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Teachers' and Students' Attitudes towards the Use of English as Medium of Instruction in the Faculties of Science and Technology at the University of Medea

A dissertation submitted in partial fulfilment of the requirements for Master Degree in English (Linguistics)

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DECLARATION

We hereby declare that this dissertation is completely the result of our work, the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

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Date: June 17, 2023
Signed:

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DEDICATION

Five years, from struggling to fight and bleeding to build the new strong independent women,
Last days, last hours, writing the final lines, as it is the honour is for goodbye
A list of dedication comes to mind. Whom should I start by!
Mother and Father, words are less to say, Hamid Zarezi and Nasiba Abess, thank you for the patience day to day, to tears wiped away to love and care. To the mother that kept nights staying by my side, days laughing and years smiling, you were always there in my need. To the father and the supporter "I DID IT" I achieved the dream.
To my family and siblings, Sister Ines that gave me the shoulder to cry and the sun while smile, my brothers Mustapha and Issam, the dearest beloved friends.
To the red flower that bloomed in 2023, Belkisse Mena Kali, thank you for being my sister and my best friend, for sharing life's joy and life's pains, moments and souvenirs and for being the moon in dark nights.

Youssra Nouha ZAREZI

DEDICATION

يقول تعالى (يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ)

Allah will exalt those who believe among you, and those who have knowledge, to high ranks.

To the one who conveyed the message, fulfilled the trust..., and advised the nation, to the prophet of mercy and light of the World. “To our Master Muhammad, may God bless him and grant him peace”

The end of the journey was not easy, and it is not supposed to be like that, as it was long, so it passed through its sweet and bitter, and here I am now, with the help of God, come to complete this work

To the light of my path and to whom I carry his name with pride, I dedicate this work of mine, to my dear father “Khalil” who raised me and struggled for me. I hope from God that you will see fruits whose harvest has come after a long wait. And my grandfather “Hamid” your words will remain stars by which I guide today and tomorrow and forever. I dedicate this work to my second father,“papa Fouad”

To my first role model and the meaning of love, to the smile of life and the secret of existence. To my mother “Zahra”. As well I dedicate this work to my marvellous mother “Samia”. To my grandmother “Fatma” (RIP) May Allah protect her and grant her forgiveness and wellness.

To my dear brothers and nephew; to the blooming roses, may God protect them; Nour, Rayan, Nouh, Adam and Youcef.

To my soulmates and my lovely sisters; Selma, Yousra, Soumia and Mimi, who have supported me and always prayed for me, To Sihem “queen of purple" and to my blackheart emoji.

To the candle of my heart “my husband”, who always supported me.

To all those Forgotten by my pen, who helped me morally to finish my work, To All my teachers who helped me.

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ABSTRACT

Adopting English as Medium of Instruction (EMI) has gained significant attention in Algerian tertiary education. In response to this growing interest, this study seeks to explore the attitudes of teachers and students towards the use of EMI at the UM, with a specific focus on the faculties of Science and Technology. By examining teachers' and students' attitudes within these academic disciplines, the study aims to provide valuable insights into the feasibility and potential benefits of implementing EMI in this context. To ensure this study's comprehensiveness, qualitative and quantitative methods were employed for data collection. Three instruments were utilized, including two questionnaires distributed to 152 L3 students and 292 teachers from the two faculties. Additionally, classroom observations were conducted during English training courses, and interviews were held with two English as foreign language (EFL) teachers offering these courses. The study's findings revealed that teachers and students are aware of the importance of English and recognize the need for a shift from the predominant use of French to the incorporation of EMI in Algerian higher education institutions. The study also uncovered a range of positive and negative attitudes towards using EMI among teachers and students. Consequently, the results reflected a mix of acceptance and rejection towards adopting EMI. Based on these findings, both teachers and students expressed optimism for positive outcomes and anticipated the successful integration of EMI. Furthermore, they emphasized the necessity of additional training as a vital step towards successfully implementing EMI in higher education and scientific research institutions. They recognized that providing an extended training period is essential to adapt effectively to this new approach and ensure its positive outcomes. This recommendation underscores the importance of adequate preparation and support to facilitate a smooth transition and maximize the benefits of using EMI at the university level.

***Keywords**:* English as medium of instruction; English language; higher education**;** faculties of science and technology; attitudes; training; teachers; students.

ملخص

استكشاف مواقف المعلمين والطلاب تجاه استخدام اللغة الإنجليزية كوسيلة في التعليم العالي", هي دراسة تهدف إلى دراسة مواقف المعلمين والطلاب تجاه تطبيق اللغة الإنجليزية كوسيلة للتعليم في جامعة يحي فارس بالمدية، وتحديدا داخل كلية العلوم والتكنولوجيا استخدمت الباحثتان مجموعة من الأساليب النوعية و الكمية تمثلت في استخدام ثلاثة وسائل جمع البيانات ,حيث تم توزيع استبيانين مختلفين على مائة و اثنان و خمسون طالب و طالبة و مائة و اثنان و تسعون أستاذا و أستاذة من كلية العلوم و التكنولوجيا ,الى جانب حضور حصص و تدوين ملاحظات عن الحصص التدريبية الخاصة بتعليم اللغة الإنجليزية وإجراء مقابلة مع أستاذين مدربين من قسم اللغة الإنجليزية .ومن خلال تحليل النتائج من قبل الباحثين تم التوصل الى استنتاجات منها أن الأساتذة والطلبة مدركون لأهمية اللغة الإنجليزية و مؤيدون لدمج اللغة الإنجليزية كوسيلة للتعليم العالي و استبدال اللغة الفرنسية. كشفت الدراسات أيضا عن بروز مجموعة من الإيجابيات و السلبيات تجاه استخدام اللغة الإنجليزية كوسيلة للتعليم بين الطلبة و الأساتذة, مما نتج عنه تباين بين اعتماد أو رفض اللغة الإنجليزية . من جانب آخر كشفت النتائج عن عدد من الطلبة والأساتذة المتفائلين بإيجابية بانتظار نجاح إدماج اللغة الإنجليزية وأنها ستؤثر إيجابيا على جامعة المدية بالرغم من الصعوبات التي يوجهها الطلبة وخاصة الأساتذة في تعلم اللغة مبرزين رأيهم الواضح لتزويدهم بفترة تدريبية إضافية لاعتقادهم أنها خطوة مهمة نحو نجاح هذا التحول في مؤسسات التعليم العالي والبحث العلمي.

الكلمات المفتاحية: اللغة الإنجليزية كوسيلة للتعليم؛ اللغة الإنجليزية ؛ التعليم العالي؛ كلية العلوم والتكنولوجيا المواقف؛ الحصص التدريبية؛ الأساتذة؛ الطلبة.

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LIST OF ABBREVIATION

EFL: English as a Foreign Language.

EMI: English as Medium of Instruction.

ESP: English for Specific Purpose.

RQ: Research Question

SA: Students' Attitudes.

Ss'Q: Students' Questionnaire

TA: Teachers' Attitudes

Ts'Q: Teachers' Questionnaire

UM: University of Medea

%: Percentage

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GENERAL INTRODUCTION

1. Background of the study

Over the years, English has become the dominant global language, widely recognized and utilised across various sectors. Its increasing significance and widespread adoption have led to its extensive usage in different fields, particularly in higher education. In countries where English is not the official or primary language, there has been a growing trend of adopting English as Medium of Instruction (EMI). EMIapproach has gained traction in the Middle East and North Africa (MENA) region, including countries such as Tunisia, Morocco, and Algeria, where the French language has traditionally dominated the educational sector.

As part of the drive to internationalise higher education institutions and integrate English, the Algerian government has implemented the EMI approach in the Algerian universities, starting in September 2023. In line with this decision, the Algerian Ministry of Higher Education and Scientific Research (MHESR) has mandated English training courses for teachers. This requirement has presented a dilemma in many educational sectors; in facing the challenge of balancing the demands of two foreign languages, English and French. To facilitate these English training courses, each Algerian university has designated specific language institutes responsible for overseeing and organising the training sessions. These sessions have been conducted through in-person attendance or online formats. Each institute, acting on behalf of the university administration, is responsible for managing these courses and ensuring their effective implementation.

2. Statement of the Problem

The historical presence of French colonialism in Algeria has led to the adoption of French as the first foreign language for instruction in the country. Consequently, English is

considered as a second foreign language in Algeria and taught as a subject at the primary, middle, and high school levels. However, due to the growing importance and widespread use of the English language, the Algerian policy has shown a heightened interest in promoting English within the educational system. In an attempt to promote the use of English as the principal medium of instruction in higher education, specific attention is given to implementing this approach primarily within scientific and technological majors. The sudden transition from the French language to the English language has generated diverse perspectives and opinions among both teachers and students. As a result, the conducted research aims at exploring teachers' and student's attitudes towards the use of EMI, in both faculties of science and technology at the UM.

3. Purpose of the Study

This study seeks to examine the attitudes of both students and teachers at UM in Algeria towards the use of EMI in the scientific and technological fields. The study also aims to identify the potential difficulties and challenges that teachers and students may encounter when using EMI. Furthermore, it highlights the benefits of integrating English as the medium of instruction in the teaching and learning process within scientific and technological faculties.

4. Research Questions

Based on the research purpose, this study seeks to address the following research questions:

1. What are the attitudes of teachers in the faculties of Science and Technology towards English as Medium of Instruction?
2. What are the attitudes of students in the faculties of Science and Technology towards English as Medium of Instruction?
3. What are teachers' attitudes towards English training courses at the University of Medea?

5. Significance of the Study

This study contributes to the benefits of teachers and students in these faculties. Notably, the study is significant to improve teachers' attitudes towards using EMI during teaching. Additionally, it enables teachers to gain insights into students' attitudes towards EMI, which may inform the design of effective programs using this approach. Moreover, this research study has broader significance. It may serve as a foundation for further research and potentially provide clarity on the status and effectiveness of the EMI approach at the UM. By exploring the attitudes of teachers and students, this study contributes to the ongoing investigation and understanding of the EMI approach in higher education settings.

6. Thesis Layout

The current work consists of a general introduction, four chapters, and a general conclusion. The general introduction sets the context of the study by discussing the background, problem statement, research questions, research objectives, significance of the study, and definition of key terms. The main body of the work is divided into four chapters. The first chapter focuses on the literature review, which covers topics such as English as an international language, English in higher education, language policy, calls for English integration in higher education, language and content in English as Medium of Instruction (EMI), and previous studies on teachers' and students' attitudes towards the use of EMI in higher education. Whereas, the second chapter outlines the methodology used in conducting this study, describing the research design, data collection methods, and data analysis techniques employed. Moreover, the third chapter presents the results of the data analysis, providing an overview of the findings obtained from the collected data. The fourth chapter engages in discussions on the findings, offering implications, limitations, recommendations and suggestions for further research. The general conclusion summarises the key points of the study, highlighting the main findings and their implications.

7. Definition of Key Terms

Below are some terms, that are used in this study. They are defined in order to clarify their meaning according to the context and to avoid any unnecessary misunderstanding.

Attitudes: Attitudes are frequently formed as a result of experiences or upbringings. They can have a powerful influence on conduct and how people behave in various situations. While attitudes endure, they can also shift (Cherry, 2022).

EMI: EMI refers to the use of the English language to teach academic subjects other than teaching English itself in countries where English is a second or a foreign language (Macro et al., 2018, p.37).

Englishizing: Englishize (third-person singular simple present English uses, present participle Englishising, and simple past and past participle Englishized) is a linguistic term which refers to the impact of English on other languages, especially in the noun form Englishization. The concept covers phonology, grammar, lexis, discourse, registers, styles, and genres (McArthur, 1992, p.360).

Higher Education: This term applies to the final stage of formal learning that comes after secondary school, which is optional (Demeri, 2015).

Language Policy: Language policy is primarily a social construct, it may consist of various elements of an explicit nature – juridical, judicial, administrative, constitutional and legal language may be extant in some jurisdictions, but whether a polity has such explicit text, the policy as a cultural construct rests primarily on other conceptual elements – belief systems, attitudes, myths – the whole complex that we are referring to as linguistic culture, which is the sum totality of ideas, values, beliefs, attitudes, prejudices, religious strictures, and

all the other cultural ‘baggage’ that speakers bring to their dealings with language from their background(Richards & Schmidt, 2010, p.276).

CHAPTER ONE

Review of Literature on the Use of English as Medium of Instruction in Higher Education

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CHAPTER ONE

Review of Literature on the Use of English as Medium of Instruction in Higher Education

Introduction

The present chapter provides a review of literature about previous research on the use of EMI in language teaching. It centres on the concept of EMI and teachers' and students' attitudes towards its implementation in the context of higher education. Thus, the chapter is divided into two major sections. The first section deals with English as an international language and as lingua franca and relates it to the field of English language teaching and learning. Some definitions, concepts and theories related to language education, models, and bilingualism are granted a closer look. The second section goes further in dealing with EMI. Therefore, some key definitions, concepts, and theories related to language policy and EMI challenges in higher education, along with attitudes, are given much attention. Moreover, previous studies on teachers' and students' attitudes towards EMI are presented in detail.

1.1. English as an International Language

As a universal language, English has gained momentum in academic literature and enjoyed greater prestige than any other language. Teaching English as a foreign or a second language entails learners' exposure to what is referred to as the four language skills: the receptive skills and the productive skills. Teaching these skills requires a wide range of competencies and commitments. Therefore, learners' learning outcomes will become satisfactory if effective teaching is put into practice. English is a living language to evolve, as new inventions require new words, foreign influences enliven the vocabulary, and social changes give people more or less leisure to learn a language. The popularity of the English language as a means of international communication is constantly expanding. English is used

in various fields and domains of international business, trade, travel, academia, communication, etc. The type of English used on such occasions is based on something other than native-speaker varieties of English. However, it will vary according to the mother tongue of the people speaking it and the purposes for which it is being used. To achieve specific goals, countries worldwide, including Algeria, have implemented English courses at all levels of the educational system, particularly at the university level.

Regarding the remarkable position of the English language in the world, Phillipson (2007, cited in Khatri, 2019) wrote that English is now entrenched worldwide due to British colonialism, international interdependence, 'revolutions' in technology, transport, communications and commerce and because English is the language of the USA, a significant economic, political and military force in the contemporary world. It may not only be Britain, which has gravitated towards linguistic homogeneity, but a significant portion of the entire world.

The rapid development of English use contributed to an increase in the demand for English in many educational institutions worldwide. As a result, the circumstances and situations in which it is taught and used, as well as the character of the language itself, have become more diverse. The United Kingdom and the United States no longer own English. It is becoming a more diverse and diverse resource for worldwide communication (Carter &Nunan, 2001).

