

English as a Medium of Instruction: Instructors' Perspectives on Student Learning Outcomes at PSAU's Business College in the KSA

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ABSTRACT

The educational scenery is experiencing a significant transformation, particularly in higher education, with growing emphasis on English as a Medium of Instruction (EMI) across various disciplines. This study investigated instructors' perspectives on EMI and its impact on student learning outcomes at the Business College of Prince Sattam bin Abdulaziz University (PSAU) in Saudi Arabia. It explored how instructors perceive EMI's influence on student comprehension, engagement, academic performance, and identified the challenges and advantages of implementing EMI in a business education context. A questionnaire containing 25 statements was distributed to 30 EMI instructors during the first semester. The findings indicated that while instructors generally perceived EMI as a tool for improving learning outcomes—particularly in fostering student engagement, enhancing critical thinking, building confidence, and providing access to international academic resources—they also acknowledged several limitations. Instructors reported facing challenges related to their own communicative abilities in English, which at times hindered effective knowledge transfer. Moreover, simplifying complex business concepts for students with limited English proficiency proved difficult. The lack of EMI-specific training for faculty further complicated effective course delivery. Despite these challenges, instructors noted that EMI helped broaden students' access to up-to-date global resources and prepared them to use English professionally, a skill essential for their future careers. It also encouraged the development of critical thinking from a global business perspective. The study underscored the importance of faculty development and institutional support to enhance EMI implementation and improved student learning experiences in business education settings.

Keywords: Indexed Terms— EMI, instructors' perspectives, student's learning outcomes, business college.

INTRODUCTION

In recent years, the adoption of EMI has expanded rapidly across non-English-speaking countries, particularly within higher education institutions aiming to internationalize curricula and improve graduates' global competitiveness. Shimauchi, 2018 asserts that EMI is increasingly gaining popularity among top universities in non-English-speaking countries, as they see it as a key strategy for enhancing their international reputation. Dearden (2014, p. 2) mentions that EMI is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people. It has previously been proposed by Tarabelsi et al. (2024), in their investigation of how Arab students employ

communication strategies while using EMI, it was found that both gender and language proficiency had a positive impact on the students' use of these strategies. In Saudi Arabia, this trend is increasingly evident in business colleges, where English is often used to deliver content across a range of disciplines. While EMI may offer several advantages—such as improved English proficiency and access to international resources—it also presents significant challenges, particularly in regions where English is not the primary language of instruction or communication.

The effectiveness of EMI depends not only on student readiness but also on instructors' ability to deliver complex subject matter in a second language. Instructors play a pivotal role in shaping students' academic experiences and outcomes, and their perspectives provide valuable insights into the practical realities of EMI implementation. However, current literature reveals a dearth of research exploring these perspectives within the Saudi Arabian context, particularly at the institutional or departmental level at colleges of business.

Despite the growing use of EMI in higher education institutions across non-native English-speaking countries, there remains a notable absence of research exploring its impact within the specific context of Saudi Arabian business colleges. This lack of studies limits our ability to fully understand how EMI affects student learning outcomes, particularly from the perspective of instructors who directly facilitate the educational process. Additionally, the scarcity of institution-specific investigations—especially at the school or college level—hampers the development of informed policies and teaching strategies that could enhance learning effectiveness and equity in multilingual academic environments. Hence, based on the above, the aim of this present study is going to explore instructors' perceptions EMI at the Business College of Prince Sattam bin Abdulaziz University (PSAU) in Saudi Arabia during the academic year (2025-2026), examine how instructors perceive the impact of EMI on student learning outcomes, including comprehension, engagement, and academic performance, challenges and advantages associated with implementing EMI in a business education context in Saudi Arabia and contribute context-specific insights that can inform evidence-based teaching practices and policy development in similar educational settings. The study will be of great value to those who work in the field of teaching EMI, syllabus design and applied linguistics.

LITERATURE REVIEW

Jiye and Basturkmen (2025, p. 3) mention that the definition of EMI varies. One prominent definition refers to EMI as the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English.

Tsou and Kao (2017, p. 6) EMI refers to English-taught subject courses offered in non-English-speaking countries.

