. I am forever grateful for the profound impact you have had on my academic and personal development, and I share this accomplishment with you in celebration of our shared success.”*

**To my resilient and dedicated self**

*Through endless hours of hard work, commitment, and perseverance, I have transformed my dreams into reality. I am proud of the obstacles I have overcome, the lessons I have learned, and the growth I have experienced throughout my academic journey. This graduation is a testament to my determination and unwavering belief in my abilities. It is a celebration of the countless sacrifices, late nights, and moments of self-doubt that I have conquered along the way. As I stand here today, I honor my strength, my resilience, and my passion for knowledge. I dedicate this accomplishment to the person I have become and the dreams I have yet to pursue, for I know that with dedication and perseverance, anything is possible.”*

**AHLAM**

## *Dedication*

*Praise be to God, thanks and gratitude for the beginning and end, and their last supplication is that praise be to God, Lord of the worlds.*

*The first dedication to my tireless self, to my patient self who is thankful to God for everything. To my role model and light, to the one who welcomes me with a smile and bids me farewell with a prayer  
(my dear mother).*

*To the symbol of giving and my support, (my dear father). To that great storehouse of strength and love, (my brothers and sisters).  
To the one who put a smile on my face, (my husband), my other half.  
To all my friends from school to university, especially Zainab. And to everyone who loves me well.*

*Dedicate to you my efforts throughout my academic life, my research, and many nights of effort and wishes.*

**MEROUA**

## *Dedication*

*To my beloved family,*

*Your unwavering support, encouragement, and love have been the pillars of my strength throughout this journey. I am immensely grateful for your belief in me, which has driven me to reach this milestone. This achievement is dedicated to you all, as it would not have been possible without your guidance and inspiration. Thank you for being my constant source of motivation and for sharing in my joy and success.*

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## **List of Acronyms**

**EMI** : English as medium of instruction

**ESP** : English for specific purposes

**EST** : English for science and technology

**EFL** : English as foreign language

**ELF** : English as lingua Franca

**LF** : lingua franca

**EGP** : English for general purposes

**.Q** : question

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# **General introduction**

### **1. BACKGROUND OF THE STUDY:**

Over the past few decades, there has been a growing interest worldwide in using English as the primary language of instruction in higher education. This trend can be attributed to various factors, such as the desire to internationalize education, enhance English proficiency, attract international students, increase local competitiveness, and improve rankings. In this study, English Medium Instruction refers to using English to teach academic subjects in countries where English is not the majority language.

Much research has been done on English Medium Instruction (EMI) in higher education, particularly in East Asian countries like Vietnam, South Korea, Japan, and Hong Kong. EMI has also been extensively studied in Europe, including Spain, Denmark, and Italy. One study by Yao et al. (2021) found that students face challenges in speaking and writing skills, teachers' English proficiency, and the use of specialized vocabulary. The topic of EMI in Algeria gained attention in 2019 when the Algerian minister of higher education emphasized the need to improve the status of English.

In Algerian universities, the use of English is mostly limited to being taught as a subject, except at the Institute of Electric and Electronic Engineering in Boumerdes. This institute is known for being the first to use English as the medium of instruction for teaching subjects. The introduction of English as a medium of instruction in Algerian higher education dates back to 1976 when it was implemented at the Institute of Electrical and Electronic Engineering (INELEC). This initiative was a result of an agreement between the national society of manufacturing and assembly of electrical and electronic equipment and the education development center. The goal was to establish an institute that provides comprehensive training in electrical and electronic engineering.

By investigating the perspectives of student's and teacher's and their performances in English Medium Instruction (EMI) classes at the Institute of sciences and technologies, we can

gain valuable insights into the strengths and weaknesses of teaching content subjects in English in Algerian tertiary education. This research will not only help current and future students, but also teachers and policymakers, to improve the implementation of English and enhance learning outcomes. It's great to see efforts being made to understand and enhance the EMI experience in Algeria. This research focuses on the specific context of Algerian higher education and aims to explore the perspectives of Algerian teachers and students regarding the use of English Medium Instruction (EMI). The study is structured as follows: Section 2 presents a literature review and previous studies related to the topic, section 3 describes the methodology, including the study's context, design, and data collection and analysis procedures, Section 4 presents the study's results, section 5 discusses the results, section 6 concludes the study and provides recommendations for further research.

### **2. STATEMENT OF THE PROBLEM:**

The introduction of English as a medium of instruction in Algerian universities has prompted varied perceptions among students, raising questions about its impact on comprehension, communication, and overall educational experience. The differing levels of English proficiency among students may lead to disparities in their perceptions, potentially affecting their academic performance and satisfaction. This study aims to investigate First year sciences and technologies students perceptions of English as a medium of instruction in Mohamed El bachir El Ibrahimi University, exploring the challenges they face, and understanding the factors influencing their attitudes towards this language shift for effective educational policy and implementation.

### **3. PURPOSE OF THE STUDY:**

This study aims to investigate the opinions of students in Algeria regarding English-Medium Instruction (EMI) and their attitudes towards it at the higher level. The study also explores the underlying reasons behind these perceptions, as well as their perceptions and

academic success, is examined. It's interesting to see how students view on EMI and their language skills may impact their academic performance.

#### **4. Research Questions :**

The main research questions of the present study are:

- What are the perceptions of the sciences and technologies students regarding EMI in Mohamed El bachir El Ibrahimi University?
- What recommendations could be made?

#### **5. Significance of the study:**

This study lies in the changes that Algeria has undergone in its language policy and planning over time. These changes include the adoption of different languages as the primary and preferred foreign language. Similarly, Algeria has also witnessed shifts in priorities given to foreign languages over time. By exploring students' views towards English-Medium Instruction (EMI) in Algeria, this study contributes to understanding the perceptions towards these language policy changes on higher education.



# **Chapter one: Literature Review**

### REVIEW OF THE LITERATURE

#### INTRODUCTION

This chapter presents relevant literature of ESP and EMI. It starts with a general overview of English for specific purposes in the world. Then, the effect of the rise and spread of the English language of different countries including Algeria is introduced. The third part presents studies conducted in various countries involving studies at Algerian context on students' attitudes towards English as a medium of instruction, also it aims to explore the global status of English, addressing several key topics related to this widespread language. It begins with an overview of the connection between English and globalization, examining the rise of English as a lingua franca across various domains and its potential future. Further, the chapter delves into factors that impact language in educational policies and how they relate to the Algerian context specifically. Particular attention is paid to the implementation of English as a medium of instruction (EMI) in language policies, emphasizing the importance of establishing a suitable educational policy framework.

#### **1.1 Teaching and learning English**

The significance of teaching and learning English has become a crucial topic in today's globalized world. Recognizing the vital role English plays in education's future, societies are becoming increasingly aware of the diverse cultures that coexist around the globe, highlighting the importance of a shared international language. In light of this growing demand, governments should consider adopting English as the primary medium of instruction to foster overall development.

#### **1.2 English as a Lingua Franca(ELF)**

##### **1.2.1 Definition of the Term Lingua Franca(LF)**

The concept of Lingua Franca (LF) dates back to the 15<sup>th</sup> century when Arabic-speaking communities encountered Europeans and developed a distinct language for trading purposes.

Known as pidgin, this language emerged from prolonged interactions between groups that shared no common language. According to Samarin (1987, p.371), “the term lingua franca(LF) is generally understood to be any linguistic medium that facilitates communication between individuals with different mother tongues who use it as a second language.” Essentially, lingua franca is a language that evolved from a need for communication and does not belong to any particular community.

In modern times, English has become the dominant international lingua franca following the end of the Cold War. After the United States’ victory over Russia and subsequent global dominance, English has become the preferred language for scientific research and publications, even among non-native speakers. The US further solidified this position by introducing extensive linguistic resources such as the Vienna Oxford International Corpus of English and organizing various conferences, like the International Conference of English as a Lingua Franca (ELF). As a result, English usage has become pervasive, with the number of non-native English speakers surpassing native speakers. This has led to variations in accents and structural changes within the language.

### **1.3 English as the Language of Science:(EST)**

English has become the key to global communication, opening up numerous opportunities for those who master it. The widespread use of English began with the expansion of the British Empire and continues today with the United States’ status as a superpower. Its influence extends to various aspects of life, particularly in the scientific field, where English has become the universal medium of communication. Following the Cold War, the US emerged as a global leader in technology and research, solidifying English’s position as the language of science. As a result, many countries have shifted away from their native languages and embraced English due to its power and global status. Moreover, researchers tend to publish their works in English, as it ensures broader acceptance compared to other languages. Hamel

(2007, p.3) highlights that “in international periodicals, over 75% of articles in the social sciences and humanities and more than 90% in the natural sciences are written in English.” Teaching and learning English has become a primary concern for countries worldwide, as proficiency in this language is seen as a marker of progress and power. Recognizing English’s status as a globalized language, Crystal (1997) argues that “everyone speaks their own language in addition to English as the only foreign language.” Knowing how to communicate in English unlocks a world of opportunities, as it is a versatile tool utilized across various fields. Malakolunthu and Rengasamy (2016, p.82) emphasize, “English is the language of science (EST), and mastering it is essential in preparing students for an international career in a globalized world.”

### **1.4 English for Specific Purposes (ESP)**

The area of ESP teaching has witnessed differences in the speed of its development in different educational contexts. Each educational context seems to reflect specific needs, problems, challenges, teaching practices and other specifications. These differences make the area of ESP seem to be a non-universal phenomenon (Hutchinson & Waters, 1987). That is to say, in each particular teaching context, ESP is considered as a separate undertaking, but similarities can be found, though. ESP is an approach which uses assessment as the basis for curriculum development. Hutchinson and Waters define ESP as: “An approach to language teaching, course design and materials development in which all decisions as to context and methods are based on the learners’ reasons for learning.”<sup>3</sup> Strevens’ definition (1980:01) of ESP makes a distinction between absolute characteristics and two variable characteristics.

#### **1.4.1 The Types of ESP**

From the early 1960’s, English for Specific Purposes has grown to become one of the most prominent areas of the English Language Teaching today. The pioneers of this teaching approach revolted against traditional linguists who were busy describing the features of

language; whereas the problem with language was to make it flexible to be used in all settings communicatively. Today, the field covers all imaginable professions in which English is instrumental, from business and commerce to biological science. This new perspective of the language could be seen as the only way to help facing the demands of a new professional world.

### **1.4.1.1 Absolute Characteristics**

- ✓ ESP is defined to meet specific needs of the learner.
- ✓ ESP makes use of the underlying methodology and activities it serves;
- ✓ ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

### **1.4.1.2 Variable Characteristics**

- ESP may be related to or designed for specific purposes
- ESP may use, in specific teaching situations, a different methodology

From that of general English.

ESP is that kind of English teaching that builds upon what has been acquired earlier in EGP with a more restricted focus. It aims at acquainting the students with the kind of language needed in particular domain, vocation, or occupation. It has received much attention due to the dominance of English in the fields of economics, media, technology, science, law, and medicine; each of these fields requires its unique way of teaching based on the needs of the students.

## **1.5 English as a Medium of Instruction (EMI)**

English as a Medium of Instruction (EMI) refers to the use of the English language to teach academic subjects in countries or regions where the primary language is not English. This approach is increasingly adopted in higher education institutions worldwide, aiming to enhance students' proficiency in English and prepare them for participation in the global academic and

professional arenas. EMI is distinct from traditional language instruction in that it focuses on delivering subject content, such as science or mathematics, through English, rather than teaching the language itself. According to Dearden (2014), EMI is "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English." This method has gained popularity due to the perceived advantages of English proficiency in accessing global knowledge, improving employability, and fostering international collaboration. However, it also presents challenges, such as the need for sufficient language support for students and teachers, and the risk of marginalizing local languages and cultures (Kirkpatrick, 2014).

### **1.5.1 The Origins of English as a Medium of Instruction:**

The English as a Medium of Instruction (EMI) approach initially emerged in post-colonial British territories where English served as the official language for formal communication instead of the native language. Countries such as India, Pakistan, and Ghana adopted the EMI approach after the colonial powers withdrew, and these policies continue to be practiced today. As Richards (2022, 01,22- 01,25) states, "English is a heritage of the colonial administration."

Later, the EMI approach was adopted across various educational levels in countries like Sweden, the Netherlands, China, and Japan, where English is predominantly a second or foreign language. Despite the option to use their native language, these countries chose EMI to foster internationalization of higher education and provide opportunities for students worldwide to study academic subjects in English as a common medium.

EMI is a controversial issue (Arkin, 2013; Macaro, 2017) in the polity of education though it has increasingly been used in education particularly in non-native English speaking countries like Algeria. As the literature shows, there have been various studies about adopting EMI in higher education around the world. In this regard, Dearden (2014) reports EMI is a

“growing global phenomenon” (p.2) in education, particularly in higher education (Smit, 2010; Sultana, 2014; Fenton-Smith et al., 2017) mainly to internationalize the university (Macaro et al., 2018). Jiang and Zhang (2017) argue that if implemented effectively, EMI “can minimize the linguistic barrier to the internationalization of higher education” (p.174). internationalization, science and technology and the global economic market-place. Regarding the perceptions and beliefs of EMI in higher education, various studies have been done in non-English speaking countries. Those studies have shown positive views of the participants regarding the use of EMI in higher education, may it be for communication, for career opportunities, or to attract foreign students. However, Hengsadeekul et al. (2012) study especially in higher education. However, Asiri (2019) argues, “The preference for EMI gives the impression that Arabic is not the showed both positive and negative perceptions of students about the use of EMI. As the study showed, EMI can enhance English language proficiency and better job opportunities, but the use of English can create a great burden on the students’ comprehension of the subject contents. Similarly, Corrales et al.’s (2016) study showed that implementing EMI initiatives had benefits, though posed some challenges.

EMI refers to using English to teach academic subjects in formal educational institutions in countries where English is not the first language. EMI aims to facilitate the learning of both content knowledge and English skills. The implementation of EMI in non-English countries is influenced by the demand for English in the global market and advancements in science and technology. In this context, the focus is primarily on acquiring content knowledge, with language development seen as an added advantage. Establishing EMI programs is believed to improve the quality of English learning when English is directly connected to the subject matter.

English as a medium of instruction is indeed widely used in various fields like politics, economy, technology, science, media, and communication. It offers access to a wealth of information and opportunities in our globalized world. However, opinions on using English as

a medium of instruction can be divided. Some prefer it over the mother tongue, while others have concerns about early English language learning.

