

General Introduction People's Democratic Republic of Algeria



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbes Laghrou University – Khenchela
Faculty of letters and languages
Department of English

**Stackholder's attitudes toward *using* English as Medium of
Instuction at tertiary level**

A dissertation submitted in partial fulfillment of the requirements for the degree of
Master in Language and Culture

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Dedication

This work is dedicated to:

My dear husband and parents who sacrificed and dedicated their life for my arrival to this stage. I hope my efforts make them all proud and reward their faith in me.

To my dear son LOUAY a second year english student ,whom lam here to encourage in his academic career

To the soul of my brother and my missing person **HOUSSEM EDDINE** who left us 3 months ago, and I was hoping for his presence (May ALLAH pardon him and bless his soul)

My sisters who have borne all my actions during writing this work, especially my dear sister **HAFIZA** ,who has been absent from us for 16 months ,May ALLAH release her captivity soon

My teachers who donated me their experience and support, as well as guided me through this mission of knowledge especially my dear supervisor **Mr.Ounis Salim**, his presence and great efforts to achieve this research paper are undeniable.

My best and beloved colleagues for being by my side in every step of this educational journey especially **Miss Manal Saidi , Belmanaa Niama , Manar Lakhel** and **Mrs Benlekhlef Meriem**, their love and encouragement have made my efforts worthwhile.

To all people who helped me and believed that for each beginning there is an incredible end.

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I also take this opportunity to convey my profound gratitude to the panel of jurors, who validated the instruments of the study and presented their most esteemed advice and experience.

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Abstract

The present paper was an attempt to study what are the benefits and challenges of having English as a medium of instruction. To attain the aims of the study, the researcher employed a mixed methods approach wherein different data collection instruments were used. A questionnaire that consists of fourteen questions was administered to 13 master one learners studying Computer Science at the University of Abbes Laghrour in Khenchela to investigate their standpoints about using English as medium of instruction in their college. Besides, an interview was conducted with six teachers to elicit information about their attitudes toward using English as medium of instruction in Computer Science department. The results revealed that both learners and educators believe in the usefulness and benefits of using english as medium of instruction in the Computer Science department . Also, both teachers and learners admitted that implementing it in Khenchela University classes lead to the generalization of the use of the English Language and thus raise the academic level of students. This study was conducted with a small sample of lecturers and students in the department of computer science at Khenchela university, therefore, provides only a partial of the situation. This limits the generalizability of the results to other departments. Researchers recommend other methods and more indepth research to be undertaken in the future to shade more light in this specific area.

Keywords: English as medium of instruction, Attitude, Benefits and Challenges,Implementing.

List of Abbreviations and Acronyms

EMI: English as medium of instruction

CS: Computer Science

IMD: New higher education

EFL: Teaching English as a foreign language

ELF: English as a lingua franca

L1: First language

ESP: English for specific purpose

List of Figures

Figure 1: Numbers of years that students have been studying English

Figure 2: Students' level in English

Figure 3: Is English language important or not

Figure 4: English is the language of science

Figure 5: Do you read in English

Figure 6: Books available in English or French

Figure 7: Language preferred to study

Figure 8: Studying CS in English can help you to continue your graduate studies abroad

Figure 9: Spending less time studying CS if EMI were used

Figure 10: Do you agree that EMI makes learning CS easy

Figure 11: Thinking that you learn better because English is used in class

Figure 12: Do you find it easy to conduct research papers using English

List of Tables

Table 1: Number of years that students Numbers have been study English

Table 2: Students level in English

Table 3: Is English language important or not

Table 4: English is the language of science

Table 5: Do you read in English

Table 6: Books available in English or French

Table 7: Language prefer to study

Table 8: Studying CS in English can help you to continue your graduate studies abroad

Table 9: Spending less time studying CS if EMI were used

Table 10: Do you agree that EMI makes learning CS easy

Table 11: Thinking that you learn better because English is used in class

Table 12: Do you find it easy to conduct research papers using English

Table of Content

Dedication.....	2
Acknowledgements.....	3
Abstract.....	4
List of Abbreviations and Acronyms.....	5
List of Figures.....	6
List of Tables.....	7
Table of Content.....	7
General Introduction.....	Erreur ! Signet non défini.
1. Background of the Study.....	
2. Statement of the Problem.....	
3. Objectives of the study.....	
4. Research Methodology and design.....	
4-1-Choice of the method.....	
4-2- Population.....	
4.3. Data Gathering Toos	
a-The unstructured interview.....	
b-The Questionnaire.....	
5. Significance of the Study.....	

6. Definition of terms.....

a. English as medium of instruction (EMI)

b-Attitude

7-Structure of the study.....

Chapter One:English as a medium of instruction.....

Introduction.....

1-Educational system in Algeria.....

1-2-The status of English language at the University Level

1-3-The growth of EMI and its use in the developed countries

1-4-Previous studies

synthesis

Chapter Two: Data Analysis and Interpretation.....

Introduction.....

2.1. Analysis of the Questionnaire's Results

2.2. Analysis of the Interview.....

2.3. Discussion.....

Conclusion

General Conclusion.....

Reference List.....

Appendices.....

ملخص

Résumé

General introduction

1. Background of the study

Generally speaking, English is spoken in almost every country around the world and continued to go from strength to strength as it was adopted as the language of international relations, science and technology, advertising, the cinema and popular music. The ever growing number of English speakers in the world has led to increasing interest in the English spoken there, and calls have been made for more research into the spread, development, acquisition and attitudes toward English . For Kachru(1992) the study of attitudes towards the language is of key importance: “What draws an increasing number of people in the remote parts of the world to the study of English is the social attitude toward the language” (355). Marsh (2006) highlighted that the English language is proceeding to set up itself as a worldwide most widely used language in a time of extraordinary globalization. Nowadays and along with the term of globalization, English has become not only the language of communication between native and non-native speakers which is known as the lingua franca but it also extended to what is

called English as a medium of instruction. MI has always been known for its purpose of teaching finance, medicine, engineering and science in countries that the majority of its people don't speak English.

In the teaching and learning process, a certain language as the medium of instruction plays a vital role in ensuring success in the delivery of instruction. This has given birth to various policies on what language should be used in teaching. One of these policies is the use of English as Medium of Instruction (EMI). EMI is characterized by the use of English in teaching academic course in areas in which English is not the mother tongue of most population(Macaro, E.et al (2018)). In fact, many universities are rushing to offer both tertiary and postgraduate degree programs which use EMI (Earls, C. W. (2016)). In addition, studies on EMI emerged as it continues to become global phenomenon. Some of these studies focused on attitude and perception towards EMI, and the problems associate with EMI implementation.

On the international level, Botha (2014) studied English use in mainland China and Macau, focusing on two universities. Botha discovered that there were many bilingual Chinese-English medium courses in mainland China, despite the fact that there were no official policies guiding EMI adoption. (Botha) (2014) reported that English was mostly used in the arts and the business schools. Despite the promotion of EMI, students indicated that their exposure to English differed between schools, ranging from "about half" to "both." More than 70 percent of Chinese students in his study accepted or strongly agreed that universities would be more 'international' if they offered English courses, and that the introduction of EMI courses would make universities more 'competitive'. In a more recent publication, Botha (2016) stated that foreign undergraduate students in medicine at a Chinese university concluded that using English would further internationalize the university, while less than 20% of students thought

that using Chinese would have the same impact. Students, on the other hand, had a disappointing impression of the EMI classes, owing in part to the teachers' inability to articulate themselves in English and instead relied on PowerPoint presentations. In addition, Byun (2011) stated that the scope and role of English as a medium of instruction have grown a lot in recent decades due to globalization and simultaneous increase in intercultural exchange and personal mobility.

