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**The Stakeholders' Attitudes Toward Using English As
A Medium Of Instruction**

*A Case Study of Master one Students at the Department of
Biology, Khenchela University Abbes Laghrou*

*Dissertation Submitted to the Department of English Language in Partial
Fulfilment of the Requirements for the Master Degree in culture and civilisation.*

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Dedication1

Man was found on earth with no ability to live in isolation from the rest of mankind. For that we can assume that in all stages of life, there are people who deserves our thanks.



Therefore , I Mr NADJIB AIT ABDERRAHMANE, dedicate this work to my beloved family and friends



To my parents who truly loved and raised me to be the person I am today ,who helped me with all the means to achieve my goals and build my future .



A special feeling of gratitude to Miss Siham Amini whose words of encouragement have gave me the power to dream of a life full of happiness with people I love



I also dedicate this dissertation to my friend Youcef who supported me in the hard times and encourage me to believe in myself and so I become the person I always wanted to be.



Last but not least, I won't forget those who passed away. I will make sure that your memory lives on as long as I shall live. I love you all and miss you beyond words. May Allah grant you paradise!

Dedication2

I, Miss DJOGLHAL HADJER, dedicate this humble work to all my beloved family and friends

To my beloved mother Fatima, may Allah bless her Soul

And to my cherished parents: Med Saleh and Ouiza who have always encouraged me and have been my strength and support.

إلى اليوسُفَيْن



To my precious and kindest sisters:

Asma, Meriem and Chayma



To my beloved brothers:

Younes and Ayoub



To My brother in law and sister in law:

Nacer and Chahla



To the person with whom I'll share my entire life Mr: Smaala Mounir

To my partner and little brother Nadjib, the person with whom I have accomplished this work



To all My dear grandmother, uncles, antes and cousins, especially my soulmate,

Djoghla Amel

To my precious and unique friends who are a portion of me:

Massilia, Yousra, Hadjer, Hanan, Rawla

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List of Abbreviations

-EMI: English As A Medium Of Instruction

-EFL: English As A Foreign Language

-ELF: English As A Lingua Franca

-EIL: English As An International Language

-ETP: English Taught Program

-FMI: French As A Medium Of Instruction

-HEI: Higher Education Institution

-KAIST: Korea Advanced Institute of Science and Technology

-L1: First Language

-L2: Second Language

-L.M.D.: Licence Master Doctorate

-NA: Needs Analysis

-NEA: National Education Association

-NNS: Non Native Speakers

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Abstract

Today, the role of English in a rapidly globalizing world, particularly in higher education, is exceptional. This language is being used by an increasing number of people in a variety of occupational and educational settings. According to (Coleman) (2006), although the worldwide standing of English is a motivator for its acceptance in higher education, utilizing English in higher education increases its global dissemination. However, and from a local standpoint, many students from Algerian universities may have difficulties while utilizing English as a medium of teaching. This study aims to shed light on the current state of EMI in the Biology department at Khenchela University Centre. Its goal is to investigate the different attitudes that both students and teachers may have regarding utilizing English as a medium of education in this area. For this aim, it appeared essential to do a brief review of the relevant literature on EMI in higher education and the challenges it may face while French continues to play an important part in the educational system. The mixed approach appeared appropriate for such a research, with the questionnaire and unstructured interview serving as data collecting tools. The questionnaire was addressed to master one Biology students, and the interview was conducted with English teachers who had previously taught in this department. The analysis of the questionnaire and the interview revealed that, however both teachers and students have played a significant role in identifying positivity towards the introduction of EMI at the level of university, other factors such as a lack of designed material and some negative aspects concerning boosting English while French is still existing as a MOI played a significant role in narrowing both the teaching effectiveness and the quality of teaching/learning.

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General Introduction:

After the independence in 1962, educational conferences were held in Algeria to choose which language will be used as the medium of instruction in the education system of government. Algerian nationalists began to promote literary Arabic, instead of French, in schools and government offices; while ignoring local forms of Algerian Arabic and Berber. Mohamed Benrabah calls what resulted a linguistic ‘war with diversity’ (p. 51). In other words, Arabic became the language of instruction. On the other hand, the need of seeking the best jobs recommended learning a new language, a language of science and technology, the only option back then was the legacy of the French colonization; the French language. Soon the education system accepted to embrace a new policy in which Arabic and French represent the mediums of instruction.

Through time, English has become the language of many developed countries. (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. EMI 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 another definition, “EMI is teaching subjects using the English language without explicit language learning aims and usually in a country where English is not spoken by a majority of the people” (Madhavan Brochier (2016)).

From that point and since most of the updated curricula, scholarships programs and the best jobs are offered in English; EMI in Algerian universities is our concern. However the main idea here is about boosting English to be a tool of instruction that can face different perspectives before being applied. The attitudes of students, teachers and even heads of departments can raise further understanding of the case here, whether we can apply this in Algerian universities, about if we have the capacities and abilities to do that and also if we are prepared for the shift that may happen in the education policy if EMI will be applied.

2. Statement Of The Problem:

English has been recognized as a key indicator of success for many if not the majority of countries around the world. The adoption of English as a Medium of Instruction (EMI) has been sweeping across the higher education landscape worldwide (Crystal)(2004). Nevertheless, 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.”

Hence, there are many challenges that may raise in the process of integrating English language as a medium of instruction while French plays a major role in representing itself in all levels of education. Starting from the primary schools when it is used as medium of communication moving to higher educational level wherein all sorts of subjects involving: science, technology and math are taught in the French language. Students, teachers and instructors then are unfamiliar with the English foreign language. Soon they will face situations where there is a must of using it such as: studying abroad, doing further researches and applying for a job in a foreign country, In this case English plays a significant role for it provides them with more adequate and reliable sources.

In Algerian universities, the Licence Master Doctorate (L.M.D) method that is practiced in most departments, like the biology department that requires students to read and write research papers; hence, they need to remain aware of the new updates concerning biology sciences. To enrich their study papers, these students need to read several articles written in English provided by teachers as they represent the major role in the process of guiding and educative improvement. These teachers and relating to their role in enhancing the students level and prepare them for further academic achievements, they also need to acquire the English language and be aware of how to maintain it and use it at least in the field of study.

The current study aims to probe the attitudes of these stakeholders (students, teachers and instructors) in the Biology Department at Khenchela University Centre towards the ability of incorporating EFL in the educational environment and investigating the perspectives on EFL 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. Aim Of The Study:

This study aims to investigate university stakeholders' attitudes towards using English as a medium of instruction shedding light on the different challenges that may appear in the process of boosting and integrating the new language.

It also sought to examine the factors that may serve or militate against the use of English as a medium of instruction in the sector of Algerian universities.

4. Objectives Of The Study:

- 1- To explore the attitudes of stakeholders regarding the introduction of EMI in the biology department.
- 2- To describe the stakeholders perspectives towards boosting EFL while instructing.
- 3- To understand the challenging factors those stakeholders may encounter while using EFL as a tool of instruction.

5. Research Questions:

The study sought to find answers to the following research questions:

- 1- What are the students and teachers' perspectives concerning the introduction of EMI in the biology department?
- 2- What are the stakeholders 'attitudes towards boosting English and use it as a medium of instruction?
- 3- What are the challenges that students may encounter while using English as a medium of instruction?

6. Literature Review:

In this chapter, literature will review the attitudes towards using English as a Medium of Instruction (EMI) on both the international and national level. Several studies conducted on EMI in many universities around the world reveal that the future of EMI has a high stake in both educational and cultural setting by and large (Botha (2014), and Borni (2017)).

- **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'.

However, the students agreed that they were unable to completely profit from EMI because the universities 'policies are either not evenly distributed across all academic units, or there is a shortage of well-defined policies to educate teachers about how to use English as a medium of instruction' (Botha, (2014: 6)). (Botha) (2014) discovered that students recognized the Chinese variety of English but were dissatisfied with their teachers' level of English proficiency. At this Chinese university, students commented that teachers of EMI courses had excellent reading and writing skills but did not speak English well. Botha's results enable teachers to achieve high-level English skills in order to prepare for the potential use of EMI in classroom teaching, but he claims that the English level of teachers who perform EMI courses has not been adequately researched (Botha, (2014)).

(Botha) (2016) stated in a more recent publication 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 (Bolton & Botha, (2015)).

Hence, (Botha) (2016: 46) concludes that: the study of the increase in using English on the mainland China's universities must be contextualized within the region's multilingual contexts of language use and language ecologies, particularly given the rich multilingual worlds of China's students.