1.2. English as a Lingua Franca

During the late twentieth century, particularly with information and communication technologies (ICTs), the English language imposed itself as a medium to ensure technological, economic, scientific, cultural, and diplomatic exchanges, and its position as an imperialist language shifted to the status of a language of knowledge, which is officially embarrassed by more than one hundred countries (Crystal, 1997). Therefore, the international

community labelled the title of “lingua franca” in the English language based on the principles of its widespread use in areas critical to the effectiveness of communicative purposes between nations seeking easy comprehension.

With this regard, English is introduced in various curricula at various departments at the tertiary level, either as a main subject at the English Department, with students required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL, and many more; or simply as an additional but ‘compulsory’ module.

1.3. English in Higher Education

The concept of higher education differs from one country to another according to the educational system of each one, and sometimes, it is referred to as tertiary education. Most scholars argued that higher education and tertiary education are usually used synonymously. When defining higher education, the UNESCO Culture for development indicators (2014, p.59) defined tertiary education as “any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree)”. This definition applies to Higher Education in the USA, as Demeri (2015) explained that higher education in the United States is the final stage of formal learning that comes after secondary school and is optional. Moreover, it is almost related to the university setting. However, nowadays, people have stopped calling the university the general place of higher education; and instead refer to it as one institution among the different institutions of higher education. College is another name that refers to university. However, in some countries, college differs from university.

1.4.English language Teaching and Learning

Language teaching is an art that requires a wide range of skills, methods, and innovations. However, learning a language relies on the human capacity to learn and perceive. In the broadest sense, English Language Teaching is a field in which English is taught as a second language and a foreign language in several contexts. This field is sometimes referred to as TESOL or Teaching English to Speakers of Other Languages, an umbrella term for the English teaching context. However, this may wrongly suggest that only teachers of English as a second or a foreign language, unlike those of English as a mother language, are interested in developing their students' language (Carter &Nunan, 2001).

1.4.1. Teaching

With the emergence of communicative language teaching in the 1970s, the emphasis on syllabus design switched from English as a system to be studied to English as a tool for communication. Curriculum designers, materials authors, and teachers chose content not because it was 'there' in the language's linguistic systems, but because it suited learners' communicative needs (Carter &Nunan, 2001).

In approaching the definition of teaching, Robertson (1987 cited in Rajagopalan, 2019) indicated that teaching is a generic term, which denotes actions undertaken to bring about learning in another. Likewise, Rajagopalan (2019) added, "teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning" (p.6). In addition, teaching is regarded as a combination of the arts and sciences that applies to various approaches, processes, and abilities involved in teaching that can be methodically investigated, explained, and improved (Rajagopalan, 2019).

Furthermore, teaching can be thought as a type of problem solving and decision-making, which shares many similarities with the work of doctors. This conceptualization has

resulted in a plethora of research, which has examined the judgement making of teaching, concentrating mainly on the knowledge regarding students that teachers used to make choices and how they accommodate instruction to private student requirements (Calderhead, 1995, cited in Rajagopalan, 2019). Teaching, as regarded by many academics, is one way to contribute to language education and effectively build its blocks. However, the teacher has much to do to achieve this quest. Therefore, it is necessary to maintain the characteristics of effective teaching.

1.4.2. Learning

Each individual has a set of reasons for learning a learn a foreign language to feed their curiosity; others learn it to explore different cultures, traditions, and beliefs stem from interacting with different contexts and environments. foreign language. Some individuals Furthermore, for whatever reasons, all learners seek to master language communication.

Recent trends in foreign language education focused their research on language achievement and proficiency, with a considerable emphasis on language acquisition. According to language experts, the term “learning” refers to the formal study of second or foreign languages in classroom settings, whereas “acquisition” refers to the process of learning languages naturally (Moeller & Catalano, 2015). This distinction promoted a gain in linguistic and social knowledge.

1.4.3. Teacher’s Role

In foreign language classrooms, the teacher plays an indispensable role in the success of the teaching-learning process. Richards and Rodgers (2014) argued that: Educational centres like schools and universities require dedicated, well-qualified teachers who have a good command of English’ (p.1). In addition, both asserted that the notion of what it takes to be a

successful teacher is complicated since effective instruction relies on various attributes that teachers bring to their classes, reflecting the information, skills, and understanding they have acquired during their education, both from their professional training and from their prior teaching experience (Richards & Rodgers, 2014).

1.4.4. Student's Role

The learning and teaching process thrives when students actively contribute to shaping the structure and cultivating a conducive learning environment within the classroom fellowship. Additionally, teachers shoulder the responsibility of utilizing effective teaching approaches and methods to connect with students' behaviors, foster lively classroom interactions, and foster a robust student-teacher relationship, wherein the symbiotic bond between students and teachers is inseparable.

1.5.Language policy and calls for Englishizing Higher Education

1.5.1. Overview of Language Policy in Higher Education

Language policy has become a recurrent theme in recent publications and research concerning language teaching and learning. Researchers viewed language policy and defined it from different perspectives. Kaplan and Baldauf (1997) portrayed language policy as a set of laws, regulations, or rules enacted by an authoritative body (like a government) as part of a language plan. Indeed, what the authors described here is language policy, but other activities can also be considered language policy.

Accordingly, language policy entails managing variety brought about by current immigration, historical arrangements, or both. Policies are frequently created to reduce the actual diversity experienced among the population and to minimise its potential growth due to the widespread belief that linguistic differences are a cause of political instability and societal conflict, as well as the reasonable costs of providing administration and public services in

multiple languages (Zolberg, 2001). Therefore, policymakers should decide how languages will be widely used and perceived in complicated language contexts.

The importance of the English language can be neither neglected nor disapproved, especially when it comes to learning and teaching, because it is the lingua franca of the world. Thus, it is acknowledged worldwide; so was the Algerian Policy, in which the educational system implemented English as a subject matter last September (2022) at primary schools. As a result of this decision, higher education authorities have implemented a directive to incorporate English as the medium of instruction in university educational programs starting from September 2023. Furthermore, teachers have undergone English training sessions since last December. The technology and scientific faculties are currently deliberating on a suitable teaching approach, considering EMI or ESP methods.

1.5.2. EMI Policy in Algeria

Since the rise of globalization, the English language has become the world's Lingua Franca, covering all arenas and sectors. This is evident in the increasing number of universities and educational centres worldwide teaching through the medium of English. The expansion of the English language helped shape the contours of international education by offering a new trend called English as medium of instruction (EMI). It became widely spread in course options, curriculums, and syllabi. Whereas, The Algerian policy mandates the implementation of EMI in higher education, specifically in the faculties of science and technology, starting from September 2023. This may pose a unique challenge for teachers because they were required to acquire a rapid proficiency in English, shifting their focus from French and Arabic. As a result, teachers' opinions became divided, with students accepting and participating in English-medium classes, while others either declined or already possessed fluency in the language. Consequently, investigating the attitudes of teachers can yield empirical insights regarding the use of EMI in Algeria.

1.6. Definition of English as Medium of Instruction (EMI)

EMI is proliferating in both secondary and tertiary educational settings. It is linked to universities' desire to attract international students, teaching staff, and researchers to increase mobility, climb up educational systems, improve English proficiency, and enable graduate students to use the English language effectively in the workplace (Smith,2022).It represents one of the most prominent tools in university language policy to achieve the objectives related to internalisation (Doiz et al., 2013; Kirkpatrick, 2011; Walt, 2013, cited in Lasagabaster, 2022, p.1). In this context, the term "internalisation" is defined as "the policies and practices undertaken by academic systems and higher education institutions to tackle the global academic environment" (Altbatch& Knight, 2007, cited in Lasagabaster, 2022, p.2). However, EMI should be granted some proper definitions before delving any further.

Macaro et al. (2018) provided one of the most useful definitions for EMI. They stated that it "refers to the use of the English language to teach academic subjects other than teaching English itself in countries where English is a second or a foreign language" (p.37). In this respect, universities acknowledged that EMI is an indispensable factor that helps seize the portion of the significant English-speaking students who seek to incorporate it with their language planning and policy (Kirkpatrick, 2011).

In addition, Shohamy (2012) suggested that the instruction of EMI at universities cannot be completely separated from the larger settings in which the medium of instruction strategies is applied.There are major lessons that can be learned from each of the settings that may have an impact on the others. In this regard, academics pointed out the importance of classifying EMI into two categories to enable teachers to adopt this approach effectively and purposefully; full and partial. In the full EMI context, English is expected to be used in all elements of instruction. However, in the partial EMI context, English is intentionally or spontaneously used in some parts (Pecorari&Malmström, 2018, as cited in

Prabjandee&Nilpirom, 2022). This means that EMI does not have explicit language learning goals.

1.6.1. Language and Content in EMI

The extensive reach of the English language has led to the emergence of EMI within Higher Education. Hence, language and content are required in order to use EMI. To begin with, language is a tool of communication that is shared or used by humans, which is composed of sounds, words, and grammar. According to Chomsky, language is a natural object, part of the human mind, physically represented in the brain and part of the biological make-up of the species (Chomsky, 2002).

For Aristotle, language is the speech sounds made by humans to express their ideas, feelings, thoughts, desires, and feelings (Aristotle, as cited in English-finders platform, 2012). However, a particular population or society cannot define language as a single definition. However, content is the contained or the idea behind what is being said. In whichit can be expressed through speech, writing, or any various arts. Content has a very important role in multiple fields, specifically when it comes to teaching and learning. Bloomfield (1978) stated that language is divided into three components, which are; content, form and the use. (As cited in SLT-info, Graham Williamson, 2014). Content can be separated into languages because it plays a fundamental role, especially in terms of the educational major.

1.6.2. Bilingualism and Code Switching in the Context of EMI

Algerian universities are known for their use of the French language while teaching, in which it led some teachers to admit that they are using code switching and some stated that they are bilinguals. English is a dynamic language that raises people's awareness of mastery and communication in different contexts. Monolinguals, bilinguals, or polyglots have different interests and abilities towards language use. Moreover, in order to be called bilingual

or multilingual, the four skills must be acquired when learning a foreign language: listening, speaking, reading and writing. One usually learns to listen first, speak, read, and write. Listening and reading are 'receptive' skills, while speaking and writing are 'productive' skills. These four language skills are all interconnected, meaning that proficiency in each skill is necessary for speakers to become well-rounded communicators. "Language proficiency is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. (Richards & Schmidt, 2010, p.321). For speakers of other languages who teach English as a foreign language, as in Algeria, a plethora of skills are required to perform this task, including being bilingual. In this setting, bilingualism is seen as the utilisation in any event two dialects either by an individual or by a social affair of speakers, for instance, the inhabitants of a particular region or country (Richards & Schmidt, 2010).

On the other hand, some scholars argue that bilingualism is challenging to define. Grosjean (2010) proposed that bilingual people are those who have the ability to use two different languages or dialects in their real-life situations. While Baker (2010) assumed that being bilingual is not a synonym for being fluent in a specific language, and if so, it would only apply to a small percentage of people. However, most scholars find it unreasonable to **s**tate a certain definition of bilingualism, yet consider it an effective pattern to use languages and switch between them in an easier way. Haugen (1950) and Weinreich (1953) first coined the term code switching as a major aspect of bilingualism. It refers to the ability to integrate and mix two languages simultaneously and be placed by individuals or communities.

Other academics depicted code switching as the practice in which speakers move from one language to another; either within a single utterance or between one utterance and the conversation being engaged (Bentahila & Davies, 1994). Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play, which are at

present consistently undervalued (Atkinson, 1987). There is a widespread assumption that L1 is not utilised in learning; therefore, it should be used as little as possible. A benefit of using L1 in ESL classes is that students can see differences between their mother tongue and second language (no opportunities for comparing L1 and L2), according to Tang (2002).

In general, the available body of literature on the incorporation of the English language reveals its significant demand and recognition in numerous non-English-speaking nations. As a result, the instruction of English as a foreign or second language has become crucial for the advancement of educational systems globally. This has motivated researchers worldwide to undertake extensive studies that acknowledge the prominent position of English as the leading language in academia and the professional sphere.

1.6.3. EMI Challenges in Higher Education

The immense evolution of EMI in non-native English-speaking countries in recent years has inspired researchers to investigate the impact of this academic phenomenon. In this vein, Vu and Burns (2014) investigated the issues affecting higher education as a result of employing the English language as a medium of instruction in the same setting. These issues include the poor English proficiency of the teaching staff, the student's language skills, the teaching and learning processes, and the need for more sufficient resources.

According to Wiseman and Odell (2014), in a study related to EMI challenges, lecturers in this type of educational environment believe that their role is to provide content in English, whether the students understand it or not, not to assist students in understanding English, which is the language of scientific content. Knagg (2013) asserted that this kind of instruction necessitates highly educated pupils and solid English preparation in his study from the viewpoint of the British Council. He also claimed that this kind of instruction might be

harmful or beneficial. It might be detrimental due to the language barrier's effect on the curriculum's incomplete coverage.

Furthermore, Williams (2015) contended that using English as a language of instruction presents more difficulties than opportunities for all parties. This might be a natural result of enacting an accelerated language policy without considering the necessary academic support. According to Kim (2011), this style of education aims to improve the local and worldwide standing of institutions rather than meeting the requirements of the students.

The situation in the Arab world is not different from that in other non-native English-speaking countries. Numerous studies were conducted regarding the utility of EMI in higher education and the challenges that hinder its application. Here, English was used as a medium of instruction in many scientific fields such as medicine, pharmacy, chemistry, etc. In this regard, Hassan and Abdul Aziz (2012) discovered that most pharmacy students picked Arabic as their preferred language of instruction in their study of the effects of EMI on students in scientific streams at Jazan University.

Moreover, the study also highlighted how challenging it is to identify students' linguistic barriers when trying to understand scientific ideas and the scientific terminology used in the book in English. Alhamami (2015), who examined the teaching of scientific courses in Arabic from the perspective of experts who teach these courses at the university, validated this result. Because the English language presents an academic and social obstacle for students in the bachelor's degree program, the study's findings indicate that most professors prefer to teach specialised scientific courses in their mother tongue.

Zumor (2019), a researcher and an academic at Saudi Arabia University, investigated the challenges of using EMI in teaching and learning university scientific disciplines. It aimed to identify students' perceptions regarding lecture comprehension, communication, pedagogy,

assessment, and effect in an EMI setting. The researcher achieved this aim by conducting a questionnaire to 264 students who study computer sciences, medicine, and engineering. The participants were asked to reflect on the difficulties they usually face when their teachers use English in teaching scientific subjects.

The results of the study showed that using the English language to teach scientific disciplines severely negatively affected the scientific content comprehension and assessment of most of the students in the study. Also, using English as the medium of instruction and assessment causes anxiety, frustration, tension, fear, embarrassment and, ultimately, poor educational outcomes. Additionally, EMI deprives the students of their fundamental rights to adequate understanding, communication, interaction, discussion and inquiry (Zumor, 2019). The researcher concluded that, with consistency with relevant literature, the challenge of using EMI in the Arabic context is more substantial due to the law of English proficiency in most Arab countries. Therefore, ensuring the quality of English education in the foundation year and examining the option of additive bilingual education are highly recommended.