On the national level, Belmihoub (2018) stated that the presence of English in the former French colony of Algeria has been dramatically increasing. Historical highlights of the spread of English in Algeria. Similarly, Outemzabet, and Sarnou (2023) agreed that community members' need to use English is motivated by their attempt to integrate into the international community through the practice of a variety of skills and tasks organised as domain-related task repertoires. The use of information and communication technologies and participation in international conferences have also increased the need for English language use. In the same vein, Bouabdesselam (2022) concluded that in the last few years, the student's purpose of language study reflects the mere utilitarian value of linguistic achievement, such as getting ahead in the profession or travelling for social contact with foreigners. Hence, as a tool of success in the student's career, English status vis-a-vis French has become a foregone conclusion: English is more prestigious than French.

It therefore appears that attitudes are important in shaping motivation to learn, which in turn promotes the spread of the language. The aim of this study is to contribute to the understanding of attitudes towards English in Algerian universities, where very little research has been published.

2. Statement of the problem

The Algerian educational system is still persistent concerning the use of French language despite its limited benefits, wherefore, English should be boosted and used as medium of instruction for the sake of proving it as an effective language in the process of development. The main concept of this topic was first introduced by the former minister of higher education Dr. Tayeb Bouzid when he stated that “English is inevitable and must be bolstered in all disciplines”(ALWATAN Newsweek, 8 July 2019). In response to the need of increasing the visibility of research in higher education institutions; Dr. T. Bouzid also published his proposal on his [Facebook page](#) on August 20, at the conclusion of a national conference of Algerian universities, stating: “to open up to the international environment ... it has been decided to set up a think-tank of specialists and administration officials to present proposals for promoting the use of English in teaching and research.” Despite the challenges that may raise in the process of integrating English language as a medium of instruction in universities, it is a necessity teachers and students are convinced that the advantages and opportunities of teaching and learning in English overshadowed the disadvantages. Therefore, the current study aims to probe the attitudes of these stakeholders (students, teachers and instructors) in the computer science department at Khenchela University towards the ability of incorporating EMI in the educational environment and investigating the perspectives on EMI replacing French, and be the major tool while instructing (EMI) despite all the difficulties that hinder this process and taking into consideration multidisciplinary benefits of using English.

3. Objectives of the study

The main objectives of this study are:

- A.** What are the benefits of having English as a medium of instruction?
- B.** What are the challenges of having English as a medium of instruction?

4. Research Methodology and Design

4.1 Choice of the method

In order to explore and investigate the attitudes that stakeholders in the computer science department have, we opt for a mixed method using the convergent Strategy that will permit us to combine quantitative and qualitative data to create a more comprehensive view of a problem and to relate, validate and triangulate the findings basing on the illustrations along with the experiences. Creswel (2010). This study contains accounts of the teachers' and instructors' perceptions towards using English while instructing. It also conducts the students' experiences with the use of EFL and their attitudes towards integrating it as a tool of instruction.

4.2 Population

Simple random sampling was selected to conduct the research at the computer science department in Khenchela university centre. This sampling strategy represents the desired population and eliminates sampling bias, also individuals in the subset are selected randomly and everybody has an equal opportunity Cohen (2005). Two samples were chosen from the following population:

Subject teachers of English at the department of computer sciences (six teachers). Saturation was used as a strategy to fix the sample size. Grady (1998: p. 26) provides a similar description of data saturation as the point at which:New data tend to be redundant of data already collected. In interviews, when the researcher begins to hear the same comments again and again, data saturation is being reached... It is then time to stop collecting information and to start analysing what has been collected.

- a- Master one students of department of computer sciences. Sensus sampling was used as a strategy since the population was small.
- b- Subject teachers of department of computer science

4.3 Data Gathering Tools

To answer the research questions, quantitative data from students' questionnaires as well as the qualitative data from teachers' interviews will be collected.

a. The Unstructured interview:

Unstructured interviews are chosen due to their adaptation depending on teachers' and the instructors' answers. The use of open-ended questions here is justified by their flexibility that allows the respondents to include more information and opinions concerning their attitudes toward EMI.

b. The Questionnaire:

The questionnaire is used to collect the statistical representations of students' perceptions and seems to be the most appropriate tool due to the large number of the students under study. Questionnaire is used also to guarantee the respondents anonymity increasing the level of validity, and in addition to the short period it takes to collect data comparing to the interviews.

5. Significance of the study

The findings of this study are expected to be able to share information to English teachers about the students' perception on the use of English as a medium of instruction in the classroom. Thus, they know student's difficulties on the use of English as a

medium of instruction in classroom. Moreover, this study provides some additional information to anyone who is interested in investigating the same area of study.

6. Definition of terms

a. English As a Medium Instruction (EMI)

English is considered to be the lingua franca as the most widespread language in the world. “English is far by the most widely used language of wider communication in the world” (Conrad, 1996). In this study, EMI is the language used by teachers in teaching learning process as an instruction in the classroom. In EMI, teachers use not only English language as an instruction in English subject but also in other subjects such as mathematics , computer science and etc.

b. Attitude

According to Cambridge dictionary an attitude is a feeling or opinion about something or someone.

7. Structure of the work

The dissertation consists of two chapters; the first chapter discusses previous studies about EMI the second is devoted to data analysis and interpretation.

Chapter one: English as a Medium of Instruction

Introduction

The aim of this chapter is to shed light on English as a medium of instruction (EMI) at many levels. It provides a literature review of the educational system in Algeria, the status of English language at university level, and the growth of EMI and its use in the developed countries., as well as previous studies on English as a Medium of Instruction. It details past research in a chronological order to gain insights about the issue , and ends with a synthesis to limit the problem under investigation.

I. 1.Educational system in Algeria:

According to Mohamed Benabah, 1999, the development of Algerian history can be divided into three major phases: “The first is French colonization's dominance of Algeria's educational system; the second lasted from independence to the 1990s, when an arabisation policy was implemented; and the third began in the early 2000s, characterized by the transition to globalized pedagogy or the free market economy. Arabic was the language decided to be used back then pretending to be a reaction of the complete independence from the French colony while on the other hand , French language continues to be used as a language of instruction in technical field at many post-secondary institutions despite the law that demands using of Arabic in all sectors instead of French. Moreover, another objective the education system in Algeria aimed at, was the upgrading of teaching skills and methods along with the structures that distinguish one institution or level from another.

These structures can be divided into two main ones; The structure of the school system that is currently based on 5+4+3 after being reformed from 6+3+3 model, which means: five years of primary school, four years of lower secondary school and another

three years of upper secondary school. Together, the eleven years of education constitute the compulsory basic education phase. Moving to the second one, which is the structure of university that represents the most important structure, since it represents if the previous system used in primary and high schools worked well or failed to achieve the desirable goals behind education. This structure called LMD was introduced in the higher education system of Algeria after being reformed from a 3-4-5-7 system to a 3- 5-8 system in the 2004/2005 academic year. According to Lakhil Ayat, "The LMD is spreading nowadays everywhere, and Algerian authorities decided to use it as a partial replacement for the current educational system.". The LMD system consisted of three main grades:

- The license, which is granted after three years of study.
- A master's degree is awarded after two years of study.
- A doctorate is awarded after three years of research and the defense of a thesis.