- **On The National Level:**

(Borni) (2017) investigated Algerian students' use of English outside of the classroom. According to the author's survey of 30 English Master's students, 89 percent agree or strongly agree that learning English is necessary for Algerians. The author goes on to say that 70% of people use English at home, while the majority don't, owing to the fact that they choose Derja and don't know anybody else who does. Although 54 percent of respondents do not use English for "native speakers," 46 percent do so on occasion, which is still a sizable segment by Algerian standards. The majority of participants (70%) had their phones set to English and use it in public. In terms of feeling capable of interacting with everyday events, 76 percent said they could. In terms of French, 96 percent of participants think it is prevalent due to colonialism, and 86 percent agreed or strongly agreed that if English were to become the official foreign language, Algerians would use it rather than French. Maybe explaining some Algerians' reluctance to use English in public or with relatives, 56 percent replied that doing so would be disrespectful. Culturally, 76 percent of all respondents are not concerned with sacrificing one's identity by using English. Furthermore, at a time when others have called for an Islamic English (Mahboob)(2009),53 percent of the predominantly Muslim respondents do not think the language belongs to non-Muslims. Moreover, a growing number of students, a significant portion of the Algerian population of English consumers, enroll in language centers to learn English, with the aim of opening doors to study abroad, travel abroad, and experience higher living standards. Though 84 percent of Algerian students study in France and 2 percent in Canada (mostly in French-speaking Quebec), 14 percent study in other countries claim that students are generally fluent in English for the purposes of their studies., including those in United States and Malaysia (Euromonitor (2012)).

7. Methodology Design

- **Choice of the method:**

In order to explore and investigate the attitudes that stakeholders in the biology department are having, 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 (Plano Clark)(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.

- **Sampling strategy:**

Simple random sampling was selected to conduct the research at the biology 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 (Onwuegbuzie, A. J., & Collins, K. M)(2007). In the process of that we will deal with three samples chosen from the following population:

- 1- The head of the biology department due to its position that gives him the access to all documents of English language and its users in the department ; in addition to his awareness of the education policy of the university and the biology department in specific.
- 2- The teachers of English at the department of biology (about four teachers). In regard to their small number, sampling will be of no need. This small sample might be explained by the fact that a small number of teachers is needed to cover the English course.
- 3- Third year students of the biology department regarding the fact that English is taught during the third year. We take (1/5 of the whole population) as it is difficult to work on the whole population.

8. Data Gathering Tools

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

- **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.

- **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.

9. Structure of the Dissertation

The dissertation consists of four chapters; the first two chapters are theoretical in issue, while the third and fourth ones are practical.

- Chapter one defines EMI from different perspectives and highlights the growth of EMI and its use in developed countries.
- Chapter two investigates the Language of instruction in Algerian universities and discusses the choice between English as a Medium of Instruction (EMI) or French as a medium of instruction in the Algerian University, referring to the department of Biology at Khenchela University Centre as a special case of the study.
- Chapter three will be devoted to data analysis and interpretation.

Chapter One: English As A Medium Of Instruction

Introduction:

Today, and under the term of globalization, English is no longer used only as a foreign language (EIL) for correspondence between native and non-native English speakers, but also as a common means of communication between speakers of different mother tongue backgrounds other than English. As English gains prominence and acceptance in a variety of domains of daily life. The use of this language 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". 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 (Dearde)(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. (Doiz, Lasagabaster, & Sierra, 2013a;Hu, (2007)).

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 both French and English language at university level, and the growth of EMI and its use in the developed countries.

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

Since education is that systematic and sustained effort to transmit, evoke, or acquire knowledge, attitudes and values, as well as any outcome of that effort (Cremin)(1977: viii).Applying it while following a specific system may cause a remarkable effects on all the sectors of the country; especially in case with countries that recently got its independence. From that point we must shed the light on Algeria's education system that was highly exclusive and geared toward the training of French colonial elite when the country gained independence in 1962. The establishment of the Ministry of Education in 1963 began the process of establishing a comprehensive and open national education system. Officials who were in charge of developing the education system focused on a number of primary objectives, the most important one was the use of which language in curriculum of all levels; 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 Lakhal 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.

The stakeholders want to use these designs in the higher education system to promote student mobility and degree recognition throughout the country and even abroad, taking into account the importance already assigned to the technical and scientific branches, as well as the massive budgets dedicated to scientific research through National Research Projects, with encouragement of university teachers to participate.

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

Before the independence of Algeria and during the French colonization, it was obliged for the Algerians to learn French as a national language while Arabic was redefined as a foreign language since 1938. Which means that Arabic and other several dialects spoken at that time were just symbols of identity and nationalism and forbidden from being taught at schools,. In other words, French was the essential language imposed in the educational system which is basically designed for the French students. Therefore, we can agree on the fact that French colonization had marked the Algerian culture and French language became the lingua franca of Algeria and had a big part of the daily life , that is to say ,that people back then spoke French in academic and informal situations.

In 1962, when Algeria gained its independence from the French colonization. It started to fight ignorance, Algeria made education compulsory. The Algerian government consolidated the Arabisation process in order to weaken the status of the French language in Algeria, but failed. The French language continued to maintain its authority for a variety of reasons, the Algerian immigrant in France being at the top of the list (Sahel)(2017, p. 1),also the Algerian government dealing with the same phenomenon, which leads us to believe that

reducing the use of French in Algeria and achieving linguistic independence, will necessitate severe and professional work on the part of stakeholders.

At the high educational level, the Algerian universities first adopted a system based on the French model, which meant that university faculties were autonomous even in terms of designing teaching curricula. The system resulted in duplication of academic offerings and complete loss of credits for students changing programs. Indeed, some reforms to modernize the university system were implemented in 1971, and major reforms were implemented in 1988. Nonetheless, the universities retain a loose resemblance to the French model, and French is still widely used for instructional purposes (Ben Rabah (1999)).

Through years, the use of French language gradually grew up to be integrated in the higher education system as a language of instruction in addition to the common fact that French is already used in the curriculum of technical and scientific fields. The undeniable truth concerning this support for this language depends on the first place on the one who is in power. If the decision-makers are for French, this leaves little to no room for English. If they are for English, French is made on hold; the same case with Arabic language. This is perfectly exemplified by the January 1991 political law (N 91-5) that established July 5th, 2000 as the date for generalizing Arabic in education, including the university. It was issued during Chadli's presidency, a president who has been unambiguous in his support for Arabization. Following his resignation, the francophone clan (including army commanders) who took control of the country put such legislation on the back burner. On the other hand, the arrival of President Bouteflika in 1999 put an end to Arabization. This demonstrates that support for any language is primarily determined by the ideology of the powerful. If this is the case, one would agree with (Yearous) (2012) when he says that “the language battle between Arabic and French should not be about “who will win?” but rather about “how will the two languages coexist?”.

Now, and despite all the reforms concerning the French language that were established in the educational system, we cannot deny the fact that Algeria is considered as the second largest speaking French country after France. This is totally logic because of the people tendency and attitudes to drop the legacy that the colonization left behind. The question now is mainly related to the new era of globalization with the new development in sciences and technologies that is basically depending on other languages rather than French, other

languages like English language; will French lose its dominance in the education system and be replaced with other languages; like English.

I. 3.The status of English language at the university level:

Since the independence in 1962, Algeria has struggled to improve its educational policy in order to meet the growing demands of the globalized era. With the advent of globalization, the importance of knowing a foreign language has grown, and the manner in which it is used has evolved to reflect contact with others. As a result, the English language has become the most powerful and has gained greater international recognition. Nowadays, it is the primary mode of communication throughout the world. It is the vehicle that is widely used around the world, and it will open up new opportunities. All of the countries, including Algeria, are required to use it.

For this matter, 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 we 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 first year of middle school, or at the age of 11 or 12. It lasts seven years, four 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 (FL) 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. 4. The growth of EMI and its use in the developed countries:

Since the Second World War, the role of English in the world shifted and became more apparent as a result of socio-political and economic activities. Often, because of the advances in communication technology along with the growth of the Internet and the changes in transport that have expanded international travel and cultural exchange, English plays an important role here. In addition to its supremacy in colonized regions of the world, English started to flourish in non-colonized countries, and gradually became the world's lingua franca, a language used to communicate by people whose first languages differed (Holmes) (1997). According to (Phillipson) (2009, p. 14), "there is nothing 'normal' about how English has spread - it is a survival strategy dictated by economic and political pressures, which coincide with linguistic imperialism». Nowadays, the use of English as a lingua franca (ELF) is common in almost all fields of public life, such as the economy, politics and popular culture. It is therefore used as an instrument for economic upward mobility.

