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**English as a Medium of Instruction in Algerian Higher Education:
Case of First-Year Economics Students at Tlemcen University**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Statement of Originality

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Dedication

With utmost gratitude and reverence, I dedicate this work to the pillars of my life:
my beloved parents;

You have been the foundation upon which I stand. Your unconditional love, unwavering support, and endless sacrifices have shaped the person I am today.

To my cherished sister.

Amina **MOUSLIM**

Dedication

I would like to dedicate this thesis to my beloved parents, Mohammed & Zehour, whose continuous efforts, support and care enabled me to accomplish this thesis.

To my beloved sisters Chahrazed and Sihem, who supported me in good and difficult moments. Thank you for your sincere love.

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Abstract

This study explores the use of English as a Medium of Instruction (EMI), examining its impact on student's learning and potential challenges. It studies First- year Bachelor students at the Department of Economics at the University of Tlemcen. This case study focuses on how students perceive their course in English. It investigates students' learning difficulties and benefits in their subject course instructed in English. Therefore, a mixed-method approach has been used to collect both quantitative and qualitative data, using classroom observation, online interviews, and students' questionnaires. We conducted a survey with 48 First year students and one teacher of economics. Students and teacher's answers were analysed to discuss the implementation of English as a medium of instruction. This study reveals a shared preference among the teacher and learners towards EMI, which reflects a growing recognition of English as a vital tool in today's globalised world. This study has brought insights into the use of EMI in the economics department, reflecting on its opportunities and challenges in the implementation of EMI in higher education institutions.

key words: English as a Medium of Instruction (EMI), Opportunities, Challenges, Algerian Higher Education.

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List of Acronyms

EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
TC	Target Culture
TL	Target Language



General Introduction

General Introduction

The Algerian government has promoted the use of English in higher education for First-year university students in all fields. This is considered as a way to improve students' access to international academic resources and prepare them for career skills. However, there are some challenges associated with this linguistic shift, such as the need of faculty development and language proficiency. The potential opportunities of using English as a medium of instruction, however, are significant.

The implementation of English as a Medium of Instruction in Algerian institutions has become a must rather than a choice, and it deemed into a real phenomenon, which the academic community cannot reject. The implementation of any language policy can have its affordances on language learners, as it can create challenges in its acquisition. In the context of Algerian universities, English is more of a challenge to teachers who were trained in other languages.

This study will provide valuable insights into the effectiveness of EMI, examining the case of first-year economics students at Tlemcen university. The main objectives of this study are related to identifying challenges and opportunities of learning with EMI. It will explore the main opportunities of implementing EMI in the department of Economic, and how students perceive their course instructed in English.

Accordingly, researchers tend to answer the following research questions:

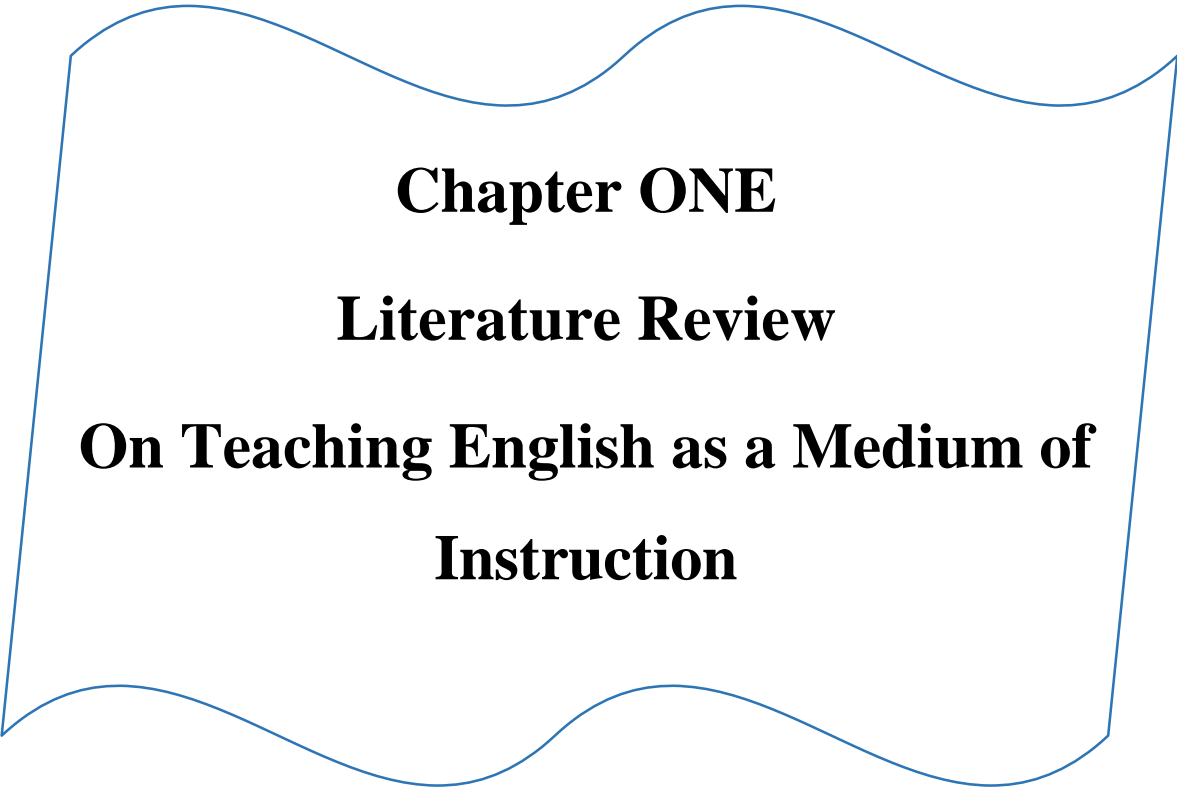
1. What are economics learners' challenges encountered in learning their course in English ?
2. What are the opportunities EMI can provide to economics students?
3. What are teachers and students' perceptions of the implementation of EMI?

The desire to reach objectives and discuss the research questions, researchers designed an exploratory case study to investigate a group of First-year economics students at Tlemcen University. This case study collected qualitative and quantitative data using three research

General Introduction

instruments: classroom observation, teacher interview, and students' questionnaires. The descriptive approach is used to analyse the questionnaires and the interview.

This work is divided into two chapters. The first chapter presents an overview about English language instruction and its importance. It also discusses EMI in higher education, reporting on both students and teachers' challenges and perceptions towards EMI in the Algerian context. The second chapter includes methodology, data collection, and analysis of the main findings. It ends with some recommendations and limitations of the study.



Chapter ONE
Literature Review
On Teaching English as a Medium of
Instruction

CHAPTER ONE: Literature review on Teaching English as a medium of Instruction

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1. Introduction

English nowadays has gained an international status. This global position turned into a valuable asset once acquired by individuals, as it could open a worldwide door of opportunities for professional development and financial growth. Learning this language is now regarded as a necessity rather than a luxury. Hence, the Algerian government has warranted the pedagogical policy of integrating English language in both primary schools and higher education institutions.-The implementation of this policy is bound to have some social and pedagogical repercussions considering the historical linguistic background of the country and its attachment to French language. Thus, the present study highlights the policy of integrating English language in Algerian universities as an official means of instruction. This chapter presents a literature review discussing major educational reforms, highlighting the status of both English and French as foreign languages, and more importantly, it explores the major challenges that limited the successful implementation of EMI policy in higher education in Algeria.

1.1 English as a Global Language

The position of English as a global language is revolutionary, as it took over other languages used in different fields, mainly technological advancement. The use of this language is integrated into everyday life domain, including education, media platforms, public health sector, law, business and others. Moreover, Crystal (2006) explained the global recognition of English as an international language, he argued that in order for a language to achieve a global status, it has to meet three main criteria. First, it should be generally accepted as an official language in countries. Second, it should be spoken by the majority of people in various nations as a first language. Third, it should be prioritised in language instruction globally (as cited in Michaud & Colpitis, 2015), and it has to be taught as an official language at an international level.

English has achieved a dominant global position that enabled it to be the leading language of the international communication between nations. According to statistics presented by Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt and Wenderoth (2015). There are more than 15 million official teachers of English language around the world, and 80% of them are non-native English speakers (as cited in Floris & Renandya, 2020). Thus, a large number of teachers of English around the world come from non-native English countries and they teach English as a second or a foreign language. The increasing number of learners of English has also

increased the demands of teachers. This statistical evidence supports Crystal's argument, as the demand has showed that English language is of priority in the world.

More importantly, English is currently viewed as a valid indicator for technological development and economic advancement (Brooker,2018). It is argued that the use of this language as a means to leverage economic progress has turned into a distinguishing feature of the 21st century. English has turned into an effective tool that enables its speakers and users to enjoy a wide range of professional opportunities that enables them to achieve economic development. Brooker (2018) has also listed some of the key advantages that characterise English language users nowadays. They include that it is a socio-economic development tool that provides opportunities for mobility and employability. Therefore, it is also considered as a key requirement for the individual's set of skills in the 21st century.

Consequently, English is not only used in different global and social contexts, but it is also a key factor in developing and enhancing one's professional and economic status. This great importance of English as a global language puts more emphasis on its teaching pedagogy and instructional methods in the field of EFL learning. It also sheds light on the necessity of educating young pupils and students to enable them to succeed in both their academic careers and professional development.