1.6.4. EMI Applications in Higher Education

As English plays a significant role in how universities respond to the increasingly global context in which they operate, EMI has successfully used English to teach and learn academic subjects in countries where it is not the primary language of communication and gained rapid and rapid and substantial expansion. Studies investigating teachers' attitudes towards using EMI in higher education demonstrated that university professors have different perceptions, ranging from positive to negative perceptions.

In a study conducted at the University of Colombia, Corrales, PabaPey, and Escamilla (2016) explored the perceptions of a group of computer sciences professors about using EMI as an approach to teaching English and learning language content. The researchers conducted

a questionnaire for professors who have completed their doctoral degrees in the United States of America, which means they have a competent level in English, allowing them to instruct accordingly.

The results of this study indicated that some professors showed the benefits of using EMI in the course. In contrast, others pointed out the difficulties faced with applying the process. Therefore, implementing EMI in non-native contexts requires a wide range of skills, competencies, and also much training, "as EMI implementation is new to the Latin American university context, further research is needed to document its real use, its effectiveness, and the role it has on the internationalisation processes in higher education institutions. Furthermore, it is clear that much research needs to be done on the effect of EMI on the development of international and intercultural competencies at the university level" (Corrales et al., 2016, p.339). Therefore, identifying language features is essential to cope with implementing EMI and thus achieve satisfactory teaching-learning outcomes.

Furthermore, Xu and Chuaychoowong (2017) conducted similar research in which they aimed to explore teachers' beliefs and attitudes towards the application of EMI at the University of Mae FahLuang, Thailand. The researchers relied on first-hand observation and interviews to reach the desired aim. Two teacher teachers who teach content-based subjects participated in the EMI part of this research. The results indicated that most teachers have positive attitudes and beliefs about applying EMI in content-based subjects. They pointed out the indispensable role of the teachers as facilitators and also controllers in that they contribute to the success of this approach by providing corrective feedback, engaging students in interactive activities, using authentic teaching materials, providing examples, asking questions, checking students understanding and encouraging them to speak with comprehensible words (Xu&Chuaychoowong, 2017). This shows how EMI applications can benefit non-native speakers and teachers as long as this approach is implemented effectively.

To conclude, EMI is a prominent teaching approach that significantly benefits professors and students at the tertiary level, even though some could seem unfriendly due to their poor English skills. Curriculum reformers still need to change high-efficiency EMI courses, and professors need to focus more on students' goals to increase their subject knowledge and inspire them to learn English and hone their academic and professional skills.

1.7.Definition of Attitudes

Generally, attitudes refer to positive or negative evaluations of people, issues, or objects. Otherwise, psychologically speaking, an attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Cherry (2023) posited that attitudes are commonly the consequence of experience or upbringing. They can employ a commanding effect on behaviour and dictate how people respond in sundry scenarios.While attitudes are lasting, they can be transformed as well. Besides, psychologists believe attitude to be an acquired inclination to evaluate objects distinctly. This can contain assessments of individuals, problems, items, or events. Such evaluations can be either approved or criticised, yet they could also be indecisive (Cherry, 2023).

On the other hand, Baker (2013) stated that, "attitude is a hypothetical construct used to explain the direction and persistence of human behaviour. Attitudes are a convenient and efficient way of explaining consistent patterns in behaviours. They often manage to summarise, explain, and predict behaviour" (pp.10-11). A set of disagreements about the generality and specificity of the term surround the definition of attitudes. In this regard, researchers provided several definitions for the term.

Additionally, Azjen (1988) argued that, "an attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event" (p.4). For Crystal (1997), attitude is the evaluative reaction to objects, behaviours, events, and situations

resulting from individual beliefs and opinions. The definition of attitudes differs according to the definer's operational and theoretical perspectives.

McGuire (1985) suggested that attitudes create a framework for evaluating objects of thought. As an example, a language is a beneficial or detrimental object. In this regard, researchers distinguished three components that shape the structure of an attitude. In a nutshell, they are as follows:

- **Affective Component:** How the object, person, issue, or event makes you feel.
- **Cognitive Component:** Your thoughts and beliefs about the subject.
- **Behavioural Component:** This refers to how attitude influences your behaviour.

Furthermore, attitudes can also be explicit and implicit. Explicit attitudes are those that are consciously aware of and that influence behaviours and beliefs. However, implicit attitudes are unconscious but still have an effect on beliefs and behaviours (Cherry, 2023).

1.8. Previous Studies: Teacher's and Student's Attitudes towards the Use of EMI in Higher Education

The use of English-Medium Instruction (EMI) has started to emerge in Arab countries. Notably, Troudi's (2009) study conducted titled "Issues of educational language policy and EMI in North Africa/ English-Medium-Instruction in Higher Education in the Middle East and North Africa," served as a valuable resource for reviewing the subject matter.The research revealed that EMI research and publications in North Africa are still in early stages, with French historically serving as the medium of instruction in Tunisia, Algeria, and Morocco. However, English is now being considered as a language of teaching in higher education. In Libya and Egypt, English is taught as a foreign language in schools and used as a medium of instruction for scientific subjects at universities. Despite this, English does not

possess the same social and media prestige as French in Tunisia, Algeria, and Morocco. EMI is more prevalent at the postsecondary level in Libya and Egypt than in Tunisia, Algeria, and Morocco, where French is the official language of instruction. Despite the fact that EMI is seen as important for international participation and scientific research, political, educational, economic, and sociolinguistic reasons are now impeding its widespread implementation. While certain institutions are interested in EMI, the transition to an EMI policy in public education will be gradual (Troudi, 2009).

Likewise, Abdeljaoued (2023) conducted an investigation on students' attitudes towards English-medium instruction in Tunisia. The study aimed to explore their attitudes while considering the use of French language and to report on the status of English-medium instruction in Tunisia. The result of the study indicated that students in Tunisia held a positive attitude towards English and recognized its importance in various domains. They engaged in trans-languaging practices, utilizing English, French, and Tunisian Arabic, with a preference for French in certain classroom interactions. Teachers also employed trans-languaging strategies to facilitate student engagement. This research contributes to the ongoing exploration of EMI in higher education, particularly in Arab countries.

Conclusion

The literature review chapter yielded worthwhile knowledge with respect to previous studies on EMI implementation in higher education. This chapter examined EMI as an approach to English teaching for speakers of other languages. Furthermore, it focused on the role of language policy in the success of international education, notwithstanding the challenges that language policymakers and educators frequently encounter when adopting the EMI approach. As a result, teachers' attitudes were explored and discussed. The subsequent chapter will expound on the research methodology and delineate the steps the researcher will pursue to execute the practical fieldwork

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Research Methods and Procedures

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CHAPTER TWO

Research Methods and Procedures

Introduction

The following chapter covers the applied methodology used in this research. It begins by discussing the research design and the methods employed for data collection. Additionally, this research aims to provide a comprehensive description of the research setting and the participants involved. The data collection instruments, including questionnaires, interviews, and classroom observations, are explained in detail. Furthermore, the chapter provides a thorough explanation of the methods and procedures employed for data analysis.

2.1. Research Design

The research design holds significant importance in this study, as it outlines the overall framework. In this regard, Creswell (2009) clarified that: "research designs are plans and the procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis" (p.4). Likewise, a research design is a strategy for answering the research question using empirical data (McCombes, 2021).

Similarly, the research design is "the strategic framework for analysing data in a manner that seeks to accomplish a specific research purpose" (Ki & Shin, 2020.p.242). The present study attempts to explore the attitudes of teachers and students towards the use of EMIin Algerian Higher Education., specifically at the University of Medea in the Science and Technology faculties. Hence, to achieve this, the researchers have chosen a mixed-method approach that combines both qualitative and quantitative methods. This allows for a comprehensive exploration of the subject matter and the acquisition of reliable results. In

order to conduct this study, an exploratory case study has been selected as the most suitable methodology.

2.1.1. Research Approach

To address the objectives of this thesis, a mixed-method approach that integrates qualitative and quantitative methods is used. "Mixed method research, or multi-methodology, uses quantitative and qualitative methods in a single or multi-phased study"(Tashakkori & Teddlie, 1998). Additionally, Dawson (2019) claims that "neither qualitative nor quantitative research is superior". They are just different in that they both have strengths and shortcomings" (p.13). According to Creswell (2009), "a mixed methods approach is a method of inquiry that combines or associates both qualitative and quantitative forms" (p.4). This procedure is also known as triangulation. According to Johnson and Christensen (2014), triangulation is a validation methodology based on the convergence of results obtained using numerous investigators, methods, data sources, and theoretical perspectives.

2.2. Research Setting

The selection of an appropriate research setting plays a crucial role in ensuring the effectiveness of the study. Burns and Grove (2011) defined the setting as the location where the research is conducted. The authors clarified that "the selection of a setting in both quantitative and qualitative research is based on the purpose of the study, the accessibility of the setting or site, and the number and type of participants or subjects available in the setting" (p.321). Similarly, Burns and Grove (2011) asserted that research setting refers to "the location where a study is conducted" (p.373). This study aims to explore teachers' and students' attitudes towards the use of EMI at the UM. Consequently, it was essential to conduct the research within a higher education institution. The selection of the UM as the research setting was based on several factors. Firstly, it provided the necessary accessibility

required for the researchers to conduct the study effectively. Secondly, the university offered a suitable environment for examining the attitudes and experiences of teachers and students regarding EMI. Considering these factors, the UM was deemed the appropriate research setting for this study.

2.2.1. Description

This research was conducted at the UM throughout the two semesters of the academic year 2022/2023. This study comprises multiple faculties, each located separately. In this study, the focus was on the Faculties of Science and Technology which are located in the province of Ouezra in Medea. The choice of the students and teachers as participants was driven by their availability and the convenient location of the university. The Faculty of Science consists of 47 specialities, 163 teachers and approximately 3024 students. On the other hand, the Faculty of Technology offers 37 specialities, 200 teachers, and 2667 students. Both faculties provide diverse degree programs, including Master's degrees in various specialities.

2.2.2. Fieldwork Access

To ensure compliance with legal requirements, the researchers followed essential steps to conduct the practical research. The study involved the use of two consent letters (see Appendix A). These consent forms contained sufficient information about the research subject and objectives. Moreover, the deans of both faculties of Science and Technology handed the approvals. The researchers received response via email from the faculty of technology. Therefore, the main purpose of these documents was to validate the research.

2.2.3. Medea University-Training Courses

In December 2022, the Algerian Ministry of Higher Education implemented English training courses for higher education teachers (refer to Appendix B). The suggested location

for conducting these training sessions is the intensive institute affiliated with the UM, specifically within the English department. The trainees, who are teachers from the Faculty of Science and Technology, are being taught in this institute.

The English department at the UM has organised the trainees into six groups based on their specialties and teaching fields. The training sessions are scheduled from 3:00 to 5:00, lasting two hours per day and four hours per week. The decision-making process regarding the training course sessions involves both the trainers and the trainees. They collaborate to determine the content and management of the sessions, ensuring that the training meets the needs of the participants.

2.3. Research Participants

According to Richards and Schmidt (2010), "a population is any set of items or individuals that share some common and observable characteristics and forms in which a sample can be drawn. Hence, test scores can be compared across a student population sample" (p.443). The research study focuses on the target population comprising teachers and students from the faculties of Science and Technology at the UM. The selection process involved random sampling for the teachers, ensuring a representative sample. However, for the student participants were chosen from various majors, providing a diverse representation within the target population.

2.3.1. Sampling and Population

This study involved participants from the Science and Technology faculties, including teachers, students, and English trainers. Specifically, the training courses targeted teachers in the science and technology faculties, and the researchers selected two trainers to conduct the interviews. To begin with, the participants of the questionnaire comprised one hundred sixty-one teachers ofscience and one hundred thirty-one teachers from technology. The informants

are composed of ninety teachers selected randomly. Besides, the age of the teachers varied from twenty to sixty years old, and they represented both genders. The majority of teachers had proficiency in at least one language, such as French, Arabic, or English.

Regarding the choice of participants for students, a number of 541 third-year students were selected from the Faculty of Science and 433 third-year students from the Faculty of Technology. These students were yet to experience another two years, M1 and M2, with English as the medium of instruction. Furthermore, another reason behind choosing third-year students is that the researchers observed that the number of third-year and first and second-year master's students was comparatively lower than that of first and second-year students**.** To investigate this discrepancy, the researchers conducted interviews with the Vice Deans, teachers, and students over the course of one week. Through these interviews, the researchers discovered that many L1 and L2 students referred to themselves as part of the "short cycle" category. This term indicated that these students studied for a short period with a specific purpose, such as seeking employment in organisations, companies, or going abroad for work.

Consequently, most of these students only studied for two years before discontinuing their studies without selecting a specific specialisation by the end of the second year. Based on the verbal responses collected during the investigation, the researchers found that each student chooses their major in the third year and commits to studying until M2, indicating a continuation of their education beyond the initial two years.

2.3.2. Sampling Techniques

Sampling techniques is the process of choosing a sample according to the research method and preference of the researcher (Dawson, 2019). Probability sampling involves random selection, which allows the researcher to draw strong statistical conclusions about the entire group. Conversely, a non-probability sampling includes non-random selection based on

convenience or other criteria, allowing the researcher to collect data more efficiently (McCombes, 2019). Accordingly, the researcher can overcome some disadvantages associated with research procedures.

2.3.2.1. Probability Sampling

In a probability sampling method, every person in the population can be chosen. It is primarily employed in quantitative research. However, probability-sampling techniques are the best option for producing results representing the entire population. According to researchers, there are four types of probability sampling, McCombes (2019) summarised them:

2.3.2.2. Non-Probability Sampling

This study used a probability sampling technique by taking one-fifth (1/5) of the entire population, drawn at random. Concerning teachers, there are 291 teachers of both faculties (131 teachers belong to the faculty of technology and 161 belong to the faculty of science). Furthermore, regarding students, there are 974 students of both faculties (541 students belong to the faculty of science and 433 belong to the faculty of technology).

2.4. Data Collection Methods and Procedures

To execute this research, we used a mixed method of data collection, namely questionnaires for teachers and students, an interview, and classroom observation.

2.4.1. Teachers' Questionnaire

The researchers designed a questionnaire (see Appendix C) to teachers from both the faculties of Technology and Science at Medea University. Paper copies of the questionnaire were distributed to all teachers in both faculties. However, after three months, due to encountered difficulties, the researchers transformed the questionnaire into an online format.

In the beginning, the teachers in the Faculty of Technology received 40 copies, while simultaneously; another 40 copies were distributed to trainees in the Faculty of Science. Subsequently, researchers shared the online link with both faculties, allowing participants to access and complete the questionnaire online. The purpose of this questionnaire was to gather information regarding the attitudes of teachers towards the use of EMI in their respective faculties.