Also, (Jenkins') (2014, p. 2) definition of ELF "English when it is used as a way of communicating between people who speak different languages" captures the culturally plural and the hybrid essence of its development, and by further explanation, the capacity for the generation and application of hybrid meanings. Today, and under the term of globalization, English is no longer used only as a foreign language (EIL) for correspondence between native and non-native English speakers, but also as a common means of communication between speakers of different mother tongue backgrounds other than English.

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.

According to a study conducted by (Dearden)(2015), EMI attempted a rapid expansion in the 54 countries represented by British Council staff as informed participants. Because universities are rapidly becoming more international, respondents reported more EMI at the tertiary level than at the secondary level, and EMI was more prevalent in the private sector than in the public sector. While the number of private universities nearly equaled that of public universities overall, respondents estimated that 90 percent of private universities taught through EMI compared to 78.2 percent of public universities. Sixty-seven percent of respondents predicted an increase in EMI provision in their countries in the near future.

Also , Wachter and Maiworm completed the most recent comprehensive map and analysis of English Taught Program (ETP) provision in non-Anglophone countries in Europe in 2014. A large-scale survey was conducted in 28 European countries, in 2,637 Higher Education Institutions (HEIs) in the academic year 2012/2013. The results showed a clear increase from 2,389 ETPs in 2007 to a massive 8,089 ETPs in 2014, a 239 percent increase in ETPs over the last seven years. The Netherlands was found to be the leading country offering the most ETPs, with 1,078 programs. Germany (1,030 programs), Sweden (882 programs), France (499 programs), and Denmark were all close behind (494 programmes). Dimova, Hultgren, and Jensen (2015), on the other hand, warn of a number of issues associated with

estimating EMI growth in Europe. They point out, for example, that the number of master's programs has increased in any case, and that estimates of the EMI courses available conceal a wide range and complexity of linguistic practices.

Korea is another example of EMI's rapid growth. According to (Cho) (2012), although attempts to expand EMI programs began in the mid-2000s, it was not until 2006 that true expansion began to take root across the country when the President of the Korea Advanced Institute of Science and Technology (KAIST) announced his 'Globalization Project.' The president's vision was to increase EMI programs by 10% each year until all classes at all levels (bachelor's, master's, and doctoral) were taught entirely in English by 2010. The number of EMI classes then increased dramatically in Korean HEIs; of the 410,000 courses offered, 9,000 (approximately 2.2 percent) were offered in English (Byun et al. (2010)).

However there is a relative absence of researches in many countries around the world about the growth of EMI and its use in higher education institutions , we can claim from the previous studies that were conducted in many developed countries around the world that EMI is getting established in the education system of these countries proving its growth and encouraging in a way or another other education systems around the world to reconsider the EMI in their universities and institutions and catch up the developed countries' systems of education.

Conclusion

The English language has always been striving to establish itself as the most widely used language all over the world. Now, along with the term globalization, the English language became not only the language of communication between native speakers but also among non-native speakers to be known later as the lingua franca and extend to what is called English as an medium of instruction ; a language that mainly used for teaching finance, medical sciences and engineering without any linguistic objectives in countries where the majority of the population does not speak English.

Chapter Two: Analysis and Results of Students' Questionnaire and Teachers' Interview

Introduction:

The present work is designed in order to identify the students, teachers' attitudes towards using English as a tool of instruction in the biology department at University Abbes Laghrour –Khenchela- and investigate whether using the English language in teaching and learning will be beneficial for the student career away from causing any confusion with other languages they use as their tool of learning. For that reason, we relied on the questionnaire and the interview as research techniques for eliciting data. The questionnaire is addressed to master one year biology students, while the interview is designed and addressed to teachers in the biology department.

The Questionnaire and the interview are set out to serve two main objectives. On one hand, the questionnaire aim at collecting data from students to shed the light on their opinions about using English as their tool of learning in their education curricula. While on the other hand, the interviews will be addressed to teachers in order to raise the awareness that English may face in the process of integrating it as a medium of instruction in the department.

II. 1. The Research Design:

The current study was carried out using a mixed methods design, which involved combining qualitative and quantitative approaches within the same investigation. As (Leech and Onwuegbuzie) (2009) explain, this is intended to capitalize on strengths while reducing weaknesses caused by using a single research method. Also, and according to Plano Clark (2010), combining quantitative and qualitative data will be needed to develop a more complete understanding of the problem and creating a complementary picture of the situation being conducted. Therefore, because one method was found to be insufficient to address the research problem from several perspectives, it was practical to combine both methods in order to obtain multiple attitudes and to incorporate a qualitative component into an otherwise quantitative study. As it is shown in the figure (1) below:

- (1) Convergence Model:

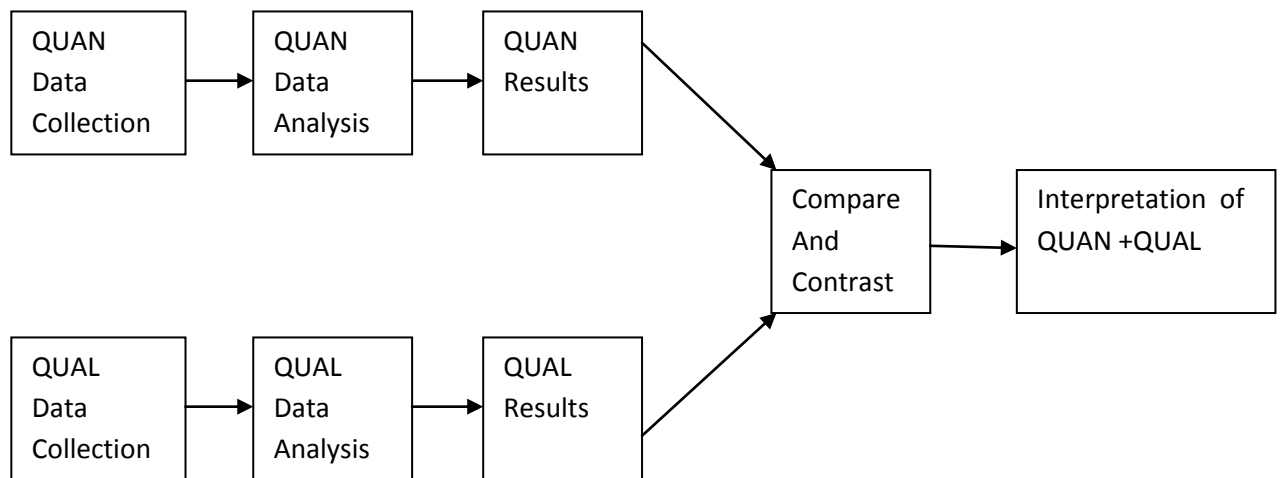


Figure1: Convergent Model

Using (Creswell's)(2008) mixed methods recommendations, the following qualitative and quantitative methods were used:

- The research data were gathered using a variety of (qualitative and quantitative) methods, including questionnaires and interviews. It is worth noting that both qualitative and quantitative data were given equal weight.
- The data was gathered in parallel. In fact, quantitative data from questionnaires were collected, as well as qualitative interview data, in order to combine them and better understand the participants' perspectives and attitudes toward the current problem of using English as a medium of instruction.

Our findings will be presented in the form of percentages. The latter will be provided by tables for yes/no questions and by histograms (chart pie) for the remainder of the closed-ended questions. Of course, the open-ended questions in both questionnaire and interview will be followed by brief summaries of the respondents' responses.

II. 2. Sampling:

The present work was conducted in the Biology Department at Abbes Laghrour University- Khenchela. The population we dealt with was Master one students of biology. The reason behind our decision to work with Master one students is the type of their field and studies, Out of a population that consists of 210 students, we have randomly selected a sample

that constitutes 30 Master One students as representatives of the population. Concerning the teachers' interview, we have randomly chosen 8 teachers from the whole population. These teachers have been teaching a variety of modules (methodology in cellular biology, biotechnology, microbial immunology...) during their teaching experience at university.

II. 3. Students' questionnaire:

3.1. Description and Administration of the Students' Questionnaire:

The questionnaire in this work was addressed to 30 Master one students at Khenchela University, in order to investigate their attitudes toward using EMI, its impact on their performance, and how to deal with it as well. We have used the students' questionnaire because it is an effective tool that allows the collection of data from a large sample in a short period of time. "The popularity of a questionnaire is usually due to the fact that this tool is simple to use because it is versatile and uniquely comparable to gathering a large amount of information quickly"(Hoadjli, (2016, p.44)). When administering it, we have explained the difficult terms and the statements that some learners found unclear, and we have not faced difficulties mainly because the sample and the instructors were interested and very cooperative.