1.2. Importance of English as a language of instruction

Considering the notable significance of English language in today`s global world, its acquisition has become a necessity, rather than an addition. It is now regarded as the language of science, media, tourism and aviation (Ilyosovna, 2020). It is commonly observed that English is the characterising language used in most social media platforms and websites. Thus, if an individual needed to browse the web, understanding English is an essential requirement. It is also the language of science and education since current syllabus and curricula are mostly presented in English, in addition to the availability of the related research articles and papers in this language. In terms of aviation, it could be also observed that pilots, cabin crews and airports staff use of English language in this workplace environment regardless of their native tongue. Thus, English language is nowadays a requirement skill for graduate students since it plays a major role and occupies a large proportion of the workplace environment.

As a result, English language instruction is now holding a significant value in the global educational sector because it bears the responsibility of providing students from diverse social and national backgrounds with the most widely used language in the world. Furthermore, this language instruction is not only demanded in their academic journey, it is rather required in their professional careers as well. Shrishthy (2023) argued that English is selected as a representative language for the majority of international organizations spread in different countries around the globe. Therefore, it is vital for students to equip themselves with this means if their aim was to succeed in their professional domains after university.

More importantly, Tang (2020) made it intelligible that EMI has specific purposes. It enhances students` English language proficiency for professional purposes. It broadens up their understanding of many academic fields, and prepare them to engage with the global community. Thus, using English as a means of instruction at universities aims at preparing students for professional workplace environments. They will need to execute particular tasks using English language, such as writing formal emails and reports, preparing presentations, and others. It also aims to expand their knowledge and

comprehension of different life domains. All these factors contribute to producing effective and efficient members of society who can function in the national and international professional domain once they graduate from college.

1.3. Role of Curriculum and Pedagogy in Foreign Language Learning

Before addressing the teaching pedagogy and its role in language learning and acquisition, the concept of pedagogy should be first clarified and comprehended in order to build a profound comprehension of the relationship between pedagogy, curriculum and language learning/acquisition. According to Shulman's (1987) model, the term pedagogy is defined as a style of thought that centers on the steps taken during the teaching process, such as the transformation of knowledge to make it suitable for instruction (as cited in Shing, Saat, & Loke, 2015). In a similar definition provided by Alexander (1992), pedagogy is the organization of students and teaching strategies within a framework for educational practice (as cited in Shah & Campus, 2021). Thus, it could be deduced that this term refers to both learners and the teaching methods and practices that are used in the classroom context. It is a structured plan of action that outlines the aim of the English course, the activities used, and the methods employed. There is a number of curriculum models that have been suggested in education such as the Hilda Taba's Model that is manifested in the following figure.

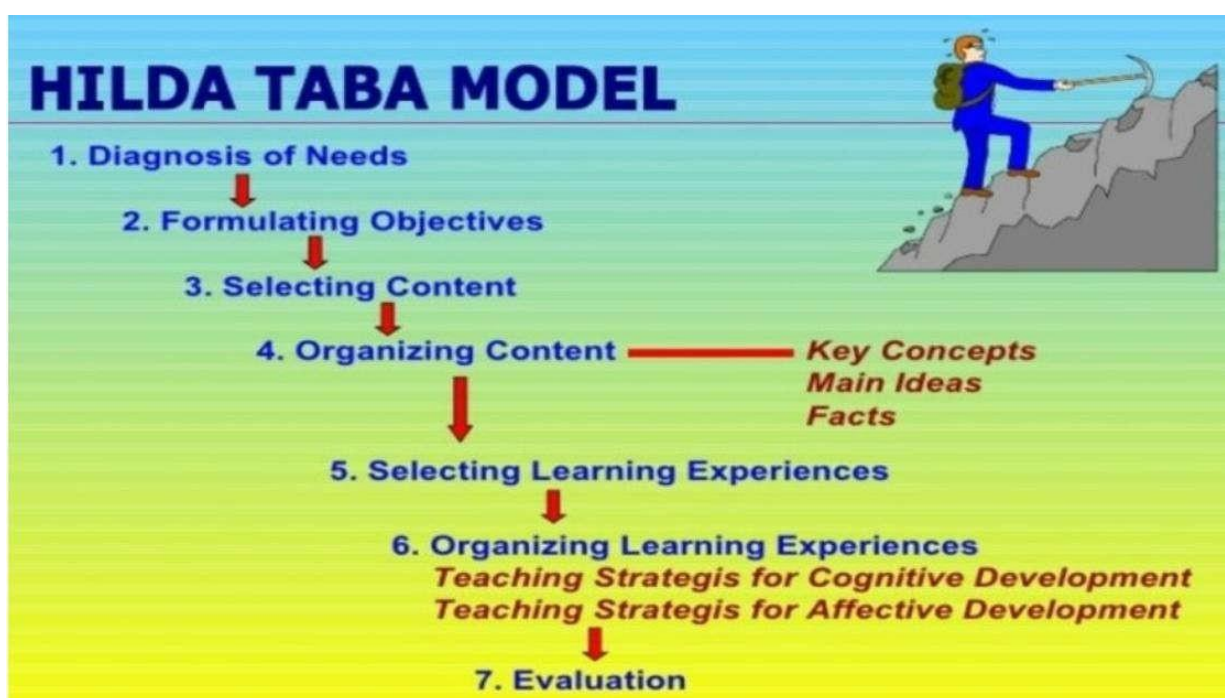


Figure 1.1. Hilda Taba's Model (Gulzar, 2021)

This model represents curriculum design process or procedure that outlines the teaching aims and practices that are suggested for English language learning and instruction. The model includes seven main steps that initiates (see figure 1) with the process of identifying learners' needs (why do they need to learn English). According to Kosimov (2021), identifying learners' needs is a vital step for teachers to design their course and to help them improve their language proficiency through effective and purposeful language content and instruction.

The following step is setting objectives for the language learning course. In this step, teachers could set objectives that they want their students to reach at the end of the course based on their needs. After that, teachers can move to the selection process through which they choose a content for their lessons that fits their students' needs (Gulzar, 2021).

Furthermore, a teacher must not only choose the material to teach, but also arrange it in a specific order while taking the students' interests, academic performance, and maturity into account (Gulzar, 2021). This step is called content organisation in which teachers are required to take many factors into consideration, including the learners' age, language proficiency and their motivation. Subsequently, the next step in this model is to

select the learning experiences to ensure students` engagement and interaction with the content selected for the course. This brings attention to previously discussed points concerning the role of interaction in language learning and acquisition. In the same vein, Gulzar (2021) recommends for teachers to select teaching methods and materials that correspond with their students` learning preference and increase their engagement in the learning process.

In addition, organizing the learning activities and experiences is another responsibility for teachers to engage their students in the learning process using sequenced activities that meet with the learners` needs and preferences. The final step in curriculum design is to select the necessary assessment and evaluation techniques through which learners are evaluated at the end of the course (Gulzar, 2021). In this step, the teacher could also highlight the objectives that have been accomplished, and integrate some necessary editing if needed to produce an effective language learning course.

Both language teaching pedagogy and curriculum design play a major roles in determining the success and effectiveness of an EFL learning course. Richards(2001) also claimed that curriculums in language learning and teaching pedagogy should be in constant state of research and development to ensure effective and successful teaching and learning experiences. Thus, it is vital for teachers to constantly seek new methods and materials of teaching that accommodate learners` digital orientation, their changing needs and their diverse learning preferences.

Accordingly, scholars and educators alike acknowledge the importance of language curriculum development and consider it as the bane of the EFL/ESL pedagogy advancement. Therefore, educators are required to adapt with the rapid shifts that are taking place in the modern EFL classroom and incorporate new teaching methods themselves to accommodate these changes as well and maintain a successful language learning and teaching results.

Accordingly, EMI is a pedagogy used to teach content subject using a specific language of instruction. This language instruction, according to Prabjandee & Nilirpm (2022), is primarily implemented by policymakers in higher education to optimise internationalisation prospects and student mobility a global educational landscape. It is a type of language instruction used in universities to increase students` accessibility to

international learning and working opportunities. This pedagogy is thoroughly explained in the following sections.

1.3.1. Overview of Major Language Acquisition and Learning Theories

Over the years, there has been a number of prevailing learning theories that dominated the field of Second Language Acquisition (SLA) and distinguished the methods of language teaching and pedagogy. According to Schunk (2012), the study of language acquisition in a psychological perspective that dates back to the nineteenth century, when systematic studies in psychology started to emerge. These theories serve as a set of rules that are accepted by science, they are proposed to explain a phenomenon, offer frameworks for analysing data from the environment, and act as links between research and teaching pedagogy (Suppes, 1974, as cited in Schunk, 2012). Therefore, they are regarded as an essential framework that organizes the relationship between learning, teaching and academic outcomes.

One of the earliest theories that emerged in the field of SLA is the Universal Grammar Theory by Noam Chomsky in late 1960`s. Chomsky had a number of revolutionary concepts and language learning theories, and UG is one of them. This theory dictates that children are born with an innate language learning system that enables them to acquire the target language without the need for extensive exposure to the language (Hoque, 2021). Chomsky also believed that all human beings have an encoding language learning system that bears the principles and rules of a language (grammar rules and principles). It is true that this theory mostly emphasizes the learners` ability to acquire a language at an early age, but it also implies that all human beings have

an innate language acquisition system that enables them to learn a Target Language (TC) with little exposure to it regardless of their age.