Abdedaim (2024, p. 1) states that the use of English as a medium of instruction in higher education has witnessed a significant global rise, driven by the increasing demand for English-taught programs in universities. According to Hugo and Murphy (2020, p. 2) internationalization encompasses all dimensions of higher education, including its philosophical foundations, social and economic objectives, governance structures, institutional policies, and the day-to-day roles of faculty and students in the classroom. Research on internationalization is conducted at both macro and micro levels, utilizing quantitative and qualitative methodologies. However, there is often a disconnect between policy goals and actual practice. While stakeholders frequently emphasize that internationalization aims to prepare students for participation in a globalized society and to enhance the quality of education, large-scale studies suggest that institutions often prioritize the recruitment of international students and the expansion of mobility programs. These activities tend to reflect financial objectives—such as revenue generation—rather than a commitment to implementing quality assurance mechanisms that support educational improvement.

Abdedaim (2024, p. 3) exposes the advantage of EMI can improve English language proficiency, and may offer a competitive advantage in the workplace.

Tsou and Kao (2017, p. 3) explain that the internationalization of higher education can be divided into two main types. The first involves integrating an international outlook into teaching, learning, and research activities within a country's own educational institutions. The second type refers to offering academic programs—including courses, student and faculty exchanges, and scholarly activities—across national boundaries. As global competition in the higher education sector intensifies, universities are increasingly under pressure to secure limited resources and expand their presence in the market. Similar to commercial enterprises, universities are not only competing locally but are also targeting the global education market, which is seen as vital to their long-term survival.

In recent years, a growing number of European universities have been actively pursuing international expansion by establishing branches abroad. This trend, driven by the globalization of higher education, has led to

a rapid rise in the use of EMI, sparking considerable academic interest and ongoing debate among educators and policy-makers.

They further add (p. 12) the growing trend of EMI has several implications. First, with the fast-increasing EMI courses, EMI instructors can expect classrooms with most, if not all, domestic students. The trend also points to the need for more EMI teachers in order to meet the demand. In both cases, adequate teacher training program for all levels of subject teachers is in need in order to maintain the quality of education. This also means that there will be more opportunities for English teachers to share their experience with subject teachers.

Other implications worthy of discussion, as is reported by Dearden (2015, p. 23), include whether EMI will replace EFL as the main English learning approach and what qualifications are desired in EMI teachers. More specifically, in what way will EMI

be incorporated in language training courses, and what role do the two concepts play in the teacher training and recruitment process? On subject teachers, will there be preference for international faculty or native English-speaking academic subject teachers? On professional development, would EMI subject teachers be required to undergo training in English instruction? Jiye and Basturkmen (2025, p.11) assert in regard to teachers' and students' perceptions of the effectiveness of EMI, a significant amount of research on EMI has examined how teachers and students perceive its effectiveness, primarily within higher education settings. These studies often rely on interviews and/or surveys to gather large-scale data. Some findings suggest that views on EMI vary widely and are shaped by several factors, including the English language proficiency of both instructors and learners, obstacles encountered in EMI contexts, the methods used to implement it, and the overarching goals of internationalization set by institutions and nations.

As noted by Hugo and Murphy (2020, p. 9), using EMI can be an effective strategy for attracting international students and promoting internationalization within domestic settings. However, this approach also presents several challenges. One major concern is the impact on the quality of education, which is often cited as a key motivation for pursuing internationalization. Another issue involves the potential exclusion or undervaluing of other languages and cultural perspectives. While English language proficiency is closely tied to educational quality, it is not the only factor. The preparation and attitudes of instructors teaching in English also play a crucial role, yet this area remains largely overlooked.

According to Yu and Kaur (2024), instructors in EMI programs are required to teach intricate subject matter in English, even though they might not have full mastery of the language themselves.

Understanding is essential for effective knowledge transfer from teacher to learner (Costa & Mariotti 2021). When students struggle to grasp the material presented in an EMI classroom, their learning is likely to suffer significantly, potentially hindering the achievement of educational objectives. In light of evidence highlighting common comprehension difficulties and concerns about some EMI lecturers' communicative abilities, it becomes crucial to explore solutions to improve the situation.

Chen and Kraklow (2015) state that the primary aim of EMI is to facilitate content learning. However, it also influences students' attitudes and motivation toward learning English. Learners who are more driven by a desire to develop new skills and enhance their abilities tend to view EMI more positively. In contrast, those who are more focused on demonstrating their competence and receiving positive evaluations only show favorable attitudes toward EMI when these are supported by a strong academic self-concept.

According to Ali (2021, p. 310) globalization has been a major factor behind the rise of EMI, as English has become essential for promoting international academic exchange, advancing knowledge, and supporting career growth and mobility.