I. 2.The status of English language at the university level:

Algeria has adopted a new higher education system (LMD system), which has made the English language teaching in Algeria gain a noticeable change. Regardless of its status for not being well introduced yet in Algeria, and also being taught after French. English is taught in pre-university education (middle and secondary schools) as well as the university level. Because of the low coefficient.

Since English is already being considered as a foreign language and becomes a need for all the countries which find Algeria. It is basically designed to facilitate the touch for its learners. In this regard, (Hasman)(2002:2) contends that "English belongs to whoever uses it for whatever purpose or need." This is due to the fact that English is the world's language, through which people from various countries and cultures

communicate. Because of this international status, the Algerian educational system has prioritized the English language and adopted it as a foreign language.

Many changes have occurred in Algeria's English teaching situation since the announcement of the national educational reform. It is taught as a required course and begins at the third year of primary school, four years in middle school and three in high school, and is introduced by developing new curricula, textbooks, and documents, among other things. All of that may be considered as a plan to prepare the new generation for the challenges they may encounter in their journey as students in universities or as representatives of Algeria in many national events. A new work methods was implemented in this regard.

To summarize, the emphasis on teaching English as a foreign language (EFL) in Algeria became an essential part of the pre-university and even in university educational system due to its importance to lead students to be more aware of the opportunities they may face on the national and the international level along with the development of sciences and technologies in the globalized era.

I. 3. The growth of EMI and its use in the developed countries:

As English gains prominence and acceptance in a variety of domains of daily life. This use of English as a lingua franca (ELF) is actually extending to a deeper understanding of what is called English as a medium of instruction (EMI). In which English is adopted for all levels of education, particularly the Higher Education. At this point, we should consider what is meant by the term "English as a Medium of Instruction". (Madhavan Brochier) (2016) describes EMI as "teaching subjects in English without specific

language learning goals, usually in a country where English is not spoken by the majority of the citizens". The term (EMI) refers to English-medium teaching that focuses on the educational method of using English to teach non-language academic subjects (e.g., finance, medicine, engineering, and science). Simply stated, EMI is the use of English language to teach academic subjects in countries or regions where English is not the first language (L1) of the majority of the population (Dearden, (2015)). It is regarded as a major channel for increasing the international prestige of institutions at many different levels of education and in many countries and regions. As it is stated by (Graddol)(2005), English will become a second language for many, if not most, of the world's citizens by 2050. (p. 29). English is increasingly shifting from English as a foreign language (EFL) to English as a second language (EMI). Secondary schools, primary schools, and universities are all increasingly utilizing EMI proven by many studies.

I. 4. Previous studies

Many studies have discussed the issue of using English as a Medium of Instruction at the university level. For example ; AIREY(2011)made a study named "swede university lecturer's experiences of changing teaching language".So they change from teaching in their first language to teaching in English.Eighteen lecturers from two Swede universities took part in a training course for teachers who need to give content courses in English . So at first participants gave mini lectures in their first language in a subject that they usually teach.The following week,the lecturers gave the same lectures again this time in English.The pairs of lecturers were recorded and commented by the lecturers themselves.In addition ,twelve of the lecturers were interviewed about

their experiences of changing language in this way. The paper presents a qualitative analysis of the thoughts and experience expressed by the lecturers in their online discussions and in the interviews concerning the process of changing the language of instruction to English. The results were presented as nine themes (short notice, no training, more preparation, less detail, less flexibility, less fluency, no correction, few differences, confidence boost) for teachers changing to teaching in English are also presented. The findings revealed some limitations when teaching in English due to lack of mastery of English language.

Similarly, Pranckeviciute and Zajankauskaite (2012) adjusted an ESP course to students' need in tertiary education during an academic year. The results indicated that all students are motivated to learn English as they regard it as an important means of communication. In the same vein, S. Adnan (2012) investigated the importance of considering students' needs and wants from the time when designing an ESP course that is taught to administration students at the college of administration and economics, University of Basra, and concluded that the application of a needs analysis helps to give the teachers a clear view of students' needs and wants, so more recommendations have been given such as learners are advised to be more active and participate in discussion during class period, in addition, teachers of ESP are advised to conduct a needs analysis process.

In addition, in his article 'The Use of English Language to Teach Subjects in Countries or Jurisdictions where the First Language of the Population is not English', Dearden (2014) with the support of British Council (the center for research and development in English medium instruction) conducted a study with the aim to map the size, shape and future trends of EMI. In order to meet the challenge of researching a global phenomenon with limited resources, it was decided that the methodology of this initial

and unique study would be to ask British council staff in 60 countries ,to act as « informed respondents », for the countries in which they were resident. Open-ended questionnaires were sent to these respondents and they were asked to provide information on the current state of EMI under a number of headings. The main conclusions were that in many countries the education infrastructure does not support quality EMI provision, there was a shortage of linguistically qualified teachers, so there appeared to be few organizational or pedagogical guidelines which might led to effective EMI teaching and learning ,there was a little or no EMI content in initial teacher-education programmes and continuing professional development courses. Finally, He concluded and recommended that there is an urgent need for a research _driven approach which consult key stake _holders at a national and international level and which measures the complex processes involved in EMI and the effects of it both on the learning of academic subjects and on the acquisition of English proficiency.

Besides, a webinar was carried out by D. Madhavan and J.McDonald(2014)on English as medium of instruction (EMI) philosophies and policiesto raise awareness on current trends related to English as a medium of instruction (EMI) and some of the philosophical issues . They conducted a 90 minute session with a presentation, poll questions and open _ended reflection questions to maximize audience interaction. Before the presentation,participants were polled regarding the language of their countries and the language of instruction in their higher education systems with two exceptions, everyone was from a country where English is not the native language ,and participants from countries where English is the native language reported that English is also the primary language of instruction in the higher education system.

B.Gashi and J. Jusufi (2017)in their article ‘Analysis of ESP courses profile bridging the gap between ESP challenges and 21 st century skills’ conducted at three public

universities in Kosovo found that the challenges of the ESP courses in the higher education system in KOSOVO and its roles in the overall education system has become one of the major interests, since more and more English non native speakers use English as a means for communication in their work setting.

Fuethermore, W. Shi(2018) in her article 'exploring course design for a university level ESP based college .English program at university of finance and economics in china', concluded that EFL practitioners who joined this program ESP based instruction are facing a fresh , and focused academic horizon for careerdevelopment , which are likely ,to create more opportunities for theoretical and empirical studies in future.

Similarly ,Spencer and Bussi(2020)concluded that if it is to be truly international, the university should be a pluri_linguistic environment where language is not an obstacle for teaching or learning.

Otanac (2020) in his research untitled 'Students attitudes towards ESP course at university level', he examined the possible influence of students general Englishproficiency on the tested variables The results showed that most students were satisfied with the acquired professional English language knowledge, and that their attitudes toward the completed ESP course were not influenced by their general English proficiency

Synthesis

According to the literature review ,English as medium of instruction (EMI) refers to the teaching and learning of content or academic subjects in the English language in situation where English is not the first language.It is a very important approach to teaching English because scientists considere English as a language of science and technology especially in Tertiary education. EMI allows students to up-date their

knowledge in their field of study, develop language skills ,and offers them job opportunities a board as well as mobility especially for those who want to continue their in English speaking countries. However, stakeholders attitudes towards using English as medium of instruction at tertiary level , has never been searched before. Only few related studies about ESP course design. Therefore,this study aims at gaining insights about the benefits and challenges students and teachers may encounter if EMI is implemented in Algerian Universities in general, and in Khenchela university in particular.