Moreover, there is another language learning theory that is related to the aforementioned known as the acculturation theory, proposed by John Berry in (1980). Schumann (1986) defined acculturation as the social and psychological assimilation of the learner into the target language group (as cited in Zaker, 2016). This theory emphasizes the role of culture in effective language acquisition. Thus, if a learner aimed at learning a TL, they should be immersed in the target culture through immigration, or

simply expose themselves to the TC through media and instruction. In the case of university students, exposure can be easily provided through classroom official instruction that increases learners' familiarity with the language and enables them to use the language with their teachers and peers in social-like environment. They can exchange their thoughts and ideas and interact with each other to create a sense of social interaction that takes place in the classroom and improve their language skills and proficiency.

More importantly, Brown (1980) argued that the interaction of language and culture creates a syndrome that leads to a stage in which language learning reaches its peak (as cited in Gürsoy, 2011). It means that through language interaction with the target culture, learners can reach a certain level of familiarity with the language that enables them to acquire the TL in an effective and fluent manner. In correspondence with the same point of view, Sundar (2007) has also discussed the concept of interaction and its role in language acquisition. He argued that interactionists view language as a cultural activity defined by rules that is acquired through contact with others. This hypothesis supports the language acquisition process that occurs during discourse through which learners could develop their own comprehensible input by speaking with their teachers and classmates. Therefore, interaction is vital in the language learning instruction and it should be taken into EFL teachers' consideration. This also implies to the benefit of teaching students' English language while they are still at college and they have the opportunity to interact with their classmates in class, rather than learning the language alone after their graduation. These factors are also motivated the Algerian government to integrate English language as EMI in higher education. According to Messeded (2023), the Algerian authorities have made a number of moves to encourage the use of English in academia, particularly with regard to its adoption as a medium of instruction beginning with the academic year 2023–2024, mainly to increase the Algerian university prominence on the global scene and provide students with the tools they need to succeed with in the 21st century.

1.4. Historical Context of English Language Instruction in Algerian Universities

The linguistic background of Algeria could be described as a complex and multifaceted phenomenon. If one was asked what is the most dominant language used in the country, the first answer that crosses the mind is French. Given the historical background of Algeria and the legacy that was left by the French colonialism. In addition, the use of French is the language used by the citizens in different social and professional domains. It sounds as the dominating linguistic form used in the country. However, Rezig (2011) admitted that the complex situation in Algeria arises from the country location at the meeting point of the colonial language, French, and the new national language, Arabic. Thus, it could be stated that there is a conflict between French and Arabic in the Algerian linguistic arena that defies the position of Algeria as a post-colonial country and its ethnicity as an Arabic and Muslim country. What should be also taken into observation is the absence of English language from this linguistic variety for many years compared to other countries

In fact, Benrabah (2007) has illustrated in his article that after the independence of Algeria, French was expected to dissolve and disappear and that Algerians will return to the sole use of Arabic as their native language. However, the common belief that French would be removed from the country did not occur. French was taught as a subject and as a medium of instruction at the end of the 1970s. English was classified as a foreign language that was only taught in the middle school until the third year at high school. After high-school, students are taught in French as a medium of instruction at colleges and universities. This policy demonstrated that French had a core role in the old Algerian educational policy and teaching pedagogy.

This situation could be incomprehensible and misleading for a number of reasons, one of which is the fact that English is the language of science and technology. Thus, it is irrational to use a language that does not accommodate the globalisation of the world, and which also could exclude Algeria from economic advancement, research and education upgrade. Algerian Ministry of Education tried to implement the English language as a competitor to French between 1993-1997 (Benrabeh 2007); however, this language policy failed and French remained the dominant for many years. In fact, this policy was

justified by Khelloul & Benmaghrouzi (2020) as a colonist strategy to control the people of Algeria and to create the model of obedient/colonised people who remains under control of the French government. Similarly, Bacher (2013) has confirmed that the most destructive aspects of colonial policy are revealed by the imposition of French educational standards with a denial of the Algerian people's rightful cultural identity through language, curriculum, and teaching methods (Khelloul & Benmaghrouzi 2020). This explains the reason behind the imposition of French language in the Algerian curricula from early childhood education until higher education, despite the fact that English is used in other countries, including France, as the leading language of science and education. However, by the 2000's there was a debate to shift instruction from French to English with the aim to achieve social, educational and professional success. However, an extensive debate between the Ministry of Interior and Local Authorities, on September 2001, and the Ministry of Education debate has led to radical language reforms. Moreover, people have become more interested in the use of the English language and to the prospect of teaching this language to their offspring to keep up with the world's development. According to Zekri (2024,p.341) "the call for a universal education does not only aim for a common content, but a common language through EMI." In fact, for some academics, "it is a political move that aspires to decolonize the Algerian educational system, which the former Algerian minister Tayeb BOUZID, named as a "Linguistic Revolution." (Zekri, 2024). In addition, according to Messeded (2023), the Algerian organization of pupil's parents initiated an online campaign in 2015 to demand English to be taught as a second language in primary schools, rather than French, which sparked the beginning of this trend of integrating language as EMI in both primary and higher education. This trend moved to an internet petition that drew attention of prominent political figures, and officials of high status from the Algerian authorities. There was a pedagogical shift in higher education, as the academic community was asked to participate in an online survey in July 2019, led by the Algerian minister Taib Bouzid to determine the level of support for the advancement of English in higher education. As a result, English showed to have the support and recognition of most of the Algerian academic society. Consequently, the former minister of higher education issued an order on July 21st 2019, encouraging the Algerian universities to use English and Arabic titles in all official papers and articles (Messeded, 2023). Moreover, language assistance programs begun in December 2022 at different Algerian institutions that have been chosen to deliver these

programs through CEILS. (Zekri, 2024). Furthermore, there is a number of linguistic policies that have been issued starting from 2019 to integrate EMI in Algerian universities in a gradual manner. These linguistic reforms and policies are listed by Messeded (2023) as follows:

First, the ministry requested in August 2019 the establishment of a ‘brain trust’ of six linguists and members of the senior management team in order to develop a plan for advancing the use of English in Algerian higher education. Thus, the job of these linguists is to draw a roadmap that policy makers and teachers could use to shift higher education instruction from French-based instruction to English-based instruction.

Second, in October 2021, the minister at the time Abdelbaki Bezgian declared that the recently founded schools of mathematics and artificial intelligence would use the language as a medium of teaching and produce international instructors to conduct courses in English. In other words, students are taught in these two fields with English as their medium of instruction. This step was designed to produce proficient language users and instructors who would be able to teach in English language in the future and deliver their knowledge in these fields using English.

1.5. EMI in higher education

Due to globalization, a growing interconnection among people occurred all around the world. This enhanced the importance of being able to communicate and paved the way for an increasing demand to learn English as English assumes the role of international language. The internationalization of higher education defined as « the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. It raised the desire to cope with the global academic environment.

In many English foreign language contexts, an increasing number of universities are caught up with a rush shift to offer EMI courses. EMI courses have become a common practice that subject teachers from English speaking countries are assigned to teach, based on an assumption that they should be able to deliver EMI teaching since they have experienced it overseas (Yuan 2024).

More importantly, the main reason for the growth of EMI lies in the universities’ effort to gain competitive advantage in today’s globalized higher education. The Quaquarelli

Symonds World University Ranking (2012) assigns scores to two indicators related to internationalization: 5% on international students and 5% on international faculties. For international faculties and students whether certain academic fields are easily accessible is as important as if the local environment is friendly to members of different languages and cultural backgrounds. Therefore, conducting efficient EMI programs has become a primary strategy for the educational institutes to attract international faculties and students (Wenli- Shin 2017)

1.5.1. Definition of EMI

Over the past few decades, EMI has developed into a recognized subject of study as a result of its growing popularity in the world of education. In fact, The issue of defining EMI is a challenging task Macaro (2018) refers EMI to « 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 ». It is a term used ubiquitously geographically and usually but not exclusively applied to higher education (Macaro et al ; 2017). However according to the National Association of Bilingual Education (NABE), 2016; EMI can be viewed as a specific educational mode under the umbrella term of bilingual or multilingual education that features any use of two or more languages in school—by teachers or students or both—for a variety of social and pedagogical purposes.

1.5.2. Types of EMI

Chou (2018) argued that the implementation of EMI courses and programs at universities can take two types ; full EMI or partial EMI.

Partial EMI refers to the use of bilingual communication (English and L1) in class, specifically to settings in which the course books and examinations are in English , but the translation of concepts and codeswitching in lectures is allowed (Chou, 2018 ; 612).

Full EMI refers to English as the only medium of communication in class ; the L1 is not allowed. In the past, full EMI was mainly offered to post undergraduate students majoring in English. However, students faced with English speaking tasks may feel anxious when using English because speaking is a highly complex skill that comprises of:

1. Knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse).
2. Core speaking skills (chunking, signaling attention, and turn taking).
3. Communication strategies

1.6. Models of Language Support in EMI

Macaro (2022) has proposed four models of language support in EMI programmes :

The preparatory year model : in which a specified period (up to a year) of intense English language tuition is offered for students prior to embark on an EMI programme. This model assumes that the level of a student's English is inadequate to thrive on an EMI course, but may not distinguish between different starting proficiency levels among students. Turkey, Oman and United Arab Emirates adopted this model (Richards and Pen 2021)

The pre-institutional selection model in which students must pass an English proficiency test before enrolling to their EMI courses but receive no additional language support. Turkey, Ukraine and Saudi Arabia adopted this model (Richards and Pun 2021)

The institutional concurrent support model : is based on the premise that all students who have graduated from secondary education have both a reasonable command of English and shown a flair for a particular academic subject should be admitted into an EMI programme. So English proficiency is not the key attribute sought. Student may take EAP or ESP courses (Richards & Pun, 2021). Student at tertiary level are offered additional language support.