### **1.5.2 English as a Medium of Instruction Around the World**

With increasing globalization and the need for mutual understanding, many countries are adopting English as the primary language in various sectors, including education. A British Council report (Dearden, 2014, p.10) revealed that EMI policies exist in 55 non-Anglophone countries, including Japan, China, Turkey, Spain, Portugal, and South Africa. This demonstrates a global inclination toward teaching academic subjects in English, as it serves as a common language for academic, scientific, and business communication.

In Europe, universities adopted EMI to foster internationalization in education, making it easier for students and institutions to participate in exchange programs. Coleman (2010) asserted that although EMI had not received sufficient attention in Europe initially, its potential benefits attracted prestigious universities, prompting the launch of numerous EMI programs. Research conducted by Ammon and McConnell (2002) showed that several national European universities adopted EMI programs, such as 72 universities in France, 356 in Germany, and 100 in the Netherlands. Moreover, Suviniitty (2012, p.94) reported that all Finnish and Dutch higher education institutions offered at least one English medium program by 2002.

Asian universities have also adapted to these global changes. In 2009, ASEAN decided to adopt English as its official working language (Kirkpatrick, 2012, p.335). Gardner (2015) revealed that top-ranking Asian universities are offering distance education globally, with Malaysian universities providing pre-university English language training to students from various Asian countries. Further, Tsui (2017) reported that Taiwan has implemented EMI curricula at the tertiary level. A study conducted by Bolton and Botha (2020) showed that Asian countries like Japan, Indonesia, China, Thailand, and Korea, as well as Arabian nations such as

Saudi Arabia, prefer to adopt EMI programs across domains despite challenges and difficulties, as they believe English plays a significant role in their development.

In the previous research study in university of M'sila adopted mixed method to find out the perspectives and attitudes of computer science faculty about the topic of English as medium of instruction in high education in Algeria. The findings from the teachers' and students' questionnaires demonstrate their awareness of the significance of EMI in the teaching and learning process. Students expressed their interest in using English to receive their courses, while both teachers and students expressed a desire for English to be integrated into higher education and to stay updated with global developments. They emphasized the importance of English in accessing current scientific articles and advancements.

According to Macaro (2018) « The use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (p.19). Baker (2018) asserts that the adoption of EMI in higher education is driven by the globalization of education, the growing demand for English proficiency in professional arenas, and the belief 7 that using English as the medium of instruction can enhance academic outcomes. However, Doiz et al. (2014) emphasize that EMI brings both advantages and challenges. On one hand, it enables students to develop their English proficiency and prepares them for potential careers in an increasingly interconnected world. On the other hand, it can impede students' comprehension of complex concepts and result in communication difficulties if they do not possess sufficient proficiency in English.

In a study conducted by the University Center of Mila, thirty science and technology educators participated, providing valuable insights into their perspectives on the integration of English as a Medium of Instruction (EMI) within Algerian higher education. The research methodology involved distributing questionnaires to these educators, aiming to elucidate their attitudes towards English and its potential impact on Algeria's educational landscape.

The findings of the study underscored a prevailing positive disposition among educators towards the English language, recognizing its global prominence and its significance for Algeria's socio-economic advancement. This sentiment resonates with previous research emphasizing the role of English as a lingua franca in academic, professional, and intercultural communication (Graddol, 2006). The educators perceived English proficiency as essential for enhancing the international recognition of Algerian diplomas, aligning with the broader discourse on the importance of language skills in global academic and professional contexts (Crystal, 2003).

Moreover, a significant majority of the surveyed educators expressed support for the adoption of EMI in Algerian universities. They cited numerous potential benefits associated with this pedagogical approach, including access to authentic academic resources, heightened educational quality, enhanced student motivation, and facilitated learning processes. These findings are congruent with studies highlighting the advantages of EMI in promoting linguistic and academic competence among students (Macaro, 2018; Coleman, 2015).

However, amidst their endorsement of EMI, the educators also underscored the prerequisite of ensuring students possess adequate English proficiency before transitioning to this mode of instruction. This cautious stance aligns with concerns raised in the literature regarding potential challenges associated with implementing EMI, particularly related to students' language readiness and the need for robust language support mechanisms (Dearden, 2014; Smit & Dafouz, 2012).

In conclusion, the insights gleaned from the study conducted by the University Center of Mila shed light on the complex dynamics surrounding the integration of English within Algerian higher education. While educators recognize the potential benefits of EMI in enhancing educational outcomes and global competitiveness, they also emphasize the

imperative of addressing linguistic prerequisites and ensuring effective support structures to facilitate successful implementation.

**CHAPTER TWO:  
RESEARCH  
METHODOLOGY**

### **Introduction**

The purpose of this chapter is to introduce the research methodology for this quantitative and qualitative study regarding students of sciences and technologies perceptions towards the use of English as a medium of instruction. This approach allowed for a deeper understanding of student's experiences learning within English and provided a way to develop theory from the data in order to understand their opinion. The constructivist approach for this study is discussed in-depth in this chapter. The research plan, including the methodology, study participants, procedures, analysis method, and ethical concerns are also primary components of this chapter.

### **2.1 Research design:**

This study employed the descriptive mixed method with a survey research design "in which the investigator administers a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell, 2012, p. 628). Toendan (2013) stated that descriptive research involves the collection of the data for describing existing conditions. This design provides quantitative data for analyzing and interpreting the results.

Purposive sampling was used to select 30 students from Mohammed El Bachir El Ibrahimy university faculty of sciences and technologies to collect the data. Since the study used survey design, a questionnaire was used as a research tool to collect data from the participants to fulfil the objective of the study. The questionnaire has been adapted from other studies dealing with perceptions of the students and teachers.

The questionnaire included four sections with twenty statements. Data was collected by distributing the questionnaire to the selected university students. Written consent form was collected from the participants, which informs them about the purpose of the study and their rights.

### 2.1.1 Case Study Design

According to Kothari (2004), case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations, which involves an intensive investigation of the particular unit under consideration. In fact, one of this design's main advantages appears in addressing specific case related events (Cohen, Lowrence & Morrison,2000, p.290). Consequently, Mackey and Gass (2005) argue that case studies generally aim to provide a holistic description of language learning or use within a specific population and setting.

The utilization of a case study design was deemed beneficial in the present study as it was expected to facilitate the generation of insightful, nuanced, and meaningful interpretations of the perspectives and experiences of first-year students and EMI practitioners regarding the optimization of English for Business and Marketing objectives within a particular context. The inclusion of multiple perspectives was deemed essential for a comprehensive understanding of the needs and challenges faced by the target student population in their academic pursuits.

### 2.1.2 Single-Site Study

This research is a single-site study based on the “1st year sciences and technologies” at Mohammed El Bachir El Ibrahimi.

Several factors influenced the selection of a single-site for the research:

1. **In-depth data collection:** It was posited that conducting a quantitative study with fewer participants would result in the generation of more useful and substantial data, as opposed to a study with a larger sample size that could only be examined at a superficial level.
2. **Ease of access:** The convenience of gaining access to participants was a key consideration, as it enabled the researcher to maximize the efficiency and effectiveness of the data collection process.

3. **Contextual richness:** Utilizing a single-site case study design allows for the in-depth examination of a particular context, providing rich and nuanced insights that may not be possible in a study with multiple sites. This can lead to more insightful interpretations and recommendations that are tailored to the unique characteristics of the selected site.

4. **Resource management:** Time and financial constraints are often significant considerations in research, particularly in qualitative studies that require significant investment in data collection and analysis.

### 2.1.3 Explorative Design

The exploratory stage of research is a preliminary examination of a relatively unexplored field with the goal of gaining new insights. According to Polit and Beck (2004), exploratory studies are conducted in case a new area is being investigated or when little is known about an area of interest. Polit and Hungler (1995, p.11) suggest that explorative research be done in order to investigate the dimensions in which a phenomenon manifests itself.

The research design included quantitative and qualitative stages, aimed at providing a comprehensive understanding of the academic English language needs of first-year sciences and technologies students.

The perspectives of the students themselves were sought to acquire a nuanced view of the current teaching and learning context. This multi-perspective approach was intended to furnish the researcher with the necessary information to create a suitable course design that would address the specific language requirements of the target students.

### 2.1.4 Descriptive Design

The study adopted a descriptive design to thoroughly explore the academic English language perceptions of the target students, which were initially investigated through an exploratory approach. The overall objective of the research was primarily descriptive, seeking

to provide a comprehensive description of the research problem, namely the English language academic requirements of the respondents. This was achieved through a mixed method, allowing for a thorough examination and accurate description of the research problem.

A descriptive design in this study enabled the following benefits:

- 1. A thorough understanding of the research problem:** By employing quantitative method, the research was able to explore the academic English language needs of the target students in depth and from multiple perspectives, leading to a nuanced understanding of the problem.
- 2. Contextualized findings:** The descriptive nature of the study ensured that the findings were contextualized within the specific academic setting and the needs of the target students, rather than being generalized or abstracted from the particular case.

### **2.1.5 Research Questions**

This study sought to build a theory in answer to the following research questions:

- What are the perceptions of the sciences and technologies students regarding EMI in Mohamed El Bachir El Ibrahimi University?
- What recommendations could be made?

### **2.2 Research Setting**

It is critical to comprehend the context in which this study is conducted. This exploratory study is a single-site study focused on first-year students (it is concerned with using English as a medium of instruction to sciences and technologies students) at the Mohammed El Bachir El Ibrahimi University in Algeria. During the current school year 2023/2024. The aforementioned Faculty is divided into six departments.

1-Tronc commun ST

2-Electromecanic

3-Electronic

4-Genius civil

5-Genius of environment

6-Genius mechanic

Students receive a one-hour weekly session in which attendance is voluntary. They study English for 12 weeks each semester, for a total of 24 hours per semester. Given that English is taught in two semesters, a total of 48 hours of teaching is provided during the year. Furthermore, the number of teachers in charge of teaching English is restricted to one.

### **Research Population and Sample:**

#### **2.2.1 Population:**

According to Shukla (2020), Population refers to the set or group of all the units on which the findings of the research are to be applied. This study's population comprised of a total (30) first year students at the Department of Science and technology during the current academic year 2023 -2024

#### **2.2.2 Choice of Participants**

The study's target population is picked purposefully; to meet the study's needs. The reason behind choosing them as the population of the study is EMI was recently included at Mohamed El Bachir El Ibrahimi University Bordj Bou Arreridj, specifically in the Faculty of Science and Technology.

#### **2.2.3 Sample:**

According to Trochim and Donnelly (2008), "sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen" (p. 43). As previously indicated, the population consists of (30) first-year students at Mohamed El Bachir El Ibrahimi University Which are chosen purposefully using a questionnaire.

### **2.2.4 Sampling Techniques:**

Participants were chosen using a simple purposeful selection process. This method of sampling ensured equitable selection based on population size and research project requirements.

### **2.2.5 Methodology Adopted**

The quantitative approach collected data from all 30 first-year students at the Department of Science and Technology, while the qualitative approach allowed for more detailed descriptions of participants' perceptions, attitudes, and behaviors. These two methodologies were employed to create a complimentary picture of what was going on in the world of EMI for the target pupils, The researcher employed a mixed methods approach to better understand the promotion of first-year ST student EMI educational language demands.

## **2.3. Data Collection Instrumentations (Tools)**

The current study is conducted to check the validity of the research questions. The students' questionnaire would provide enough information about the different perspectives and attitudes of students towards using EMI in the scientific fields. A total number of 30 first year students at the Department of Science and Technology at Mohamed El Bachir el Ibrahimi University Bordj Bou Arreridj, participated in answering the questionnaire as the tool used to carry out this study. Therefore, It is the appropriate tool to gather data about students' attitudes behind using English as the language of instruction.

### **2.3.1 The description of the student's questionnaire:**

The questionnaire is divided into four sections. the section one: respondent's background information, section two: students' attitudes of English medium of instruction, section three: students challenge with EMI in the faculty of science and technology and in the end section four contains further suggestions. Our structured questionnaire is cited and adopted

from the dissertation requirements for the degree of student's attitudes towards using English as a medium of instruction in scientific disciplines: challenges and solutions.

**Section one:** This component was designed to pick up background information which are: age, gender, level, and department. in addition, one question about how do you estimate your level in English ? Have you take any course in English, if yes, where ?

**Section two:** Students ' attitudes of English medium of instruction. The investigator gathered the students' attitudes of English medium of instruction. This section was broken into questions : is there any teacher who using EMI in your department ? , if yes, how many ? Also another question about the usage of English as medium of instruction at university? .and table which contained items the students asked to tick in the right box form 1 to 5.

**Section three:** students 'challenges with EMI in the faculty of science and technology.

The third section attempted to identify the students challenges regarding EMI in the faculty of science and technology, we took a table contained items also.

**Section four:** further suggestions. In this section featured two open ended questions the first one is what do you suggest to improve the implementation of EMI in higher education. Also ,a random question about adding any comments in this regard.

### 2.4 Quantitative study:

A qualitative study is a research approach focused on understanding human experiences, behaviors, and social phenomena from the perspective of the participants. Unlike quantitative studies, which rely on numerical data and statistical analysis, qualitative studies use non-numerical data such as interviews, observations, and textual or visual materials.

- Qualitative research aims to explore complex phenomena, understand meanings, and gain insights into specific contexts or experiences. Research questions are typically open-ended and exploratory.

According to Michelle Byrne *AORN journal* 73 (6), 1155-1155, 2001

Qualitative research methods reflect an inductive mode of analysis or a process of moving from specific observations to a general theory. (1) This mode of analysis is in contrast to quantitative research methods, which rely on deductive thinking or a process of moving from a general theory to specific observations. Grounded theory, a mode of inductive analysis, can be thought of as a theory that is derived from or "grounded" in everyday experiences. Grounded theory strategies first were reported and attributed to sociologists Barney Glaser and Anselm Strauss in 1967. (2) The foundations of grounded theory are embedded in symbolic interactionism, which assumes that one's communications and actions express meaning.

In our questionnaire we adopted both qualitative and quantitative methods.

### **2.5 Qualitative study:**

Represented in the two open ended questions.

Questionnaire conducted two open ended questions for thirty students both genders of the faculty of science and technology, each one could answer as he or she wants, the first open ended question aims to include the students' suggestions about the development of implementation of EMI in higher education, the second open ended question attempt to determine and adding more comments in this regard.