EMI has been shown to significantly enhance students' English language proficiency, as evidenced by standardized assessments such as IELTS. Nonetheless, concerns persist regarding the challenges associated with this approach. These include the necessity for well-defined instructional goals, robust support systems for both educators and students, and attention to the specific needs of multilingual learners (Bray et al. 2014, p. 133). Moreover, EMI may provide a competitive edge in the job market (Earls 2016, p. 25).

In the context of higher education, EMI is viewed as a valuable tool for exposing students to international perspectives. It plays a role in preparing learners to become global language users and contributes to broader efforts to challenge linguistic and cultural isolation. The growing use of EMI is largely driven by the practical need to access academic literature and to engage in the global workforce, where English dominates (Hamid et al. 2013, p. 73). In this sense, EMI offers students a dual advantage: mastery of disciplinary content alongside the development of English language skills—both are considered essential for global career success (Doiz et al. 2011, p. 359).

However, EMI also presents several obstacles that can hinder its effectiveness. A major issue is limited English proficiency among instructors. Many teachers face difficulties in communication due to insufficient language skills, a lack of EMI-specific training, and a common perception among subject specialists that they are not qualified to teach in English (Thomas 2020, p. 154).

Cultural challenges further complicate the implementation of EMI. Differences in student backgrounds, expectations, and learning styles can lead to misalignment between teachers and learners. These disparities may undermine the overall effectiveness of instruction, as both parties struggle to adapt to diverse educational norms and practices (Thomas 2020, p. 159).

PREVIOUS STUDIES

Eight previous studies were reviewed in relevancy to field of study. Aldawsari (2022) found that both instructors and students generally viewed the use of EMI in Saudi universities positively. However, teachers were found to have even more favorable attitudes toward EMI than students. The study also revealed that students responded positively when teachers occasionally switched to Arabic during instruction. Additionally, students expressed concerns that EMI could potentially undermined their native language and cultural identity. The findings highlighted several implications, including the possibility that students might be reluctant to speak in English due to limited language proficiency.

Alkhateeb and Alhawsawi (2023) argued that Saudi students at CAMS-A, who received their pre-university education through Arabic-medium instruction (AMI), faced an abrupt transition to EMI at the university level. This sudden change posed difficulties for students' English language proficiency, the university's language policy, and the achievement of intended learning outcomes. During their time at CAMS-A, students received insufficient English language preparation due to limited coordination between English language specialists and subject instructors.

Khenioui and Boulkroun (2023) demonstrated that EMI presented unique opportunities and challenges for both educators and students. A major concern was the disparity between students' comprehension and their ability to communicate in English. To address this, teachers needed to be mindful of the language demands involved, integrated language and content meaningfully, offered adequate support, and implemented clear and transparent teaching strategies.

Shamim et al. (2016) found that both educators and students favored EMI due to its practical advantages. Nonetheless, they encountered several obstacles, primarily stemming from students' limited English proficiency. As a result, various coping strategies were employed to manage these difficulties; however, such strategies could negatively impact students' understanding of academic content in science-related subjects.

Belhiah and Al-Hussien (2016) discovered that students were progressively gaining proficiency in English while their fluency in Arabic was declining. Although students recognized Arabic as an integral component of Arab identity, it no longer held a central place in shaping their social identity. The study emphasized the importance of developing a bilingual curriculum that balanced the use of both Arabic and English as instructional languages, ensuring that English did not overshadow Arabic or endanger the preservation of national identity and cultural heritage.

Karam (2024) highlighted the beneficial effected of the courses on students, noting improvements in their skills, subject knowledge, and vocabulary. These gains contributed to the positive attitudes first-year students developed toward the courses.

Alqarni et al. (2024) revealed consistent student perceptions of EMI across various academic disciplines, indicating its broad acceptance alongside ongoing challenges related to cultural and language adaptation. The study also highlighted the range of research methods employed, shed light on both teacher and student viewpoints. This in-depth analysis provided a detailed overview of the current EMI landscape in Saudi Arabia and pinpointed key areas for future investigation, especially concerning its long-term effected on education and socio-cultural dynamics.

Pomat et al. (2024) showed through their survey that students generally had a positive attitude toward EMI, recognizing its value in improving their English skills, building friendships, enhancing cultural understanding, boosting career prospects, and increasing self-confidence. However, students still faced challenges related to speaking, reading, writing, and comprehension. Interviews with students revealed key challenges including language difficulties, low self-confidence, cognitive struggles, and issues with understanding teachers' accents. Teachers' perspectives confirmed students' struggles with language and cognitive aspects. Additional challenges identified were cultural barriers, language anxiety, and lack of self-assurance.