The multilingual model : it provides flexibility regarding the dependence on the English language. For example, some sessions/modules might be taught in L1 and some in English. Or all sessions from the start might involve the use of a considerable amount of English but with frequent switching to L1. This model poses problems for international students who do not speak the home language (L1) (Macaro, 2022) . Richards and Pun (2021) underline that China adopted this model.

1.7. EMI in Turkey

In Turkey, as in much of the rest of the non-anglophone-world, universities are offering an increasing number of courses in EMI rather than the medium of the first languages (L1) of the majority of the population. Multiple studies were conducted to reveal the effectiveness of implementing EMI at Turkish Higher Education. In fact, a study was carried out by Ferit Kilickaya (2006), a research assistant at the middle east Technical University, Ankara, Turkey. He conducted a small-scale survey on the attitude of instructors of non-language subjects towards the use of English as a medium of instruction in Turkish universities, as Turkish is the native language of the great majority of students.

The sample of this study consisted of 100 instructors at the universities in Ankara in Turkey. The questionnaire consisted of 23 items were designed in Turkish. All the items required participants to rate a given statement according to a specific Likert-type scale (1 never 2 sometimes 3 half the time 4 frequently 5 always).

The results of the questionnaire, in general show that Turkish instructors are more favorable to the idea of adopting Turkish as an instructional medium rather than English. They agree that instruction in Turkish can promote student learning better. However, the instructors have a wide range of concerns related to Turkish-medium instruction as well as English-medium instruction in higher education, such as the resources provided in Turkish and English, the proficiency level of students, student participation and the parents as well as the students. Instructors also require the government to take necessary precautions to support mother-tongue education considering the participation and the atmosphere in the classrooms, and student's preparation for studying in Turkish.

However, what the instructors point out is rather interesting since the government has left the choice of the medium of instruction to the universities as long as they have enough qualified instructors to lecture in English. The authorities at universities are unwilling to change the medium instruction as this may affect the quality of their student intake or may lose their tool which makes their university an elite one. To sum up The instructors in this study favored Turkish medium instruction considering the difficulties that students may have and resources provided in Turkish and in English.

1.8. Challenges of EMI

According to a study conducted by Khenioui and Boulkroun(2023), the challenges that can be encountered during the implementation of EMI in Algerian higher education are :

- 1- Low proficiency in English among both teachers and students.
- 2- Resistance from teachers and students due to ideological, methodological or technical reasons.
- 3- Lack of suitable teaching materials and textbooks.
- 4- Lack of enthusiasm and interest on the part of learners.
- 5- Teacher's age and educational background.
- 6- The rapid shift to English.
- 7- The coexistence of classical Arabic, vernacular Arabic, French and English.
- 8- Time constraints and staff.

In the realm of EMI, one core investigation subject has been the obstacles that key persons encounter while implementing EMI. Bradford (2016) pinpointed three categories of hurdles facing individuals engaged in providing courses via English which encompass linguistic, cultural hurdles emerge when educators and students hail from distinct cultures and norms leading to varied anticipations. Third, structural hurdles relate to the orchestration and governance such as fetching adept tutors, enrolling learners, and crafting academic schemes.

1.9. Students and Teachers Perceptions of EMI

The use of English as a medium of instruction (EMI) in Algerian Universities has generated mixed perceptions among teachers and students. Medfouni's (2020) research on the preferences of teachers and students IN three Algerian universities (The University of Annaba, Batna and Oum El Bouaghi) regarding multiple Media of instruction revealed that not all individuals were happy with using French for teaching, interestingly when asked about their opinions on English a majority expressed a preference for it as the medium of instruction the favorable perception of languages like (Arabic and Tamazight) can be attributed to the lack of resources and training for their effective use in educational setting.

Ouarniki (2023) conducted structured interviews with ten teachers specializing in diverse fields such as physics, biology, law, history, psychology, architecture, computer sciences and economics, English and chemistry) to explore their perspectives on integrating EMI in higher education institutions. Teachers expressed that EMI could offer opportunities to engage with the global market through efforts. However there is a concern

that it may marginalize students and educators who do not meet the required language proficiency levels.

Saidani and Afkir (2023) explore the students' viewpoints at the institute of Electrical and Electronic engineering in Boumerdes, known as the pioneer institute to introduce English as the language of instruction since 1976. Due to a lack of studies on attitudes towards learning English and limited context regarding English medium instruction as highlighted by Saidani and Afkir their study aims to highlight the strengths and weaknesses of delivering content in English. They conducted a survey with 232 students. The researchers gathered data and discussed students' enrolling reasons in EMI courses. Most students have chosen English as the language of science, and they are interested on studying abroad. When it comes to the impact of English as a medium of instruction of (EMI), on their learning and fluency 80% of students agreed/strongly agreed that EMI has enhanced their speaking skills. Additionally, 80% also agreed /strongly agreed that EMI has improved their writing abilities. A larger number of students found that EMI helped them ameliorate their reading and listening skills. Students in this research reveal some dissatisfaction with their instructors' accents and expertise as seen by Saidani and Afkir which they believed could reduce students' confidence in their teachers. The students also pointed out the difficulty of their instructors' French fluency, which could potentially inhibit their learning process. In this research, researchers aim to share findings on students and teachers' perceptions of EMI in the department of Economics at Tlemcen university case of first year students.

1.10. Conclusion

This chapter provides an overview of the status of English as a global language, the importance of English language instruction, and the role of curriculum and pedagogy in foreign language learning. It also discusses the historical context of English language instruction in Algerian universities and introduces the concept of English Medium Instruction (EMI) in higher education, including its definition, types, and various models of language support. The chapter, then, focuses on the implementation of EMI in Turkey, the challenges associated with EMI, and the perceptions of students and teachers towards EMI.



CHAPTER TWO:

Research methodology and research findings

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2.1. Introduction

This chapter is mainly concerned with research methodology and data analyses. Researchers will try to discuss research objectives and research questions through an exploratory case study. This chapter explains the impact of using the English language in developing and improving education on first-year economics students at Abou-Bekr Belkaid university of Tlemcen. This chapter highlights research objectives, informants' profile and instruments used to collect data. In order to clarify the study, the researchers analysed the data quantitatively and qualitatively. They also interpreted the findings using figures. As a final point, the last section provides a list of recommendations and limitations of the study.

2.2 Research design

For the purpose of knowing the field of study and to collect sufficient data, we relied in this study on descriptive and analytical approach, to find out the impact of using the English language in developing and improving economics and finance courses

2.3. Research Objectives

The objectives of this study are;

1. To find out teachers' and students' perceptions towards implementing EMI.
2. To identify the challenges learners of economics have in learning with EMI.
3. To explore the benefits that EMI can provide to economics students.

2.4. Sampling Procedure

There is a use of EMI in the Economics department, as a few teachers have started teaching their subjects in English. They have redesigned their course in English, and they asked students to write in exams in English. For these reasons, we have selected one group of students who we have been informed that their teacher uses EMI. Therefore, we have used a purposive sampling procedure, based on which we selected our participants. Purposive sampling procedures are used in most research papers because they are found in any research paradigm and help in ensuring that quality sample is located without biases so as to increase the reliability and trustworthiness of the findings.

2.5. Student's Profile

This study invited fifty students of first year university level of the economic department at Tlemcen University to answer the research questionnaire distributed in the classroom. However, 48 students have responded to it and this number represented the sample of the study.

This sample was selected due to two main reasons. First, students at this level are the ones who are concerned with the implementation of English as a medium of instruction. Second, to explore the main points of strengths and weaknesses of EMI among these students at the economic department.

2.6. Teacher's Profile

Five teachers have been invited for an interview. However, only one teacher has voluntarily participated in this study. This teacher contributed with knowledge about the implementation of EMI discussing its difficulties, challenges and opportunities in an economic class.

2.7. Research Instruments

This study was conducted using three research instruments; classroom observation, student's questionnaire, and an online interview with one teacher. Thus, data are analysed both quantitatively and qualitatively to discuss the main research questions.

2.7.1. Observation

Observation is the deliberate process of collecting data by attentively monitoring, meticulously examining and systematically recording events, behaviours and artifacts (Barbara Kawulich 2012). Baker (2016) emphasizes the multifaceted nature of observation as a research method, underlying the need for researchers to follow various roles and employ multiple strategies during data collection. Observation can be conducted in diverse settings, including classrooms. Classroom observations are specifically designed to target learning environments where instruction and students' acquisition of knowledge take place, its purpose is to investigate various aspects related to teaching and learning, such as student learning strategies, teacher-student interactions, classroom management techniques and group work activities.

Observation can be categorized into participant and non-participant observation. According to Kumar (2022), in participant observation, the researcher actively engages with the group under study, immersing themselves in their activities and experiences. Conversely, non-participant observation involves collecting data from a distance, without directly interacting with the subjects (Kumar, 2022).

In this study, researchers have positioned themselves as non-participant observers during the classroom observation. The aim was to collect a comprehensible understanding and to bring insight about EMI situation at the level of the economic department at Tlemcen University.

2.7.2. Interview

The interview is widely considered as the cornerstone of qualitative research methodology (Edwards and Holland, 2013). Interview is a method that involves gathering rich- in depth information through guided conversations with participants. Richards (2009) maintains that interviews enable researchers to access participants' unique perspectives and lived experiences.