### **2.6 Data collection procedures:**

In order to address the study's main issues, two main instruments (qualitative and quantitative) are used to collect data, a structured questionnaire for students, the structured questionnaire appears to be the best tools for achieving the research objectives.

### **2.7 Data analysis procedures:**

According to Yin (1994), the goal of data analysis is to uncover meaning in the data collected and then methodically arrange and present that data to seek for ideas.

1.analysis of quantitative tool: the structured questionnaire was examined and analyzed by a statistical package for social sciences (SPSS).

2.analysis of qualitative instrument:

The two open ended questions AT the end of the questionnaire to adding more views and comments.

### **2.8 Ethical considerations:**

Since the research was conducted at the department of science and technology at university of Bordj Bou Arreridj. A questionnaire papers distributed to students regularly.it was ensured that the participants were given through explanation of the study's goal and the importance of their participation and cooperation that they participated voluntarily, without any sensitive questions were asked in the questionnaire.

The data collected and findings produced during the research process were kept absolutely private also employed for academic purpose.

### **Conclusion:**

To enhance the study purpose, this chapter determine a full overview of the research design, setting, population, sample and sampling technique, as well as data collection, data collection procedures, and data analysis procedures, it also addresses study validity and reliability, ethical considerations and limitations. The collected data will be analyzed in the following chapter.

**CHAPTER THREE:**  
**Data Analysis and**  
**Interpretation of Results**

### Introduction

In the previous chapters we have presented a literature review about English as a medium of instruction and the research methodology undertaken. This chapter is the practical part, it is devoted to the presentation, analysis, and discussion of the data obtained from the student's questionnaire. This research was carried out at the University of Mohammed El Bachir El Ibrahimi at the Institute of Sciences and Technologies; it aims to demonstrate the student's perceptions of The use of English as a medium of instruction while receiving scientific subjects to learn.

### Section one: Background information

In the first section, sciences and technologies students at the university of Mohammed El Bachir El Ibrahimi answered the first concerning their personal information (age, gender, department, their academic degree, and if they have taken any courses in English.

- **Q: What is your age?**

**Table 3.1**

*Student's Age*

| Age          |       |           |         |
|--------------|-------|-----------|---------|
|              |       | Frequency | Percent |
| <b>Valid</b> | 18.00 | 1         | 3.3     |
|              | 19.00 | 4         | 13.3    |
|              | 20.00 | 17        | 56.7    |
|              | 21.00 | 2         | 6.7     |
|              | 22.00 | 2         | 6.7     |
|              | 23.00 | 3         | 10.0    |
|              | 24.00 | 1         | 3.3     |
|              | Total | 30        | 100.0   |

As shown in table one, the largest age group in the sample is 20 years' old (56.7%) representing 17 students out of 30. Followed by 19 and 23 years old, the age groups (18.23%) 22 and 24 years old have smaller representations in the sample.

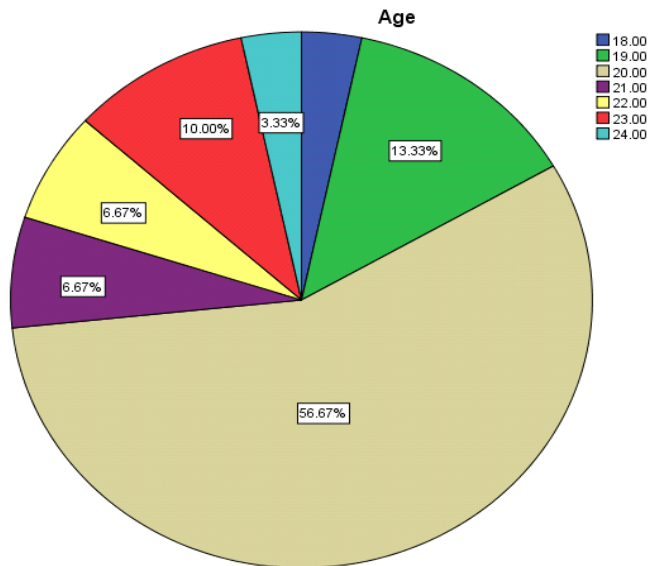


Figure 3.1 Student's Age

- Q2 What is your gender?

Table 3. 2

*Student's Gender.*

| Gender       |        |           |         |
|--------------|--------|-----------|---------|
|              |        | Frequency | Percent |
| <b>Valid</b> | male   | 19        | 63.3    |
|              | female | 11        | 36.7    |
|              | Total  | 30        | 100.0   |

This data appears to show the gender distribution within the sample population, it is evident that there are more males than females in the sample, males are 19 accounting (63,31%) of the total sample, while there are 11 females accounting for 36.7% the total sample.

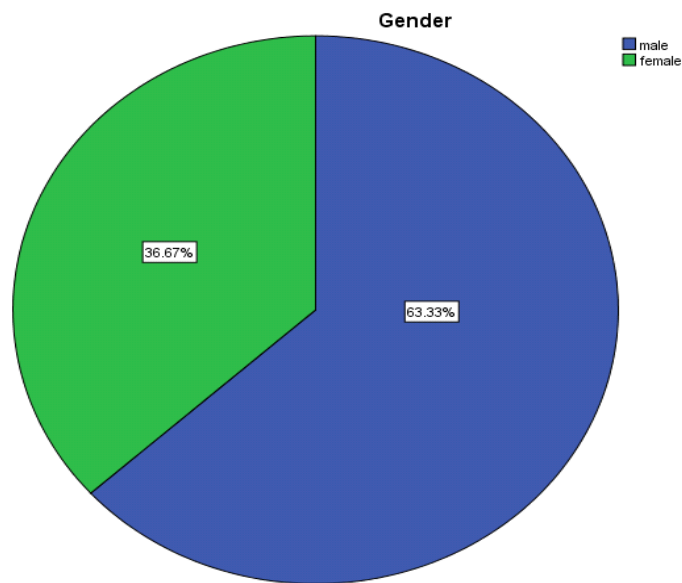


Figure 3.2 Student's gender

Q3: How do you estimate your level in English?

Table 3.3

Student's Level.

|       |              | Frequency | Percent |
|-------|--------------|-----------|---------|
| Valid | Poor         | 3         | 10.0    |
|       | Beginner     | 11        | 36.7    |
|       | Intermediate | 14        | 46.7    |
|       | Advanced     | 2         | 6.7     |
|       | Total        | 30        | 100.0   |

In this part students are asked to evaluate their level in English, this Table represents the distribution of proficiency level among the respondents, 3 respondents are poor accounting for 10.0% of the total, 11 respondents making up (36,7%) are beginners ,14 respondents constituting (46,7%) are intermediate who are the majority of the total and (6.7%) are advanced ,the overall findings indicate that the majority of students have an intermediate level in English .

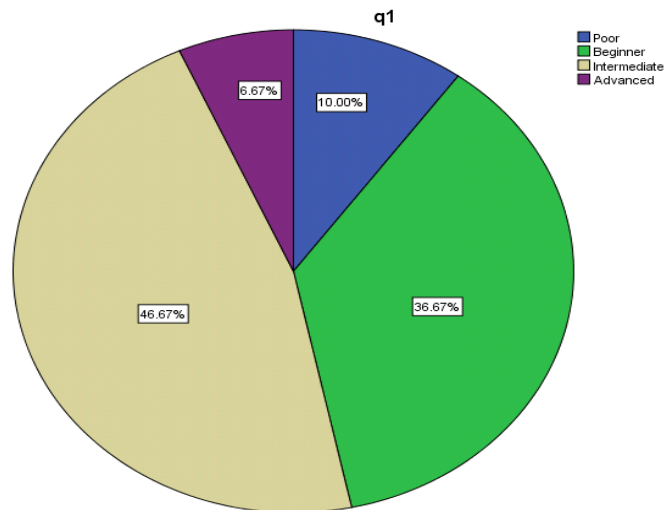


Figure 3.3 Student's Level.

- Q 4: Have you taken any courses in English?

Table 3.4

Students' Answers of Previous Courses in English

|       |       | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | yes   | 13        | 43.3    |
|       | no    | 17        | 56.7    |
|       | Total | 30        | 100.0   |

As shown in the table 3.4, the vast majority of students (56,07%) have not taken any courses to learn English While 13 respondents (43,03%), said that they have taken courses in English.

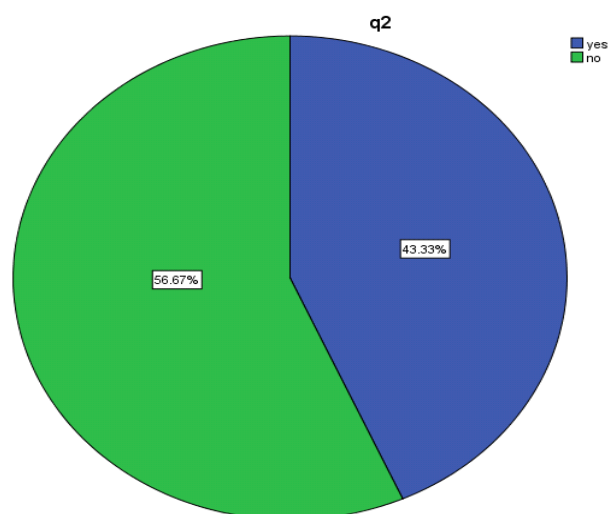


Figure 3. 4 Students' Answers of Previous Courses in English

Q 5 Where ?

Table 3.5

Previous English Courses Training Manners

|              |                | Frequency | Percent |
|--------------|----------------|-----------|---------|
| <b>Valid</b> | .00            | 17        | 56.7    |
|              | private school | 5         | 16.7    |
|              | self educated  | 8         | 26.7    |
|              | Total          | 30        | 100.0   |

This table provides the distribution of educational backgrounds among the participants, 17 students accounting for (56,7%) said no. 5 responds (16.7%) have taken courses at private schools, and 8 respondents constituting (26.7%) prefer self education, which could involve various methods such as online courses, books or formal educational institutions.

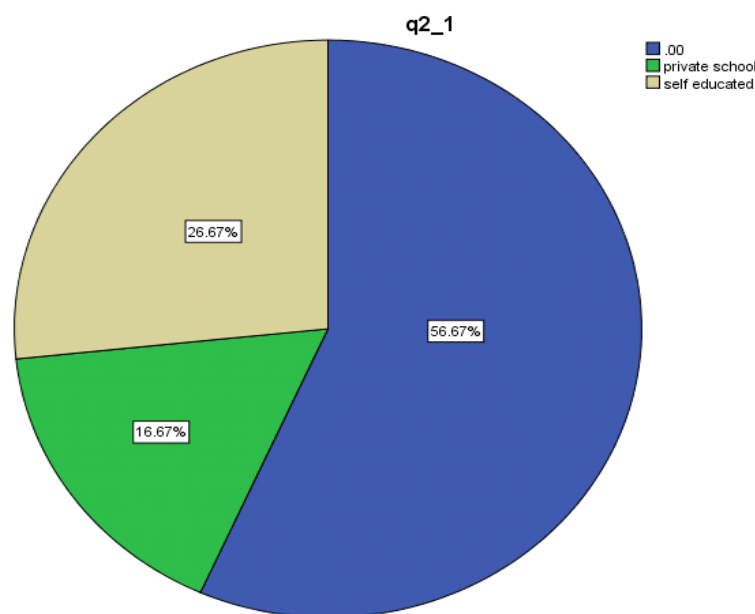


Figure 3.5: Previous English Courses Training Manners

Section two: Student's Attitudes Towards EMI

Q6: Are there any teachers who are using EMI in your department?

Table 3.6

Teachers' Using EMI in the ST Faculty

|       |       | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | yes   | 9         | 30.0    |
|       | no    | 21        | 70.0    |
|       | Total | 30        | 100.0   |

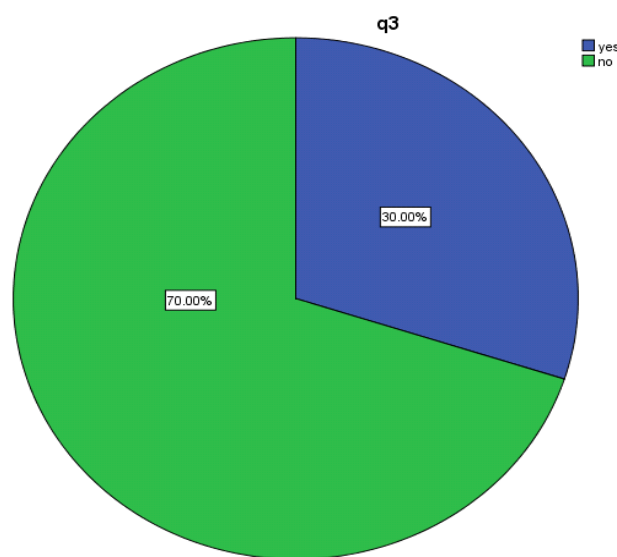


Figure 3. 6 Teachers Using EMI in ST Faculty

The table presents data on whether any teacher uses English as a Medium of Instruction (EMI) in Sciences and technologies department. Here is the analysis of the data provided:

1. Frequency Distribution:

- Yes: 9 teachers
- No: 21 teachers
- Total : 30 teachers

2. Percent Distribution:

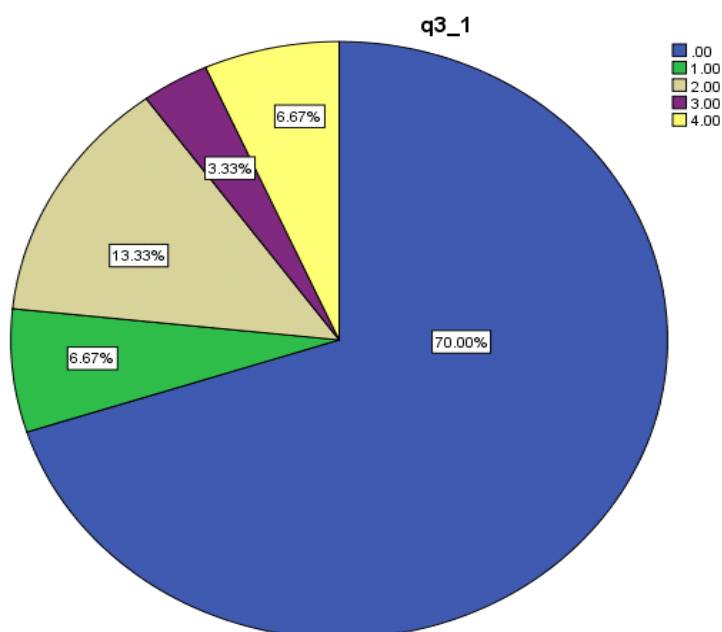
- Yes: 30.0% of the respondents reported that some teachers use EMI.
- No: 70.0% of the respondents reported that no teachers use EMI.
- Total:100.0%

**Q7: If yes, how many?**

**Table 3.7:**

*Number of Teachers Using EMI*

|              |              | Frequency | Percent |
|--------------|--------------|-----------|---------|
| <b>Valid</b> | .00          | 21        | 70.0    |
|              | 1.00         | 2         | 6.7     |
|              | 2.00         | 4         | 13.3    |
|              | 3.00         | 1         | 3.3     |
|              | 4.00         | 2         | 6.7     |
|              | <b>Total</b> |           | 30      |



**Figure 3. 7: Number of Teachers Using EMI.**

The table presents data on how frequently teachers use EMI (English as a Medium of Instruction) based on a survey or observation. Let's analyze the data:

1. Frequency and Percentages:

- 0.00 (No use of EMI) 21 teachers (70.0%)
- 1.00 (Minimal use of EMI): 2 teachers (6.7%)
- 2.00 (Moderate use of EMI): 4 teachers (13.3%)
- 3.00 (Considerable use of EMI) : 1 teacher (3.3%)
- 4.00 (Extensive use of EMI): 2 teachers (6.7%)

Data suggests that while a few teachers incorporate EMI to varying degrees, the overwhelming majority do not use it at all. This could be due to several factors, such as the official language policy of the school, teachers' proficiency in English, students' comfort and familiarity with English, or the subject matter being taught. Further investigation into these factors could provide more insights into why EMI is not widely adopted.