The questionnaire commenced with an introductory paragraph outlining the subject and the primary objective using a French translation. It comprised three main sections, incorporating a combination of open-ended and closed-ended questions, as well as opportunities for participants to provide explanations and answers. Each question translated into French to ensure clear comprehension of the respondents. The three sections outlined as follows: the first section, consisting of five questions, aimed at collecting data on participants' personal information and teaching experiences. The second section explored the relationship between teachers and the use of English, as well as their perspectives on EMI and training courses. In the third section, comprising questions one to six, the focus was on teachers' prior knowledge of EMI and their viewpoints regarding the utilisation of English in teaching scientific fields. Additionally, the seventh question is presented in the form of a table, containing ten statements to be rated on a Likert scale using five response options (i.e., strongly agree, agree, strongly disagree, disagree, neutral).

2.4.2. Students' Questionnaire

The researchers administered a questionnaire (see Appendix D) specifically designed for L3 students from both the technology and science faculties at Medea University. This questionnaire was distributed into two versions: a "paper form" and "an online form". It intended to gather information about students' attitudes toward the use of EMI in their

faculties. The questionnaire began with an introductory paragraph, clearly stating its main objective and providing a brief definition of EMI. Furthermore, this questionnaire consisted of two main sections. The first section comprised six questions focusing on students' personal information, such as the gender, languages proficiency, level of English proficiency and field. Question five (Q5) aimed to assess students' awareness of EMI and their attitudes regarding its implementation.

The second section addressed the use of EMI and contained two questions. The first question is presented in a table, consisting of eleven statements to facilitate the selection of responses using a Likert scale (ranging from strongly agree to strongly disagree, with a neutral option). This Likert scale format aims to allow students to provide answers that are more precise to enable the researchers to analyse their responses in a nuanced manner. The final question in this section used a chart format, in which students were asked to rate their level of understanding in a classroom where EMI is being applied, on a scale from one to ten. These questions sought to explore students' perspectives on the language and teaching methods employed in their current classes. Additionally, they aimed to understand students' attitudes towards the use of English in comparison to Arabic and French. Furthermore, the questions aimed to identify any potential difficulties students may face when teachers utilise EMI.

2.4.3. Classroom Observation

As part of this study, the researchers employed classroom observation as a data collection instrument. The classroom observation discusses the systematic act of viewing and recording the actions and behaviours of the participants (Marshall &Rossman, 1989). It is a valuable tool for gathering comprehensive and detailed data. This observation took place at The University of Medeaand involved three distinct groups, each consisting of a different pair

of training-teachers, one male and one female. The researchers attended these observation sessions for several days, where one group comprised trainees from the technology faculty, while the other group consisted of a mix of teachers from both faculties. Throughout the observation, the researchers closely observed all the classroom activities, aiming to gather valuable information and explore the attitudes of both teachers and students towards the use of EMI, as well as observing the teaching-learning process. During the instruction sessions, the researchers had the opportunity to observe the participants' spontaneous and the natural attitudes in their genuine state.

2.4.4. Teachers' Interview

The researchers incorporate an additional instrument into this research study, focusing on the training courses provided to teachers. The main aim was to explore the trainers' perspectives towards the teaching sessions and the trainees' attitudes during the training sessions, to ensure a comprehensive and reliable source of information. The interviews were conducted in two forms: an online format and in-person. Each interviewee was allotted a duration of 30 minutes for the interview process. Similarly, the researchers prepared a set of questions (see Appendix D) before conducting the interview. These questions aimed to obtain detailed descriptions and served as a validation for the researchers' observation. Moreover, both trainers were given the opportunity to express their thoughts by answering various questions and sharing their perspectives on the training sessions. The interview questions primarily focused on the chosen teaching method, course materials, timing of the courses, description of the session flow, attitudes and expectations regarding EMI, and the trainers' relationship with the trainees. Additionally, the trainers were encouraged to provide an honest opinion regarding the trainees' engagement and attendance.

2.5. Data Analysis Methods and Procedures

Following the data collection process, which included a combination of qualitative and quantitative methods, the collected data was analysed. Analysis is presented in Chapter Three. Two distinct types of analysis were used for the process of interpreting and analysing the results.

2.5.1. Statistical Analysis

Computer software offers statistical analysis, which is the most efficient in categorising quantitative data into tables, charts, and graphs. Dawson (2019) argued that "Computer software can conduct multiple searches in which more than one code is searched much more quickly and efficiently than by the researcher" (p.111). This analysis was applied to extract the data from the quantitative questions of the questionnaire, using Google Forms analysis as the most adequate for this case.

2.5.2. Content Analysis

Krippendorff (2013) defined content analysis as "an empirically grounded method, exploratory in process and predictive or inferential in intent" (p.1). In content analysis, the researcher goes through each transcript in order, giving codes—which may be words or numbers—to particular traits in the text. Open-ended questions can be included in questionnaires in extensive quantitative surveys using this form of analysis, allowing the researcher to quantify the responses (Dawson, 2019). This study applied content analysis to analyse the open-ended questions of the questionnaires, the interview, and the checklist observation.

Conclusion

In this chapter, the research methodology was presented, covering various aspects, such as research design, approach, setting, sample and population, sampling techniques, data collection methods and procedures, and data analysis methods and procedures. The study employed a mixed-method approach, focusing on teachers and students at the Medea

University. The collected data encompassed four tools: questionnaires administered to teachers and students, classroom observations of the training courses, and interviews conducted with the trainers. The researchers utilised both statistical and content analysis methods to analyse the data. Detailed descriptions of the researchers' steps in executing the research were provided. The subsequent chapter will delve into the analysis, interpretation, and discussion of the findings.

CHAPTER THREE

Presentation of the Results of Data Analysis

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CHAPTER THREE

Presentation of the Results of Data Analysis

Introduction

This chapter presents the results that deal with the collected data from both the Faculties of Technology and Science with the aim of exploring teachers' and students' attitudes towards the use of EMI at Medea University. The researchers used three different instruments to collect data, and presenting their results in the three sections below. In the first section, questionnaires administered to both teachers and students were analysed. The second section presents the analysed data derived from classroom observations. Lastly, the third section involves reporting and analysing data obtained from interviews conducted with trainers. The analysis of data in the second and third sections was organised around categorised themes, while tables or graphs supported the analysis of the first section.

3.1. Reporting the results of the study

The data analysis tools utilised by the researchers revealed a positive response from both teachers and students regarding the use of EMI at Medea University. The researchers conducted a thorough examination of the data, presenting the results and analysing the questionnaires with the specific aim of exploring the attitudes of teachers and students towards the use of EMI at Medea University. Furthermore, the interviews with trainers and the observations conducted in the classroom were transcribed to provide a clearer description, and the results of these analyses are presented below.

3.1.1 Presentation of Results of the Teachers' Questionnaire

This questionnaire aims at showing teachers attitudes towards the use of EMI. The analysis focuses on ninety (90) teachers' response from the Science and Technology faculties

at the UM. The questionnaire is divided into three sections, each comprising several questions. Firstly, section one includes five personal questions aimed at collecting information about the participants' degree, age, personal experiences, and teaching field. Moving to section two that consists of an additional five questions, specifically it addressed the implementation of the English language and training courses. Lastly, section three is dedicated to investigating the use of EMI and encompasses seven questions.

➢ Section One: Demographic Information

- **Question One and Question Two**

The first and second questions inquired about "Gender" and "Age." In terms of gender, the majority of respondents were males, accounting for 52% of the total, while females represented 42.2%. Regarding age, the responses were categorised as follows: 3.3% fell in the age range of twenty to thirty, 36.7% in the range of thirty to forty, 42.2% in the range of forty to fifty, and 17.8% in the range of fifty to sixty. To provide a clearer understanding, the responses to both questions are presented underneath in a form of a table.

Table 3.1

Teachers' Gender and Age

Options	**Participants' Numbers'**	**Percentage**	**Options**	**20-30**	**30-40**	**40-50**	**50-60**
Male	52	57%	Participants' Number	3	33	38	6
Female	38	42.2%	Percentage	3.3%	36.7%	42.2%	17.8%

- **Question Three and Question Four:**

The third question pertains to the teachers' degrees. The total responses encompass seven different degree categories, which are as follows: 20% for professors, 2.22% for the prof degree, 10% for doctorate, 33.3% for M.C.B, 10% for M.A.A, 20% for M.C.A, and 4.44% for M.A.B. Regarding the fourth question, it concerns the years of experience for each

teacher and is categorised into seven groups: 15.55% for 1-5 years, 23.33% for 6-10 years, 24.44% for 11-15 years, 13.33% for 16-20 years, 10% for 21-25 years, 10% for 26-30 years, and finally, 3.33% for 31-35 years of experience. More details are mentioned below in the form of a table to provide clearer information.

Table 3.2.

Teachers' Degree and Years of Experience

Options	**Participants' number for each degree**	**Percentage**	**options**	**Years of experience**	**Percentage**
			Years		
Professor	18	20%	1-5	14	15.55%
Prof	2	2.22%	6-10	21	23.33%
Doctor	9	10%	11-15	22	24.44%
M.C.B	30	33.3%	16-20	12	13.33%
M.A.A	9	10%	21-25	9	10%
M.C.A	18	20%	26-30	9	10%
M.A.B	4	4.44%	31-35	3	3.33%

- **Question Five**

This question focuses on the modules being taught by the teachers who participated in this questionnaire. The responses consist of ninety (90) answers, which include a variety of modules, with some modules being repeated more frequently. The most commonly mentioned modules being taught include PHYSICS, MATHS, CHEMISTRY, ELECTROTECHNIQUES, MICROBIOLOGY, PHYSIOLOGY, CIVIL ENGINEERING, TELECOMMUNICATION, and MICROSCOPY/TOPOGRAPHY.

➢ Section Two: English Language and Training Courses

Within this section, there are five questions that specifically address the English language and training courses.

- **Question One**

This question aims to uncover whether teachers have previously taken an English course, along with details of when and where. Out of the total participants, 53 participants (41.1%) answered yes, while the remaining sixty-three (63) participants (58.9%) responded with a no. A table provides a clear visual representation of the responses to this question.

Table 3.3.

Teachers undertaking English Courses before

Options	**Yes**	**No**
Teachers' answers number	53	63
Percentage	58.9%	41.1%

Participants in the questionnaire within "Q1" provided information about the time and location of the English training courses they had taken. Here are some of the responses: At Almaahd international school, in Medea, in 2012, The intensive school last year, Private School in 2009/2010 and 2022/2023, Switzerland. Zerrouak compound in 2011-2012, Tomache School in 2010, Tomache School in 2000, Engineering school in Switzerland, ABA English. Royal School Algiers in 2004, Royal School Algiers. Personal efforts, University of East Anglia in Norwich, Great Britain. USA, In the University of Medea and with Amaahad international School in Zoom (also proposed by the University of Medea), External School, A random and online platform designed by the Ministry, these responses provide valuable insights into the diverse range of training experiences and locations related to English language learning.

- **Question Two and Question Three**

Regarding question two, it examines the English proficiency level of teachers. The responses indicate that 44.44% of participants selected 'level A,' while another 44.44% chose 'level B.' The remaining 11.11% of respondents opted for 'level C.' The distribution of these responses is presented in the accompanying table number six. Concerning the third question,

another aspect addressed is whether teachers have attended English training courses provided by the university. The responses reveal that 50% of teachers have participated in such courses, while 33.33% have not attended yet. Additionally, 16.67% of respondents have not yet joined any English training courses. These parentages are depicted below (table seven).

Table3.4.

Teachers' Level of English

Options	Participants number	Percentage
Level A (A1-A2)	40	44.44%
Level B (B1-B2)	40	44.44%
Level C (C1- C2)	10	11.11%

Table3.5.

Teachers Joined English Training Courses

Options	Participants ' number	Percentage
Yes	45	50%
No	30	33.33%
Not yet	15	16.67%

- **Question Four**

The fourth question pertains to the learning of the English language as a university teacher. The responses indicate that the majority of participants, 46.67%, found this aspect to be acceptable, while 32.33% considered it reasonable. On the other hand, a smaller percentage of respondents, 16.67%, found it unreasonable, and 13.33% considered it unacceptable. These proportions are presented below as a reference.

Table 3.6.

Assessment of Learning the English Language as a University Teacher

Options	Participants' number	Percentage
Acceptable	42	46.67%
Unacceptable	12	13.33%
Reasonable	29	32.33%
Unreasonable	7	16.67%

- **Question Five**

Question five focuses on the adequacy of the specified training period for teachers to attain proficiency in using the English language and explores the reasons behind their responses. The majority of participants, comprising 47.78% and 28.88% respectively, indicated that the training period was insufficient or insufficient. Conversely, a small percentage of teachers, 6.67% and 16.67% respectively, considered the period to be sufficient or had a neutral opinion. Notably, none of the respondents deemed the period to be very sufficient. The distribution of responses is presented in the table below, offering a clear overview of teachers' perspectives on the effectiveness of the training duration.

Table 3.7.

Sufficiency of the Specified Period to learn English

Option	Participants' number	Percentage
Very sufficient	0	0%
Sufficient	6	6.67%
Unsure	16	16.67%
Insufficient	43	47.78%
Very insufficient	26	28.88%

Within question five, the negative responses (" insufficient" and "very insufficient") were accompanied by justifications provided by the participants. The majority of answers included explanations. For instance, it is concerning students' ability to grasp the course material when English is used as the medium of instruction, the use of French for a long time, the recognition that language learning is a continuous process requiring additional efforts and limited time availability for teachers, the need for a longer training period to focus on scientific English rather than literature English, and doubts about the proficiency level of science faculty students. These justifications reflect the participants' perspectives on why they perceive the specified period as insufficient for them to be adequately prepared to use EMI.

- **Section Three: Investigation of English a Medium of Instruction**

The third section focuses on the investigation of English a Medium of Instruction (EMI). This section consists of seven questions that delve into various aspects related to EMI usage.

- **Question One:**

This question pertains to the language used by teachers for teaching their subjects. It is worth noting that most teachers have proficiency in multiple languages, which is why they have chosen multiple options in response to this question. The majority of teachers (95.6%) indicated that they use French as the primary language for instruction. Arabic language received the next highest percentage with 26.7%, followed by English with 16.7%. A small percentage of teachers (6.7%) mentioned code switching, which refers to alternating between two languages during instruction. Lastly, a minor percentage of 5.6% was given to code mixing, which involves the mixture of two languages during teaching. To provide a clearer understanding, a table has been included below.

Table 3.8.

The Used Language for Teaching the Current Subject

Options	Participants' number	Percentage
Arabic	24	26.7%
French	86	95.6%
English	15	16.7%
Code mixing	5	5.6%
Code switching	6	6.7%

- **Question Two**

This question specifically explores teachers' knowledge about the use of EMI. The responses varied, but there was a clear emphasis on the importance of English in this context.