This study used a structured interview design, which it is characterised with a minimal interviewer control. The interview direction was largely determined by the respondent's experiences, views, and feelings allowing researchers to gain qualitative data (Richards, 2009). Researchers have conducted an online interview with one teacher of economics course. The interview questions aimed to discuss English as a medium of instruction and their students' difficulties in learning their course in English.

2.7.3. Questionnaire

A well-structured questionnaire functions as a data collection instrument, comprised of a series of targeted questions. It enables the gathering of both quantitative and qualitative data, providing valuable insights into informants' experiences and perspectives on a specific topic. A questionnaire due to its ability to address a wide range of topics and target language audiences, it offers researchers valuable information, and it ensures confidentiality and privacy. It can also encourage participants to provide more honest and unbiased responses, ultimately leading to more accurate data collection (H. Gault, 2012).

The researchers used questionnaires with a group of first year economic students. It consists of 26 questions in four sections including close-ended and a five- point grading likert scale (strongly agree, agree, disagree, strongly disagree, neutral).

The first section of the questionnaire represents the students' background information. The second section looks at the perceptions of students towards EMI. The third section is concerned with the challenges that students may encounter while learning in English. The last section gathers information about students' opportunities through EMI. The questionnaire was analysed through SPSS, using Cronbach alpha test. Data are presented in graphs and texts.

2.8. Data Analyses

The data has been analysed both qualitatively and quantitatively using descriptive analysis on students' questionnaire, interview, and observation.

2.8.1. Classroom Observation Analysis

The first classroom observation 20/11/2023:

The researchers sought one of the teachers' approvals to observe the economic class for research purposes. The number of students was 40. At the beginning of the session, the teacher introduced the lesson by greeting his students using the English language. After that, he started his lesson. As we noticed, the teacher used few vocabulary in English accompanied with Arabic translation. He also used some French words because some students did not understand the English language. Thus, the students' notes were in Arabic.

The second classroom observation 06/12/2023:

On the second observation, the teacher informed his students that the exam will be held in English and it's obligatory to answer in English. So, he prepared them to answer with the English language (he will do a kind of translation for the main points that they will have in the exam). On the end, we noticed that the teacher speaks with great fluency, the problem is on the learners they cannot understand, so, he switches to the mother tongue.

To sum up, in both of the observations, the researchers noticed that students cannot fully understand the teacher while he speaks with the English language. Therefore, from time to time, he switches to Arabic or French in order to make the subject matter more clear.

2.7.2 Student's Questionnaire Analysis

The questionnaire was designed to serve the objectives of the study in accordance with the proposed hypotheses. It first included the personal information of the sample with the aim of identifying its characteristics. Then we addressed questions about the research topic and the main research variables.

The questionnaire was organized as follows:

The first part of the questionnaire represents information about the sample (their mark of English in the baccalaureate exam). The second part includes questions related to the challenges that learners of economics face in learning English, and students' perceptions towards EMI. The last part is concerned with the opportunities that EMI provides to economics learners.

The questionnaire was designed with a five-point grading Likert scale (strongly disagree, disagree, neutral, agree, strongly agree)

2.7.2.1 Questionnaire Reliability

Table 01: Alpha Cronbach results to measure the Reliability of Items

Sections	Number of elements	Stability Factors
Perception	6	0.473
Challenges	5	0.836
Opportunities	8	0.915
TOTAL	19	0.765

The results shown in the table illustrates that the value of the alpha-Cronbach coefficient is high for all items of the questionnaire. Total alpha Cronbach came in at 0.938, which is a good and high persistence coefficient. This explains that the items are reliable.

2.7.2.2 Factor Analyses

Question 2 : What is your mark in English in the baccalaureate exam ?

This question aims to find out student's marks of English Bac exam.

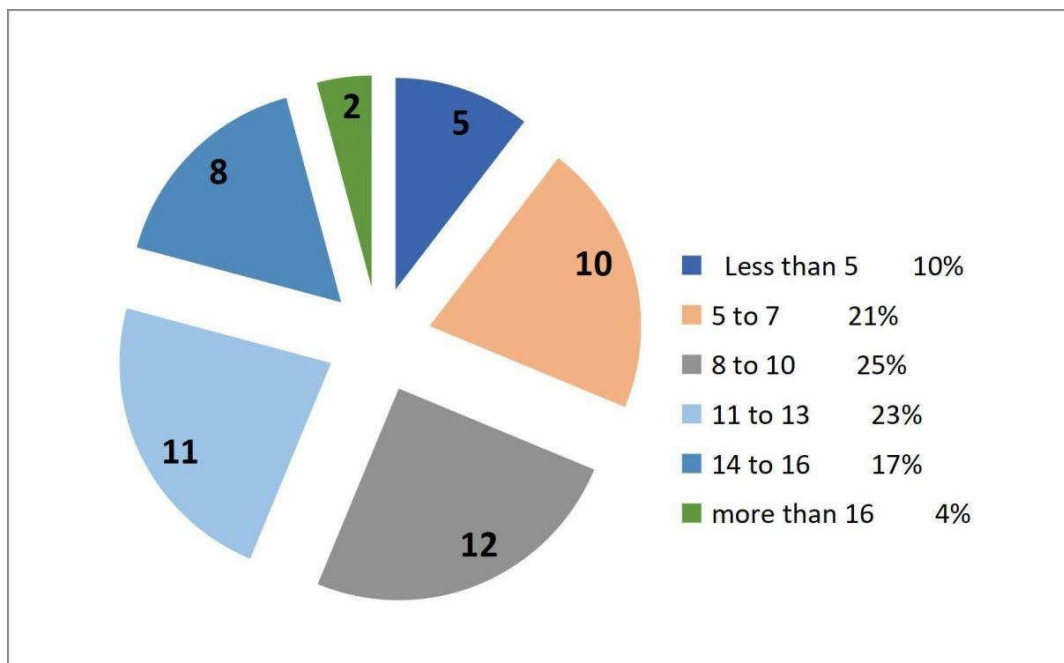


Figure 2.1 : Students' marks of English in the baccalaureate exam

Through the distribution in the table : 25% which is the highest percentage represents students marks from 8 to 10 and 4% which is the lowest percentage represents students marks that are more than 16. This explains that most of students have only average level in English.

Question 3: Have you struggled to participate in English classroom discussions?

This question aims to find out about students' perceptions of English discussions in class

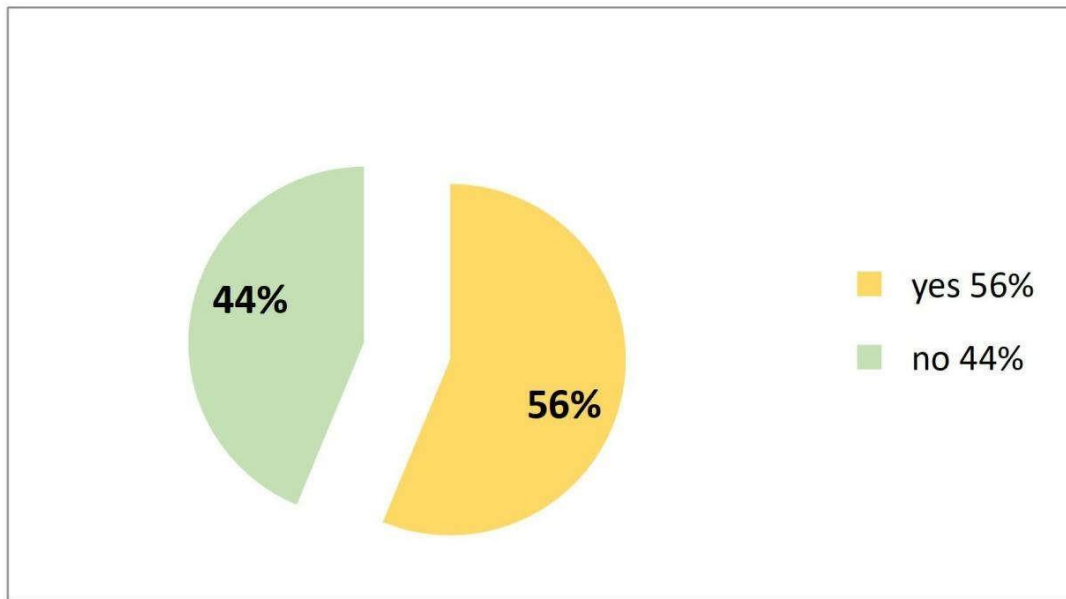


Figure 2.2: Students' difficulties to participate in English classroom discussions.

The results shows that 56% of student think it is difficult to use English and 21% think it is not.

Question 4: Do you believe that EMI is important in education?

This question aims to find about students' perception of the importance of EMI in education.