Regarding the last open added question in section two that precedes the first table: The data indicates varied opinions among female respondents regarding the use of English as a Medium of Instruction (EMI) at university. Positive feedback, such as "good tool" (mentioned twice), "good" (mentioned twice), "perfect instruction," "better," and "good tool in education," suggests that a significant portion of female respondents view EMI positively. Words like "good," "perfect," and "better" indicate satisfaction with EMI's instructional quality, implying that many find it an effective medium for delivering educational content. However, there is also negative feedback with comments like "bad" and "the worst instruction," which express strong disapproval, suggesting that some students struggle significantly with EMI or find it inadequate. Mixed feedback includes preferences for Arabic, with comments like "Arabic is better" and "Arabic perfect tool," indicating that while these respondents do not completely reject EMI, they feel more comfortable or believe they would perform better with instruction in Arabic. Overall, the majority of the feedback from female respondents is positive, suggesting that EMI is generally well-received among female students. However, the negative comments and preference for Arabic indicate that a subset of students either struggles with EMI or feels that their educational experience would be enhanced with instruction in Arabic.

Male students, on the other hand, have a unanimously positive view of EMI. The overall sentiment is strongly favorable, with responses such as "wonderful," "good," "nice," and "important" highlighting the general approval. Recurrent themes include the effectiveness of EMI, with terms like "good instruction" and "wonderful way to teach," suggesting that male

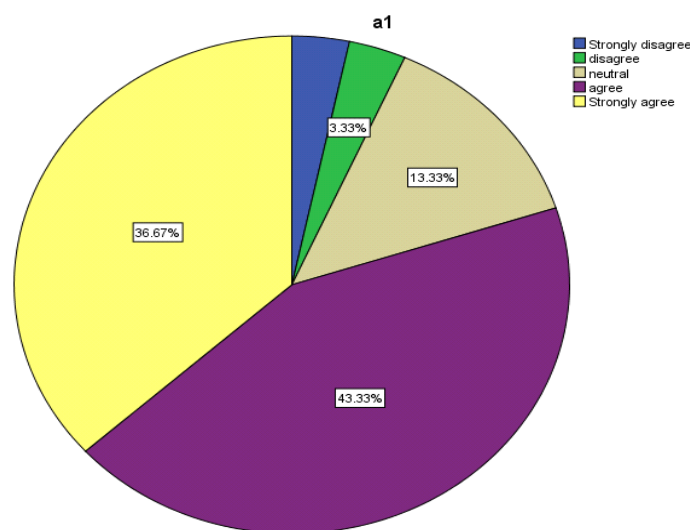
students believe EMI is an effective teaching method. Additionally, comments like "nice tool as it's easy" imply that they find EMI easy to use and accessible. The importance of EMI is underscored by responses like "very important" and "yes," indicating that students recognize its significance in their educational experience. Furthermore, the preference for English over other languages, as seen in the comment "better than French," highlights its perceived utility and relevance. Despite the varied expressions of positive feedback, all responses uniformly reflect a strong support for EMI, suggesting that its implementation is well-received and considered beneficial within this demographic.

**Q 8: What do you think of using English as a medium of instruction at university?**

**Table 3.8**

*ST Students' Views of EMI*

|  |                   | Frequency | Percent |
|--|-------------------|-----------|---------|
|  | Strongly disagree | 1         | 3.3     |
|  | disagree          | 1         | 3.3     |
|  | neutral           | 4         | 13.3    |
|  | agree             | 13        | 43.3    |
|  | Strongly agree    | 11        | 36.7    |
|  | Total             | 30        | 100.0   |



**Figure 3.8: ST Students' Views of EMI**

## CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION OF RESULTS

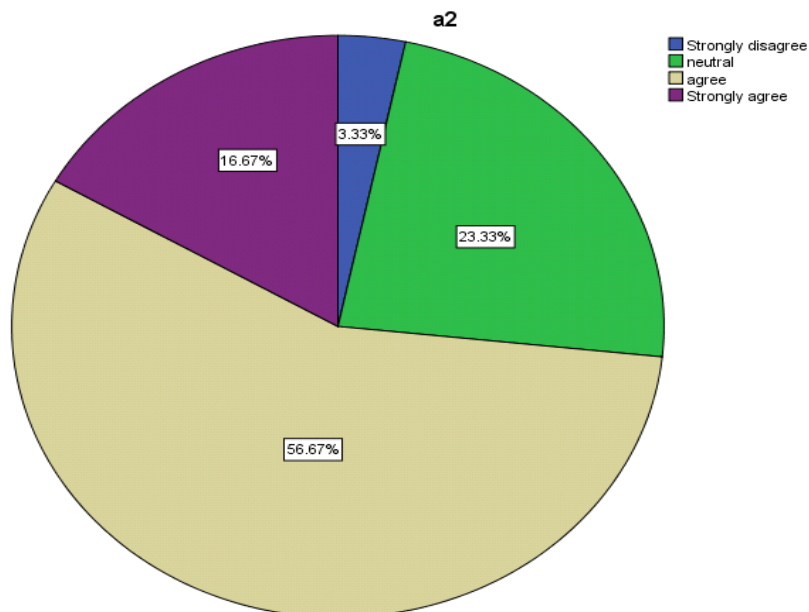
The questionnaire responses obtained from the students about their opinions of English as medium of instruction. 2 students 3.3% indicated that EMI inappropriate in Algerian higher education. also another one is strongly disagree. 4 students 13.3% have neutral attitudes in other hand, there are 13 students 43.3% agree and 11 students 36.7 % strongly agree. this seems that the majority of students support EM I in Algerian higher education.

### Q9: I prefer EMI classes

**Table 3.9:**

*Preference for EMI in classes.*

|              |                   | <b>Frequency</b> | <b>Percent</b> |
|--------------|-------------------|------------------|----------------|
| <b>Valid</b> | Strongly disagree | 1                | 3.3            |
|              | neutral           | 7                | 23.3           |
|              | agree             | 17               | 56.7           |
|              | Strongly agree    | 5                | 16.7           |
|              | Total             | 30               | 100.0          |



**Figure 9:** *Preference for EMI in classes.*

- Strongly Disagree: 1 student, which is 3.3% of the total.
- Neutral: 7 students, which is 23.3% of the total.
- Agree: 17 students, which is 56.7% of the total.
- Strongly Agree: 5 students, which is 16.7% of the total.

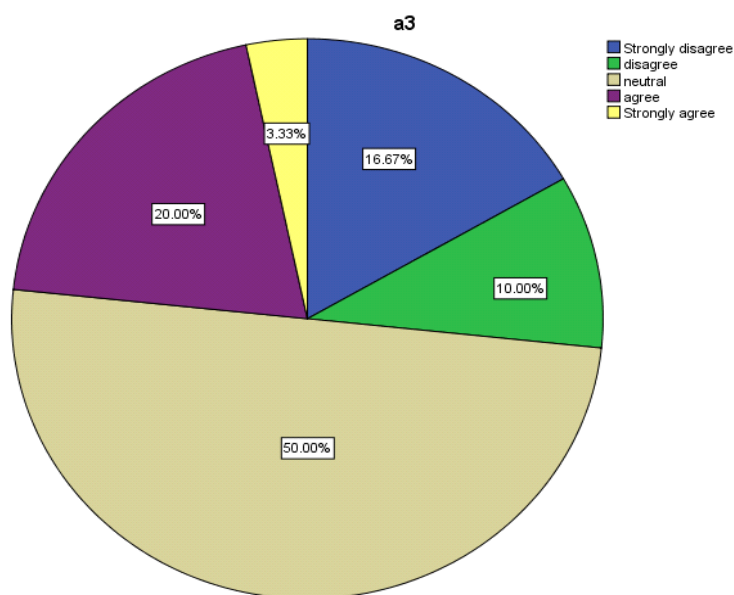
This breakdown shows the distribution of attitudes towards English as a medium of instruction the question of I prefer EMI classes among the students surveyed. It indicates that the majority of students either agree or strongly agree with English being the medium of instruction, while a smaller percentage are neutral or disagree.

**Q10: Most of the required reading material are available in English?**

**Table 3.10:**

**The availability of required reading material in English.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 5         | 16.7    |
|              | disagree          | 3         | 10.0    |
|              | neutral           | 15        | 50.0    |
|              | agree             | 6         | 20.0    |
|              | Strongly agree    | 1         | 3.3     |
|              | Total             | 30        | 100.0   |



**Figure 3.10: The availability of required reading material in English.**

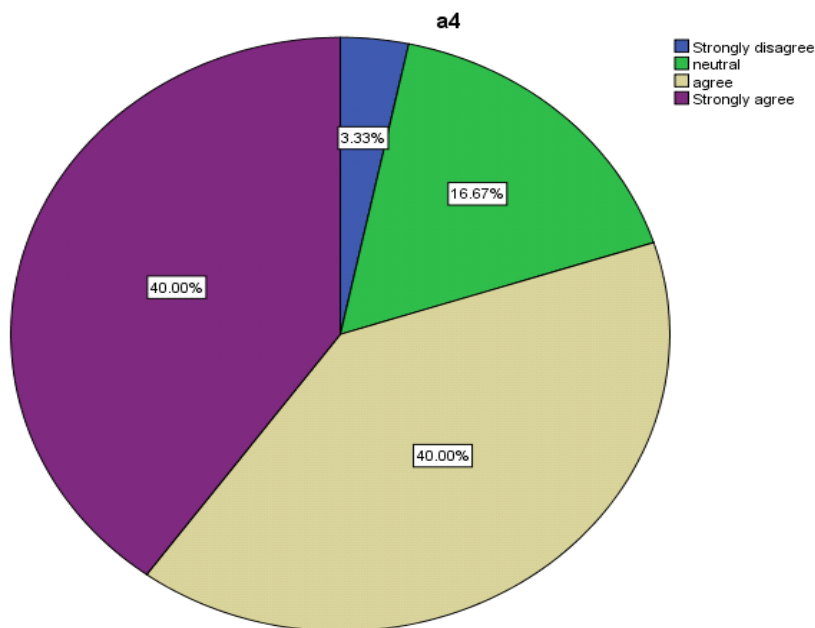
Based on the data, it seems that the majority of students are either neutral or in agreement with most of the required reading material is available in English. Specifically, 50% are neutral, 20% agree, and 3.3% strongly agree. However, there is also a portion of students who disagree or strongly disagree, with 10% disagreeing and 16.7% strongly disagreeing. Overall, it indicates a mixed range of attitudes towards English as the medium of instruction.

**Q11: If yes, how many?**

**Table 3.11:**

**The development of my English proficiency by EMI.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 1         | 3.3     |
|              | neutral           | 5         | 16.7    |
|              | agree             | 12        | 40.0    |
|              | Strongly agree    | 12        | 40.0    |
|              | Total             | 30        | 100.0   |



**Figure 3.:11** *The development of my English proficiency by EMI.*

Based on the data, it seems that a significant portion of the students either agree or strongly agree with EMI will develop my English proficiency. Specifically, 52.7% of the

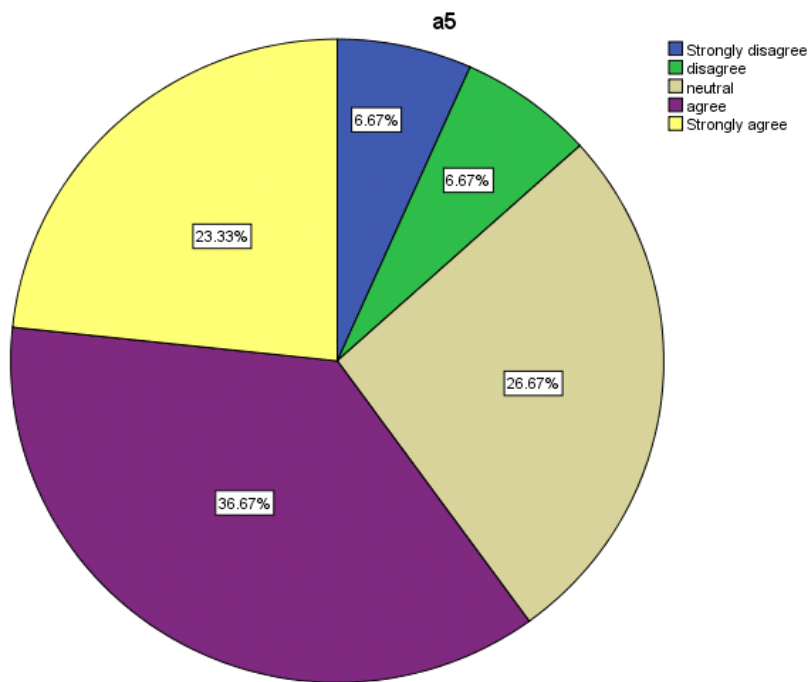
students agree and 40% strongly agree. However, there is a small percentage (3.3%) who strongly disagree, and a moderate percentage (16.7%) who are neutral on the matter.