Some teachers highlighted the need for academic associations to develop strategies to implement EMI effectively. Others acknowledged the significance of English but emphasised the necessity for proper training to ensure effective teaching. Several teachers admitted to having limited knowledge or no specific ideas about the use of English in this capacity. However, the responses also underscored the importance of English in the scientific field and its role as a language of the future. Teachers recognized EMI as an approach to teaching academic subjects, where the primary focus is on the content and utilising English as the primary language. They acknowledged EMI as a method to enhance education, particularly at the university level. Overall, teachers acknowledged the value of EMI and its potential to improve education, advocating for its implementation as the primary language of teaching in universities.

- **Question Three**

The third question focuses on the perspectives of teachers regarding the use of EMI. It explores the different elements that teachers consider when implementing the EMI approach. The majority of teachers (33.33%) indicated that they consider all elements, while others emphasised the subject matter (32.22%) or the use of translation (21.22%). A smaller percentage chose to focus on the four language skills (11.11%), and a minor percentage solely focused on grammar (2.22%). For a more detailed breakdown, please refer to the table provided below.

Table 3.9.

Involvement of the Use of EMI for Teachers

Options	Participants' answers	Percentage
Grammar	2	2.22%
Using Translation	19	21.22%
Subject	29	32.22%
Four skills	10	11.11%
All of them	30	33.33%

- **Question Four**

The fourth question delves into the capacity of teachers towards the use of EMI. Hence, most teachers answered the fourth question affirmatively with a response of "YES" (57%), indicating their readiness to embrace EMI as a teaching approach. On the other hand, a considerable percentage of teachers (42.22%) answered negatively with a response of "NO," accompanied by their respective justifications. The provided explanations for the negative responses are outlined below.

Table 3.10.
Beliefs on the Capacity of Teachers towards the Use of EMI

Option	Number of participants	Percentage
Yes	52	57%
No	38	42.22%

Within the fourth question, participants provided various justifications for their responses. Out of the thirty-eight answers received, some were given in the French language, while the remaining participants did not provide any response to this question. The majority of the answers shared common themes, including the importance of adequate training and formation, the lack of clarity in the use of EMI, the challenges faced by teachers in adapting to a new language based on their age, the necessity for teachers to possess proficiency in the four language skills, the hindrance caused by the predominant use of French by teachers, and reservations about the suitability of EMI for certain age groups. Other justifications included criticism of the short duration of the training program, recognition of the difficulties faced by some teachers in acquiring a new language due to their age, acknowledgment of the time-intensive nature of language acquisition, and the emphasis on the need for comprehensive and effective training programs.

- **Question Five**

The fifth question explores the success of implementing EMI in Algerian higher education. The majority of respondents, 86.67%, expressed their affirmation by answering "Yes." In contrast, a smaller proportion of respondents, accounting for 13.33%, responded with "No." For more detailed information, consult the table below.

Table 3.11.

The Success of Implementing EMI in Algerian Higher Education.

Options	Number of participants	Percentage
Yes	78	86.67%
No	12	13.33%

- **Question Six**

This question investigates the significance of EMI in the faculties of science and technology. The responses to this question were as follows: 42.4% rated it as average, 40% considered it poor, 12.9% regarded it as good, 5.9% categorised it as below average, and 4.7% evaluated it as excellent. For further details, refer to the table below for a clear representation.

Table 3.12.

Assessing EMI Implementation in both Faculties.

Options	Number of participants	Percentage
Poor	36	42.4%
Average	34	40%
Good	11	12.9%
Excellent	4	4.7%
Below average	5	5.9%

- **Question Seven**

The seventh question consists of a table where participants select their preferred answer by marking the corresponding option. The table includes ten statements, and participants are asked to rate their agreement using a Likert scale consisting of five options: strongly agree,

agree, disagree, strongly disagree, and neutral. The responses are divided into three sections: statements one 1 to four 4, statements five 5 to seven 7and statements eight 8 to ten 10.

- **Statements one to four (1-4):**

The responses to statements one to four on the Likert scale are as follows: For statement one (s1), fifty participants strongly agreed, twenty-nine agreed, thirty-four disagreed, six strongly disagreed, and then selected the neutral option. In statement two (s2), fifteen participants strongly agreed, fifty agreed, ten disagreed, three strongly disagreed, and thirteen selected the neutral option. Regarding statement three (s3), ten participants strongly agreed, twenty-nine agreed, twenty-three disagreed, eight strongly disagreed, and twenty-two selected the neutral option. Lastly, for statement four (s4), ten participants strongly agreed, twenty-nine agreed, twenty-three disagreed, eight strongly disagreed, and twenty-two selected the neutral option.

- **Statements five to seven (5-7):**

For statement five, the breakdown of responses is as follows: six participants strongly agree, twenty participants agree, thirty-seven participants disagree, eight participants strongly disagree, and fifteen participants have a neutral stance. Moving to statement six, the responses are as follows: nineteen participants strongly agree, thirty-two participants agree, eighteen participants disagree, five participants strongly disagree, and seventeen participants have a neutral stance. Lastly, for statement seven, the responses are as follows: ten participants strongly agree, thirty-seven participants agree, eighteen participants disagree, eighteen participants strongly disagree, and twelve participants have a neutral stance.

- **Statements eight to ten (8-10):**

For statement eight, most participants either strongly agreed or agreed, with twenty-four participants strongly agreeing and thirty-two participants agreeing. There were sixteen participants disagreed, six participants strongly disagreed, and twelve participants had a neutral stance. For statement nine, a significant number of participants expressed strong agreement, with forty-two participants indicating this response. Additionally, thirteen participants agreed, while eight participants disagreed. Only three participants strongly disagreed, and seven participants had a neutral stance. Regarding statement ten, a majority of participants strongly agreed, with sixty-nine participants choosing this response. Furthermore, fifteen participants agreed, while five participants disagreed. Only two participants strongly disagreed, and four participants had a neutral stance.

3.1.2. Presentation of the Results of the Students' Questionnaire

This portion involves the analysis of students' questionnaires, which consists of two sections. The first section encompasses six questions regarding personal information, while the second section includes two questions specifically related to the use of EMI.

- **Section One "Demographic Information"**

- **Question One**

Upon analysing the responses to the first question, it became evident that the majority of participants who answered the question were females. Out of the total participants, ninety-five respondents were females, making up 62.5% of the total. On the other hand, there were fifty-seven male respondents, representing 37.5% of the total number of participants, which amounted to one hundred fifty-two individuals. The table underneath contains more details.

Table 3.13.
Students' Gender

Options	Number of Students	Percentage%
Male	57	37.5%
Female	95	62.5%
Total	152	100%

- **Question Two**

Upon analysing the responses to the second question, which aims to determine if students have proficiency in a language other than their mother tongue, it was observed that the majority of participants selected English as their choice. Specifically, eighty-three (83) students, accounting for 54.6% of the total respondents, indicated their mastery of the English language. Additionally, the remaining participants, sixty-nine (69) students, representing 45.4% of the overall number of participants (152), chose the French language. These findings provide valuable insights into the student's language proficiency, particularly highlighting their level of proficiency in the English language. Such information is crucial for understanding the linguistic capabilities and preferences of the participants in this study.

Table 3.14.
Students' Mastery of Another Language

Options	Number of students	percentage%
French	69	54.4%
English	83	54.6%
Total	152	100%

- **Question Three**

The purpose of the third question was to determine the participants' English language proficiency across different levels, specifically Level A (A1/A2), Level B (B1/B2), and Level C (C1/C2). Out of the total number of participants, which was one hundred fifty-tow (152), eighty-six participants, representing 56.57% of the total, indicated the highest level of

proficiency, «Level A ». Additionally, fifty-two participants chose “Level B,” accounting for 34.21% of the total. Notably, the remaining level, “Level C,” was indicated by a relatively smaller percentage. Fourteen participants, constituting 9.22% of the total distribution, chose this level. When considering the combined percentages, it becomes evident that they sum up to 100%, encompassing the entirety of the participants’ language proficiency levels. For further information, the table below contains clear details.

Table 3.15.

Students’ Level of English

Options	Number of students	percentage
Level A (A1/ A2)	86	56.57%
Level B (B1/ B2)	52	34.21%
Level C (C1/ C2)	14	9.22%
Total	152	100%

- **Question Four**

The fourth question aimed to identify the highest level of participation among the respondents. The collected answers revealed that the faculty of Technology had the highest level of participation, represented by eighty-two (82) students, accounting for 55.4% of the total participants. In contrast, the faculty of Science had sixty-six students, indicating 44.6% of the participants. It is worth noting that four individuals did not provide an answer to this question. These findings shed light on the distribution of respondents across different faculties and emphasize the relatively higher participation from the faculty of Technology. This information contributes to a comprehensive understanding of the demographic composition of the participants within the study. The table underneath contains well-detailed information concerning this analysis.

Table 3.16.

Faculty Participation Breakdown

Options	Number of students	Percentage
Faculty of Science	68	44.7%
Faculty of Technology	84	55.3%

- **Question Five**

The fifth question aimed to determine the majors chosen by participants from the Science and Technology faculties. The majority of participants, totalling eighty-four(84) students, selected majors within the faculty of Technology. These answers were distributed across eleven different majors. Among them, Automatics were two students (2% of the participants), Electronics were four students (5%), Civil Engineering students listed the highest number of twenty-eight students (33%), Mechanical Construction had nine students (11%), Energetic were seven students (8%), Materials Engineering were five students (6%), HSI (Hygiène et SécuritéIndustrielle) were eight students (11%), Process Engineering were four students (5%), Telecommunication were ten students (12%), Pharmaceutical Process Engineering were five students (6%), and Electro-Mechanic were two students (2%).

On the other hand, the remaining participants, totalling sixty-eight, belonged to the faculty of Science and choosing majors within that faculty. The majors chosen within the faculty of Science included Immunology with thirteen students (19% of the participants), Microbiology with ten students (10%), Fundamental Physics with four students (6%), Pharmaceutical Chemistry with seven students (10%), Mathematics with ten students (15%), Ecology and Environments with four students (6%), Chemistry Materials' (Chimie de Matérieaux) with three students (4%), Biology and Animal Physiology with six students (9%), Computer Systems (SystémeInformatiques) with five students (7%), and Plant Protection (Protection de Végétaux) with six students (9%). In total, one hundred fifty-two participants provided answers to the question about majors. This breakdown of majors and

corresponding student counts within each faculty offers insight into the distribution of participants across different fields of study.

- **Question Six**

The sixth question, which aimed to assess participants' familiarity with the use of EMI, received responses from one hundred fifty-two participants. Out of the total number of participants, one hundred forty-eight provided their answers, indicating a high level of engagement with the question. Among the respondents, ninety-three participants answered "Yes," indicating their familiarity with EMI, which accounts for 62% of the total participants. On the other hand, fifty-seven participants answered "No," indicating their lack of familiarity with EMI, representing 38% of the participants. It is worth noting that four participants did not provide a response to this question. These findings highlight the varying levels of awareness and knowledge regarding the use of EMI among the participants.

- **Section Two: Investigation of attitudes and EMI**

This part specifically focuses on the second section comprising two questions. It aims to gather targeted information and insights related to those questions.

- **Question One**

The first question in the survey utilised a table consisting of eleven sentences to assess participants' attitudes towards the use of EMI and its associated modules, as well as the role of English in facilitating this change. The participants were asked to indicate their level of agreement or disagreement by using a Likert scale. The responses were as follows:

- "Teachers are using both French and Arabic to teach you".

For the first sentence, fifty-one participants strongly agreed, eighty-nine participants agreed, three participants disagreed, no answer in participants strongly disagreed, and ten participants chose the neutral option.

- "Replacing the method of teaching in French language by teaching in English is the right decision for Algerian universities".

In the second sentence, forty-seven participants strongly agreed, fifty-one participants agreed, thirty-seven participants disagreed, six participants strongly disagreed, and thirteen participants chose the neutral option.

- "Teachers must master English before delivering any lesson".

In the third sentence, eighty-three participants strongly agreed, four participants agreed, forty-four participants disagreed, nine participants strongly disagreed, and twelve participants chose the neutral option.

- "The students' level of English is going to affect comprehension inside the classroom".

For the fourth sentence, fifty-nine participants strongly agreed, eight participants agreed, forty-two participants disagreed, twenty participants strongly disagreed, and twenty-four participants chose the neutral option.

- "While using EMI, the lesson will be difficult to be delivered and understood".

In the fifth sentence, forty-six participants strongly agreed, thirty-six participants agreed, thirty-three participants disagreed, sixteen participants strongly disagreed, and twenty-one participants chose the neutral option.

- “The lesson will be neither difficult nor easy while using EMI in delivering the lesson”.

In the sixth sentence, thirty participants strongly agreed, thirty-eight participants agreed, seventeen participants disagreed, eleven participants strongly disagreed, and twenty-eight participants chose the neutral option.

- “When teachers will use EMI to deliver the lesson, students may face grammar and vocabulary difficulties”.

For the seventh sentence, sixty-nine participants strongly agreed, thirty-five participants agreed, twenty-eight participants disagreed, only one participant strongly disagreed, and nineteen participants chose the neutral option.

- “In using EMI, writing and speaking skills are going to be the first obstacle for students”.

In the eighth sentence, fifty-two participants strongly agreed, forty-four participants agreed, twenty-eight participants disagreed, four participants strongly disagreed, and twenty-four participants chose the neutral option.

- “A short period of time is going to be enough for teachers to gain the required level of English in order to use EMI”.

In the ninth sentence, eleven participants strongly agreed, forty-four participants agreed, fifty-five participants disagreed, thirty participants strongly disagreed, and seventy participants chose the neutral option.

- “The implementation of EMI in Algerian higher education will have advanced results”.

For the tenth sentence, sixty-three participants strongly agreed, sixty-four participants agreed, seven participants disagreed, twenty-two participants strongly disagreed, and fourteen participants chose the neutral option.

- "Using EMI inside the classroom will prohibit the student from learning English outside the university".

Lastly, in the eleventh sentence, fifty-eight participants strongly agreed, twenty-two participants agreed, twenty-seven participants disagreed, twenty-one participants strongly disagreed, and twenty-four participants chose the neutral option.

- "Using EMI inside the classroom will prohibit the student from learning English outside the university".

This comprehensive table allows for a detailed examination of participants' responses, providing valuable insights into their attitudes towards the use of EMI and its implications for English language usage.

- **Question Two**

The second question of the questionnaire focused on assessing the participants' expectations regarding their level of comprehension when EMI is going to be implemented. Each participant was asked to rate their expectations on a scale from one to ten, with one indicating the lowest level of comprehension and ten indicating the highest. The table provides the number of participants who selected each rating, along with the corresponding percentages. It shows that fifteen participants (9.9%) chose a rating of one, ten participants (6.6%) chose two, thirteen participants (8.6%) chose three, twenty participants (13.2%) chose four, thirty-three participants (21.7%) chose five, twenty participants (13.2%) chose six, fifteen participants (9.9%) chose seven, thirteen participants (8.6%) chose eight, eight participants (5.3%) chose nine, and five participants (3.3%) chose a rating of ten. This data

provides detailed insights into the distribution of participants' anticipated level of comprehension when EMI is applied. The table underneath is provided for clear information.