The questionnaire is divided into three sections made of 13 questions. The first section, "general information", contains 02 open-ended questions was used and 02 multiple choice questions; it aims at investigating personal information about the participants. The second section, "Importance of English Language", contains Yes/ No question and three multiple choice questions, is about learners' awareness about the EMI in Biology classes, when, why and how it affects their performance. And the third section "The Usefulness Of EMI ",contains 06 items that are answered with 04 Yes/No questions, 01 open question and 01 question answered on a Liker scale ranging from "strongly agree" to "strongly disagree". This section aims at investigating students' opinions about the use of English as a MI.

3.2. Analysis and interpretation of the Students' Questionnaire:

Section one: General Information

Q01. Students' level

Master one students at Khenchela University

Level	Number	percentage
Master One Students	30	100%

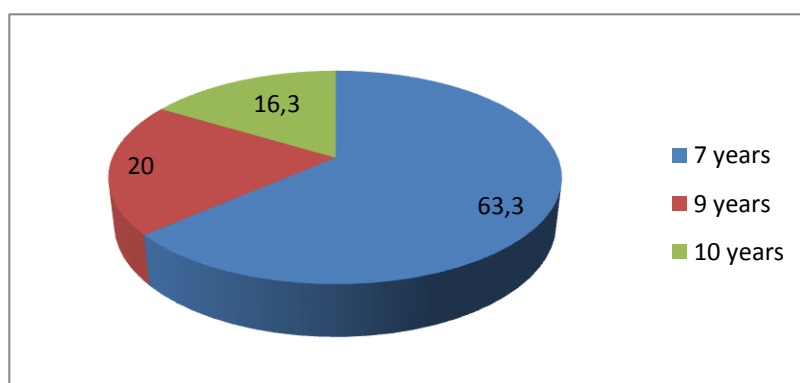
Table 1: students' level

The aim behind choosing master 1 students is due to the fact that they are more concerned with researches in which they need English for further studies.

Q02. How Many Years Have You Been learning English?

Options	Number	Percentage
7 years	19	63.3%
9 years	6	20%
10 years	5	16.3%

Table 02: Students' years of studying English.



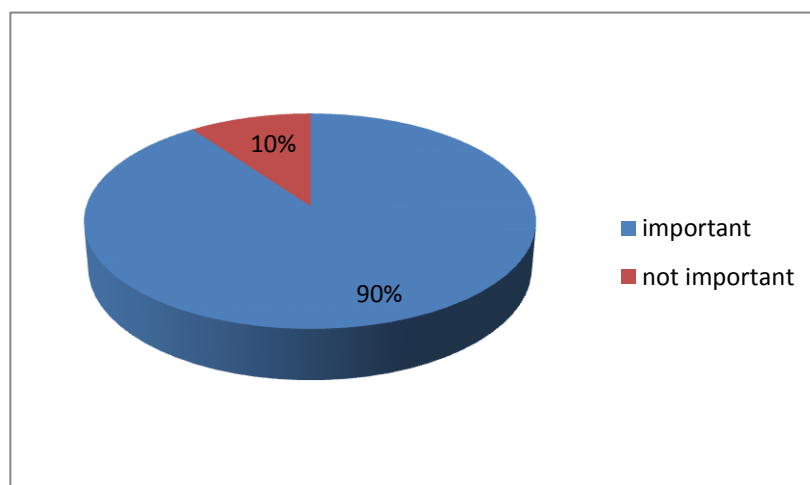
Graph 02: Students' years of studying English.

By raising this question, we aimed at knowing how many years students studied English. To have an idea about how many years they have been exposed to learning English. We also tried to highlight the fact that the number of years is actually related to experience. The table above demonstrates that 19 of our participants studied English for 7 years. And only 5 students studied English for 10 years. The results obtained show that our sample has been exposed English only during middle and high school curriculum. In other words this mean they haven't much experience and that university curriculum lacks the use of English as a medium of instruction.

Q03. Whether or not you consider English as an important language?

important	Not important
27 students	3 students

Table 3: English as an important language



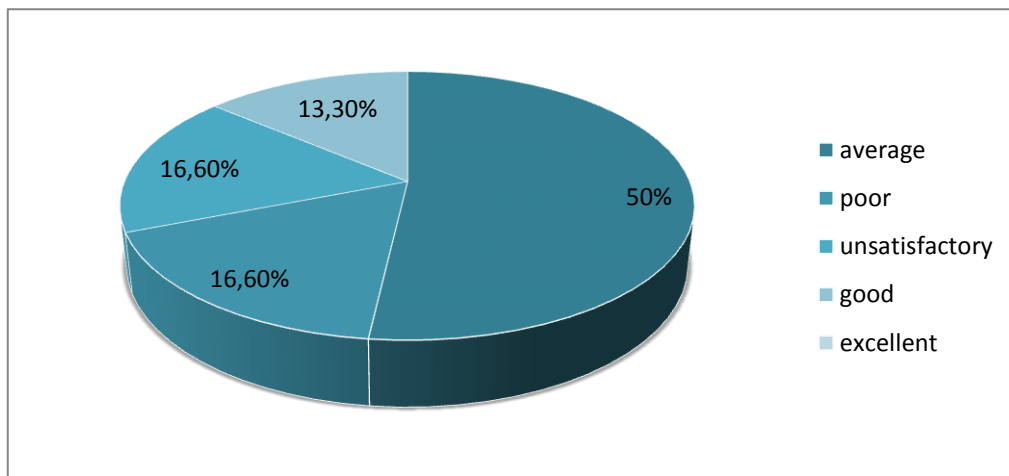
Graph 3: English as an important language

This question aims at knowing biology learners' attitude towards English; the overwhelming majority stated the importance of English language while only three declare the opposite. This shows that not only English is important but the positive attitude of biology learners toward using English as an MI too .

Q4.How do you rank your level in English?

Options	Number	Percentage
a) Excellent	1	3.3%
b) Good	4	13.3%
c) Average	15	50%
d) Unsatisfactory	5	16.6%
e) poor	5	16.6%

Table 04: Students' level in English



Graph 04: Students' level in English

By asking this question we aimed at knowing how biology learners perceive their level in English and to check the aptitude concerning studying several biology modules in English the results obtained revealed that 50% of our participant's stats that they have an average level,

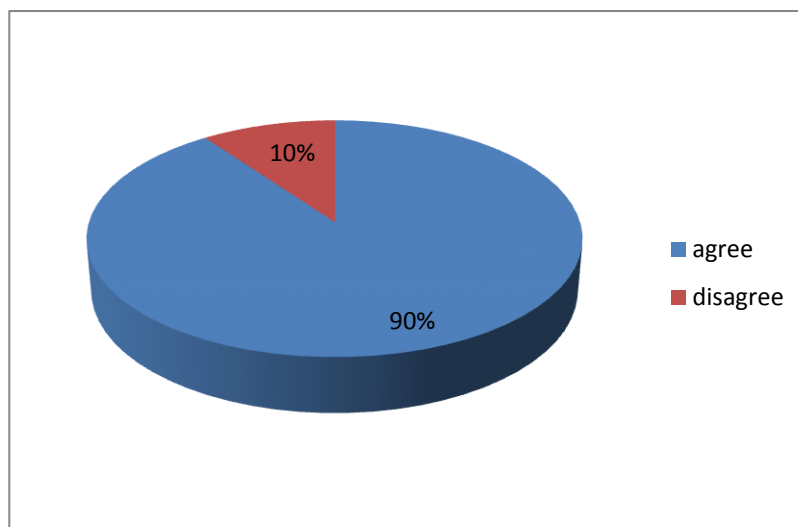
none of the participants selected Excellent as a choice. We assume that, on the one hand some of our informants are already competent enough to choose English as a MI in biology major. on the other hand, the rest of the sample seem to be quite the opposite .

Section Two: Importance of English language

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

Options	Number	percentage
a) agree	28	93.3%
b) disagree	2	6.7%

Table 05: Student’s attitudes towards English language



Graph 05: Student’s attitudes towards English language

The purpose behind this question is to know whether or not biology learners agree on the fact that English is the language of science. The overwhelming majority (93%) showed a great agreement, while only 7% disagreed on that idea. The world has achieved remarkable development on field in various domains especially science. In addition to that nowadays

most of the scientific works and studies are conducted in English which makes English a language of science. We noticed that the participants too agreed on this.