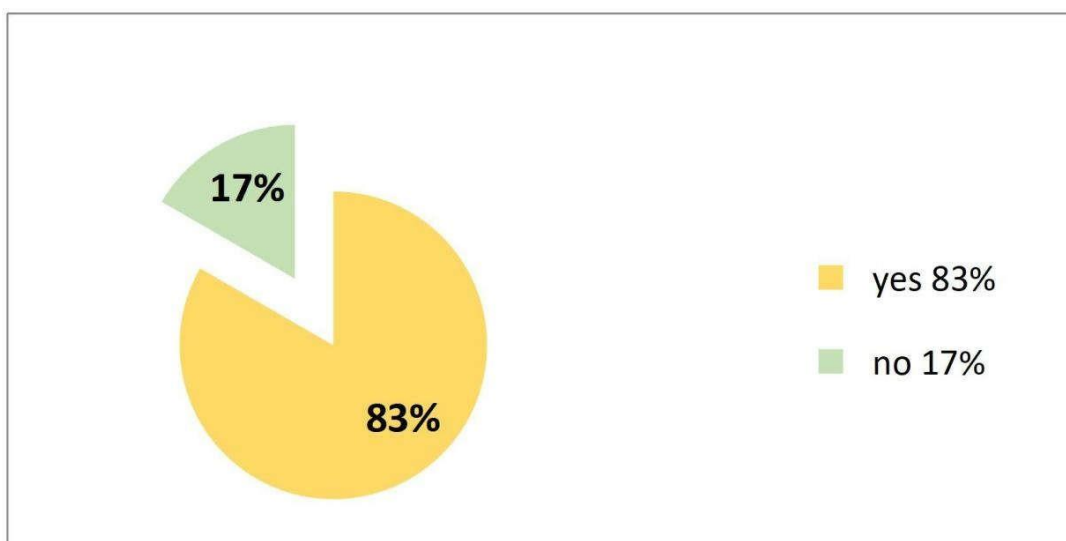


Figure 2.3: Students' Perceptions about the Importance of EMI in Education

We note that 83% of students believe that EMI is important, which explains that the majority of students believe that English has a significant amount in education.

Question 5: Do you find difficulties to understand your course in English?

The aim of this question is to find about students' perception of difficulties to understand their courses in English.

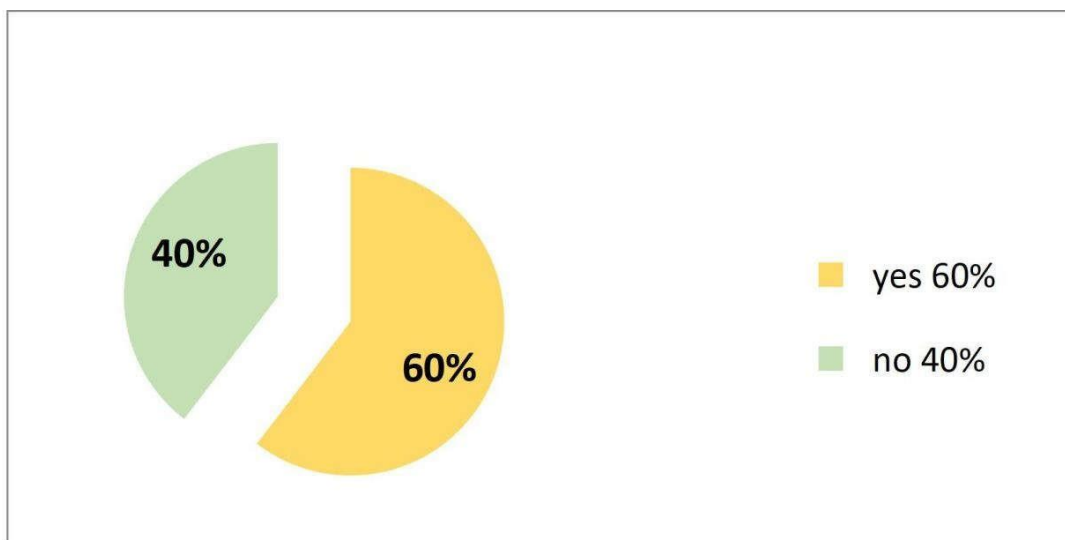


Figure 2.4: Students' difficulties to understand their course in English.

From the table we note that the largest percentage represented by 60% confirms that students found difficulties to understand their courses in English.

Question 6: Do you believe that English should be included as a means of instruction in universities in Algeria?

This question aims to see students' perceptions about the inclusion of EMI as a means of instruction in universities in Algeria.

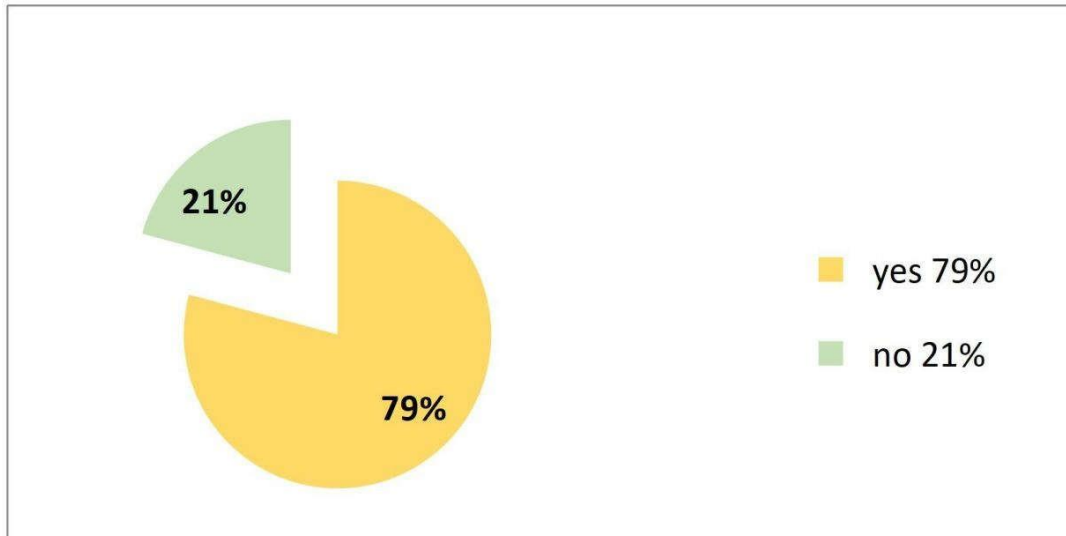


Figure 2.5: Students' perceptions about the inclusion of English as a medium of instruction in Algerian Universities

From the distribution shown in the graph, we note that most of the students (79%), said that they believe in the inclusion of EMI in the Algerian university.

Question 7: How do you perceive the quality of instruction in your taught course in English?

This question aims to know about the quality of course taught in English.

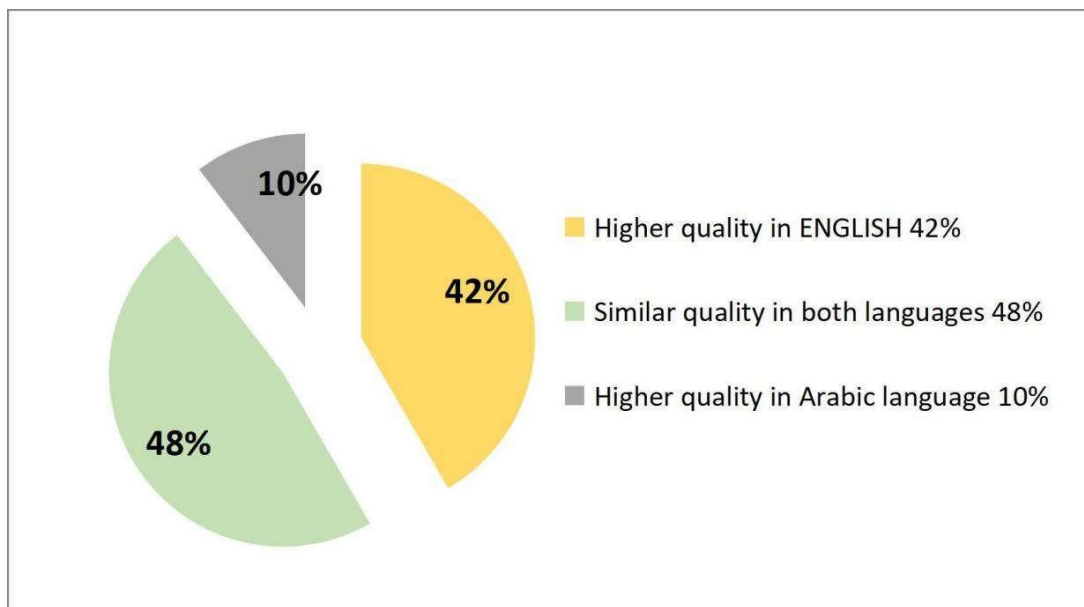


Figure 2.6: Students' Perceptions of the quality of instruction in course taught in English.

Through the distribution shown in the graph, we note that 42% of students said that there is a higher quality in English; 48% said there is similar quality in both languages, and 10% said there is a higher quality in Arabic. This means that the majority of students perceive that the quality of instruction in course taught in English is of similar quality in both the Arabic and English language.

Students' perceptions

This section aims to analyse students' perceptions

Table2.2. Students' Perceptions

Perceptions Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
8. I prefer EMI more than other languages used in different classes.	17	37	21	12	13
9. I am highly motivated when teachers teach in English	6	35	19	23	17
10. I can understand better if teachers teach in Arabic.	60	27	8	5	0
11. I feel happy when teachers switch to Arabic to make the subject matter clearer	52	25	11	6	6
12. EMI is the need of the day (globalisation demands).	37	48	7	4	4
13. English is more important than Arabic in education.	8	23	29	27	13

From the table we note:

- 37% of students said that they fully prefer EMI more than other languages used in different classes, however 12% of them disagree.

- 35% of students said that they are highly motivated when teachers teach in English. However, only 6% said they do not.
- 60% of students said that they can understand better if teachers teach in Arabic. However, only 5% said that they cannot.
- 52% of students said that they feel happy when teachers switch to Arabic to make the subject matter clearer. However, 6% of them said that they disagree.
- 48% of students agree that EMI is the need of the day. However, only 4% said disagree.
- 27% of students disagree that English is more important than Arabic in education. However, only 8% said that they agree. This means that the majority of students don't believe that English is more important than Arabic in education.