Chapter Two: Data Analysis and Interpretation

Introduction

This chapter presents a detailed analysis and interpretation of the data collected throughout the study.

2.1.1. Analysis of the Questionnaire's Results

For the purpose of gathering sufficient information regarding students' attitudes towards using English as medium of instructions , a questionnaire was used. It contains fourteen multiple-choice and open-ended questions which are classified into three sections: GENERAL INFORMATION , IMPORTANCE OF ENGLISH LANGUAGE and THE USEFULNESS OF EMI. This subchapter presents a detailed description of the questionnaire results.

Section One: Learners' general Informations

Q1: How would you describe your level of proficiency in English?

Table 1

Numbers of Years that students have been study english

Number of years	Number of student	%
7	1	28%
8	3	32%
10	9	40%

Total	13	100%
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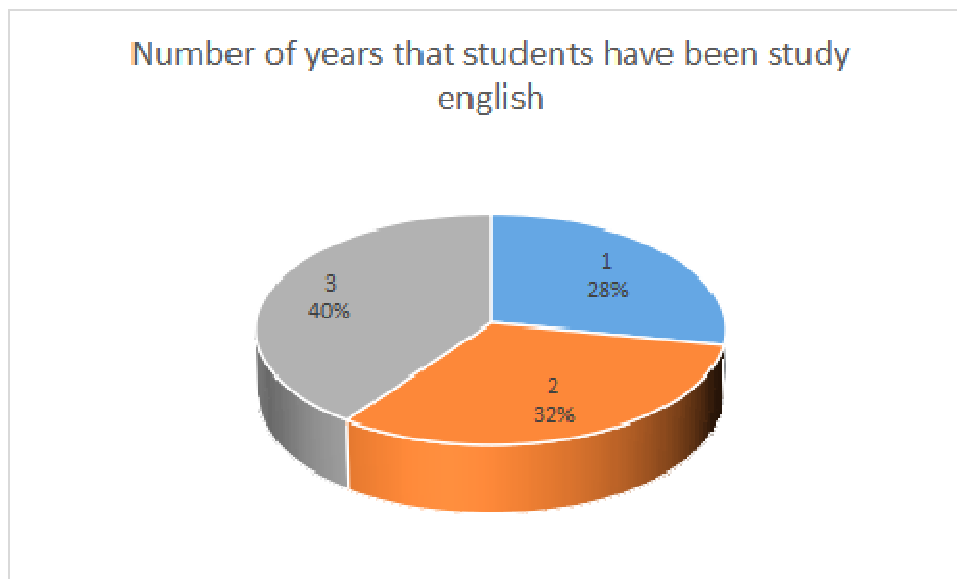


Figure 1

The first question was concerned with years of studying English, the majority have been learned English since ten years 40 % representing 9 participants of the whole population. The rest of population consisting of four participants ,was devided between both 28%and 32%. This indicates that most of master one processing department students at Abbes Laghrour University have studied English for enough years.

Q2: What is your level in English ?A0 A1 B1 B2 C1 C2

Table 2

Level in english	Level	Number	%

Beginner	A0 A1	5	39%
Intermediate	B1 B2	6	46%
Advanced	C1 C2	2	15%
Total		13	100%

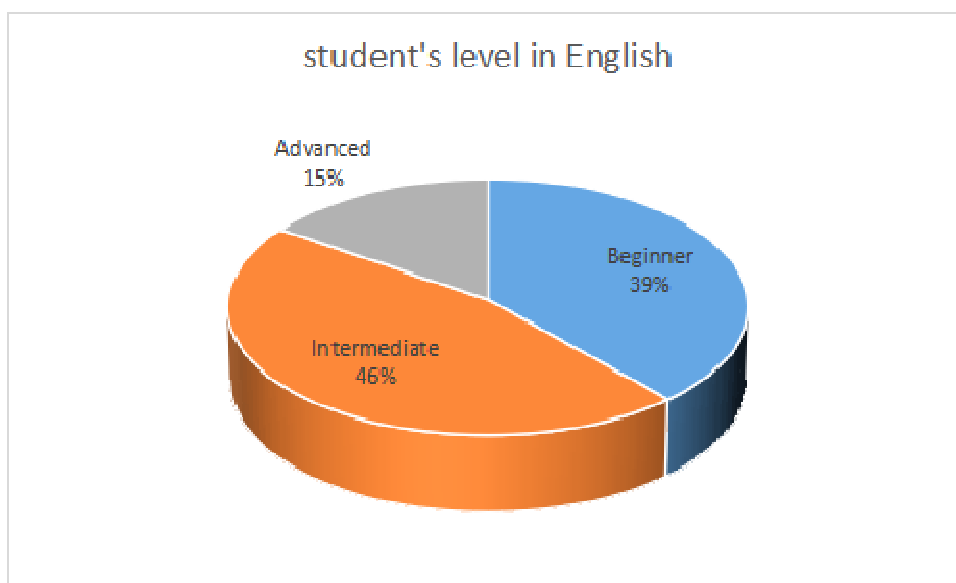


Figure 2

The second question was concerned with identifying learner's level in English , the majority have ticked the intermediate level (46%) representing 6 participants of the whole population,consisting of 7 participants ,was devided between both the advanced and beginner level.TThis indicates that the most of master one students of processing department at Abbes aghrour university have an intermediate level

Q3: Do you consider English language important or not?

Table 3

	IMPORTANT	NOT IMPORTANT
ENGLISH LANGUAGE	13	0
TOTAL	100%	0



Figure 3

The third question represent the importance of English language in processing department at Abbes Laghrour university. All students (100%) agreed on the importance of English language.

Q4: how do you rank your level in English language four skills?

Table 4

	Excellent	%	Good	%	Unsatisfactory	%	Poor	%
Reading	2	3%	7	58%	4	39%	/	/
Speaking	/	/	4	40%	9	60%	/	/
Listening	1	20%	12	80%	/	/	/	/
Writing	/	/	10	70%	2	28%	1	2%