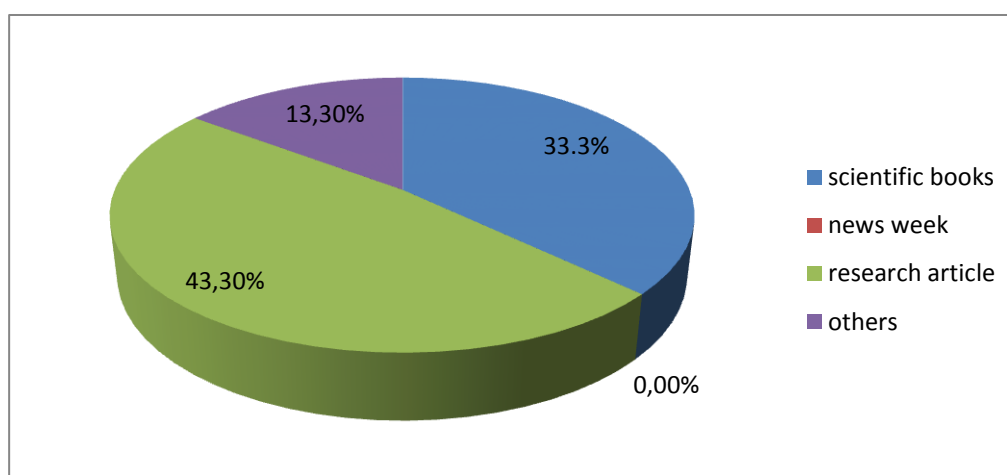
Q6.Do you read in English? If yes what do you read?

Options	Number	percentage
a) Yes	27	90%
b) No	3	10%

Table 6-1: students who read in English

Options	Number	Percentage
a) scientific books	10	33.3%
b) news week	0	0%
c) research article	13	43.3%
d) others	4	13.3%

Table 06-2: students reading interests in English



Graph 06-2: students reading interests in English

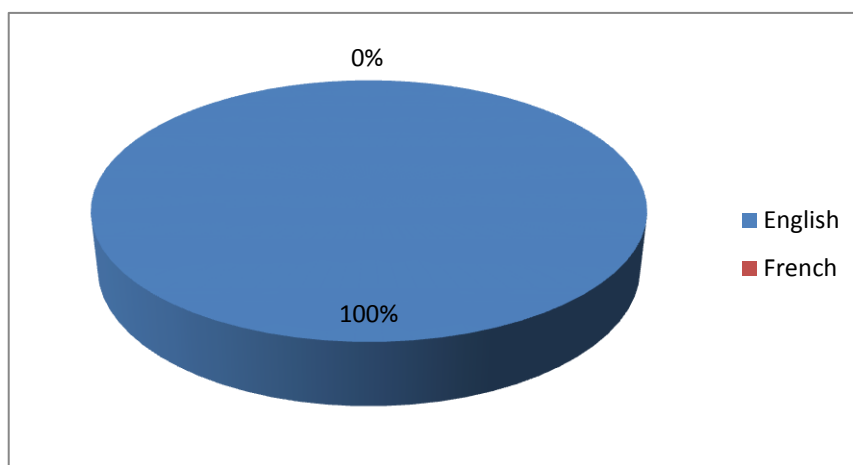
Our aim from this question is to know whether or not students read in English and what they read. 27 of our sampling said that they read in English while 3 of them don't. The

majority of students who claimed that they read in English chose the research article as their first interest of reading in English with a percentage of 43.3 while 33.3 of these students went with the choice of reading scientific books. The few remaining students with 13.3 percent chose other interests of reading. That shows how students are more interested about reading research articles which rich their studies and help them in their learning process.

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

Options	Number	percentage
a) English	30	100%
b) French	0	0%

Table 07: language that books are available with



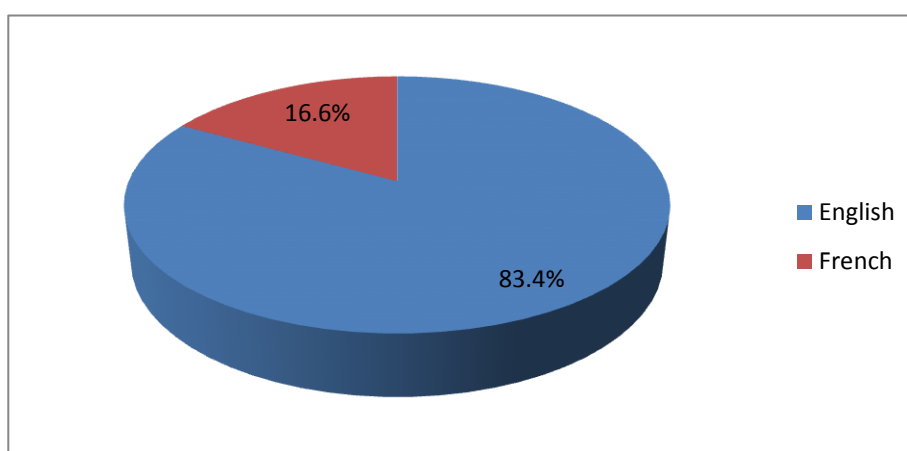
Graph 07: language that books are available with

In this question, the total number of participants represents the number of students who gave positive responses to the previous question which is 30 students. The results obtained indicate that 100% of the participants declare that they find books more available in English language. We assume that the English language is the effective language that all the researches and articles are written with.

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

Options	Number	percentage
a) English	25	83.4%
b) French	5	16.6%

Table 08: The language student prefer to study biology with



Graph 08: The language student prefer to study biology with

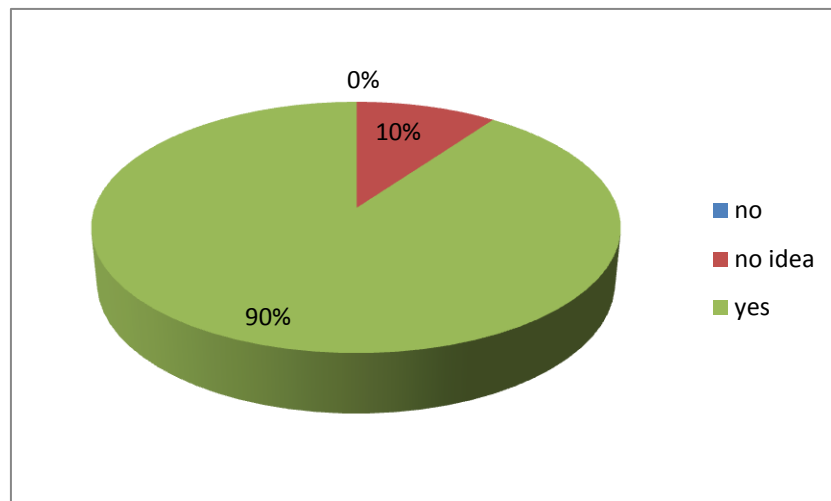
We asked this question aiming at conducting the language preferred and used by students in the process of studying biology. According to the data represented in the graph above we can find that 83.4 percent of students prefer to study biology using English while the remaining 16.6 percent chose the French language as their medium of studying Biology. The result shows how much students prefer the English language as a medium of instruction in their studies curriculum.

Section Three: The Usefulness of EMI.

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

Options	Number	Percentage
a) Yes	27	90%
b) No	0	0%
c) No Idea	3	10%

Table 09: students' attitudes toward EMI in further studies



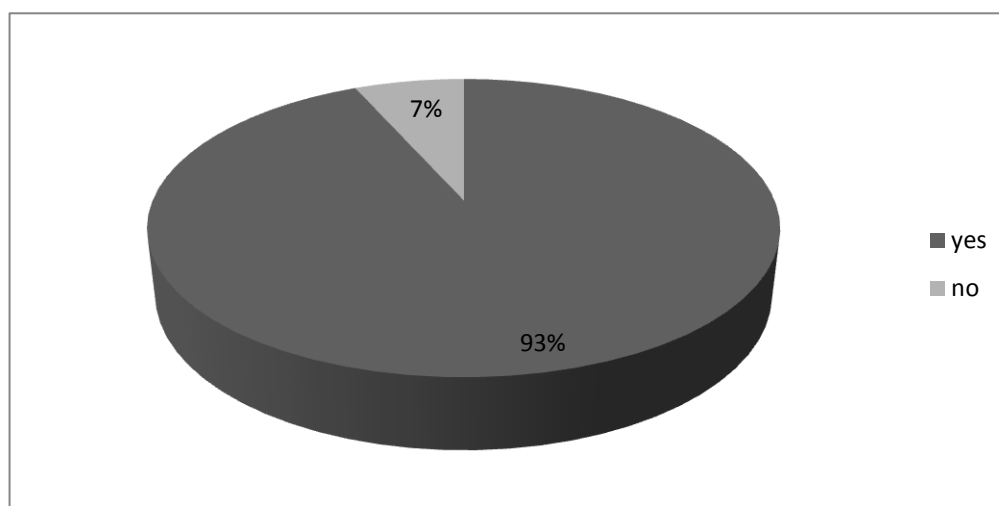
Graph 09: students' attitudes toward EMI in further studies

The aim behind asking this question is to know the students' attitudes toward the English language as a way of preceding graduate studies abroad. From the data shown in the table above 27 of students accepted the idea that English is an essential language in the process of studying abroad, while 3 students didn't have any idea about the relation between the English language and abroad studies. Taking into consideration those results shows us the necessity of English proficiency for employment is among the frequent themes addressed in support of EMI.