**Q12: If yes, how many?**

**Table 3.12:**

**The high motivation of the student during teaching in English by teachers.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 2         | 6.7     |
|              | disagree          | 2         | 6.7     |
|              | neutral           | 8         | 26.7    |
|              | agree             | 11        | 36.7    |
|              | Strongly agree    | 7         | 23.3    |
|              | Total             | 30        | 100.0   |



**Figure 3. 12** *The high motivation of the student during teaching in English by teachers.*

Based on the data provided, it seems that the majority of students (36.7%) agree that they are highly motivated when teachers teach in English, followed by 23.3% strongly agreeing. However, a significant portion (26.7%) remain neutral on the matter, while only a small percentage (13.4%) disagree or strongly disagree. This suggests that a considerable number of

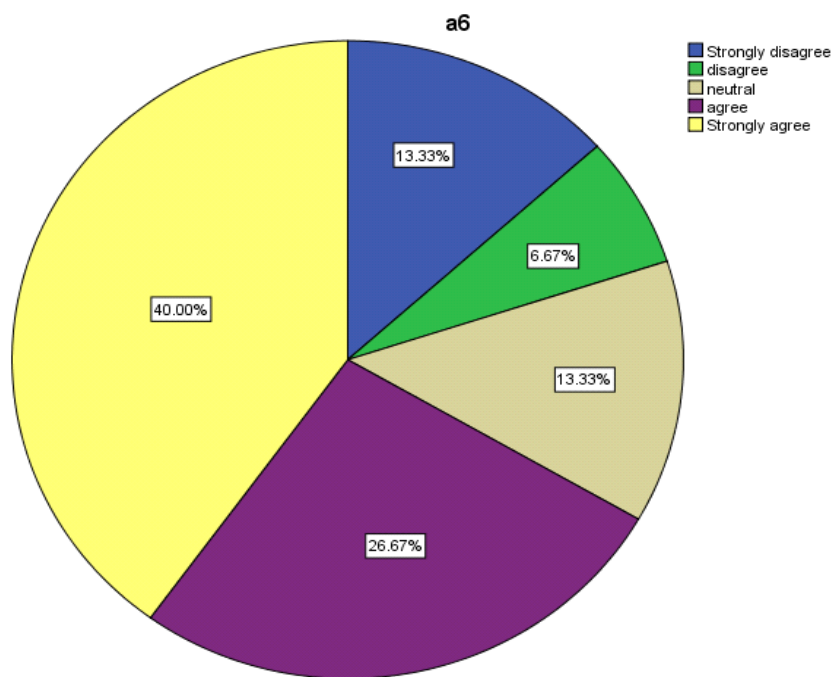
students find English instruction motivating, but there is still a notable proportion whose motivation level remains unaffected or is not influenced positively by English instruction.

**Q13: I can understand better if teachers teach in Arabic ?**

**Table 3.13:**

**Better student understanding during Arabic teaching by teachers.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 4         | 13.3    |
|              | disagree          | 2         | 6.7     |
|              | neutral           | 4         | 13.3    |
|              | agree             | 8         | 26.7    |
|              | Strongly agree    | 12        | 40.0    |
|              | Total             | 30        | 100.0   |



**Figure 3.13: Better student understanding during Arabic teaching by teachers.**

Based on the data, it seems that a significant portion of students, 66.7%, either agree or strongly agree that they can understand better if teachers teach in Arabic. This indicates a preference or perceived effectiveness of teaching in Arabic among the majority of students surveyed.

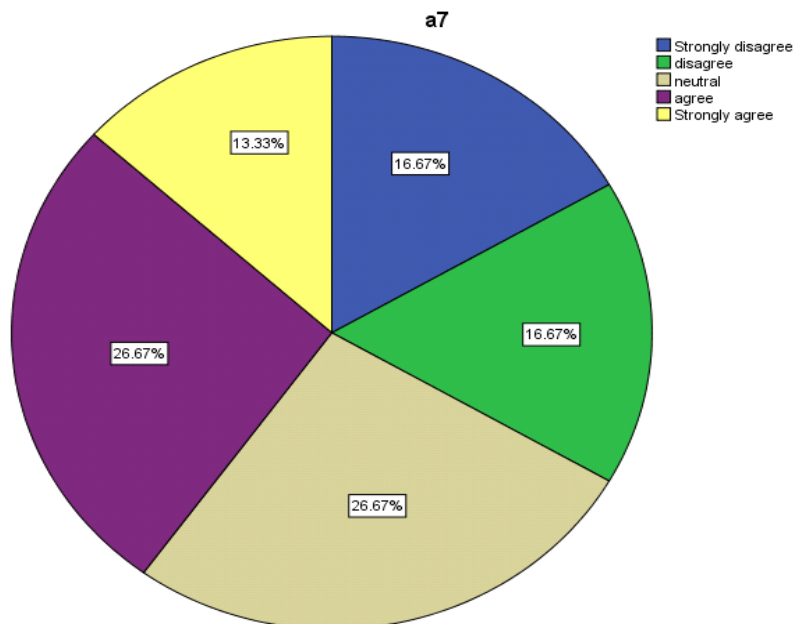
**Q14: I understand better in English medium?**

**Table 3.14:**

**Student's better understanding in English medium.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 5         | 16.7    |
|              | disagree          | 5         | 16.7    |
|              | neutral           | 8         | 26.7    |
|              | agree             | 8         | 26.7    |
|              | Strongly agree    | 4         | 13.3    |
|              | Total             | 30        | 100.0   |

**Table 14 I understand better in English medium?**



**Figure 14 Student's better understanding in English medium.**

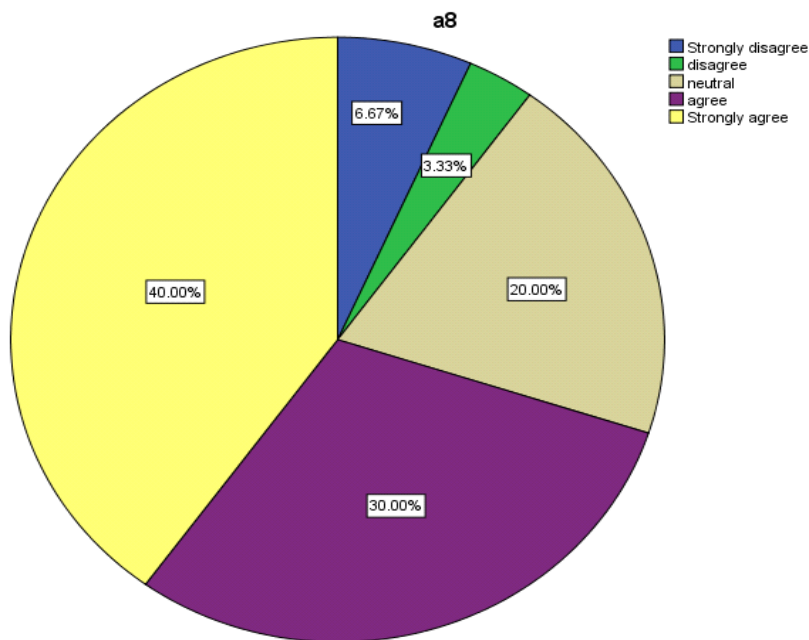
Strongly disagree 5 students 16.7% . disagree 5 students 16.7% . neutral 8 students 26.7% . agree 8 students 26.7% . strongly agree 4 students 13.3% .Based on the data, it seems that there's a diverse range of opinions regarding understanding data better in English medium. While some strongly disagree and disagree, others are neutral, agree, or strongly agree. It's interesting to see the variety of perspectives among the students surveyed.

**Q15: EMI should be used in all universities in Algeria?**

**Table 3.15:**

**The use of EMI in all universities in Algeria.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 2         | 6.7     |
|              | disagree          | 1         | 3.3     |
|              | neutral           | 6         | 20.0    |
|              | agree             | 9         | 30.0    |
|              | Strongly agree    | 12        | 40.0    |
|              | Total             | 30        | 100.0   |



**Figure 3.15 The use of EMI in all universities in Algeria.**

Based on the data, it seems that a majority of students, 70% (agree + strongly agree), support the use of EMI (English as a Medium of Instruction) in all universities in Algeria. However, there is still a significant portion, 23.3% (disagree + strongly disagree), who oppose this idea. Additionally, 20% of students are neutral, indicating uncertainty or lack of strong opinion. Overall, while there's significant support, there's also notable dissent and ambivalence among students.

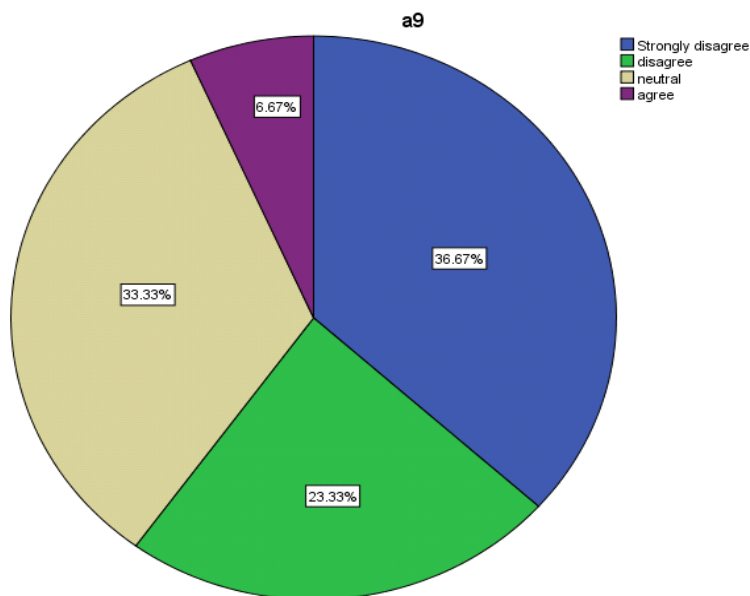
**Q16: EMI hampers our language and culture?**

**Table 3.16:**

**The hindrance of EMI on our language and culture.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 11        | 36.7    |
|              | disagree          | 7         | 23.3    |
|              | neutral           | 10        | 33.3    |
|              | agree             | 2         | 6.7     |
|              | Total             | 30        | 100.0   |

**Table 16 EMI hampers our language and culture?**



**Figure 3.16: The hindrance of EMI on our language and culture.**

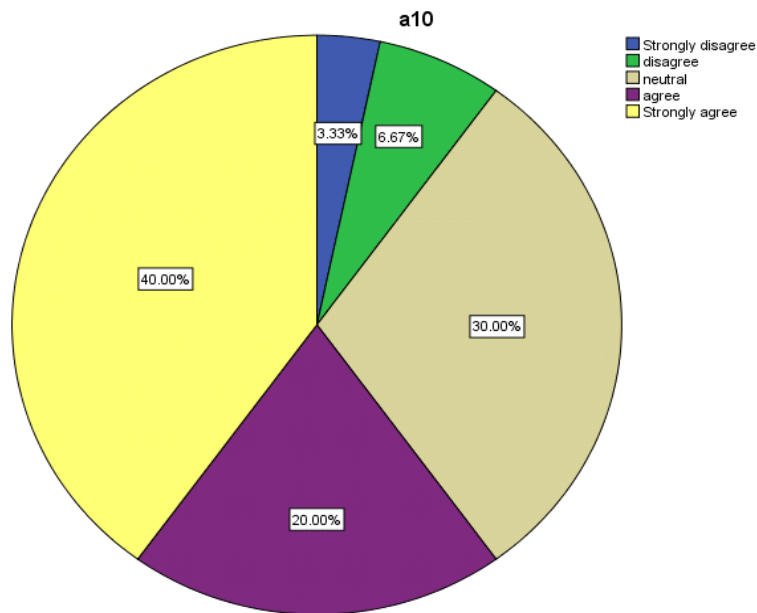
Based on the data, the majority of students either strongly disagree or disagree that EMI (English as a Medium of Instruction) hampers our language and culture, with 70% expressing this sentiment. A significant portion, 33.3%, remain neutral, while only a small minority, 6.7%, agree with the statement. This suggests that the perception of EMI's impact on language and culture varies among students, but a majority do not see it as a hindrance.

**Q17: EMI is the need of the day?**

**Table 3.17:**

*The necessity of EMI is paramount.*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 1         | 3.3     |
|              | disagree          | 2         | 6.7     |
|              | neutral           | 9         | 30.0    |
|              | agree             | 6         | 20.0    |
|              | Strongly agree    | 12        | 40.0    |
|              | <b>Total</b>      |           | 30      |



**Figure 3.17: The necessity of EMI is paramount.**

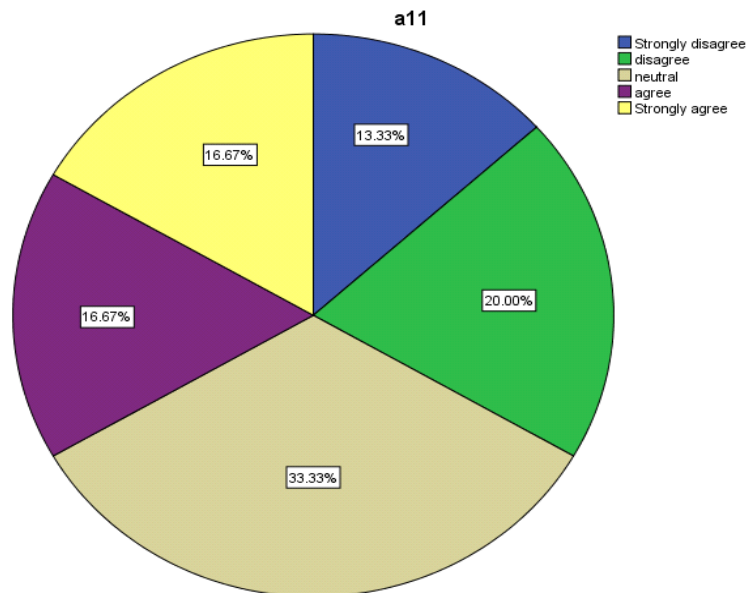
In this question students are asked to reveal their option about whether EMI is a need of the day or not .It appears that a significant portion (60%)of the respondents agree or strongly agree that EMI is indeed essential in today's context ,however ,there's also a notable percentage (10.0%)who disagree or strongly disagree ,and a sizable portion(30%) who are neutral on the matter who might acknowledge its utility in certain situations but also recognize potential drawbacks or alternatives.