Table 3.17.
Participants' Responses on Comprehension Expectations

Expected level of comprehension	1	2	3	4	5	6	7	8	9	10
How many participants answered	15	10	13	20	33	20	15	13	8	5
Percentage	9.9 %	6.6 %	8.6 %	13.2 %	21.7 %	13.2 %	9.9 %	8.6 %	5.3 %	3.3 %

This section delves into the analysis of the data obtained from the student questionnaire, which was used as the second research instrument in this study.

3.1.3. Presentation of the Results of Classroom Observation

The third data-gathering instrument employed in this study is classroom observation. The analysis of classroom observation involved closely observing and documenting five Sessions, allowing researchers to gain comprehensive insights into the interactions and behaviours of both trainees and trainers. Consequently, the major following themes were extracted:

Table 3.18.
Themes Appeared from the Classroom Observations

Numbers	Themes
01	**The trainer's and trainee's attendance** reflected the progress of the training courses.
02	The teacher- student interaction is a part from creating a **classroom interaction**.
03	For trainees, the use **of the mother tongue and code switching** is a way for facilitating learning a language.
04	Discussing the meaning using **translation** is replacing words to other words from a language to another.

05 Teachers are using **English for Specific Purposes** to teach students and employers the language.

06 During the training courses, the trainer is **the knowledge provider** that assists the trainees.

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1. Trainers and Trainees' Attendance

Trainers and trainees both play an important role in the teaching and learning process. During the classroom observation, trainers consistently arrived 15-20 minutes before the scheduled time for the five sessions. However, the attendance of trainees was notably poor. In March 2023, only two members in the first group attended the course promptly, while the trainer decided to proceed with the lesson even with the presence of just one trainee. Additionally, the trainer of the second group combined two separate groups due to the low attendance. In April 2023, a group of four members, followed by individuals and pairs, attended the session.

2. Classroom Interaction

From attending five sessions, the trainers were successful in creating an interactive atmosphere for the trainees. In one particular class session held in February 2023, titled "solar energy" for the first group, the trainer implemented a course structure that encouraged active participation and discussion. The trainees were given a task involving filling the gaps, and they actively engaged by asking questions and collaboratively providing answers. Moving to the March 2023 session, during which the lesson was delivered, the trainees in pairs actively participated and alternated their involvement. The trainer allocated a duration of fifteen minutes for task correction, but the trainees completed the task swiftly and actively participated in the correction process.

Additionally, in the first group, the trainer commenced the lesson with a revision of the previous session, prompting trainees to answer questions, share comments, and exchange knowledge. The trainer also employed challenging questions to evaluate the progress of the trainees. On the other hand, during the listening classes with the second group, trainee participation declined as they focused on taking notes and maintaining their focus. However, the trainer effectively broke the silence by using the word “repeat,” which prompted the trainees to engage in the lesson.

3. Knowledge Provider and a Guider

The trainers assumed a dual role as guides and providers of knowledge. Specifically, they fulfilled about 30% of their role as guides and 70% as knowledge providers. Many of the trainees already possessed strong classroom management skills due to their professional backgrounds. Their prior experiences and knowledge greatly assisted the trainers in delivering the lessons, as they were able to follow, make educated guesses, and extract accurate meanings. Therefore, the trainers presented knowledge and observe the progress trainees, rather than guiding them. Both trainers expressed the view that being a knowledge provider increases individual competencies in order to improve the learning process.

4. The Use of the mother Tongue and Code Switching

The third theme that emerged from observing both groups. In the first group, the use of the mother tongue language was not practical, despite the trainer employing a straightforward and clear language. The trainees rarely utilized their mother tongue to explain difficult terms, and code switching between French and English was infrequent. Instead, both the trainer and the trainees relied on the strategy of clarification, using English to explain complex terms or convey information. Consequently, in April 2023, the trainer introduced the use of visual aids, such as pictures and symbols, for explanation purposes.

5. Translation

During the classroom observation, the researchers observed a pattern where trainees expressed a desire for subtitling of lessons, questions, tasks, or even simultaneous interpretation from the trainers during pre-lesson or post-lesson discussions. However, this behaviour varied between the two groups. In the first group, the trainer employed a simplified approach by delivering the lesson, questions, and tasks in clear and precise English. They also utilized visual aids, such as symbols and pictures, to enhance understanding. The trainees responded positively to this method of explanation, as they were highly interested in improving their English language skills. They appreciated the trainer's innovative approach to simplifying complex concepts. For example, in March 2023, the trainees were asked to match terms with their corresponding meanings, and the trainer used symbols to represent the definitions, facilitating the matching process. On the other hand, during the second group's session, there was a reliance on translation when answering the questionnaire. The trainer used translations and code switching into French due to the use of unfamiliar terms. Meanwhile, the trainees in this group focused on taking notes.

6. The Use of ESP

The theme of "English for a Specific Purpose" emerged as a significant finding during the analysis of the third instrument. Interestingly, the administration did not provide explicit guidance to the trainers regarding the use of specific methods or approaches. However, the first trainer took the initiative to select a book called "English Cambridge for Engineering" for teaching professional English. This decision was based on suggestions, the specific needs of the trainees, and their interests as Civil Engineering teachers. In March 2023, the course was delivered by the first trainer, with a focus on language usage, content, and the development of the four language skills. Various activities were employed, including filling gaps in reading, answering questions, listening to responses, and correcting written work. These activities

aimed to enhance the trainees' English proficiency within the context of their professional field.

On the other hand, the second trainer adopted a more flexible approach, aligning teaching methods and approaches with the trainees' respective specialties and prescribed lessons, such as environmental science, weather, and atmosphere. The delivered courses were complemented by additional practices that catered to the trainees' individual needs and preferences. These practices included filling gaps, completing tables and sentences, reformulating answers, and engaging in idea exchanges. Similar practices were implemented in March 2023, ensuring a comprehensive learning experience for the trainees.

3.1.4. Presentation of Results of the Interview

The researchers conducted an interview to complement the previous instruments. The interview was designed for English teachers in the Foreign Language Department at the UM. Out of the six trainers, two were selected for the interview.

The interview comprised thirteen questions. The purpose of this interview was to investigate the trainers' attitudes towards the training courses that focus on using English as the Medium of Instruction at the UM. Consequently, the interview conducted recently centred on the key aspects that the trainers prioritised during their course delivery. The objective of this interview is to gain an understanding of the training course environment and the trainers' attitudes and perspectives regarding the implementation of EMI by science and technology teachers. The questions are analysed from researchers as follows:

- **Question One:** What is the main objective of teaching English to trainees?

This question addresses the perspective of trainers regarding the implementation of EMI to science and technology teachers. The trainers provided varied responses, with the first emphasizing

the use of English to convey content while emphasizing the development of the four language skills. On the other hand, the second trainer highlighted the significance of English as a widely utilized language for international communication across various fields. Consequently, the main objective is to equip science and technology teachers with the essential language skills to effectively communicate and learn within an English-speaking environment.

- **Question Two:** Which approach are you using for teaching trainees?

This question aims to gather information about the training sessions for teaching. The first trainer adopted a content-based approach, where the content was connected to the language being taught. On the other hand, the second trainer employed a combination of approaches, such as the Communicative Language Teaching (CLT) approach, which emphasizes the development of learners' communication skills in real-life situations. Additionally, the second trainer incorporated Competency-Based Learning and Teaching (CBLT), integrating language learning with the acquisition of subject matter knowledge, with particular emphasis on oral communication skills. Both trainers focused on language learning within the context of content, placing a primary emphasis on communication.

- **Question Three:** Can you describe how the course was taught?

The purpose of this question is to gather more information about the employment of the training methods to facilitate English language learning by using EMI. The first trainer focused on connecting the lessons to engineering by implementing teamwork activities for group discussions on various topics and tasks. Conversely, the second trainer utilized different approaches, such as role-playing and engaging activities, to teach trainers. They also incorporated grammar structures like the present perfect and past perfect through dialogues. Additionally, the second trainer employed correction techniques such as repetition, recast, and providing assistance to enhance learners' accuracy.

- **Question Four:** Did the administration give you pedagogical support, such as curriculums, programs or course books?

Both trainers confirmed that the administration did not offer any guidance or recommendations regarding the selection of teaching methods. The trainers had complete autonomy and decision-making authority in this regard.

- **Question Five:** Are the sessions' timing enough to deliver the lessons?

Two hours per week may be enough to deliver a single lesson. However, when considering long-term objectives, teaching only one session per week would not allow learners to reach their final goals effectively**.**

- **Question Six:** According to you, are these hours sufficient to prepare the trainees to instruct English?

This question aims to gather the trainer perspectives on the training sessions, and they provided different responses. The first trainer stated that the sessions might be sufficient if they are served as initial instruction and if there is enough time allocated to cover the syllabus. Conversely, the second trainer responded with a negative viewpoint, asserting that two sessions per week are insufficient.

- **Question Seven:** Who determined the schedule of the training session?

According to the teachers' answers, the scheduling of teaching hours depends on the availability of both trainers and trainees. It is important to note that the administration did not exert any pressure on either the trainers or the trainees in this regard.

- **Question Eight:** Is teaching a group of 25 or 19 trainees an informed decision?

The intention of this question is to assess whether the large group size poses challenges to the learning process for trainees. The trainers' responses indicate that such a decision is unfavourable. From a scientific standpoint, an effective classroom typically comprises fewer than twenty students.

- **Question Nine:** Which kind of difficulties have you faced during the training courses?

The purpose of this question is to explore the teachers' perceptions regarding the difficulties that may encounter during training classes. The trainers discussed various challenges, starting with individual needs. Each learner has unique learning requirements and abilities, making it challenging for teachers to provide individual attention and support in a large group setting. Additionally, limited interaction and participation opportunities hinder trainees 'ability to engage fully in classroom activities. Time management poses another obstacle, as covering all the material within the allocated class time becomes challenging with a large group of trainees. Assessing individual progress and providing personalized feedback also becomes difficult in such settings. Lastly, the physical layout of the classroom can present challenges, as ensuring that all learners can see, hear, and access the teaching materials may be a daunting task in a large group.

- **Question Ten:** What is EMI according to you?

The purpose of this question is to understand the trainers; perspectives on EMI, along with how it relates to the attitudes of the trainees. The trainers' responses regarding EMI can be summarized as follows:

1. The trainers mentioned that learners are taught in English, using the language as a tool to learn content and achieve educational objectives.
2. They emphasized that EMI provides learners with valuable opportunities to enhance their English language skills while gaining knowledge and skills in other subject areas.

3. The trainers acknowledged the various contexts in which EMI can be beneficial, including international schools, universities, and vocational training programs.

- **Question Eleven:** Do you see EMI as a successful approach?

The intention of this question is to explore the trainers' attitudes towards the significance of EMI as a teaching approach. The trainers 'responses shed light on the following points:

1. EMI can offer learners increased exposure to the English language, leading to improvements in language proficiency and boosting their confidence in using English.
2. Implementing EMI can have positive academic outcomes, as it helps learners develop essential English language skills and enhances their performance in subjects such as science, mathematics, and social studies.

- **Question Twelve:** Is teaching EMI going to be considered as a challenge for the teachers of scientific fields?

This question aims to explore the primary perceptions regarding the challenges of EMI for trainers as English proficient teachers. The responses insights into the following key points:

1. The effectiveness of EMI depends on the learners' command of English. If the training courses are extended over the next few months, the Learners capability to use EMI is expected to improve for the following year.
2. One of the challenges in teaching scientific fields is the vocabulary and terminology used in scientific disciplines. It requires learners to have a solid understanding of these specialized terms.
3. Another challenge is the complexity of scientific concepts and theories, which demands that learners share a clear understanding of the scientific principles being taught.

4. Additionally, students and teachers in scientific fields often utilize English for conducting research and accessing resources. Being familiar with the use of English can be considered an advantage when implementing EMI.

- **Question Thirteen:** According to you, which approach will take account for teaching the scientific streams, ESP or EMI?

This question delves into the trainers 'viewpoints on the distinction between English for Specific Purposes (ESP) and EMI. The trainers 'responses reflect different perspectives:

T1: Asserts that both approaches can be practical options. They emphasize that possessing prior language knowledge facilitates the use of EMI when it is integrated with content. T2: Suggests that ESP and EMI are interconnected. They argue that the choice between the two approaches depends on the specific needs and goals of the learners. Factors such as language proficiency, English learning objectives, and the content and goals of the course should be taken into account when deciding between ESP and EMI.

Conclusion

This chapter focused on presenting and analysing the results obtained from the four instruments: the teachers' questionnaire, the students' questionnaire, classroom observations, and interviews. The analysis of the teachers' and students' questionnaires involved examining each question individually, supported by statistical data. In contrast, the observations data were transformed into thematic categories by the researchers for facilitating the analysis. The trainers' interviews were also analysed on a question-by-question basis. The main aim of analysing these data was to derive results that would be discussed in the subsequent chapter. This objective will be accomplished by the end.

CHAPTER FOUR

Discussion of Findings, Implications and Suggestions

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CHAPTER FOUR

Discussion of Findings, Implications and Suggestions

Introduction

This chapter is dedicated to a comprehensive analysis of the findings that were obtained from the previous instruments. Its main objective is to present a detailed summary that effectively addresses the research questions. In addition to summarizing the findings, this chapter also highlights the implications, limitations, and recommendations that arise from the study outcomes. These insights provide valuable guidance for future research efforts and contribute to the overall expansion of knowledge in the field.

4.1. Discussion of Findings

This section comprises the discussion of findings obtained from four different instruments: the teachers' questionnaire, the students' questionnaire, the classroom observation, and the interviews.

4.1.1. The Discussion of the Teachers' and Students' Questionnaires Findings

The data gathered from the questionnaire that has been presented and analysed in the previous chapter. This part is devoted to discussing back on the Research questions one by one, which are as follows:

- **Research Question 1:**What are the attitudes of teachers of Science and Technology towards EMI?
- **Research Question 2:** What are the attitudes of students of Science and Technology towards EMI?

- **Research Question 3:** What are teachers' attitudes towards English training courses at the University of Medea?

In this study, several research questions were addressed. Research Question 1 and 2 focused on investigating the attitudes of teachers and students of Science and Technology towards EMI. The questionnaire included questions related to gender, age, degree, years of teaching experience, and modules taught to gather insights into participants' attitudes. For example, participants were asked about their gender (Male/Female) and age range (20-30, 30-40, 40-50, and 50-60).