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

Options	Number	percentage
a) yes	28	93.3%
b) no	2	6.7%

Table 10: less time of studying Biology modules when EMI is used



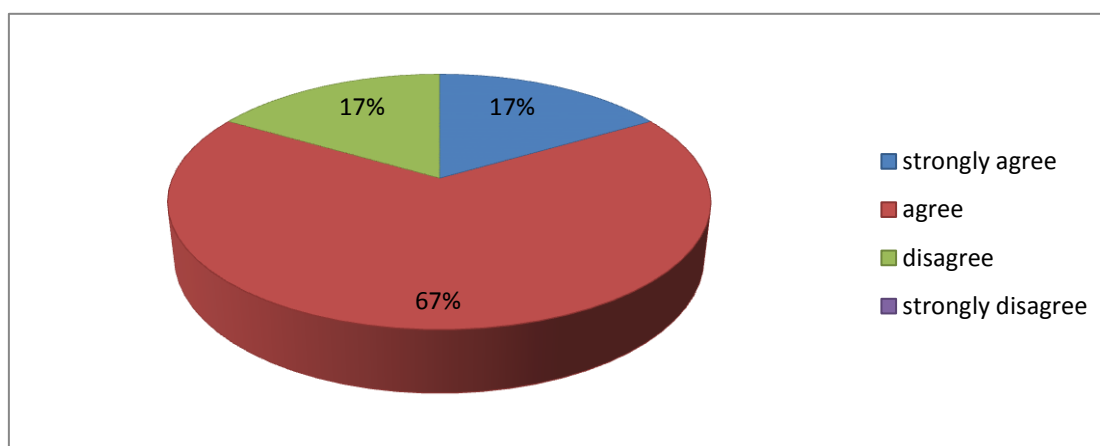
Graph 10: less time of studying Biology modules when EMI is used

Our aim from this question is to know what students' think about studying Biology modules if EMI were used. The table above demonstrates that on the one hand, 94% of students said that they would spend less time if EMI were used. . On the other hand, 7% of them declared that they would spend a lot of time studying Biology modules if EMI were used. The results shows the effectiveness and the benefits of using the English language in teaching biology modules, where we can see how much it's helpful in gaining time while studying with it.

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

Option	Number	Percentage
a) strongly agree	5	16.6%
b) agree	20	66.8%
c) disagree	5	16.6%
d) strongly disagree	0	0%

Table 11: students' attitudes on how EMI can simplify studying science topics



Graph 11: students' attitudes on how EMI can simplify studying science topics

We asked this question in order to see how far our participants agree on the idea that using English as a medium of instruction simplifies the learning process in scientific fields and makes it much easier. The data represented in the table shows that five students showed strong agreement and 20 of them agreed on that. While only five participants stated that they disagree and no student showed strong disagreement.

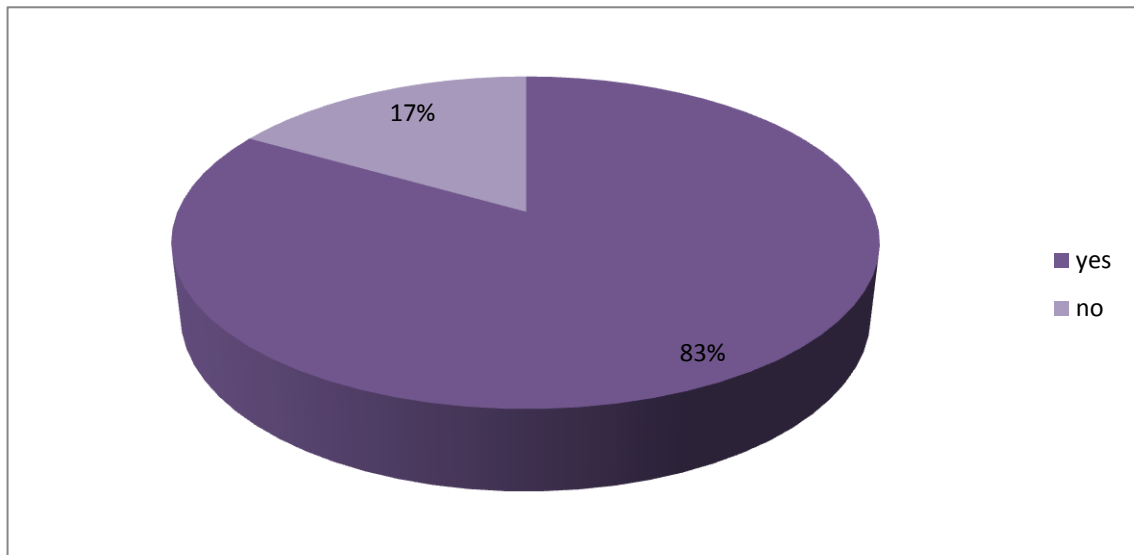
We attribute these results to the fact that biology students find English language more interesting and easy to learn and use, which creates a healthy learning atmosphere. Furthermore, most of the information is available in English which enables learners to

interpret the content presented by their teachers in the classroom using English quite easily .this allows students themselves to be more productive.

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

Options	Number	percentage
a) yes	25	83.3%
b) no	5	16.7%

Table 12: Students' opinions towards using English for better learning in class.



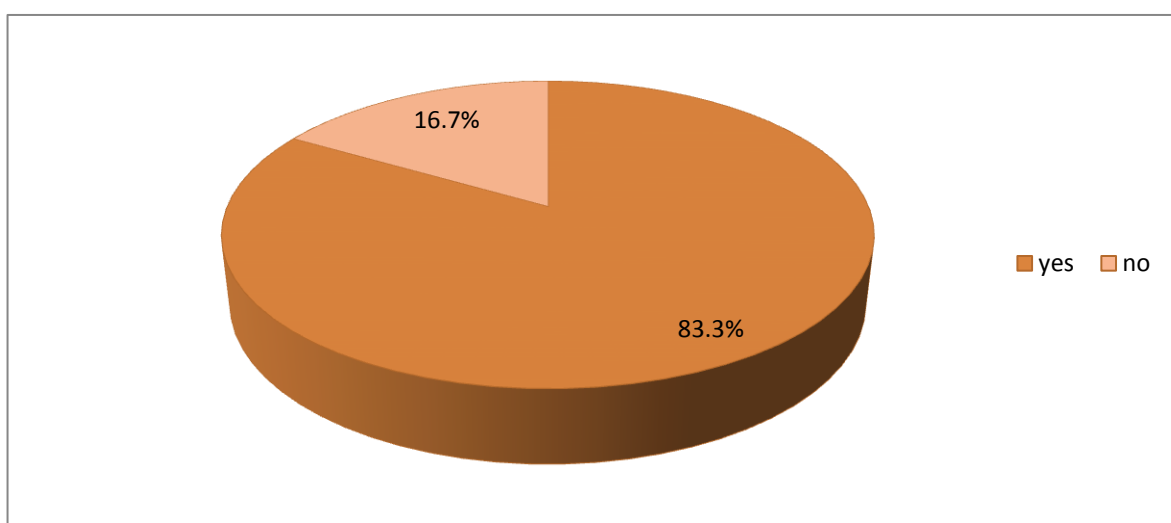
Graph 12: students' opinions towards using English for better learning in class.

By raising this question, we aimed at knowing how students evaluate their learning if English is used in class. And how they rate their understanding of achievement in order to figure out their attitudes toward using English in the class and towards the outcomes they may obtain. 83% of the participants declare that they learn better because English is used in the class. While 17% don't believe that using English in the class would help them learning better. The results shows that the majority of students believe that using English in class is helpful for them to evaluate their learning process due to its advantages.