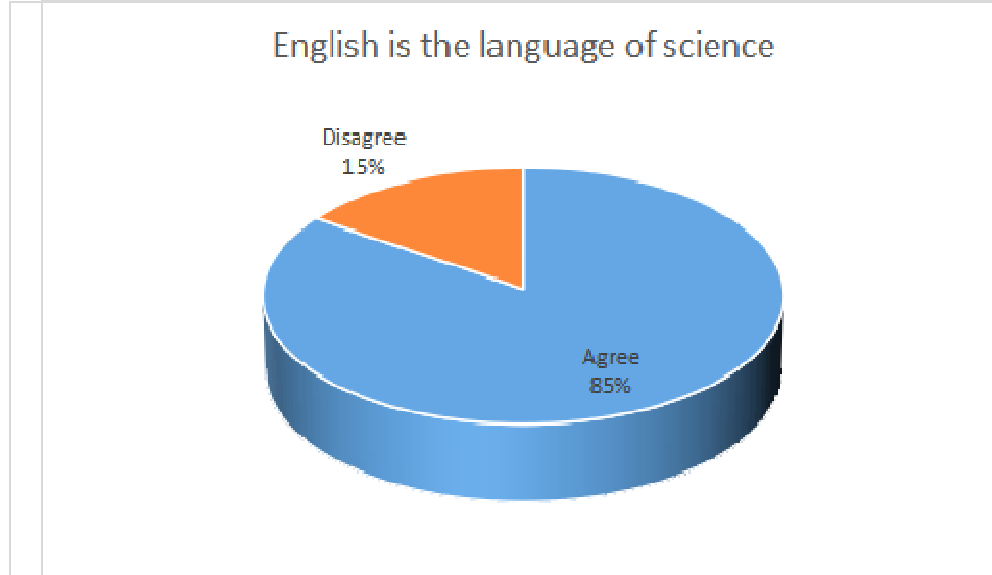
Through the analysis ,we find that most master one processing department students at Abbes Laghrour university are proficient in English language four skills, at a reading rate is estimated at 58% for good, 39% for unsatisfactory, and 3% for excellent level.As for speaking English ,we find that the level of the students is insufficient by 60% and good by 40% .On the other side ,we find that the level of students in listening is good at a rate of 80% and excellent at a rate of 20% . Finally, we find that the level of students in writing in English is good by 7%, unsatisfactory by 28% and poor by 2%.Through this study of level in English language four skills , we find that most of master one processing department students enjoy the skills of reading,listening and writing in good proportions ,while we find that their level of speaking the English language is considered unsatisfactory by 60% of the total of students.

Section two: importance of English language(Question five to eight)

Q5.” English is the language of Science” Do you agree? Explain in brief

Table 5

Agree	%	Disagree	%



11	85%	2	15%
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Figure 4

The fifth question focused on the agreement or disagreement of considering English as the language of science .After that ,it became clear that the majority of students agree to consider English as the language of science, they see it as the mother tongue and the first language in the world.

Q6.Do you read in English ?if yes

1_scientific books 2_news books 3_research article 4_others

Table 6

	Yes	%	No	%
Reading in English	11	85%	2	15%

Scientific	11	News	0	Research	2	Others	0
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books	85%	week	0%	article	15%		0%
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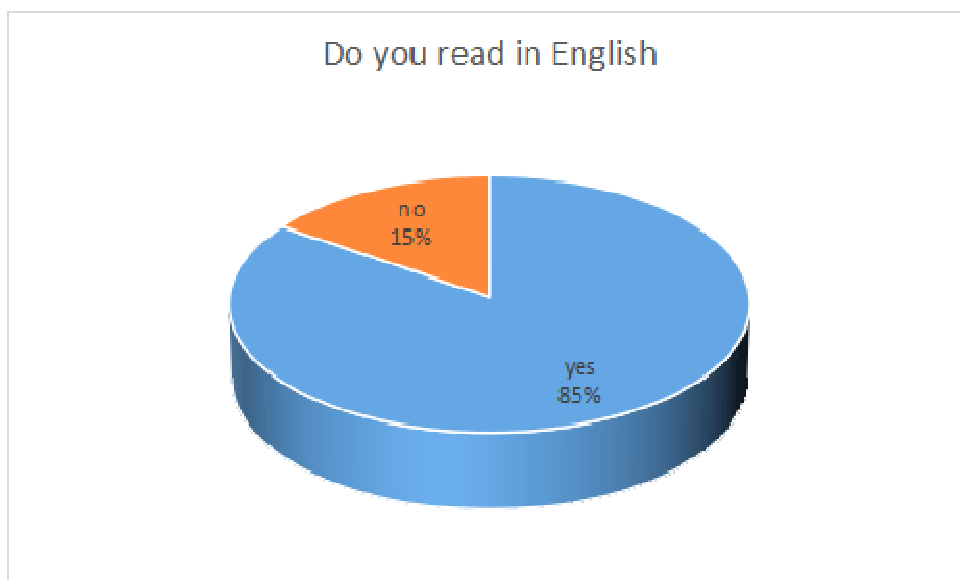


Figure 5

The sixth question asks whether students read books in English and the type of books they read. It turns out that most of the students (85%) tend to read in English, preferring scientific books by (85%), and research articles by (15%).

Q7. When you search for information, do you find books more available in English or French?

Table 7

	ENGLISH	%	FRENCH	%
Books available	13	100%	0	0%

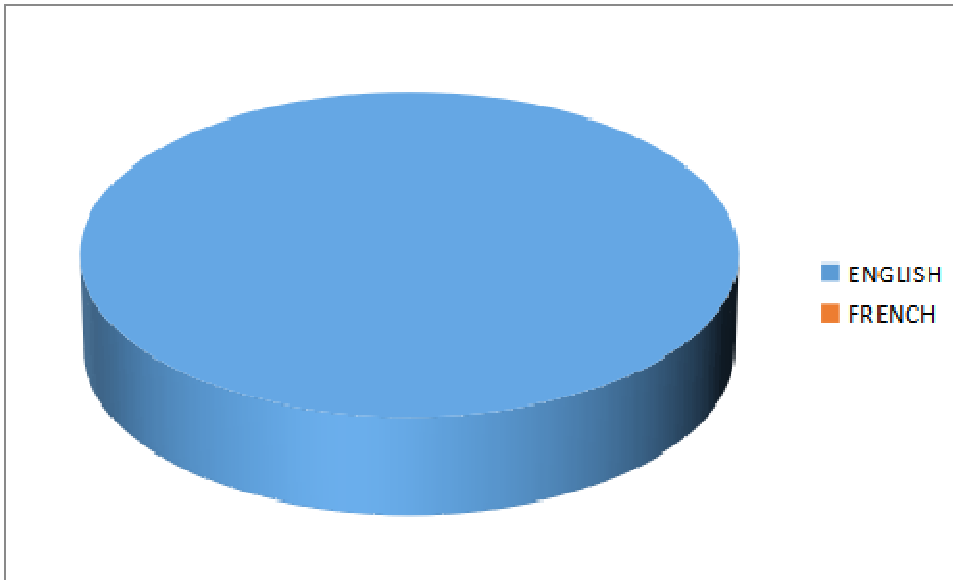


Figure 6

The seventh question indicates that the students agree that books that contain the information they need are 100% available in English.

Q8.If you had the chance to choose a language you prefer to study computer science,would you choose English or French , and why?