**Q18: EMI is an English language hegemony?**

**Table 3.18:**

*The English language hegemony of EMI.*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 4         | 13.3    |
|              | disagree          | 6         | 20.0    |
|              | neutral           | 10        | 33.3    |
|              | agree             | 5         | 16.7    |
|              | Strongly agree    | 5         | 16.7    |
|              | Total             | 30        | 100.0   |



**Figure 3.18** *The English language hegemony of EMI.*

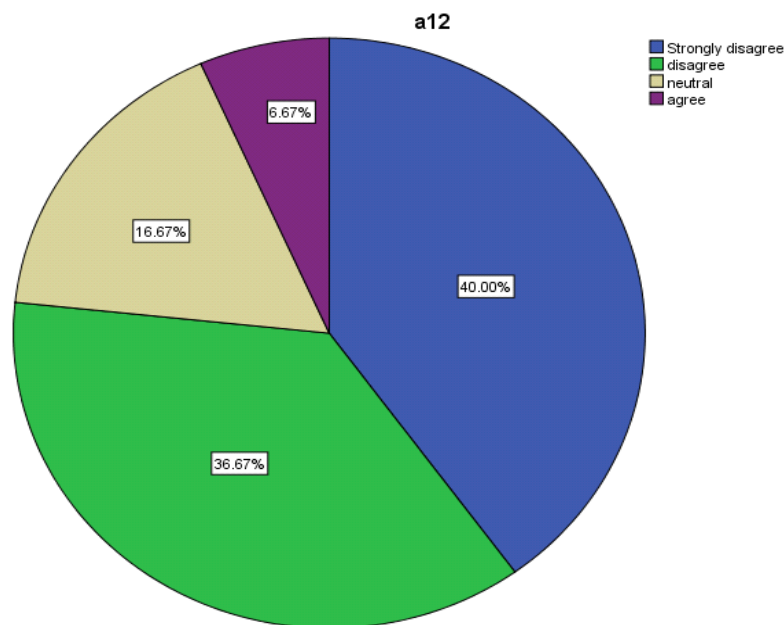
This table is the responses indicate a range of perspectives on the relationship between EMI and English language hegemony ,the largest group is neutral ,10 respondents counting (33.03%) of the total ,however ,there are still respondents who agree and strongly agree (16,07%)and see that EMI is an English language hegemony ,6 respondents (20.0%) disagree and 4 respondents (13.03%) are strongly disagree maybe because they likely believe that EMI is not dominated or enforced by the English language .

**Q19: English is more important than Arabic in education?**

**Table 3.19:**

*The importance of English in education surpasses that of Arabic.*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 12        | 40.0    |
|              | disagree          | 11        | 36.7    |
|              | neutral           | 5         | 16.7    |
|              | agree             | 2         | 6.7     |
|              | Total             | 30        | 100.0   |



**Figure 3.19** *the importance of English in education surpasses that of Arabic.*

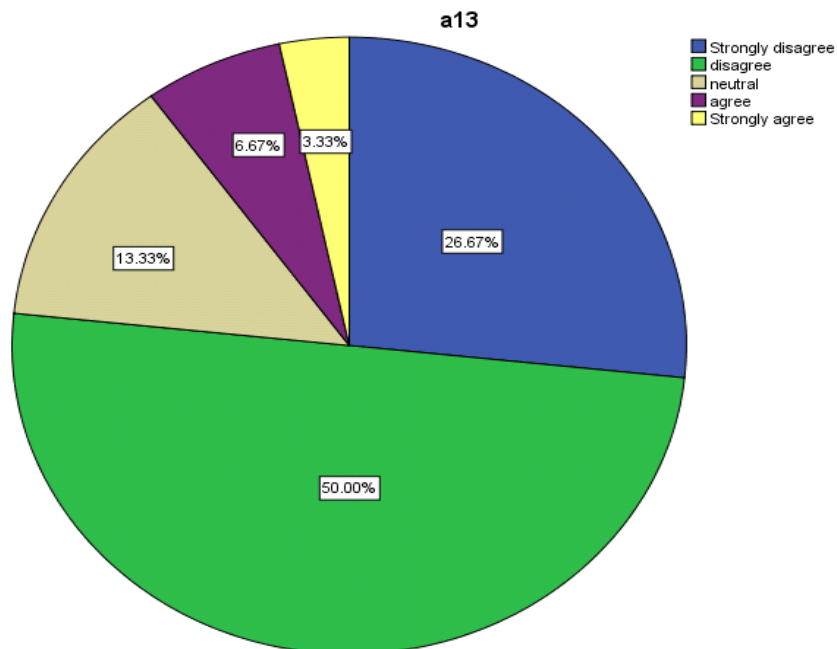
Based on the data provided ,it seems that the majority of participants (40.0%)either strongly disagree and disagree (36.07%)with the statement that English is more important than Arabic in education and they believe that Arabic holds equal or greater importance compared to English education ,whether students who agree (6,17%)reflects the importance of English language in education .

**Q20: EMI might cause language loss of the country?**

**Table 3.20:**

*the potential language loss caused by EMI in the country.*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 8         | 26.7    |
|              | disagree          | 15        | 50.0    |
|              | neutral           | 4         | 13.3    |
|              | agree             | 2         | 6.7     |
|              | Strongly agree    | 1         | 3.3     |
|              | Total             | 30        | 100.0   |



**Figure 3.20 the potential language loss caused by EMI in the country.**

Based on the context provided, it is about whether English EMI might cause language loss in the country, the largest group of respondents strongly believe that EMI could indeed lead to language loss in the country who represent (36,07%) of the total sample, this view point could stem from concerns about the preservation of the country's native languages and cultural identity (20%) of the sample are neutral and unsure about this question, (10%) and the minority of participants believe that EMI won't cause language loss.

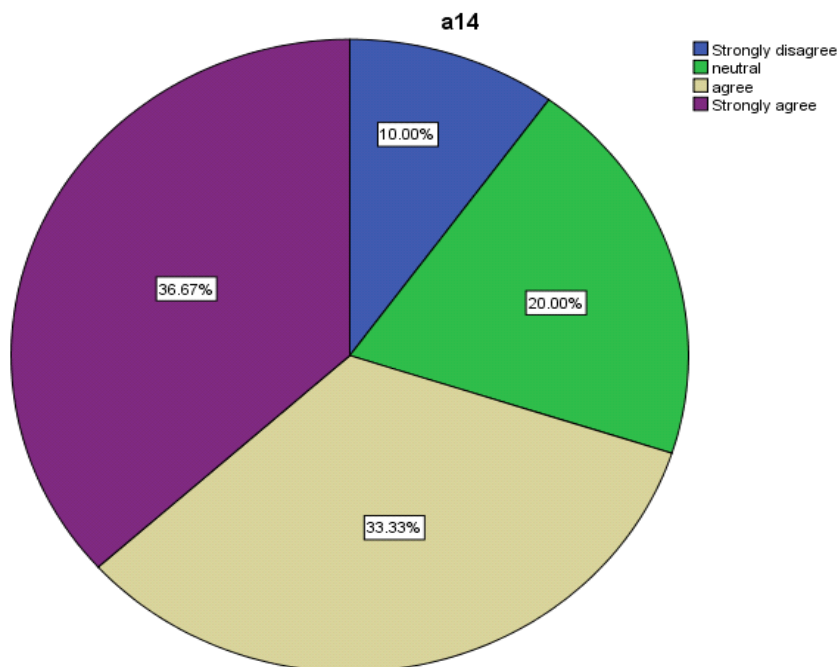
**Q21: English is important for the socio economic development of Algeria?**

**Table 3.21:**

*The importance of English for the socio-economic development of Algeria.*

*Table 1*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 3         | 10.0    |
|              | neutral           | 6         | 20.0    |
|              | agree             | 10        | 33.3    |
|              | Strongly agree    | 11        | 36.7    |
|              | Total             | 30        | 100.0   |



**Figure 3.21 The importance of English for the socio-economic development of Algeria.**

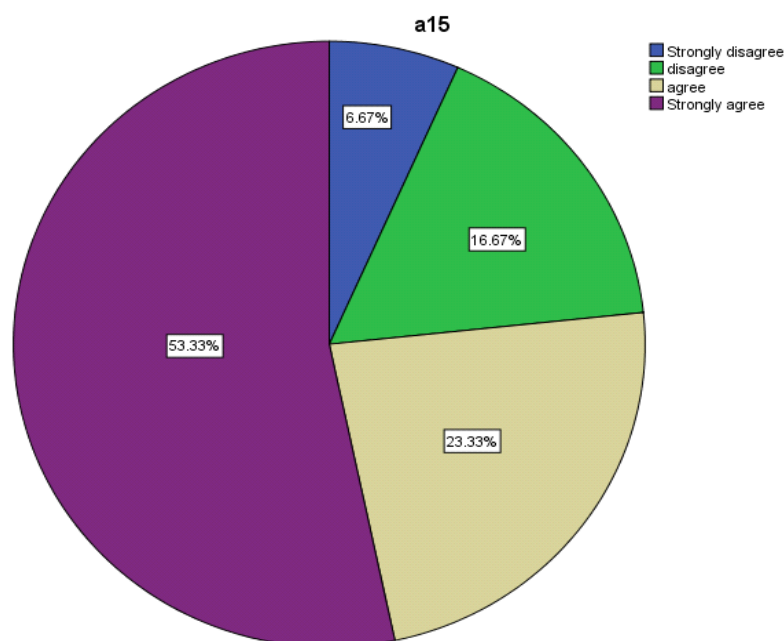
The data above suggests that the majority of participants either disagree (50%) or strongly disagree (26,70%) with the importance of English as a medium of instruction for the socio economic development of Algeria ,whereas a small group agree with ghe importance of EMI counting of (6.07%) and strongly agree with(3.03%).

**Q22: English brings high social status and prestige?**

**Table 3.22:**

**The high social status and prestige associated with English.**

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 2         | 6.7     |
|              | disagree          | 5         | 16.7    |
|              | agree             | 7         | 23.3    |
|              | Strongly agree    | 16        | 53.3    |
|              | Total             | 30        | 100.0   |



**Figure3. 22: the high social status and prestige associated with English**

The table shows that the most of participants (53,03%)strongly agree that English brings high social status and prestige and (23.03%)agree also and they have a positive views towards the relationship between English proficiency and social status and prestige also see that English is highly valued and seems as a pathway to social advancement,conversely (23,04%)either disagree or strongly disagree with this idea.

**SECTION THREE: Challenges with EMI in the faculty of sciences and technologies:**

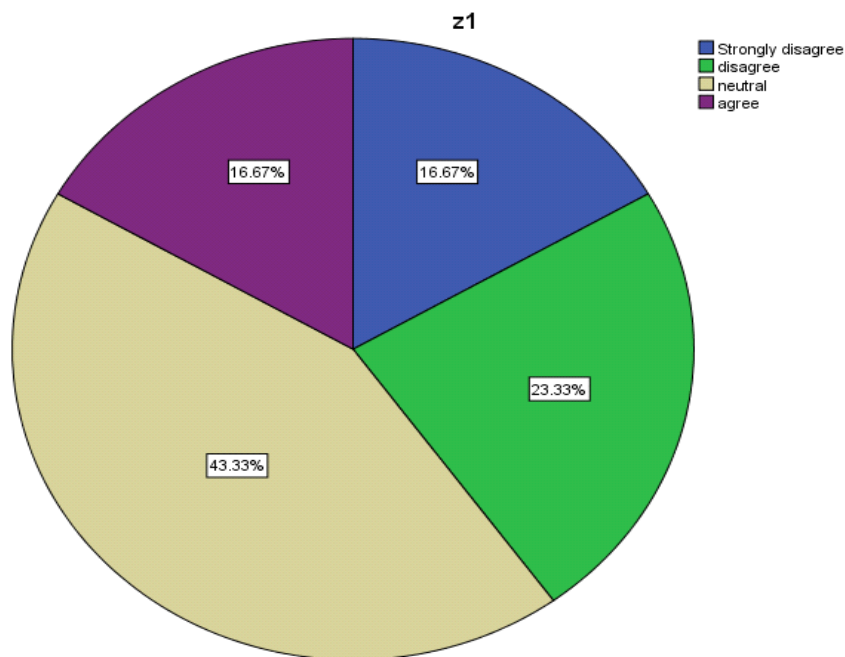
This section seeks to look into the common challenges related to language encountered by students at the Faculty of Science and Technology in the context of EMI. Through an evaluation of survey results, this study highlights important issues and recommends viable mitigation techniques.

**Q23: Teachers cannot fully express in English**

**Table 3.23:**

*Teachers' inability to fully express themselves in English.*

|       |                   | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly disagree | 5         | 16.7    |
|       | disagree          | 7         | 23.3    |
|       | neutral           | 13        | 43.3    |
|       | agree             | 5         | 16.7    |
|       | Total             | 30        | 100.0   |



**Figure3.23: Teacher's inability to fully express themselves in English.**

The majority of responses (43.3%) fell into the "Neutral" category. This shows that a sizable proportion of pupils do not strongly agree or disagree that professors cannot properly explain themselves in English.

The second greatest percentage of replies (23.3%) are in the "Disagree" category. This shows that a sizable proportion of pupils disagree that teachers cannot properly express themselves in English.

Only 16.7% of students strongly disagree with the assertion, indicating that they are confident that teachers can properly explain themselves in English.

Similarly, 16.7% of students agree with the statement, indicating that they believe professors cannot adequately express themselves in English.