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

Options	Number	Percentage
a) yes	25	83.3%
b) no	5	16.7%

Table 13: Students' perception towards conducting research papers using English.



Graph 13: Students' perception towards conducting research papers using English.

This question aims at gaining an insight concerning biology students' opinion about conducting research papers in English language. The data represented in the table above shows that 25 of the informants do find it easy to make researches in English language while only five of them stated the opposite. We suppose that the majority chose the first option because they are aware that most of the data, information, books and articles are needed to fulfill a scientific topic; they are also available in English more than any other language. That is due to the fact that English is known as the language of science.

II. 4. Teachers' Interview:

As far as teachers are concerned, we also selected randomly eight (8) teachers to be interviewed. This will give the interview more credibility and enhance or adjust the students' responses in the questionnaires. This form of interview, the unstructured interview, is non-directional and can be thought of as a casual chat. Because respondents may talk freely, rich information such as self views and interpretations, as well as information that did not appear critical or was not even considered by the interviewer, are likely to surface. The questions are developed throughout the course of the interview using this kind; nevertheless, a skilled interviewer is required.

Teachers' interview 1:

Dear Teachers,

This interview is an essential part for the accomplishment of our Master Degree dissertation at Abess Laghrour University under the title: "stakeholders attitudes toward using English as a medium of instruction in biology department". Through this questionnaire, we aim at gathering information about your attitudes towards using English in teaching, and students' attitudes toward the use of English language.

We would be very grateful if you could help us completing our research because your answers will be of a great value. Please read each statement carefully and answer or indicate your true opinion. Your cooperation would be sincerely appreciated. Thank you in advance.

Interview: 1

Q1: Degree (s) Held:

✓ Magister in agronomic science

Q2: What language you feel comfortable using in class?

- French language, but if we progress to use English it will be better

Q3: Which language do you suggest to be used as a medium of instruction at

Current?

- English language

Why?

- World language
- Research language and technology

Q4: What are the challenges that stake holders facing in the use of English

language as medium of instruction?

- Speaking French becomes a habit for both, the Algerian people and institutions, because the French colonialization which lasted more than 130 years
- Lack of political will to leave the colonial country language despite its devolution

Q5: What are the possible solutions to overcome these challenges?

- Start now before tomorrow to integrate the English language in different levels of schools

Q6: Which language do you suggest to be used as medium of instruction at current?

- French

Why?

- Because it is the only language that is close to English

Q7: Do you believe that using English in teaching and learning improves academic achievements?

- Of course i believe, but not in short time or term. I also think that the Algerian people are known for their challenges if they want something to achieve, they do

- **Teachers' interview 2:**

Dear Teachers,

This interview is an essential part for the accomplishment of our Master Degree dissertation at Abess Laghrour University under the title: "stakeholders attitudes toward using English as a medium of instruction in biology department". Through this questionnaire, we aim at gathering information about your attitudes towards using English in teaching, and students' attitudes toward the use of English language.

We would be very grateful if you could help us completing our research because your answers will be of a great value. Please read each statement carefully and answer or indicate your true opinion. Your cooperation would be sincerely appreciated. Thank you in advance.

Interview: 2

Q1: Degree (s) Held:

- ✓ Magister

Q2: What language you feel comfortable using in class?

- French but i'm trying to practice English more .

Q3: Which language do you suggest to be used as a medium of instruction at

Current?

- English language

Why?

- Most of the recent and interesting documents are in English.
- It's easy to understand.

Q4: What are the challenges that stake holders facing in the use of English language as medium of instruction?

- I believe the feeling of complex to speak or use some words in English in the conversation

Q5: What are the possible solutions to overcome these challenges?

- To speak English even with mistake between friends.

Q6: Which language do you suggest to be used as medium of instruction at current?

- English .

Why?

- Most researchs are in English and if we will publish one, it must be in most time in English .

Q7: Do you believe that using English in teaching and learning improves academic achievements?

- Not just academic, but even professional.

2. 3 .Analysis and Interpretation of the Teachers Interview:

The participants expressed their positive attitudes towards the use of EMI. This study of university teachers' most perceptions about the possible use of EMI in Biology department revealed many results. The first finding was that teachers feel comfortable using English language in class, however the system of education is still using French as its medium of teaching, teachers suggested English to be used as a medium of instruction. Because it's a global language as well as a language of science and technology that may expose the students to more information concerning their field of study; furthermore most of the recent and interesting documents are in English in which It's easy to have the access into these much amount of researches . For the challenges that stakeholders may face in the use of EMI; teachers reclaimed that the feeling of complex to speak or to use some English words in their conversation is still causing a problem, while Speaking French becomes a habit for both the Algerian people and institutions due to the French colonialism that lasted more than 130 years in addition to the lack of political will to leave the colonial language despite its devolution. And for solving those problems teachers suggests some solutions like Starting now before tomorrow to integrate the English language in different levels of schools and encourage scientific researchers to write in English. And for the last question about teachers beliefs concerning using English in teaching and learning that can improves the academic achievements; the overwhelming majority of teachers said that It will be useful for both teachers and students to integrate English in their works. This will help the trainer and the trainee improving their four skills (listening, speaking, writing and reading). Therefore in the near future English language will be as a savior tool while doing further research or studies.

II. 4. Discussion of Students' Questionnaire and Teachers' Interview

1- The students and teachers' perspectives concerning the introduction of EMI in the biology department:

The students and teachers' perspectives concerning the introduction of EMI in the biology department were positive. It's due to the fact that most of researches concerning their field of study are mainly written in English language. Our results confirm the previous studies done on the same study. For example; according to Kazakh, (2006) Many students admit that their knowledge of academic lectures was poor, but almost all believe that utilizing English as a medium of instruction will help them enhance their English skill; Thus having access to a huge platform full of articles and books concerning their field. Another positive perspective that already has done on other study similar to our case proves the same results found in our study. For example, (Tsui and Tollefson) (2007) recognized that Globalization is influenced by two major mediating instruments, one of which is English and the other is technology. This means that even countries that are fiercely protective of their languages and traditions have deemed it necessary to use English as a medium of education.

2- The stakeholders 'attitudes towards boosting English and use it as a medium of instruction:

The stakeholders 'attitudes towards boosting English are mainly for its use as a medium of instruction. Our results show and confirm the necessity of English proficiency for employment is among the frequent themes addressed in support of EMI. Same results were shown in other similar studies done on the same study. For example, according to (Coleman) (2011) "English is seen to be vital for increasing employment, promoting international mobility (migration, tourism, studying abroad), unlocking development opportunities and accessing critical information, and serving as an impartial language." Same results emphasize on the need of boosting English and adopt it as a medium of instruction even in bilingual or multilingual countries. For instance , according to Belmihoub's (2018, p. 165) study on language attitudes in Algeria, using English as a teaching medium was widely preferred among students, who saw English as a "vehicle of economic opportunity and knowledge gain."."

3- The challenges that students may encounter while using English as a medium of instruction:

However the positive attitudes that most of stakeholders have shown toward EMI, there are a lot of factors and challenges standing against the better achievement for students while using English. Our results are claiming that Teachers noted the sensation of complexity in speaking or utilizing some English terms in students' speech or written works is still presenting a problem since students are already familiar with French terminology and conversation rather than English. Some previous studies done already on the same study confirm that. For example, Macaro et al. (2018) found less occurrences of L1 use at Chinese universities, which might be explained by the high level of English proficiency among students. However, this does not just imply that pupils' proficiency in French (or English in the EMI scenario) has grown at higher levels of schooling. Rather, it may be taken as indicating that students who already possessed a high degree of French proficiency had an advantage in continuing their studies beyond the undergraduate level , but students with lesser French abilities were gradually removed as courses proceeded and/or grew more prominent. Other challenges are already found with teachers while using EMI due to their French schooling background, the older generation of instructors is mainly Francophone, making it simpler for them to teach in French. For that (Dearden and Macaro) (2016) also show that old teachers struggle to teach in languages other than their native tongues; which is French according to the education background

II. 5. Suggestions and Recommendations

Following the above discussion, it is definitely essential to suggest some tentative solutions for the sake of improvement:

1. The Biology department should have a positive attitude towards EMI and put a remarkable emphasis on English language teaching. In fact, more time is required; which means implementing English and increasing the amount of hours may meet the students needs in the process of learning this language, a larger coefficient would capture students' attention and excitement in working actively on English acquisition.