Table 8

	English	%	French	%
Language prefer to study	11	85%	2	15%

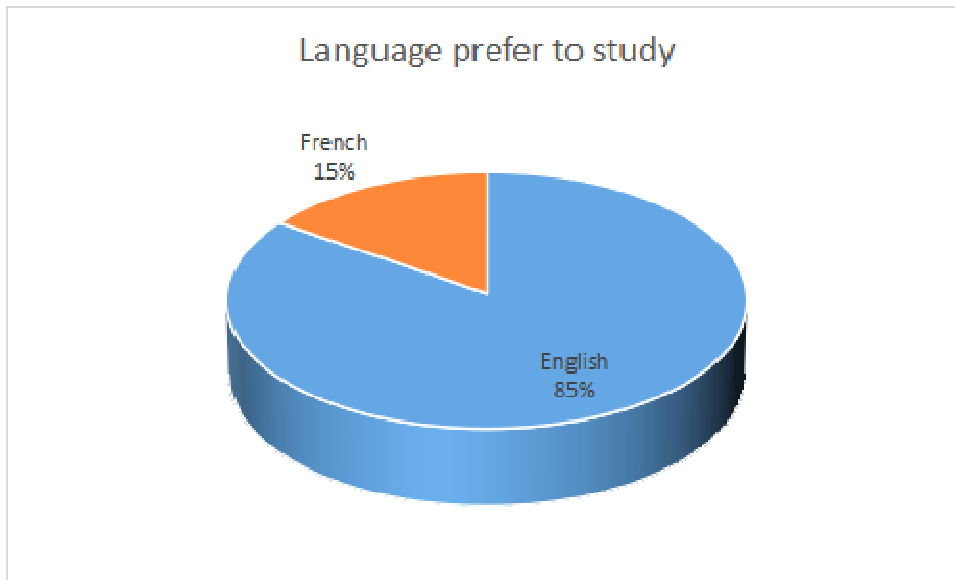


Figure 7

The eighth question contain two parts. The first part shows that most of the students prefer to study their specialization in English at a rate of 85%, and 11% prefer to study in French .As for the second part,they explain the reason for choosing to study in English language ,whish they explained that it serves them in their specialization because computer science is based on programming, which its origin is in English .

Section three: The usefulness of EMI (Question nine to fourteen)

Q9.Do you think that studying computer science in English can help you to continue your graduate studies abroad? Justify

Table 9

Studying in English help to conyinue studies abroad						
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	12	92%	0	0%	1	8%
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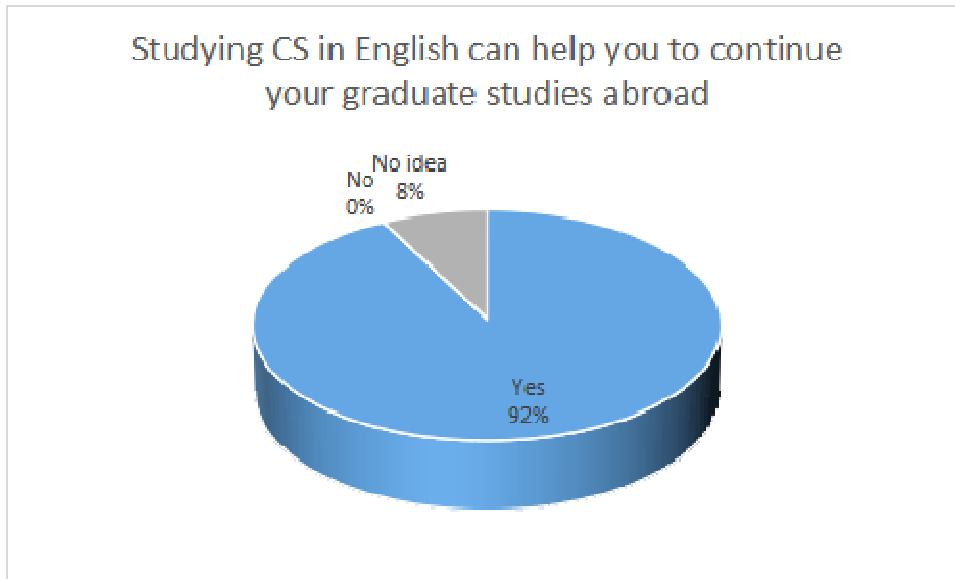


Figure 8

The first question of the third section (Q9) contains two parts. The first part asks whether studying computer science in English allows students to pursue their studies abroad or not, and the second part asks for clarification. The majority of students (12) by 92% agree that their studies in English help them a lot in studying abroad. As for 8% of the students, they have no idea. As for the second part of the question, the students explain that English is the mother tongue or the language of the world. Wherever they travel, they can study in English.

Q10. Do you think that you would spend less time studying CS if EMI were used?

Table 10

Yes	%	No	%
12	92%	1	8%

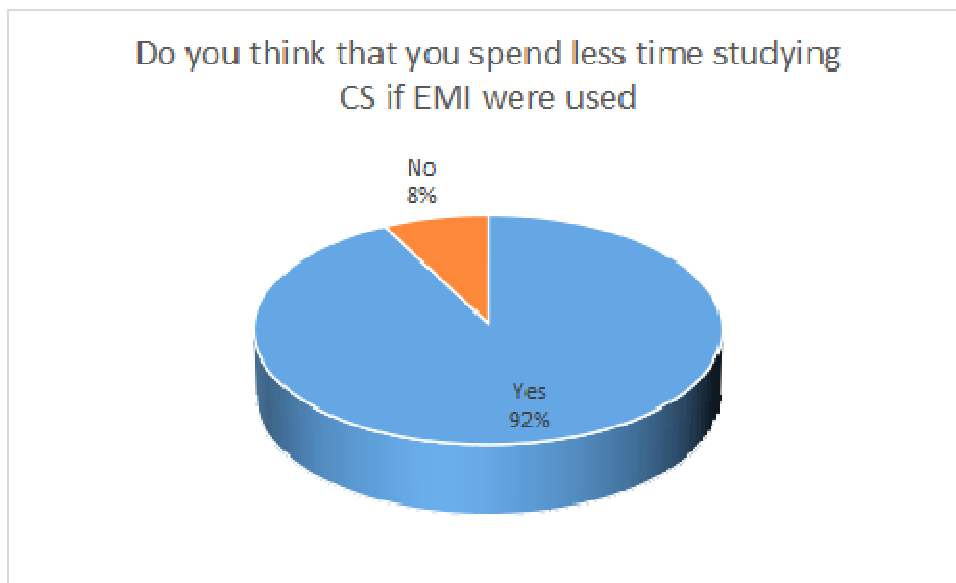


Figure 9

The second question of the third section (10) asks about spending a short time in the case of using EMI or not. Most of the students agreed that the answer was yes , with a percentage of 92% ,and as for 8% , they agreed that the answer was no .

Q11.Do you agree that EMI makes learning computer science easy?

Table 11

Stongly agree	%	disagree	%	agree	%	Stongly disagree	%
8	62%	0	0%	5	38%	0	0%

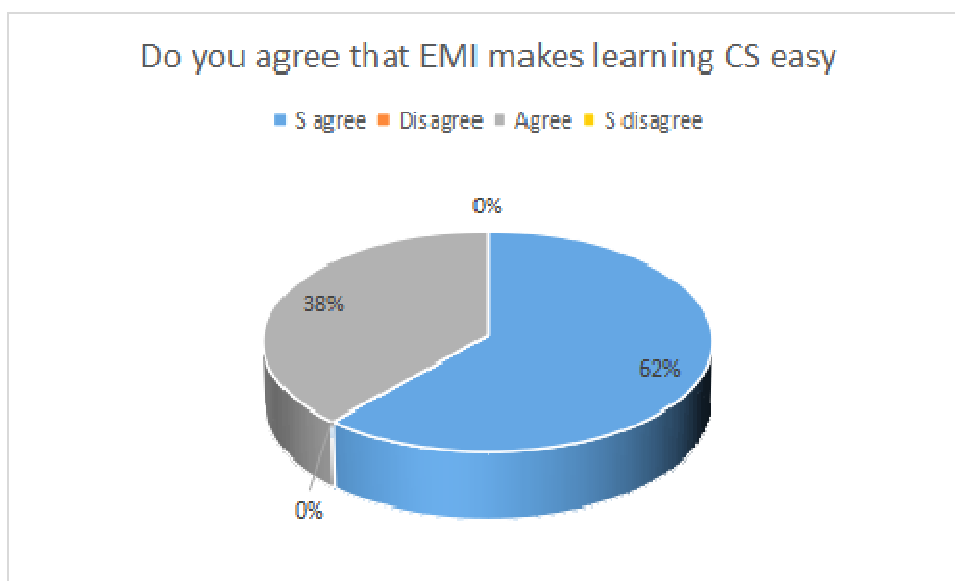


Figure 10

The third question of the third section (11) asks about the agreement that using EMI in CS make it easy, so most of them stongly agreed with a percentage of 62% ,and 38% answer in agree.