Students' challenges:

Table 2.3. Students' Challenges

Challenges Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
14. I find difficulty to comprehend teacher's lecture in English.	25	42	12	19	2
15. I find difficulties to ask questions in English.	29	38	6	27	0
16. I cannot communicate effectively with the teacher.	23	33	19	15	10
17. I do not participate in classroom because of my limited English speaking abilities	25	29	8	29	8

18. You encountered challenges in understanding textbooks or reading materials written in English.	4	13	8	50	25
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From the table we note:

- 42% of students agree that they find difficulty to comprehend teacher's lecture in English. However, only 2% said that they strongly disagree. This explains that the majority of students said that they have difficulties in understanding teachers' lecture in English.
- 38% of students agree that they find difficulties to ask questions in English, and 27% of them said that disagree.
- 33% of students agree that they cannot communicate effectively with the teacher. However, only 10% strongly disagree.
- There is an equal result between students' agreement and disagreement, which is 29%. This shows that students lack of speaking fluency influences their classroom engagement with the teacher.
- 50% of students said that they don't encounter challenges in understanding textbooks or reading materials written in English. However, only 4% said that they do.

Students' Opportunities:**Table 2.4 Students' Opportunities**

Opportunities Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
19. EMI helped me improve my speaking skills.	27	46	13	8	6
20. EMI helped me improve my listening skills.	27	48	13	6	6
21. EMI helped me improve my writing skills.	21	50	13	8	8
22. EMI helped me improve my reading skills.	21	50	10	10	8
23. EMI helped me graduate in economics.	35	40	6	6	13
24. EMI will open job opportunities for me.	42	42	6	4	6
25. EMI will enable me to travel abroad for further studies.	50	42	2	2	4
26. EMI will help me conduct research in my field of study.	46	41	2	4	6

From the table, we note that :

- 46% of students agree that EMI helped them improve their speaking skills. However, only 6% disagree.
- 48% of students agree that EMI helped them improve their listening skills. However, only 6% disagree.
- 50% of students said that EMI helped them improve their writing skills. However, only 8% said no.
- 50% of students said that EMI helped them improve their reading skills. However, only 8% said no.
- 40% of students said that EMI helped them graduate in economics. However, only 6% said no.
- 42% of students agree that EMI will open job opportunities for them. However, only 4% disagree.
- 50% of students said that EMI will enable them to travel abroad for further studies. However, 2% disagree.
- 46% of students agree that EMI helped them conduct research in their field of study. However, only 4% disagree.

2.7.3. Teacher's interview analysis

The following section is devoted to analyse teacher's interview

Q1. What does the choice of English as a medium of instruction signify to you?

For me, Teaching using English Language as a Medium of instruction is more than a necessity because English is the dominant language in many academic fields, especially in science, technology, economics and research. Using English allows students access to a wider range of academic resources, multiple training and scholarship.

Q2. Do you believe that English should be included as a means of instruction in Algerian universities?

The recent decision (September 2023) to transition to English in science, technology, economics and other fields signals a strong push for English as a medium of instruction (EMI). However, I think that we should go slowly and should take careful planning before implement it definitely. Yes, it is crucial for Algerian universities to reassess their English instruction policies and curriculum to strike a balance between the global need for English

proficiency and the preservation of linguistic and cultural heritage. We have to find a middle ground that incorporates effective English instruction while safeguarding the importance of Arabic language and culture is pivotal for the holistic development of students and the advancement of Algerian higher education.

Q3. Do your students struggle to participate in English classroom discussions?

Not really in fact, just a few of them struggle to participate in these discussions due to various factors. These factors may include:

- a lack of interest in the suggested discussion topics in many fields in economics and finance,
- a fear of speaking in front of their student mates,
- a lack of confidence in their English skills,
- a limited vocabulary,
- and a lack of motivation to learn English.

BUT WE CANNOT only BLAME these students. The educators have not the competencies to promote active participation in classroom discussions. In fact educators can implement various strategies to create a supportive and inclusive classroom environment where students feel comfortable expressing their thoughts and ideas without fear of judgment.

Q4. What other languages do you also use ?

I am using Arabic and the students prefer using this language since they have been using it as a medium of instruction since their early age of education.

Q5. How do you see the future of using English for instruction in Algerian higher education ?

As a professor of Finance using English as a mean of instruction at Tlemcen University, I see a future for Algerian higher education where English plays a more prominent role, but with some key considerations.

On the positive side, the recent government policy to transition to English in science, technology, and other fields (starting September 2023) is a strong and very good indicator. This aligns with the globalized world, where English is the dominant language in many academic fields. Proficiency in English allows students to access a wider range of academic

resources and research, fostering collaboration with international colleagues. This can significantly benefit Algerian universities by attracting top researchers and students seeking a globalized education. Additionally, many Algerian students see English as the language of opportunity for scholarships and future careers, and universities offering English instruction may be more attractive to them.

However, there are challenges to navigate. The (French vs. English Debate) and the historical dominance of French in Algerian academia may lead to some resistance or concerns about losing French language skills. A smooth and careful transition requires ensuring a strong foundation in English for all students. This might necessitate significant investment in English language support programs. Faculty development is also crucial. Professors who are unfamiliar with EMI pedagogy may need training and resources to effectively teach in English.

Finally, it's important to remember the importance of Arabic, Algeria's national language. Universities can offer courses in Arabic alongside English EMI programs, fostering true multilingualism.

2.9. Discussion of the main results

The data analysed above aimed to discuss these questions :

- 1) What are the are learners' of economics challenges encountered in learning their course in English ?
- 2) What are the benefits that EMI can provide to economics students?
- 3) What are teachers and students' perceptions of the implementation of EMI ?

Research question 1: What are learners' of economics challenges encountered in learning their course in English?

The analyses of the students' questionnaires revealed that most students face difficulties in understanding their course in English. The results of the questionnaire showed that they have issues to comprehend the teacher's lecture in English, to ask questions in English and to communicate effectively with the teacher. In addition, the results shared from the teacher's interview revealed that students struggle to participate in classroom discussions, and this is due to various factors, including a lack of interest in the suggested discussion topics, fear of speaking in front of their peers, a lack of confidence in their English skills, a limited vocabulary and a lack of motivation to learn English. Moreover, classroom observation also

denotes that students have difficulties while their teacher speaks in English. For this reason, the teacher felt the need to switch to the mother tongue or to French to make the subject matter clearer. Therefore, it can be noticed that this is a translanguaging classroom.

Research question 2 : What are the opportunities that EMI can provide to economic students?

The results from students' questionnaire revealed that EMI can provide multiple benefits to economic students. It helps them improve their language skills, including reading, speaking, listening and writing. It also helps them to graduate in economics and conduct research in their field of study. In addition, it enables them to travel abroad for further studies and get job opportunities. Results from the interview also showed that using English enabled students to access a wider range of academic resources, and research fostering collaboration with international colleagues. EMI also represented an opportunity for them to receive scholarships abroad, as well as a way to succeed in their future careers.

Research question 3: What are teachers and students' perceptions of the implementation of EMI ?

Results from both questionnaires and the interview revealed that both teachers and students have positive attitudes towards the implementation of EMI in Algerian universities. Students prefer EMI more than other languages used in different classes. They are highly motivated when teachers teach in English, but they can understand better if teachers teach in Arabic, and they feel happy when teachers switch to Arabic to make the subject matter understandable. The students believe that EMI is the need of the day, however, regarding their capacities in the English language, they prefer to learn partially in English.

The results from the teacher's interview showed that teaching using English as a medium of instruction is more than a necessity because it is the dominant language in many academic fields. He thinks that the government should make deep planning and introduce it slowly. Results from the interview also showed that it is crucial for Algerian Universities to reassess their English instruction policies and curriculum to strike a balance between the global need for English proficiency and the preservation of linguistic and cultural heritage. He suggested that they have to find a middle ground that incorporates effective English instruction while safeguarding the importance of the Arabic language, Algeria's national language.

2.10. Recommendations

In the light of the obtained results, we suggest the following recommendations:

1. It is crucial to prioritise professional development programs for educators in order to enhance their expertise in English language proficiency.
2. Professional development should be continuous, collaborative, and tailored to the teaching context.
3. The Algerian Higher Education should ensure the provision of sufficient resources including: instructional materials, and technological tools to effectively support both educators and learners in the English as a medium of instruction (EMI) programs.
4. The successful implementation of (EMI) in the Algerian content hinges on the development of all foreign language skills (reading, writing, listening, and speaking) of learners. This process requires fostering the learner environment that encourages students to perpetually engage in these skills, emphasising that their mastery of language is essential and requires a sustained effort.
5. The researchers recommend further research that brings an understanding of the current situation of EMI implementation at different Algerian universities.

2.11. Limitations

In this study, researchers had a limited time to observe other teachers' classrooms, also, we have invited five teachers but only one teacher accepted our invitation. Due to that, it wasn't sufficient to draw conclusions on teachers' perceptions concerning the implementation of EMI in Algerian Universities. In addition, an initial attempt to collect data through an online questionnaire yielded a low response rate among economic students. Consequently, the researchers opted for an in-class distribution of the questionnaire to achieve a more satisfactory participation level.