2. Collaboration between language and Biology professors should be practiced while studying or doing further research. In other words, the technique is most beneficial to English

language teachers who are unfamiliar with scientific subjects. Biology instructors, on the other hand, can ask English language teachers to help them with their issues of analyzing scientific documents published in English.

3. Preparatory EMI training is recommended not just for students but also for EMI teachers. Aside from linguistic aids, integrated training for lecturers should involve raising their knowledge of the primary difficulties of EMI, which sometimes go unnoticed in the field but can cause confusion.

4. Encouraging students to take ownership of their own learning and incorporating them into EMI workshops where they may be exposed to various techniques in order to be aware of the benefits of English language learning.

Conclusion

This chapter presented an analysis of both students' questionnaire and teachers' interview and revealed some attitudes toward using EMI in the department of Biology. The suggestions proposed by the end of this chapter are of great significance in improving the awareness of the situation concerning EMI and the perspective concerning boosting it taking into consideration the challenges may be faced.

General Conclusion

Since the mid of 20th century English language has gained foothold as the world lingua franca. It has become the language of international interconnectedness. Burchfield (1985, as quoted in Phillipson, 2007, p.5) concedes, "Ignorance of English is equated with linguistic deprivation." He meant to say that a person without sound knowledge of English language cannot fit in world communication. It is used significantly by a large number of population throughout the world as a language of communication even if it is not the language with the largest number of mother-tongue speakers. It is acquired as mother-tongue only in inner circle world but not in outer and expanding circle (Kachru, 1985). Kachru meant to state that in inner circle countries, English is acquired as mother tongue and it is used as a language of communication and instruction. In outer circle countries, English is institutionalized and used

in communication but not as mother tongue. In expanding circle countries, English is used as a tool of instructing.

Following the several viewpoints, our government supports foreign language learning, particularly English language study, in order to connect successfully with other nations in trade and international business, as well as to keep up with scientific advancement. Our pupils appear to be conscious of the importance that English plays and are motivated to enhance their level as English learners. From that point, and concerning the needs of students, the medium of instruction has always been a key issue among educational institutions across the world, especially in those nations where there is direct or indirect influence of cultural, linguistic, political, or economical colonization.

As far as Biology students at Khenchela University Centre are involved in our study. English as a medium of instruction (EMI) at this department has created an atmosphere in which the students and teachers show their positive attitudes. The teachers agreed that using English language in the learning process can promote learners to be more successful in terms of both their academic and social dimensions of life. The sound knowledge in English gives students the ability to grab many opportunities and open such promising doors in this globalized world. Our study also examined the attitudes of biology students toward the use of EMI. Findings reveal that a vast majority of students believe in studying biology using English is important due to the fact that English is the language of science and technology that permit them having the access to a huge amount of data in which they need concerning their researches. In the same time where results prove that most of students are in favour of EMI however there is ambivalence toward its application in university. This is particularly true among the majority of students that studied in government high schools where Arabic was the medium of instruction and French is their Inherited used language from previous levels of education (primary schools), then moving to universities where French is again and in other form used as their medium of instruction in the (LMD) system of education as it is already planned for since primary. This finding is significant and offers insight into the way many students perceive EMI as a stranger input .Yet, most students see value in EMI for practical and professional reasons besides the fact that a large number of participants feel studying in English would be easier, require less time to learn material, and may result a remarkable improvement in their level of education; so why not boosting it and use it as their medium of instruction.

We also tried to identify the challenges stakeholders face as they transition to an EMI environment. It sought to understand how best to meet the needs of students that feel neither an instrumental motivation nor an integrative motivation to use English as a medium of instruction. Using English language as a medium of instruction in biology department provides individual learning atmosphere to the students in their learning process. English in its core is fundamentally useful for Teaching biology modules and dealing with the competency requirements. The findings of the study provide useful and practical information to the Technical Institutions to improve the competencies skills of the English teachers so that the students of biology get benefited in accomplishing their language needs.

The subject of the present paper is an overview of the stakeholders' attitudes towards EMI at the university level with special emphasis on the Biology department at Khenchela University Centre. Nowadays, it is still necessary to discuss the different attitudes towards introducing English as a tool of teaching at this level of the university taking into consideration the objective academic and professional needs of our learners. In addition to the study of the EMI boosting and the possibility of approving it in the same position with other foreign language like French. Even to understand the challenging factors those stakeholders may encounter while using English language in their teaching/learning process.

Our analysis of the stakeholders' attitudes toward using EMI in the Biology department has led to many suggestions for better integration if they are taken into account among government, curriculum designers, political leaders, teachers, students, parents and other stakeholders who directly or indirectly are the parts of education system. However, this analysis has brought more questions than answers. We think that more thorough and consistent studies are necessary to overcome the attitudes of these stakeholders concerning English language as a teaching medium to the biologists.

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Section one : 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) English books b) French books

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

English French

Why?

.....
.....

Section TWO: the usefulness of EMI.

Q9. Do you think that Studying Biology 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 Biology modules if EMI were used ?

- a)Yes b)No

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

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

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

- a)Yes b)No

Q12. Do you find it easy to conduct research papers using English? If Yes Justify.

- a)Yes b)No

.....
.....

Q13. what is your Perception about the use of English as medium of instruction ?

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Appendix II: Teachers' Interview

Teachers' interview

Dear Teachers,

This interview is an essential part for the accomplishment of our Master Degree dissertation at Abess Laghrour University under the title: "Stakeholders attitudes toward using English as a Medium of Instruction in Biology Department". Through this questionnaire, we aim at gathering information about your attitudes towards using English in teaching, and students' attitudes toward the use of English language.

We would be very grateful if you could help us completing our research because your answers will be of a great value. Please read each statement carefully and answer or indicate your true opinion. Your cooperation would be sincerely appreciated. Thank you in advance.

Q1: Degree (s) Held:

.....

Q2: What language you feel comfortable using in class?

.....

Q3: Which language do you suggest to be used as a medium of instruction at Current?

.....

Why?

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.....

Q4: What are the challenges that stakeholders facing in the use of English language as medium of instruction?

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Q5: What are the possible solutions to overcome these challenges?

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Q6: Which language do you suggest to be used as medium of instruction at current?

.....

Why?

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

Q7: Do you believe that using English in teaching and learning improves academic achievements?

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.....
.....

ملخص

اليوم و الى جانب مصطلح العولمة، يعد دور اللغة الإنجليزية خاصة في التعليم العالي، استثنائياً حيث يتم استخدام هذه اللغة بشكل متزايد على مستوى الصعيدين المهني و التعليمي. وفقاً لذلك وعلى الرغم من أن المكانة العالمية للغة الإنجليزية ستجعلها الدافع لقبولها في التعليم العالي، فإن استخدامها في التعليم العالي سيزيد حتماً من شعبيتها و سرعة انتشارها. ومع ذلك ، ومن وجهة نظر محلية ، قد يواجه العديد من الطلاب من الجامعات الجزائرية صعوبات أثناء استخدام اللغة الإنجليزية كوسيلة تعليمية؛ و نأخذ على وجه الخصوص قسم العلوم الطبيعية الأحياء في مركز جامعة خنشلة. الهدف هذه الدراسة هو إلقاء الضوء على الوضع الحالي فيما يخص المواقف المختلفة التي قد تكون لدى كل من الطلاب والمعلمين اتجاه استخدام اللغة الإنجليزية كوسيلة للتعليم في هذا المجال. ولأجل هذا الهدف ، يبدو أنه من الضروري إجراء مراجعة موجزة للمؤلفات ذات الصلة باستخدام اللغة الإنجليزية كوسيلة تعليمية في التعليم العالي والتحديات التي قد تواجهها بينما تستمر اللغة الفرنسية في لعب دور مهم في النظام التعليمي الحالي. يبدأ النهج المختلط مناسباً لمثل هذا البحث ، حيث يعمل الاستبيان والمقابلة كأدوات لجمع البيانات. وجه الاستبيان إلى طلبة السنة الأولى ماستر بيولوجيا و عقدت المقابلة مع المدرسين في هذا القسم. أظهر تحليل الاستبيان والمقابلة أنه على الرغم من لعب كل من المعلمين والطلاب دوراً مهماً في تحديد الإيجابية تجاه إدخال اللغة الإنجليزية على مستوى الجامعة و خصوصاً في كلية العلوم الطبيعية، فإن هناك عوامل أخرى مثل نقص المواد المصممة وبعض الجوانب السلبية المتعلقة بتعزيز اللغة الإنجليزية بينما لا تزال اللغة الفرنسية معتمدة كوسيلة تدريس تلعب دوراً مهماً في تضيق كل من فعالية و جودة التدريس /التعلم.