Q12. Do you think that you learn better because English is used in class?

Table 12

Yes	%	No	%
13	100%	0	%

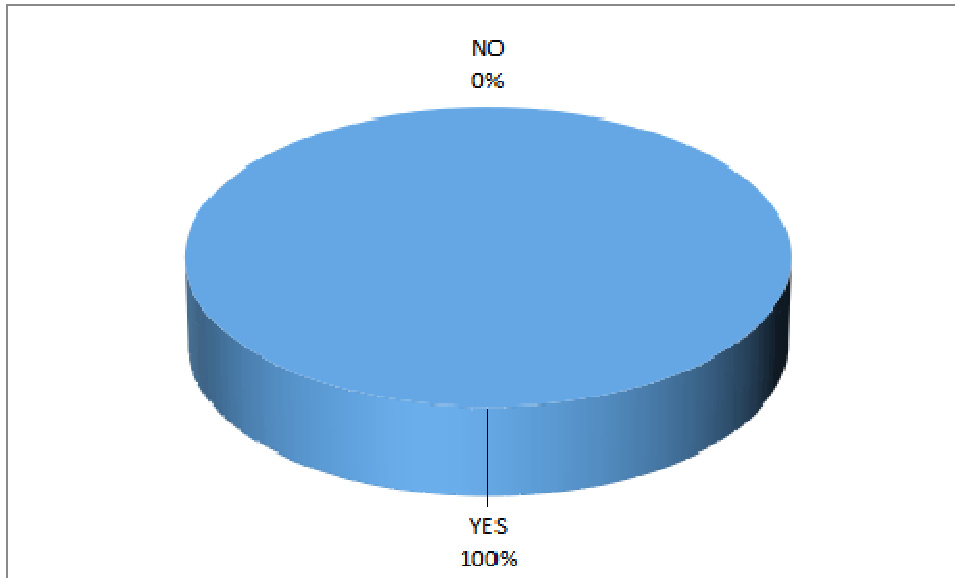


Figure 11

The fourth question from the third section (12) asks whether the use of English in class improves the degree of understanding or not, so all students agreed to answer yes with a percentage of 100%.

Q13. Do you find it easy to conduct research papers using English? If yes justify

Table 13

yes	%	No	%
8	62%	5	38%

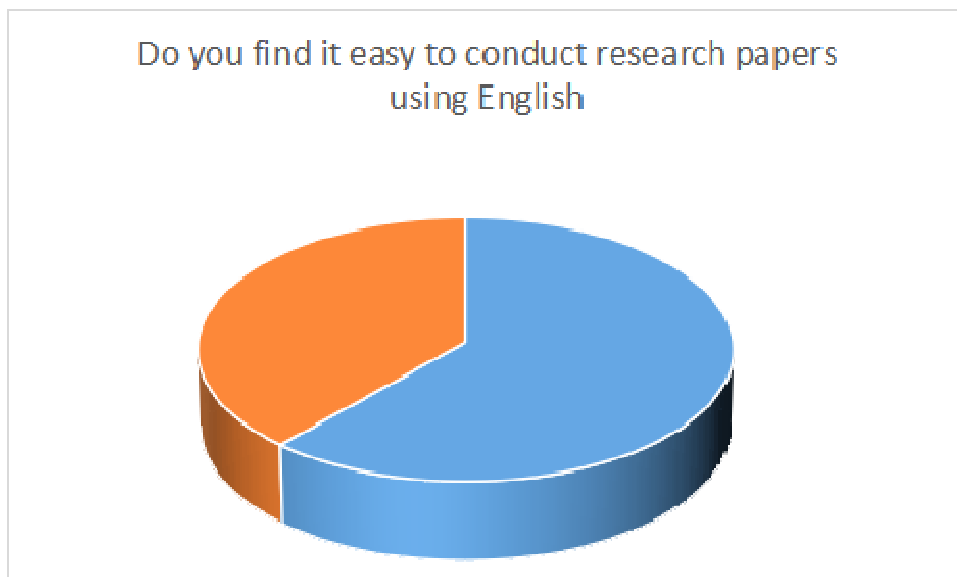


Figure 12

The fifth question from the third section (13) asks whether the use of English language in research papers is easy or not, so the majority of the students agreed that the answer was yes, with a percentage of 62%, and 38% with no.

Q14. What is your perception about the use of English as medium of instruction?

We found that the majority or all of the students agreed on the importance of using EMI in education, and the importance of making English a primary language and generalizing it in education instead of using the FRENCH language, which they consider unfamiliar and unimportant,

2.2 Teachers' interview

The outcomes of the interview carried out with subject teachers illustrate the major benefits and challenges of EMI when implemented in Khenchela university classes. Accordingly, lecturers' views towards EMI were grouped under two overarching patterns:

1. Benefits of Implementing EMI in Khenchela university

The examination of their answers resulted in six themes, including internationalization of curricula and higher education, student and staff mobility, participation in international projects and research, improving lectures and students' English literacy, enhancing students' academic interest, improving students' knowledge in their field of study

Thus, it is apparent from the the above mentioned, that The internationalization of higher education and the idea of a global citizen is often the main benefits for EMI. besides, that lecturers and that the students' English language proficiency will automatically improve.

2. Challenges of Implementing EMI in Khenchela university

The participants were then questioned about the challenges and problems of implementing EMI in Khenchela university classes courses. The evaluation of their responses culminated in five themes, including more difficulty in comprehending course content, limited interactions between teachers and students, limited interactions among students, low classroom engagement, and low academic confidence.

The most recurrent theme mentioned by lecturers as the challenge of employing English in university is students' difficulty in comprehending course content. Most of the participants maintained that teaching the academic subjects through English makes it difficult for both lecturers and students to deliver and understand the course content.

2.3 Discussion

Regarding the first research question, it is clear that becoming an international university is one of the most important benefits of implementing EMI. Clifford (2011: 17) stated that ‘the internationalization of higher education and “the idea of a ‘global citizen’.

Although the motives for implementing EMI may vary, most experts and researchers tend to agree on the main advantages and benefits of EMI in a globalized and increasingly interconnected world. These include:

1. internationalization of curricula and higher education
2. attraction of international partner universities and expansion of international networks
3. attraction of international as well as domestic students and staff
4. student and staff mobility
5. participation in international projects and research
6. access to teaching and research materials
7. graduate employability
8. the market in international (and domestic) fee-paying students
9. cultural diversity, intercultural competences
10. foreign language proficiency

It can therefore be argued, as mentioned by Coleman (2006: 3) ‘higher education has turned into a highly competitive international market and that students are often regarded as customers’.