To address this research question, the following questions from the questionnaire are relevant:

- **Section Two-Question 1:** Have you undertaken an English course before? When and where?
- **Section Two-Question 2:** How do you evaluate your level of English?
- **Section Two-Question 3:** Have you already joined the English courses designed by your university?
- **Section Two-Question 4:** How do you assess learning an English language as a university teacher?
- **Section Two-Question 5**: In your opinion, is the specified period sufficient for teachers to be ready-to-use English?

Research Question 1 and 2 (What are the attitudes of teachers of Science and Technology towards EMI? and What are the attitudes of students of Science and Technology towards EMI?) aimed to identify their perspectives on EMI. Questions in the questionnaire assessed participants' prior English courses, self-evaluation of English proficiency, participation in university-designed English courses, assessment of English language learning as university teachers, and their opinions on the adequacy of the specified period for teachers to be ready-to-use English. For instance, participants were asked about their

satisfaction level with previous English courses and their evaluation of their own English proficiency level(Level A, Level B, and Level C). These questions provide insights into the participants' experiences with English language learning, their evaluations of their English proficiency, their engagement with university English courses, and their perspectives on the readiness of teachers to use EMI. These factors contribute to understanding the potential benefits of EMI at UM.

- **Research Question 3:** What are the teachers' attitudes towards the training courses for using English as Medium of Instruction at the University of Medea?

To address this research question, the following questions from the questionnaire are relevant:

- **Section Three-Question 1:** Which language do you use to teach your subject?
- **Section Three-Question 2:** What do you know about the use of EMI at university? How do you define it?
- **Section Three-Question 3:** What does using EMI involve for teachers?
- **Section Three-Question 4:** As a teacher, do you believe that any teacher can achieve the required capacities to use EMI?
- **Section Three-Question 5**: Do you think that the implementation of EMI in the Algerian university will be successful?
- **Section Three-Question 6:** How do you evaluate the implementation of EMI for the first time in the Faculties of Science and Technology?
- **Section Three-Question 7:** Statements regarding the use of EMI, where participants indicate their level of agreement or disagreement.

These questions offer valuable insights into teachers' viewpoints regarding the use of EMI in Algerian higher education. They delve into various aspects such as teachers' understanding of EMI, their beliefs regarding their own ability to employ EMI, their assessment of the success of EMI implementation in Algerian universities, and their evaluations of EMI usage specifically within the Faculties of Science and Technology. The third research question, which relates to Section Three (Q1-Q7), aims to explore teachers' perspectives on the use of EMI in Algerian higher education. The responses shed light on

teachers' language preferences for teaching their subjects, their knowledge about EMI, factors influencing EMI implementation, their proficiency in implementing EMI, the effectiveness of EMI in Algerian higher education, and their evaluations of EMI implementation within science and technology faculties. These findings collectively provide a comprehensive understanding of teachers' viewpoints on the use of EMI in Algerian higher education.

In the responses to these questions, the study can address the respective research questions and gain a comprehensive understanding of the attitudes, benefits, and challenges associated with EMI in the context of Science and Technology education.

4.1.2. Discussion of the Classroom Observation Findings

The analysis of the training classes' observation has yielded significant findings that have been categorized into distinct themes. As professional teachers in the field of Science and Technology, they face various challenges, such as university schedules, session timings, distance, and other commitments, which can hinder their ability to attend training sessions on time. This, in turn, affects **attendance** rate. However, the trainers show understanding of late comers and proceed with delivering the lesson, even with a limited number of trainees. Furthermore, despite the difficulties in attending the training courses, a few dedicated individuals remain steadfast in their pursuit of learning.

The trainers assumed an active role in classroom management by efficiently presenting the course material and assigning tasks that fostered knowledge sharing among the trainees. The keen observation skills enabled them to establish an interactive learning environment that motivated the trainees to engage and actively participate in the subject matter. The trainers' positive attitude and inviting atmosphere facilitated trainees' seamless interaction in a variety of activities, leading to improved understanding and acquisition of knowledge.

Furthermore, through careful observation of the training classes, it was apparent that the trainees had a wealth of knowledge and significant teaching experience. Trainers focused on overseeing the classroom dynamics, providing guidance during practice sessions or reading activities. However, the exchange of knowledge was not one-sided; both the trainers and trainees actively participated in sharing valuable information. While the trainers facilitated language teaching and learning, the trainees contributed their own background knowledge, enriching the overall learning experience.

Effective communication between trainers and trainees plays a crucial role in the teaching process, encompassing activities like asking and answering questions, active participation, and exchanging ideas. During the observational period, it was evident that trainees tended to rely on their primary foreign language, French, for communication. Similarly, trainers used **code switching** using French to explain complex words and concepts. Despite the trainers' efforts to facilitate understanding, trainees often resorted to using French when explaining unfamiliar English terms, indicating their comfort with the language.

Teaching English to trainees with a focus on language content and the development of the four skills can be highly beneficial, especially when they have a need to learn the fundamentals of the language. The use of **English for Specific Purposes (ESP)** by trainers further facilitates the learning process and helps students gradually acquire language proficiency. Incorporating ESP in the form of activities and tasks not only enhances the learning experience but also keeps trainees engaged and motivated during the sessions.

4.1.3. Discussion of the Interview Findings

The First part of the interview discussed **the training atmosphere**, where the trainers focused on fostering a positive atmosphere for the trainees, respecting their professional expertise as scientific teachers. The trainers prioritized the trainees' needs and utilized

multiple teaching methods and approaches, emphasizing the importance of grammar, vocabulary, the four language skills, and effective communication, while also facilitating the overall language learning process. Furthermore, the administration gave the free choice to trainees and trainers to explore and engage in activities of their choice.

The second part of the interview where explored the challenges faced by trainers and trainees during the training sessions. The trainers identified several difficulties that negatively affect the learning process. Firstly, the limited time of only four hours per week posed a constraint on effectively covering all the necessary materials. Additionally, the presence of many trainers in the class made it challenging to maintain interaction and active participation. Meeting the diverse needs of the trainees was another hurdle, as different types of trainees were involved. Moreover, the language barrier proved to be a significant obstacle, particularly when the trainees and the teacher did not share a common language. If trainees only spoke Arabic and neither French nor Arabic, it created further difficulty in language acquisition.

The last part of the interview discussed the attitudes of trainers towards incorporating EMI in the Science and Technology faculties. While the trainers recognized the importance of EMI in improving language proficiency and enhancing academic performance, they also expressed concerns about the potential challenges it poses for both scientific teachers and students. Furthermore, the trainers emphasized the interconnection between English for Specific Purposes (ESP) and EMI, highlighting that the choice to implement either approach depends on the specific learning objectives that need to be achieved.

4.2. Summary of the Findings

This part is mainly concerned with summarizing the discussion of findings of the instruments that were used to collect data, through corroborating themes, as they are stated above there are four instruments, which are: teachers' questionnaire, students' questionnaire,

interviews, and classroom observations, it reveals several interconnected themes. The teachers' questionnaire provides valuable insights into demographic information, academic background, field of teaching, and English language training courses. These themes are closely related to the students' questionnaire, which explores English language proficiency levels, faculty participation, and majors chosen. Both questionnaires also delve into attitudes towards EMI, emphasizing the importance of teachers' English proficiency and the impact of EMI on comprehension.

The interviews shed light on various aspects of EMI implementation, including attendance, content and language focus, communication, and classroom management. These themes align with the classroom observation findings, which emphasize the training atmosphere, challenges faced, and trainees' attitudes towards the training courses and EMI. The classroom observations further reinforce the significance of effective communication and interaction in the EMI context.

Furthermore, the teachers' questionnaire and interviews delve into the elements considered in implementing EMI and the capacity and readiness for EMI. These themes resonate with the students' questionnaire themes of familiarity with EMI, challenges and obstacles faced, and the impact of EMI on English learning. The Likert scale responses collected through the teachers' questionnaire reflect the overall perceptions and experiences related to EMI implementation in Algerian higher education and science and technology faculties.

By examining the themes across the different instruments, we gain a comprehensive understanding of the complexities and interconnections between the perspectives of teachers and students, the challenges faced, and the impact of EMI on language proficiency and

comprehension. This integrated analysis provides valuable insights for enhancing EMI practices and guiding future research and educational policies.

4.4. Limitations of the Study

The researchers faced multiple obstacles and encountered various challenges during the implementation of this research study, which consequently imposed limitations on the study.

- The administration rejected the topic because it pertained to a new decision that had not been put into practice yet.
- The official announcement regarding the implementation of EMI in the science and technology faculties was verbally on May 2023. This posed challenges in gathering data.,
- The lack of attendance by the majority of trainees during the training courses had a direct impact on the availability of data.
- The researchers faced difficulties in obtaining teacher responses for the questionnaire, leading to a delay of four months. To address this issue and streamline data collection, the researchers made the decision to utilize an online format for the questionnaire. This approach aimed to facilitate the gathering of data and mitigate any logistical hurdles.

These limitations shed light on the challenges encountered by the researchers and underscore the significance of being flexible and adaptable when conducting research. Despite these obstacles, the study remained resilient and continued to accumulate valuable insights into the application of EMI in science and technology faculties.

4.5. Implications

The findings of the research indicate that both teachers and students have a positive attitude towards using EMI in scientific fields. However, it is worth noting that students in the

technology and science faculties at the University of Medea encounter difficulties in using English due to the predominant use of French in teaching and learning. Considering this, this section aims to provide pedagogical implications for students (learners) and teachers to support the adoption of EMI in scientific fields.

- Students are asked to accept the substitution of French with English and are actively striving to enhance their language skills for using EMI. (For students opposing EMI.)
- Students are asked to join intensive languages institutions. (Students with a low level of English)
- Students are asked to acquire scientific terms in English “related to their fields” and gradually incorporate them into their academic context.
- Students are asked to join accelerated formation for ESP during the summer holiday.
- Teachers are asked to accept the substitution of French with English and are actively striving to enhance their language skills for using EMI. (For teachers opposing EMI.)
- Teachers are asked to join accelerated formation for ESP during the summer holiday.
- Teachers are asked to cultivate a positive mind-set towards the utilization of English to enhance their students' understanding and awareness of the language.
- The Ministry of Higher Education and Scientific Research is strongly urged to establish a comprehensive supervision framework to oversee the implementation of English-Medium Instruction (EMI) in universities across Algeria.

The Ministry of Higher Education is strongly urged to provide a comprehensive educational English for Specific Purposes (ESP) program schedule as a valuable support resource for both teachers and students. This program schedule would outline the necessary framework and guidelines for teaching and learning ESP courses in higher education institutions

4.6. Suggestions for Further Research

- The researchers encountered certain limitations in this study, which led to some points not being covered comprehensively. However, these limitations can present opportunities for future research, benefiting many students who wish to undertake similar studies. Some potential areas of exploration include:
- Conducting longitudinal research to examine the ongoing effects of EMI on students' learning outcomes and language proficiency over time.

  Investigating other factors related to EMI implementation, such as student behaviours and beliefs during the use of EMI or exploring if attitudes towards the subject matter change after the implementation of EMI.
- Exploring the challenges and obstacles faced by students when adapting to EMI approaches and identifying strategies to overcome them.
- Conducting comparative research between the use of EMI and previous instructional approaches, such as the use of French as a medium of instruction, to evaluate the impact on students' language skills and overall learning experience.

These potential research directions offer promising opportunities for further investigation and contribute to the expanding body of knowledge on EMI implementation and its implications for students.

4.7. Recommendations

This study, being a preliminary case study, has certain limitations that resulted in some points not being fully covered. Despite these limitations, the researchers would like to make the following recommendations:

- This study can serve as a valuable source of inspiration for students who have an interest in the use of EMI. It can provide them with insights and ideas for further exploration in this area.

The researchers recommend that intensive institutes and language labs establish an educational English platform for students, offering weekly sessions to enhance their language skills.

- In the faculties of Science and Technology, the researchers suggest organizing training Courses specifically tailored to students within these faculties, incorporating the use of the EMI approach.
- The researchers also recommend leveraging the expertise of English department teachers by assigning them the task of training students twice a week to strengthen their English language proficiency. These recommendations aim to address the limitations of this study and provide practical suggestions for future initiatives that can support students' language development and facilitate the effective implementation of EMI.

Conclusion

To sum up, the present chapter tackled the discussion of findings for answering the research questions posed in this study, through the four instruments used in collecting data. These findings have important implications for both students and teachers from both faculties. However, it is essential to acknowledge the limitations of this study, such as the virtually of our topic as well the rejection. Based on these findings, several recommendations can be made for further research. Overall, this study contributes to the understanding of attitudes of teachers' and students' toward the use of EMI and provides valuable insights.

GENERAL CONCLUSION

The status of the English language as an international language in the world has given it global importance. This significance has led to the English language being widely used as a medium of instruction, particularly in higher educational institutions. The English Medium of Instruction (EMI) approach has seen significant growth in the Middle East and North Africa (MENA) region. This approach involves using English as the primary language for teaching in Arab countries, where English is neither the primary language nor the mother tongue. In Algerian higher education, where the dominance of French is prevalent, the implementation of EMI has gained traction. In light of the increasing use and importance of EMI, a case study titled Exploring Teachers and Students Attitudes toward the use of EMI was conducted at UM, specifically focusing on the faculties of Technology and Science.

The primary focus of this study is to identify and examine the advantages and positive outcomes associated with the implementation of EMI at the UM through exploring both students' and teachers' attitudes. By delving into the university context, the research aims to uncover how the utilization of English as the primary instructional language influences the overall university environment, shapes educational experiences, and ultimately affects the learning outcomes of both students and faculty members.

In addition to the broader examination of the implementation of EMI, this research also places specific emphasis on assessing the attitudes of teachers at the UM towards the training courses that have been designed to support the adoption of EMI. Through an exploration of their perceptions, opinions, and experiences, the study seeks to gain insights into how these training courses are perceived in terms of their effectiveness, relevance, and the level of support they provide to teachers in preparing them for instruction in an English-medium environment.

By considering the perspectives of the teachers, the research aims to provide a comprehensive understanding of their experiences and to identify any areas where improvements may be needed. This assessment will contribute to the ongoing development and refinement of the training programs, ensuring that they meet the needs and expectations of the educators involved. Ultimately, the goal is to enhance the overall quality of English-medium instruction at the UM thus positively influencing the educational experience and outcomes for both teachers and students.

This exploratory case study conducted a mixed-method approach, utilizing four instruments including teachers ‘and students’ questionnaires, classroom observation, and interviews, to gather valuable data. The results obtained from the data analysis revealed several noteworthy findings. Both students and teachers expressed high levels of satisfaction with their language proficiency. This proficiency, characterized by their ability to achieve desired learning outcomes, has instilled a strong sense of motivation and a desire to enhance their skills.