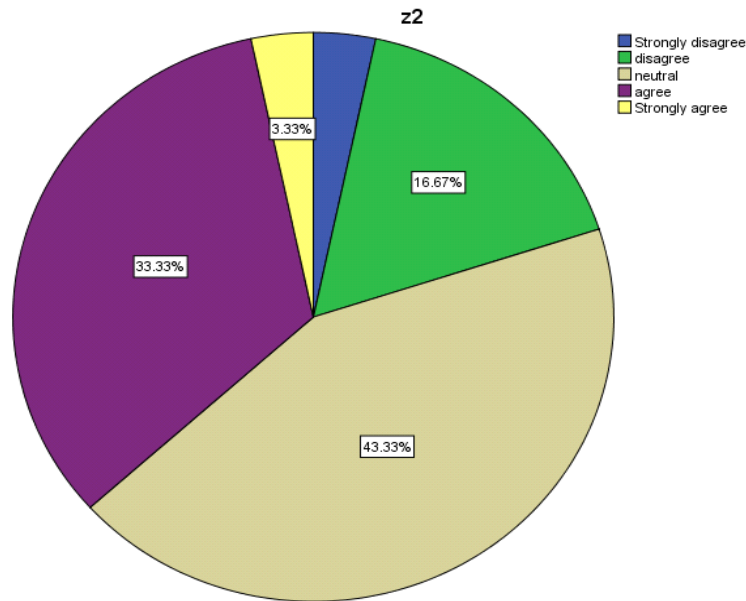
- The data suggests a mixed perception among students regarding teachers' ability to fully express themselves in English.
- While a significant portion of students remain neutral, indicating uncertainty or lack of strong opinion, there are also notable percentages of students who disagree or strongly disagree with the statement, suggesting that they perceive their teachers as capable English speakers.
- On the other hand, there are also students who agree or strongly agree with the statement, indicating that they believe there may be limitations in their teachers' ability to express themselves effectively in English.

**Q24: *I have difficulty comprehending the teacher's lecture in English.***

**Table 3.24:**

***Understanding the teacher's lecture in English is a challenge for student.***

|              |                   | <b>Frequency</b> | <b>Percent</b> |
|--------------|-------------------|------------------|----------------|
| <b>Valid</b> | Strongly disagree | 1                | 3.3            |
|              | disagree          | 5                | 16.7           |
|              | neutral           | 13               | 43.3           |
|              | agree             | 10               | 33.3           |
|              | Strongly agree    | 1                | 3.3            |
|              | Total             | 30               | 100.0          |



**Figure 3.24: Understanding the teacher's lecture in English is a challenge for me.**

The "Strongly Agree" category had the most responses (30.0%). This indicates that a sizable proportion of students strongly agree that they have trouble understanding their teacher's lesson when presented in English.

Another significant number (20.0%) of students agree that they have trouble understanding the teacher's English lecture.

A lesser percentage (16.7%) of students stay neutral, showing confusion or a lack of strong opinion about their ability to understand the teacher's lecture in English.

A total of 33.3% of students disagreed or strongly disagreed with the statement, indicating that some students did not find it difficult to grasp the teacher's English presentation.

The statistics show that a large proportion of students believe they have trouble understanding their teacher's lecture when it is delivered in English.

A significant proportion of students, as seen by the "Strongly Agree" and "Agree" responses, perceive language comprehension issues in English-medium lectures, indicating possible impediments to effective learning in this setting.

While some students do not perceive significant difficulty, as indicated by the "Disagree" and "Strongly Disagree" responses, the overall trend suggests a need for

interventions or support mechanisms to address language comprehension issues and improve students' understanding of English-medium lectures.

**Q25: I face language problems regarding EMI.**

**Table 3.25:**

*The student's language problems regarding EMI*

|              |                   | <b>Frequency</b> | <b>Percent</b> |
|--------------|-------------------|------------------|----------------|
| <b>Valid</b> | Strongly disagree | 3                | 10.0           |
|              | disagree          | 2                | 6.7            |
|              | neutral           | 12               | 40.0           |
|              | agree             | 11               | 36.7           |
|              | Strongly agree    | 2                | 6.7            |
|              | Total             | 30               | 100.0          |

The majority of responses (40.0%) fell into the "Neutral" category. This shows that a sizable proportion of pupils neither strongly agrees nor disagrees that they have linguistic difficulties with English Medium Instruction (EMI).

A total of 36.7% of students agree or strongly agree that they have linguistic challenges in the context of EMI. This suggests that a significant number of students perceive language obstacles when it comes to EMI.

A relatively small number (6.7%) of students either agree or strongly disagree with the statement, indicating that some students do not perceive substantial linguistic challenges in the context of EMI.

According to the findings, pupils have a mixed assessment of language challenges associated with English Medium Instruction (EMI).

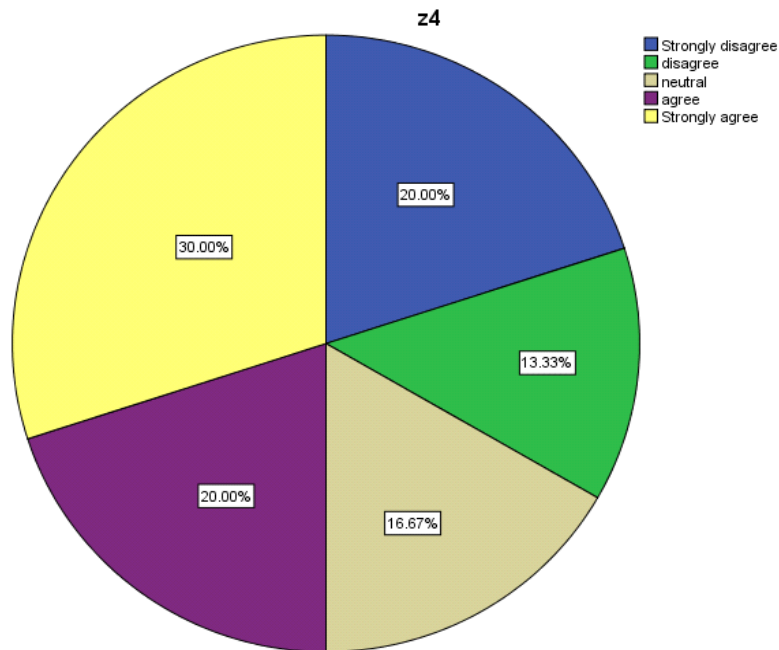
While a large proportion of students stay neutral, indicating confusion or a lack of strong view, a sizable proportion agree or strongly agree that they suffer language difficulties in the context of EMI.

**Q26: I hesitate to speak English in the classroom due to my language problem.**

**Table 3.26:**

*Hesitation to speak English in the classroom is due to student language problem*

|              |                   | Frequency | Percent |
|--------------|-------------------|-----------|---------|
| <b>Valid</b> | Strongly disagree | 6         | 20.0    |
|              | disagree          | 4         | 13.3    |
|              | neutral           | 5         | 16.7    |
|              | agree             | 6         | 20.0    |
|              | Strongly agree    | 9         | 30.0    |
|              | Total             | 30        | 100.0   |



**Figure 3.25: Hesitation to speak English in the classroom is due to student language problem**

The "Strongly Agree" category had the most responses (30.0%). This indicates that a sizable proportion of students strongly agree that they are hesitant to speak English in the classroom due to their language barrier.

Another significant amount (20.0%) of students agree that they are hesitant to speak English in the classroom because of their language barrier.

A lesser percentage (16.7%) of students are neutral, showing confusion or a lack of strong view about their reluctance to speak English in class due to a language barrier.

### CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION OF RESULTS

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A total of 33.3% of students disagree or strongly disagree with the statement, demonstrating that some students do not hesitate to speak English in the classroom despite their language issue.

According to the statistics, pupils have a strong belief that their language barrier prevents them from speaking English in the classroom.

A significant proportion of students, as shown by the "Strongly Agree" and "Agree" responses, perceive language-related hesitations when speaking English in class, which might have an impact on their involvement and engagement.

While some students do not perceive significant hesitation, as evidenced by the "Disagree" and "Strongly Disagree" responses, the overall trend indicates the need for interventions or support mechanisms to address language-related hesitations and encourage students to actively participate in English-speaking environments.

The statistics indicate that language-related EMI challenges are common among students at the Faculty of Science and Technology. Addressing these obstacles necessitates a holistic strategy, which includes providing language support tools, educating teachers to enable language-inclusive classrooms, and creating a supportive learning atmosphere in which students feel encouraged to interact with English. By addressing these concerns, educators may improve the academic experience and success of all students, regardless of linguistic background. Regular feedback systems and ongoing evaluation of assistance measures can help ensure their effectiveness and relevance.

In the last two open ended questions, For the first question "What do you suggest to improve the implementation of EMI in Higher Education?", 24 out of 30 students (80%) provided specific suggestions, whereas 6 students (20%) did not respond. The predominant theme, cited by 12 students (40%), was the necessity of having proficient English teachers and increasing their numbers, underscoring a critical need for teacher training and recruitment. Suggestions included "teachers must be provided" and "there is a shortage of teachers that must

be provided." Additionally, 6 students (20%) recommended integrating English across all faculties and making it the primary language of instruction. Another notable suggestion, mentioned by 5 students (16.7%), involved the incorporation of English language courses and leveraging online resources like YouTube for language learning. These suggestions emphasize a multi-faceted approach, combining formal curriculum integration with supplementary learning tools.

For the second question "Do you want to add any comments in this regard?", only 5 students (16.7%) provided additional comments, indicating a lower response rate compared to the first question. Among these comments, the importance of English for academic and professional development was a recurring theme. Comments such as "English language is important" and "English is a vital language that must be taught in universities and taught from scratch" highlight the perceived critical role of English in higher education. Furthermore, there were calls for policy shifts to prioritize English over French, as exemplified by the comment "The aim is to liberate the French language and make it a secondary language while keeping the Arabic language as the primary word."

Overall, the data suggests a strong consensus among students on the need to improve English proficiency among teachers and to integrate English more thoroughly into the academic curriculum. The significant emphasis on teacher proficiency and availability indicates that this is seen as a fundamental requirement for the successful implementation of EMI. The integration of English across all faculties and the use of supplementary online resources were also key recommendations. Despite the lower response rate for additional comments, the recurring themes reinforce the critical role of English in enhancing academic and professional opportunities, as well as the necessity for strategic policy changes to support this transition.

### 3.3 Discussion

As shown by the results of the questionnaire regarding students attitudes towards using English as a medium of instruction, Students in the Sciences and Technologies faculty demonstrate a strong desire to enhance their English skills due to the need of english in the present days ,additionally a huge number of participants believe that EMI is indeed essential in today's context and they support its use in all universities in Algeria because they are highly motivated when teachers teach in English which explains that students find English as a motivation to learn and important for the socio economic development of Algeria and it brings a high social status and prestige because it is valued and a pathway to social advancement even though they face several challenges with EMI such as the theater's ability to fully express themselves in English.In addition many students indicate that they have trouble understanding teacher's English lectures because they have a strong belief that their language barrier prevents them from speaking English in classrooms.

Previous studies on the topic of English as a medium of instruction in higher education institutions have yielded a range of results. While some studies have found that using English as the medium of instruction has a positive impact on student achievement,and their researches demonstrate their awareness of the interest in using english to receive their courses and both teachers and students emphasized the importance of EMI in accessing current scientific articles and advancement . Overall most of the insights gleaned from previous and this study shed light on the potential benefits of EMI in enhancing educational outcomes and global competitiveness.

### 3.4 Limitations

Throughout the study, numerous challenges were encountered that affected the data collection process for the research's practical component The primary obstacle involved difficulties in reaching and engaging a sufficient number of students due to their busy schedules, also during the data collection process, we encountered a challenge in obtaining responses from female participants. Several girls approached for the study declined to complete the questionnaire. This reluctance may have potentially influenced the gender balance in our

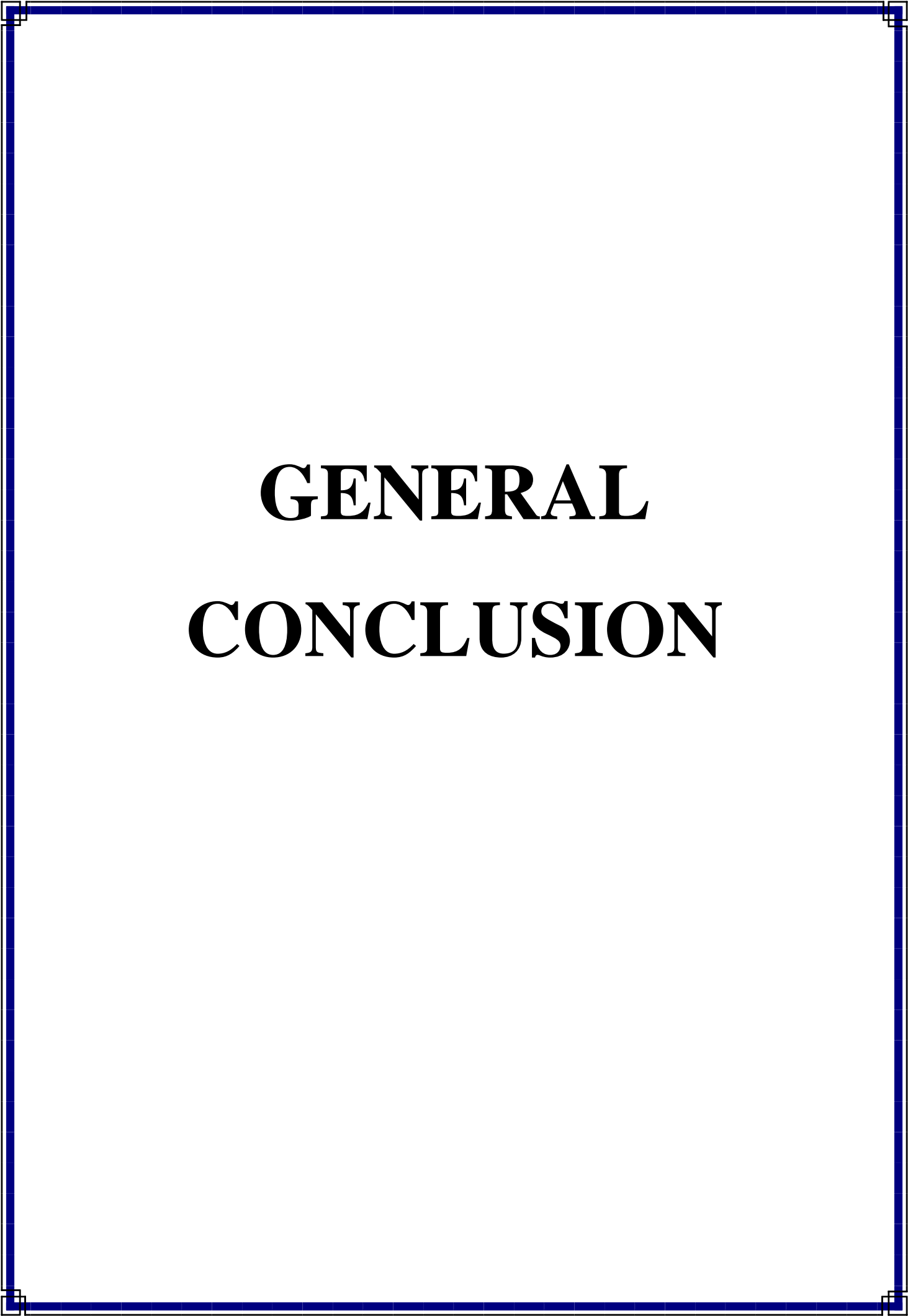
sample, which could affect the generalizability of the results. To overcome this limitation, we resorted to contacting males more than females for assistance in gathering the necessary responses. Additionally, time constraints served as a significant limitation for this study, as the depth and complexity of the topic necessitated extensive research to obtain reliable data and develop viable solutions for the identified issues concerning the implementation of English as a medium of instruction. Moreover, results cannot be generalised due to the fact that sampling was not random, and only one tool which is the questionnaire was possible to be used.