As for the second research question, challenges and limitations of EMI in higher education include:

1. inadequate level of English language proficiency of lecturers
3. lack of interest and motivation among students and staff
4. lack of confidence to learn in a foreign language
5. additional workload for lecturers and students
6. lower quality of teaching and lower transfer of knowledge
10. possible threat of EMI to cultural identity and the native language
12. increased preparation time for lecturers

In short, lecturers are expected to master three aspects: “disciplinary competence, teaching competence and language competence” (Doiz et al. 2013: 17).

Like the lecturers, students also face a double challenge: They are not only expected to learn new content in a foreign language but they also need to improve their English language proficiency, learn new terminology in a given field and become familiar with different registers.

In the case of EMI, it is important to point out that no competency appears in a vacuum. Instead, “they are intertwined and feed into one another in a circular relationship” (Breeze/Sancho Guinda 2017: 4).

When it comes to the issue of how content is delivered best, most experts and researchers agree that student-centered learning is to be preferred to teacher-centered learning. Apart from the new roles of lecturers and students, new technologies, blended learning, L2 motivation and additional skills such as critical thinking, creativity, motivation and autonomy must not be underestimated in the classroom of the 21st century (Breeze/Sancho Guinda 2017: 1-13)

General Conclusion

English as a Medium of Instruction is an innovative bilingual concept which influences foreign language abilities and cultural awareness positively. In the future, the method of EMI will spread even more and prepare young people professional life. As EMI is a quite new method, scientific research concerning the instruction at the tertiary level through the medium of English is at the very beginning. There are several questions which cannot be answered with scientific certainty so far. This study does not fully explore the complex issue EMI, nor does it provide a solutions to the challenges. It does however provide additional background for further research. Therefore, to implement EMI policy more effectively, more research is needed that includes the whole university community, as well as longitudinal studies on the effectiveness of teaching university subjects through the medium of English. Finally, This study was conducted with a small sample of lecturers and students in the department of computer science at Khenchela university, therefore, provides only a partial of the situation. This limits the generalizability of the results to other departments. We recommend other methods and more indepth research to be undertaken in the future to shade more light in this specific area.

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Appendices

Appendix A

Students' Questionnaire

You are kindly requested to complete this questionnaire which is a part of a research work for the Master Degree at Abb University entitled "stackholders attitudes towards using english as meduim of instrutions at tertiary level"

We would be very grateful if you could help us accomplishing our research because your answers will be of a great help. Please read each statement carefully and tick (X) the appropriate answer. Your cooperation would be deeply appreciated Thank you in advance .

Section One: General Informations:

Q1. How many years have you been learning English?

Q2. What is your level in English? A0 A1 B1 B2 C1 C2

Q3. Do you consider English language:

a) Important ()

b) Not important ()

Q4. How do you rank your level in English language four skills?

	Exellent	Good	Unsatisfactory	Poor
Reading				
Speaking				
Listening				
Writing				

Section two: Importance of English language

Q5. "English is the Language of Science" Do you agree? Explain in brief

a) Agree () b) disagree ()

.....
.....
.....

Q6. Do you read in English? If yes

a) Yes ()

b) No ()

1-Scientific books

2-News week

3-Research article

4-Others

Q7. When you search for information, do you find books more available in English or French?

a) French books

b) English books

Q8. If you had the chance to choose a language you prefer to study computer science, would you choose:

English ()

French ()

Why?

.....
.....
.....

Section THREE: the usefulness of EMI.

Q9. Do you think that Studying computer science in English can help you to continue your graduate studies abroad? Justify

a) yes

b) no

c) No idea

.....
.....

Q10. Do you think that you would spend less time studying computer science if Emi were used?

a) yes

b) no

Q11. Do you agree that EMI makes learning computer science easy?

a) Strongly agree

b) Disagree

c) Agree

d) Strongly disagree

Q12. Do you think that you learn better because English is used in class?

a) Yes

b) No

Q13. Do you find it easy to conduct research papers using English? If Yes Justify.

a) YES

b) No

.....
.....
.....

Q14. what is your Perception about the use of English as medium of instruction?

.....
.....
.....

ملخص

كانت الورقة الحالية محاولة لدراسة فوائد وتحديات استخدام اللغة الإنجليزية كوسيلة للتعليم لتحقيق أهداف الدراسة ، استخدم الباحث منهجًا مختلطًا حيث تم استخدام أدوات مختلفة لجمع البيانات. استبيان يتكون من أربعة عشر تم توجيه الأسئلة إلى 13 متعلمًا رئيسيًا واحدًا يدرسون علوم الكمبيوتر في جامعة عباس لغرور في خنشلة للتحقيق في وجهات نظرهم حول استخدام اللغة الإنجليزية كوسيلة للتعليم في كليتهم. بالإضافة إلى ذلك ، تم إجراء مقابلة مع ستة مدرسين لاستنباط معلومات حول مواقفهم تجاه الاستخدام. اللغة الإنجليزية كوسيلة للتدريس في قسم علوم الحاسب أظهرت النتائج أن كلا من المتعلمين والمعلمين يؤمنون بفائدة وفوائد استخدامها في قسم علوم الحاسب ، كما اعترف كل من المدرسين والمتعلمين بأن تطبيقها في فصول جامعة خنشلة يؤدي إلى تعميم استخدام اللغة الإنجليزية وبالتالي رفع المستوى الأكاديمي للطلاب أجريت هذه الدراسة على عينة صغيرة من المحاضرين والطلاب في قسم علوم الحاسب في جامعة خنشلة ، لذلك لا تقدم سوى جزء من الموقف وهذا يحد من تعميم النتائج إلى الأقسام الأخرى يوصي الباحثون بطرق أخرى والمزيد من البحث المتعمق في المستقبل لتظليل المزيد من الضوء في هذا المجال المحدد

الكلمات الرئيسية: اللغة الإنجليزية كوسيلة للتعليم ، الموقف ، الفوائد والتحديات، التنفيذ

Resumé

Le présent article était une tentative d'étudier quels sont les avantages et les défis d'avoir l'anglais comme langue d'enseignement. Pour atteindre les objectifs de l'étude, le chercheur a utilisé une approche de méthodes mixtes dans laquelle différents instruments de collecte de données ont été utilisés. Des questions ont été posées à 13 apprenants en master 1 étudiant en informatique à l'Université Abbes Laghrour à Khenchela pour enquêter sur leurs points de vue sur l'utilisation de l'anglais comme langue d'enseignement dans leur collège. En outre, un entretien a été mené avec six enseignants pour obtenir des informations sur leurs attitudes à l'égard de l'utilisation de l'anglais comme langue d'enseignement dans le département d'informatique. Les résultats ont révélé que les apprenants et les éducateurs croient en l'utilité et les avantages de l'utilisation de l'EMI dans le département d'informatique. De plus, les enseignants et les apprenants ont admis que la mise en œuvre de l'EMI dans les cours de l'Université de Khenchela a conduit à la généralisation de l'utilisation de la langue anglaise et ainsi élever le niveau académique des étudiants. Cette étude a été menée auprès d'un petit échantillon d'enseignants et d'étudiants du département d'informatique de l'université de Khenchela, ne fournit donc qu'une partie de la situation. Cela limite la généralisation de les résultats à d'autres départements. Les chercheurs recommandent d'autres méthodes et des recherches plus approfondies à entreprendre à l'avenir pour éclaircir davantage ce domaine spécifique.

Mots-clés : EMI, anglais comme langue d'enseignement, attitude, avantages et défis, mise en œuvre,