Interestingly, despite their satisfaction with their language level, participants demonstrated a lack of familiarity with the concept of EMI. However, they displayed awareness and understanding of its significance, acknowledging its imminent implementation in both faculties. A considerable majority recognized the importance of applying EMI specifically within scientific fields, while some expressed reservations, the majority of students and teachers exhibited a positive attitude towards utilizing EMI. They perceived it as an easily comprehensible language and recognized the numerous benefits it offers, including expanded job opportunities, enhanced global communication capabilities and research papers, and improved access to scientific literature. Furthermore, a significant number of participants emphasized the importance of Algeria adopting EMI as a whole.

Remarkably, the research showed that students had a strong inclination towards studying in English over French. Many students were willing to transition to English as the language of instruction, despite facing difficulties primarily related to vocabulary. They emphasized that English-medium courses would make their learning experiences more engaging and enjoyable. Both teachers and students acknowledged the potential benefits of using EMI, however, they expressed the need for adequate time to acclimate and adapt to the change.

In summary, based on the thorough analysis of the students' questionnaire responses, it can be concluded that the majority of students hold a positive attitude towards the transition to the English language. Despite encountering challenges, they displayed a willingness to embrace EMI, particularly within scientific fields. It is evident that students exhibit motivation and interest in utilizing English. Consequently, the integration of the English language poses a significant challenge for Algerian universities, necessitating comprehensive reforms such as increased English language instruction across various fields, not solely limited to.

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APPENDICES

APPENDIX A

جامعة يحي فارس بالمدية
كلية الأداب واللغات
قسم اللغة الإنجليزية

المدية في: 2023/02/14
اسم المعلبتان: بلقيس ملى كالي
يسرى لهى زارزى

الى السيد عميد كلية العلوم

الموضوع:

طلب ترخيص إجراء إستبيان على اساتذة و طلاب كلية العلوم بجامعة يحي فارس , و السماح لنا بحضور بعض حصص تكوين الأساتذة.

نحن الممضون أسفله الطالبتان يسرى لهى زارزي و بلقيس ملى كالي ,يشرفنا أن نتقدم إلى حضرتكم بطلبنا هذا و المتمثل في إعطائنا الإذن و السماح لنا بإجراء استبيان على أساتذة و طلاب كلية العلوم بجامعة يحي فارس , و السماح لنا بحضور بعض حصص تكوين الأساتذة الجامعيين في اللغة الإنجليزية.
كل هذا يندرج تحت إطار إنجاز مذكرة ماستر بهدف جمع البيانات و تحليلها.

نرجو منكم تقبل طلبنا هذا بأسمى عبارات الإحترام و التقدير

الإمضاء

APPENDIX B

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الأمين العام

رقم 33 /ا/ع/2022

بالجزائر، في 28 2022

السادة رؤساء الندوات الجهوية للجامعات،

بالاتصال مع السيدات والسادة مديري مؤسسات التعليم العالي

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية في التعليم والتكوين العاليين.

في إطار مسعى القطاع الرامي إلى تعزيز تفتّح مؤسسات التعليم والتكوين العاليين وتحسين مرئيتها على المستوى الدولي، أبلغكم أنه تمّ ضبط مقاربة تفضي بتعزيز استعمال اللغة الإنجليزية في التعليم والتكوين، والتي لا يمكن تجسيدها فعليًا دون توفّر مورد بشري مؤهّل.

يتعلّق الأمر بتكوين الأساتذة الباحثين في اللّغة الإنجليزية بمستوى يسمح لهم، لاحقًا، بضمان تدريس مختلف الوحدات التعليمية، تدريجيًا، بهذه اللغة.

وفي هذا الشأن، يتعيّن على كلّ مؤسسة جامعية، حسب إمكانياتها المتاحة، وكمرحلة أولى، تسطير برنامج لتكوين أساتذتها في اللغة الإنجليزية ابتداءً من السنة الجامعية 2022-2023، مع استهداف مستوى تعلُّم يوافق درجة (B2) أو (C1) على الأقل، على نحو English for specific purposes على مستوى مراكز التعليم المكثّف للّغات (CEIL)، أو التسجيل في شهادة ليسانس حسب الإمكانات المتاحة لكلّ مؤسسة.

تحياتي.

الأمين العام للنيابة

عبد الحكيم بن [illegible]

نسخة مرسلة إلى السيد الوزير (على سبيل عرض العمل)

وزارة التعليم العالي والبحث العلمي - الإدارة العامة

11 شارع مولود معمّري - بن عكنون - الجزائر



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



الديوان
خلية الاعلام والاتصال

الجزائر، 02 اكتوبر 2022

تعزيز استعمال اللغة الإنجليزية
في التعليم والتكوين العاليين

وجهت وزارة التعليم العالي والبحث العلمي مراسلة إلى السادة رؤساء الندوات الجهوية للجامعات ، لتعميمها على السيدات والسادة مديري مؤسسات التعليم العالي، بخصوص تعزيز استعمال اللغة الإنجليزية في التعليم والتكوين العاليين.

ومن أجل توفير مورد بشري مؤهل لتعليمية اللغة الإنجليزية في مؤسسات التعليم العالي ، جرى ضبط طريقة تدريس محكمة تفضي لتكوين الأساتذة الباحثين في اللغة الإنجليزية.

وتنص المراسلة على ضرورة تجنيد كل مؤسسة جامعية لطاقاتها التأطيرية، وإمكاناتها المتاحة وتسطير برنامج لتدريس أساتذتها اللغة الانجليزية، على مستوى مراكز التعليم المكثف للغات، مما يسمح لاحقا للأساتذة من تدريس كل الوحدات التعليمية تدريجيا باللغة الإنجليزية، وهذا من خلال حصول الأساتذة على تكوين يوافق مستوى B2 أو C1 ، أو تسجيل الأساتذة الباحثين للحصول على شهادة اللغة الإنجليزية حسب إمكانيات كل مؤسسة جامعية.

كما أن المسعى الآخر من هذا الإجراء هو التمكين من مرئية مؤسسات التعليم العالي الجزائرية، ومقروئية منتجاتها العلمية والبيداغوجية، لتحسين ترتيبها وتصنيفها على المستوى العالمي.

Appendix C

Students' Questionnaire

Dear student

This questionnaire is part of a Master's research investigating the use of English as a Medium of Instruction at the University of Yahia Fares of Medea in the Faculties of Technology and Science.

We will be grateful if you provide us with your answers on the following questions for the sake of our thesis's accomplishment. Your cooperation is appreciated. **Thank you!**

NB: your answers will be far from any criticism, anonymous and will not affect your educational path.

- Definition of **EMI** :
  EMI is the use of the English language to teach academic subjects, in countries where the first language of the population is not English.(Macro et al.,2018,p.37)

Section one

1. **Gender**
   - Male
   - Female
2. **Do you master another language other than Arabic?**
   - French
   - English
3. **How do you evaluate your level of English?**
   - Level A (A1 / A2).
   - Level B (B1 / B2).
   - Level C (C1/ C2).
4. **In which Faculty do you study?**
   - Science
   - Technology
5. **What is your specialty/ your specific field of study?**

.....
.....

Have you heard about using English as a Medium of instruction in Algerian Higher education?

- Yes
- No

Section two

Tick the corresponding answer for you in the following table.

1

Sentences	Strongly agree	agree	disagree	Strongly disagree	Neutral
Teachers are using both French and Arabic to teach you.					
Replacing the method of teaching in French language by teaching in English is the right decision for Algerian universities.					
Teachers must master English before delivering any lesson					
The students' level of English is going to affect comprehension inside the classroom.					
While using EMI, the lesson will be difficult to be delivered and understood					
The lesson will be neither difficult nor easy while using EMI in delivering the lesson.					
When teachers will use EMI to deliver the lesson, students may face grammar and vocabulary difficulties.					
In using EMI, Writing and speaking skills are going to be the first obstacle for students.					
A short period of time is going to be enough for teachers to gain the required level of English in order to use EMI.					
The implementation of EMI in Algerian higher education will have advanced results.					
Using EMI inside the classroom will prohibit the student from learning English outside the university.					

- From one to ten, tick how do you expect your level of comprehension where EMI is applied ?

1	2	3	4	5	6	7	8	9	10

2

Teachers Questionnaire

Dear Teacher,

This questionnaire aims at exploring teacher's attitudes and beliefs on the use of English as a Medium of Instruction at Yahia Fares University of Medea. We will be glad and grateful if you will provide us with your answers on the following questions for the sake of our dissertation's accomplishment. Your cooperation is appreciated. **Thank you.**

Cher professeur,

Ce questionnaire vise à explorer les attitudes et les croyances des enseignants sur l'enseignement de l'Anglais comme moyen instruction a l'Université Yahia Fares de Medea. Nous serons heureux et reconnaissants si vous nous prémunirez vos réponses aux questions suivantes afin de préparer notre thèse, Votre aide est appréciée. **Merci .**

Section one

1. **Gender:**
   - Male (homme)
   - Female (femme)
2. **Age:**
   - 20-30
   - 30-40
   - 40-50
   - 50-60
3. **Degree (Grade):** ……
4. **Years of teaching experience (Années d'expérience dans l'enseignement):**
   ……
5. **Modules taught (module enseignés):** ……
   ……

Section Two

1. Have you undertake an English course before? When and where?
(Avez-vous déjà suivi un cours d'anglais ? Quand et où?)
   - Yes
   - No

……
……

- If yes, how satisfied or dissatisfied are you with this experience?
(Si oui , comment avez-vous trouvé l'expérience?)
  - Very satisfied (trés satisfait)
  - Satisfied (satisfait)
  - Unsatisfied (Plutôt mécontent)
  - Very unsatisfied (Très mécontent)
  - Neutral (ni satisfait ni mécontent)

2. How do you evaluate your level of English?
(Comment évaluez-vous votre niveau d'anglais?)

1

- Level A (A1 / A2)
- Level B (B1 / B2)
- Level C (C1/ C2)

3. Have you already joined the English courses designed by your university?
(Avez-vous déjà rejoint les cours d'Anglais conçus par l'université?)
   - Yes (oui)
   - No (non)
   - Not yet (pas encore)

4. How do you assess learning English language as a university teacher?
(Comment expertisez-vous l'apprentissage de l'Anglais en tant que professeur d'université?)
   - Acceptable
   - Unacceptable
   - Reasonable
   - Unreasonable

5. In your opinion is the specified period sufficient for teachers to be ready to use English?
(À votre avis la période indiquée pour apprendre l'anglais est-elle suffisante pour que les enseignants soient prêts à utiliser l'anglais ?)
   - Very Sufficient (très suffisant)
   - Sufficient (suffisant)
   - Unsure (incertain)
   - Insufficient (insuffisant)
   - Very insufficient (très insuffisant)

   ➢ Why?

.....
.....

Section Three

1. Which language do you use to teach your subject?
(Quelle langue utilisez-vous pour enseigner votre matière?)
   - Arabic
   - French
   - English
   - Code switching (Les locuteurs alternent deux langues ou plus dans une conversation, un changement de code)
   - Code mixing (C'est le mélange de code fait référence au transfert d'éléments linguistiques ou de mots d'une langue à une autre)

2. What do you know about the use of English as a Medium of Instruction (EMI) at university? How do you define it?
(Que savez-vous de l'utilisation de l'anglais comme langue d'enseignement (EMI) à l'université ? Comment le définissez-vous ?)

.....
.....

3. What does using English as Medium of Instruction involve for teachers?

(Qu'est-ce que l'utilisation de l'anglais comme moyen d'enseignement implique pour les enseignants ?)

- Teaching Grammar (grammaire)
- Using translation (traduction)
- Subject content (contenu)
- The four skills (les quatres compètences, la lecture, l'écriture, l'action d'écouter et l'action de parler)
- All of them (tous)

4. As a teacher, do you believe that any teacher can achieve the required capacities to use English as a medium of instruction?

(En tant qu'enseignant, pensez-vous que n'importe quel enseignant peut atteindre les capacités requises pour enseigner l'anglais comme moyen d'enseignement ?)

- Yes
- No

➢ If no, why?.....
.....
.....

5. Do you think that the implementation of English as a Medium of Instruction in Algerian university will be successful?

(Pensez-vous que la mise en œuvre de l'anglais comme langue d'enseignement dans l'université algérienne sera un succès ?)

- Yes
- No

6. How do you evaluate the implementation of EMI for the first time in the Faculties of Science and Technology?

(A votre avis comment évaluez-vous l'utilisation de l'EMI pour la première fois dans les Facultés des Sciences et de Technologie?)

- Poor (mauvais)
- Average (moyenne)
- Good (bien)
- Excellent (parfait)
- Below average (sous la moyenne)

7. Tick the correspondant statement for you (Cochez la phrase correspondante pour vous):

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
• Using EMI will negatively impact the learning process for university students. (l'utilisation de l'EMI affectera negativement le processus d'apprentissage des etudiants univérsitaires)					
• In using EMI, students will face comprehension difficulties in class. (Pendant l'utilisation de l'EMI, les					

étudiants seront confrontés à des difficultés de comprehension en classe)					
• Both teachers and students are going to notice language improvement in using EMI. (Les enseignants et les étudiants vont remarquer une amélioration de la langue en utilisant EMI)					
• Where EMI is applied, there will be inadequate class interaction. (Il y aura une interaction de classe inadéquate, où l'EMI est appliqué)					
• Using EMI will facilitate communication for both teachers and students. (L'utilisation d'EMI donnera la possibilité de communiquer aux enseignants et aux étudiants)					
• I am going to use EMI in teaching my subject next year. (Je vais utiliser EMI pour enseigner ma matière l'année prochaine)					
• I am not ready to use English. (Je ne suis pas prêt à utiliser l'anglais					
• I think students are not ready to grasp their courses when using EMI, because of their poor English skills. (Je pense que les étudiants ne sont pas prêts à saisir leurs cours lorsqu'ils utilisent EMI, car ils traitent un niveau d'anglais bas .)					
• Using EMI will facilitate the research process for students. (L'utilisation d'EMI facilitera le processus de recherche pour les étudiants.)					
• Using EMI will facilitate writing PhD articles. (L'utilisation d'EMI facilitera la rédaction des articles de Doctorat)					

4

Appendix D

Teachers' Interview

Questions:

Q1: What is the main objective of teaching English to trainees?

Q 2: Which approach are you using for teaching trainees?

Q3: Can you describe how the course was taught?

Q4: Did the administration give you pedagogical support, such as curriculums?

Q5: Are the sessions' timing enough to deliver the lessons?

Q6: According to you, are these hours sufficient to prepare the trainees to instruct English?

Q7: Who determined the schedule of the training session?

Q8: Is teaching a group of 25 or 19 trainees an informed decision?

Q9: Which kind of difficulties have you faced during the training courses?

Q10: What is EMI according to you?

Q11: Do you see EMI as a successful approach?

Q12: Is teaching EMI going to be considered as a challenge for the teachers of scientific fields?

Q13: According to you, which approach will take account for teaching the scientific streams, ESP or EMI?