### **3.5 Suggestions for Future Research**

We recommend, for further research, to conduct similar studies on different communities; Since Bordj Bou Areridj is a small, inner city, it would be helpful for students to look at how English is used in different kinds of cities, such as the Capital, larger cities, and coastal cities. A more thorough understanding of the implementation and effects of English-medium instruction in various urban contexts may be obtained with this more expansive method.

Comparative research between faculties might shed light on whether particular faculties have particular advantages or disadvantages with regard to English Medium Instruction (EMI). It is possible to determine how students' experiences with EMI develop over the course of their academic careers by implementing longitudinal research to monitor shifts in student views over time. It may be possible to better understand how opinions of EMI change as students advance through their academic careers by broadening the research to include students from various educational backgrounds, such as postgraduate versus undergraduate. Examining how faculty members view EMI is also important since it can provide a more complete picture of the experience and point out areas in which faculty members need to improve. Furthermore, examining the connection between students' opinions of EMI and their academic achievement

might assist in determining whether favorable or unfavorable judgements are correlated with academic success.



# **GENERAL CONCLUSION**

### GENERAL CONCLUSION

Nowadays, the prevalence of English as the common language for academic and scientific research has led to a significant increase in using English as the primary language of instruction in higher education. This shift aims to standardize the education system globally by promoting English as the main language in universities worldwide. The concept of English as a medium of instruction initially emerged in former British colonies where English was commonly spoken. These developing countries adopted English due to limited alternatives. Over time, this policy gained popularity as the USA emerged as a dominant political and cultural force. The implementation of English as a medium of instruction is driven by various reasons, be it political or economic, as it is viewed as the optimal language for progress and development. In the context of Algerian higher education, this study focused on science and technology students to explore their attitudes towards the use of English as a medium of instruction. The research aimed to understand both the benefits and challenges associated with this policy. The first chapter focuses on the theoretical framework of the study. It delves into the global status of English, English for specific purposes, its role as a lingua franca, its significance in the scientific community. Subsequent sections explore the English as a medium of instruction policy, its origins, successful strategies, and global adoption, including some previous studies about EMI.

In the second chapter, which is the practical part, the analysis centers on students' perceptions regarding the implementation of English as a medium of instruction in Algerian higher education. The study's findings indicate that students recognize the policy's importance and the benefits it offers to educational development. However, they acknowledge the challenges involved in successfully implementing English as a medium of instruction. It is evident that there are numerous challenges due to the low proficiency levels of both teachers and students in English. The Algerian government plays a crucial role in providing the

necessary support to ensure the successful implementation of English in practical situations. Overall, it is essential to recognize that using English as a medium of instruction is vital for the advancement of education in Algeria. Mastery of this language is indispensable for all Algerians to steer the nation towards prosperity and growth.

The overall findings of the current study suggest that there is a positive preference for the use of EMI in The university context on the part of students.

This study has limitations in terms of the constraints associated with using a pure qualitative and quantitative research Paradigm to gather information. Future studies would benefit from collecting larger datasets via the use of interviews or focus group discussion to gain a better understanding of challenges in the EMI classroom, Improving matters related to English as a Medium of Instruction (EMI) is a crucial necessity to ensure the quality of education and achieve academic goals. First, teachers must be enabled to fully and clearly express themselves in English, as their weakness in this language negatively impacts the conveyance of information to students. Second, the difficulties students face in comprehending lectures in English must be addressed by providing additional linguistic support, such as remedial classes or simplified educational materials. Third, linguistic problems that hinder the use of English as an instructional medium should be resolved by developing curricula and training teachers in innovative teaching methods. Finally, students' confidence in using English in the classroom should be enhanced by creating a supportive and encouraging environment, which helps them overcome hesitation and shyness and encourages active participation. Achieving these improvements ensures better academic interaction and contributes to the academic and future success of students .the findings of our study Have wider implications which can contribute to a better implementation of EMI on the part of the Participants.

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## Appendixes

## Appendix One

## Students' Questionnaire

**Dear Student,**

The present questionnaire is a part of my Master Dissertation Research on Teaching English for sciences and technologies. A case study of the Faculty of sciences and technologies university of EL Bachir EL ibrahimi. I would like to ask you about your opinion concerning the course of teaching and learning English at the Department of science. I will appreciate your help if you could complete the following questions based on your experience. All information given will be anonymous and treated confidentially.

Thank you very much

عزيزي الطالب،

يمثل الاستبيان التالي جزءاً من مذكرة الماستر الخاصة بي حول تدريس اللغة الإنجليزية لطالب قسم العلوم التكنولوجية لجامعة محمد البشير الإبراهيمي. يشرفني أن أطرح عليكم مجموعة من الأسئلة عن آرائكم فيما يتعلق بكيفية التعليم والتعلم بالنسبة لدرس اللغة الإنجليزية في قسم العلوم. سأقدر مساعدتكم إذا أمكنكم إكمال استمارة الاستبيان بناءً على تجربتكم. جميع المعلومات المقدمة من طرفكم سوف تكون سرية. شكراً جزيلاً

**Section One: Respondents' Background Information**

Age:

Gender:

Level:

Department:

How do you estimate your level in English?

كيف تقيم مستواك في اللغة الإنجليزية؟

|      |          |              |          |
|------|----------|--------------|----------|
| Poor | Beginner | Intermediate | Advanced |
|------|----------|--------------|----------|

Have you taken any course in English?

هل أخذت أي دورة في اللغة الإنجليزية؟

If yes, where

إذا كانت الإجابة بنعم، أين؟

|                |            |               |
|----------------|------------|---------------|
| Private School | CEIL / UFC | Self-educated |
|----------------|------------|---------------|

**Section Two: Students' Attitudes of English Medium of Instruction**

Is there any teacher who is using EMI, in your department?

هل هناك أي معلم يستخدم EMI في قسمك؟

If yes how many?

إذا نعم كم عدداً لاساتذة؟

What do you think of Using English as a Medium of Instruction at University?

ما رأيك في استخدام اللغة الإنجليزية كوسيلة للتعليم في الجامعة؟

Tick (✓) in the right box from 1 to 5.

| <i>Items</i>   |   | <i>Strongly disagree</i> | <i>disagree</i> | <i>neutral</i> | <i>agree</i> | <i>Strongly agree</i> |
|--|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| 1 EMI is good in Algerian higher education.                      | 1. التدريس باللغة الإنجليزية جيد في التعليم العالي الجزائري.          |                          |                 |                |              |                       |
| 2 I prefer EMI classes.  | 2. أفضل الدروس باللغة الإنجليزية.                                     |                          |                 |                |              |                       |
| 3 Most of the required reading material is available in English. | 3. معظم المواد القرائية المطلوبة متوفرة باللغة الإنجليزية.            |                          |                 |                |              |                       |
| 4 EMI will develop my English proficiency.                       | 4. سيعزز التدريس باللغة الإنجليزية مهارتي في اللغة الإنجليزية.        |                          |                 |                |              |                       |
| 5 I am highly motivated when teachers teach in English.          | 5. أشعر بالدافع الكبير عندما يدرس المعلمون باللغة الإنجليزية.         |                          |                 |                |              |                       |
| 6 I can understand better if teachers teach in Arabic.           | 6. يمكنني فهم أفضل إذا كان المعلمون يدرسون باللغة العربية.            |                          |                 |                |              |                       |
| 7 I understand better in English medium.                         | 7. أفهم بشكل أفضل في وسط اللغة الإنجليزية.                            |                          |                 |                |              |                       |
| 8 EMI should be used in all universities in Algeria.             | 8. يجب استخدام التدريس باللغة الإنجليزية في جميع الجامعات في الجزائر. |                          |                 |                |              |                       |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| 09 EMI hampers our language and culture.                               | 09. التدريس باللغة الإنجليزية يعيق لغتنا وثقافتنا.                |  |  |  |  |  |
| 10 EMI is the need of the day.   | 10. التدريس باللغة الإنجليزية هو حاجة العصر.                      |  |  |  |  |  |
| 11 EMI is an English language hegemony.                                | 11. التدريس باللغة الإنجليزية يمثل هيمنة للغة الإنجليزية.         |  |  |  |  |  |
| 12 English is more important than Arabic in education.                 | 12. اللغة الإنجليزية أهم من العربية في التعليم.                   |  |  |  |  |  |
| 13 EMI might cause language loss of the country.                       | 13. قد يتسبب التدريس باللغة الإنجليزية في فقدان لغة البلد.        |  |  |  |  |  |
| 14 English is important for the socio-economic development of Algeria. | 14. اللغة الإنجليزية مهمة للتنمية الاجتماعية والاقتصادية للجزائر. |  |  |  |  |  |
| 15 English brings high social status and prestige.                     | 15. اللغة الإنجليزية تجلب مكانة اجتماعية وهيبة.                   |  |  |  |  |  |

### *Students' Challenges with EMI in the Faculty of Science and Technology*

| <i>Items</i>                                 |   | <i>Strongly disagree</i> | <i>disagree</i> | <i>neutral</i> | <i>neutral</i> | <i>agree</i> | <i>Strongly agree</i> |
|--|---|--------------------------|-----------------|----------------|----------------|--------------|-----------------------|
| 1. Teachers cannot fully express in English. | لا يستطيع المعلمون التعبير بشكل كامل باللغة الإنجليزية. |                          |                 |                |                |              |                       |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| 2.I have difficulty to comprehend teacher's lecture in English.        | أواجه صعوبة في فهم محاضرات المعلم باللغة الإنجليزية.            |  |  |  |  |  |  |
| 3.I face language problems regarding EMI                               | أواجه مشاكل لغوية فيما يتعلق باللغة الإنجليزية كوسيلة تعليمية.  |  |  |  |  |  |  |
| 4.I hesitate to speak English in classroom due to my language problem. | أتردد في التحدث باللغة الإنجليزية في الفصل بسبب مشكلتي اللغوية. |  |  |  |  |  |  |

#### Section Four: Further Suggestions

What do you suggest to improve the implementation of EMI in Higher Education?

ما الذي تقترحه لتحسين تطبيق الإنجليزية كوسيلة تعلم في التعليم العالي؟

.....

Do you want to add any comments in this regard?

هل تريد إضافة أي تعليقات في هذا الصدد؟

.....

Thank you for your contribution

## Résumé

Le but de cette étude est d'examiner les perceptions et les attitudes des étudiants concernant l'utilisation de l'enseignement en anglais (EMI) au niveau de l'enseignement supérieur. À cette fin, un questionnaire, adapté de la littérature pertinente, a été utilisé pour collecter des données en utilisant un échantillonnage de commodité composé de (N° 30) étudiants de première année de la faculté des sciences et technologies de l'université Mohamed El Bachir El Ibrahimy, Bordj Bou Arreridj, Algérie. Une approche mixte a été utilisée pour analyser les données en utilisant les fréquences et les pourcentages. Les résultats ont montré que de nombreux participants manifestent un fort désir d'améliorer leurs compétences en anglais en raison de sa nécessité dans le monde actuel. Ils estiment que l'EMI est essentiel dans le contexte actuel et soutiennent son utilisation dans toutes les universités algériennes. Ils se sentent très motivés lorsque les enseignants utilisent l'anglais, le considérant comme important pour le développement socio-économique de l'Algérie et comme un chemin vers l'avancement social. Cependant, ils rencontrent des défis, tels que la difficulté à s'exprimer pleinement en anglais et à comprendre les cours en anglais des enseignants, croyant que leur barrière linguistique entrave la communication en classe. Cette étude contribue à une meilleure compréhension de la mise en œuvre de l'EMI et de ses implications pour les étudiants dans les établissements d'enseignement supérieur algériens.

## الملخص

هدف هذه الدراسة هو التحقيق في تصورات ومواقف الطلاب تجاه استخدام التعليم باللغة الإنجليزية (EMI) في مستوى التعليم العالي. لهذا الغرض، تم استخدام استبيان، مُقتبس من الأدبيات ذات الصلة، لجمع البيانات باستخدام العينة الميسرة التي تتكون من (عدد 30) طالبًا في السنة الأولى في كلية العلوم والتكنولوجيا بجامعة محمد البشير الإبراهيمي، برج بوعرييج، الجزائر. تم استخدام نهج مختلط لتحليل البيانات باستخدام التكرارات والنسب المئوية. أظهرت النتائج أن العديد من المشاركين يظهرون رغبة قوية في تحسين مهاراتهم في اللغة الإنجليزية بسبب ضرورتها في الوقت الحاضر. ويعتقدون أن التعليم باللغة الإنجليزية ضروري في السياق الحالي ويدعمون استخدامه في جميع الجامعات الجزائرية. يشعرون بتحفيز كبير عندما يستخدم المدرسون اللغة الإنجليزية، حيث يرونها مهمة للتنمية الاقتصادية والاجتماعية في الجزائر وكطريق للتقدم الاجتماعي. ومع ذلك، يواجهون تحديات، مثل صعوبة التعبير عن أنفسهم بشكل كامل باللغة الإنجليزية وفهم محاضرات المدرسين باللغة الإنجليزية، حيث يعتقدون أن حاجز اللغة يعوق التواصل في الفصول الدراسية. تساهم هذه الدراسة في فهم أوسع لتطبيق التعليم باللغة الإنجليزية وتداعياته على الطلاب في مؤسسات التعليم العالي الجزائرية