2.12. Conclusion

The second chapter included data analysis. The first part described participants' profile and research instruments used for data collection. The second part gave an overview of data analysis quantitatively and qualitatively. In the third part, the primary emphasis shifted towards an exploration of the main findings. Finally, the researchers suggested some recommendations for teachers for an effective EMI implementation. In addition, the researchers mentioned the limitations of the study.



General Conclusion

General conclusion

EMI is a significant and a growing trend in global education, especially in Algeria. The implementation of EMI in Algerian higher education is a transformative process that needs to be carefully planned by the ministry of higher education.

This dissertation aimed to explore the effectiveness of implementing EMI in the economic department at Tlemcen University. This study considered two chapters. The first chapter dealt with the theoretical background. It discussed the global status of English, its importance in instruction, and the role of curriculum and pedagogy in foreign language learning. In addition, it provided a brief history of EMI in Algerian Universities, introducing the concept of EMI in higher education, its implementation in Turkey and its challenges. The second chapter highlighted the different research methods employed for data collection and data analyses with the discussion of the main results. It has also provided some recommendations for an effective EMI implementation.

This study is exploratory case study which addressed first-year economics students and one teacher of economics as a sample population. The researchers used a mixed method to check the results collected from observation, interview and questionnaires. This study brought insight into the teachers' experiences and students' perceptions of EMI. The findings showed that students have issues in understanding their course in English. They faced challenges to ask questions in English, to comprehend teacher's lecture in English, and to communicate effectively with the teacher. In addition, the results had proved that EMI can have multiple benefits on economic students, such as providing access to a wider range of academic resources and research, enabling them to travel abroad for further studies and seek job opportunities.

It is ethical to mention that this research had limitations related time and accessibility of the sample. The study acknowledged the low participation of teachers in the interview process. For this reason, results in this case study cannot be generalised, however, they can be replicated for a large sample in a different context. This research would open further considerations on how to improve the overall effectiveness of the EMI programs at different Algerian Universities.



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Appendices

Appendices

Appendix I

This appendix is related to the questionnaire given to students:

من خلال هذا الاستجواب نحن نبحث عن الاجابة على السؤال التالي

effective in the economic How EMI(English as a Medium of Instruction)can be department?

هل يمكن للتدريس باللغة الإنجليزية ان يكون فعالا في كلية العلوم الاقتصادية ؟

QUESTIONNAIRE FOR STUDENTS

Personnal information

Q1 :what is your study year? 1st year 2nd year 3rd year
في اي سنة تدرس ؟

Q2: what is your mark in english in baccalaureate exam?

ماهي

نقطتك في الانجليزية في البكالوريا

Choose yes or no and make × in the box

Q3: have you struggled to participate in English classroom discussions ? yes
no

هل واجهت عوائق للمشاركة في القسم بسبب اللغة الانجليزية؟

Q4: do you believe that EMI is important in education? YES NO

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هل تؤمن ان استعمال اللغة الانجليزية كوسيلة للتدريس هو شئ مهم؟

Q5: do you find your course difficult to understand in ENGLISH? YES
NO

هل تجد صعوبة في فهم دروسك باللغة الانجليزية؟

Q6: Do you believe that English should be included as a means of instruction in universities in Algeria? Yes NO

هل تؤمن انه يجب ادراج اللغة الانجليزية كوسيلة للتدريس في الجامعات؟

اختر الجواب الصحيح ثم ضع علامة × Choose the convenient answer by making ×

Q7: how do you perceive the quality of instruction in your taught course in English?:

كيف ترى جودة التعليم اثناء استعمال اللغة الانجليزية كوسيلة للتدريس؟

- A- Higher quality in ENGLISH. ذات جودة عالية
B- Similar quality in both languages, بنفس الجودة اثناء استعمال كلتا اللغتين (العربية او الانجليزية)
C- Higher quality in Arabic language جودة اعلى باستعمال اللغة العربية

ضع علامة × في الاجابة الملائمة × Choose one answer then tick in the box by ×

Questions	Strongly agree اوافق بشدة	Agree اوافق	Neutral محايد	Disagree لا اوافق	Strongly disagree لا اوافق بشدة

Appendices

<u>1)Perceptions:</u>					
<p>8-I prefer EMI more than other languages used in different classes</p> <p style="text-align: center;">أفضل التعلم باللغة الانجليزية افضل من اللغات الأخرى</p>					
<p>9-I am highly motivated when teachers teach in English.</p> <p style="text-align: center;">انا متحمس للغاية عندما يقوم الاستاذ باستعمال الانجليزية لشرح الدرس</p>					
<p>10-I can understand better if teachers teach in Arabic.</p> <p style="text-align: center;">يتطيع ان افهم بشكل افضل اذا كان المعلمون يدرسون باللغة العربية</p>					
<p>11-I feel happy when teachers switch to Arabic to make the subject matter clearer.</p> <p style="text-align: center;">بالسعادة عندما يغير الاستاذ تدريسه من اللغة الانجليزية الى اللغة العربية لجعل الدرس اكثر وضوحا</p>					
<p>12-EMI is the need of the day (GLOBALISATION DEMANDS)</p>					

Appendices

التدريس باستعمال اللغة الانجليزية هو ضرورة اليوم نظرا للعلومة و التطور					
13-English is more important than Arabic in education. استعمال اللغة الانجليزية في التدريس اكثر اهمية من استعمال اللغة العربية					
Questions	Strongly agree اوافق بشدة	Agree اوافق	Neutral محايد	Disagree لا اوافق	Strongly disagree لا اوافق بشدة
2) Challenges :					
14-I find difficulty to comprehend teacher's lecture in English اجد صعوبة في فهم محاضرة المعلم باللغة الانجليزية					
15-I find difficulties to ask questions in english. اجد صعوبات في طرح الاسئلة باللغة الإنجليزية					
16-I cannot communicate effectively with the teacher لا استطيع التواصل بشكل فعال مع المعلم و الطلاب					

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<p>17-I do not participate in classroom because of my limited English speaking abilities</p> <p>لا اشارك في القسم بسبب قدراتي المحدودة في التحدث باللغة الانجليزية</p>					
<p>18- You encountered challenges in understanding textbooks or reading materials written in english</p> <p>واجهت تحديات في فهم الكتب المدرسية او مواد القراءة المكتوبة باللغة الانجليزية</p>					
3) Opportunities :					
<p>19-EMI helped me improve my speaking skills.</p> <p>ساعدني التعلم باللغة الانجليزية في تحسين مهاراتي في المحادثة</p>					
<p>20-EMI helped me improve my listening skills.</p> <p>ساعدني التعلم باللغة الانجليزية في تحسين مهارات الاستماع لدي</p>					
<p>21-EMI helped me improve my writing skills</p> <p>ساعدني التعلم باللغة الانجليزية في تحسين مهاراتي في الكتابة</p>					
<p>22-EMI helped me improve my reading skills.</p>					

Appendices

<p>ساعدني التعلم باللغة الانجليزية في تحسين مهاراتي في القراءة</p>					
<p>23-EMI will help me graduate in economics</p> <p>سوف يساعدني التعلم باستعمال اللغة الانجليزية للتخرج الكفئ في تخصص الاقتصاد</p>					
<p>24-EMI will open job career opportunities for me</p> <p>التعلم باستعمال اللغة الانجليزية سوف يساعدني لاجاد فرص عمل في المستقبل</p>					
<p>25-EMI will enable me to travel abroad for further studies</p> <p>سوف يساعدني التعلم باستعمال اللغة الانجليزية لاتمام دراستي في الخارج بنجاح</p>					
<p>26-EMI will help me conduct research in my field of study</p> <p>التعلم باستعمال اللغة الانجليزية يساعدني للتطور في البحث العلمي</p>					

Appendices

Appendix□

This appendix is related to the teacher's interview

Introduction: English as a Medium of Instruction (EMI) in Algerian higher education is a transformative process that involves integrating English to replace French in higher education. This research explores the beliefs and attitudes of students and teachers surrounding the adoption of EMI in Algerian higher education institutions, shedding light on the challenges, opportunities, and perceptions of key stakeholders.

Procedures: If you agree to participate in this study, you will be asked to complete this interview.

Risks and Benefits: There are no anticipated physical risks associated with participation in this study. The potential benefits include contributing valuable insights to the ongoing discourse on EMI in Algerian higher education.

Confidentiality: Your identity will be kept confidential, and any information collected will be anonymized and used solely for research purposes. Only the principal investigator and research team will have access to the data.

Voluntary Participation: Participation in this study is voluntary, and you have the right to withdraw at any time without providing a reason. Your decision to participate or withdraw will not affect your current or future relationship with members of the research team.

Contact Information: If you have any questions or concerns about the study, you may contact the principal investigators, Hanaa NEHARI and Amina MOUSLIM at mounamousliman62@gmail.com

Consent:I have read the information provided above ,and I understand the purpose,procedures,risks,and benefits associated with participating in this research study. By submitting your answers to the principal investigator,you agree to participate voluntarily.

Instructions:if you could kindly provide a minimum50- word answer per a question, with the option to include more details ifyou so desire?Your cooperation is greatly appreciated.

NB:you can answer in Arabic.

SectionOne: Implementation of English as a Medium of Instruction (EMI)in Algeria

1. What does the choice of English as a medium of instruction signify to you?

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2. Do you believe that English should be included as a means of instruction in Algerian universities ?

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3. Do your students struggle to participate in English classroom discussions?

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4. What other languages do you also use?

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5. How do you see the future of using English for instruction in Algerian higher education ?

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