METHODOLOGY

The purpose of this study was to investigate the use of EMI from the viewpoint of instructors, focusing on its effects on student learning outcomes at the Business College of Prince Sattam Bin Abdulaziz University (PSAU) in the Kingdom of Saudi Arabia. It explored how instructors perceive EMI's influence on students' comprehension, participation, and academic achievement, while also identifying both the challenges and benefits

of applying EMI within a business education framework in Saudi Arabia. This research is also relevant for all educators involved in EMI instruction. The scope of the study was confined to EMI instructors at PSAU's Business College during the 2025/2026 academic year. A quantitative and descriptive research design was employed, using a structured questionnaire to gather data. Responses were obtained from 25 EMI instructors. The study also utilized a descriptive-analytical approach, incorporating 25 items across five sections of the questionnaire. These items were refined and validated by specialists in applied linguistics.

A. Tools & Procedures

A questionnaire consisting of 25 statements was administered to 30 EMI instructors during the first semester at the Business College. The format of the questionnaire required participants to respond by selecting one of the following options: "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." The collected data were analyzed using the SPSS software. Tables 1 and Table 2 present the results related to the validity and reliability of the questionnaire data.

B. Validity

TABLE 1

No of items	Cronbach's Alpha
25	0.86

C. Reliability

TABLE 2

No of items	Cronbach's Alpha
25	0.74

C. Data Analysis

The researcher has used the SPSS to analyze this questionnaire. Likert Scale is used to measure the data weights of the statements. Table (1) below shows the categories and their weights.

Table (1): Categories Weights on Likert's Scale

Category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Symbol	SA	A	N	D	SD
Weight	5	4	3	2	1

Table 2: Axis (1): Instructors views about EMI on student learning outcomes in regard to their syllabus's comprehension

Statement	S A	A	N	D	S D
1. Instructors perceive that EMI makes it easier for students to grasp the core objectives of the syllabus.	9 36 .0%	13 52 .0%	1 4 0%	0 0 .0%	2 8 0%
2. Instructors observe that students often understand key academic terms and instructions presented in English.	5 20 .0%	16 64 .0%	1 4 0%	0 0 .0%	3 12 .0%
3. Instructors report that comprehension of subject-specific vocabulary in the syllabus is a major element under EMI.	8 32 .0%	15 60 .0%	0 0 0%	0 0 .0%	2 8 0%
4. Instructors express concern that EMI affects students' ability positively to follow the logical progression structure of the course.	7 28 .0%	12 48 .0%	5 25 .0%	0 0 .0	1 4 0%
5. Some EMI instructors have some difficulties in communicative abilities.	1	18	5	0	1

	4.	72	20	0	4.
	0%	.0%	.0%	.0%	0%
Total	30	74	12	0	9
	24	59	9.	0	7.
	.0%	.2%	6%	.0%	2%

Table (2) shows that 25 participants responded to 5 statements of a questionnaire investigating Instructors' views about EMI on student learning outcomes in regard to their syllabus's comprehension.

In the first statement, 9 participants responded strongly agree which is 36.0% while 13 participants responded agree 52.0% and 1 participant is neutral 4.0% whereas 0 participants responded disagree 0.0% and 2 responded strongly disagree 8.0%.

In the second statement, 5 participants responded strongly agree 20.0% while 16 participants responded agree 64.0% and 1 participant is neutral 4.0% whereas 0 responded disagree 0.0% and 3 responded strongly disagree 12.0%.

In the third statement, 8 participants responded strongly agree 32.0% while 15 participants responded agree 60.0% and 0 participants are neutral 0.0% whereas 0 responded disagree 0.0% and 2 responded strongly disagree 8.0%.

In the fourth statement, 7 participants responded strongly agree 28.0% while 12 participants responded agree 48.0% and 5 participants are neutral 20.0% whereas 0 responded disagree 0.0% and 1 responded strongly disagree 4.0%.

In the fifth statement, 1 participant responded strongly agree 4.0% while 18 participants responded agree 72.0% and 5 participants are neutral 20.0% whereas 0 responded disagree 0.0% and 1 responded strongly disagree 4.0%. The results of the present study are consistent with those of Aldawsari (2022), who reported a positive perception of English Medium Instruction (EMI) in Saudi universities. Similarly, Kharam (2024) emphasized the beneficial impact of EMI courses on students, while Algami (2024) demonstrated students' acceptance of EMI. In addition, Pomat et al. (2024) also reported favorable attitudes toward the use of EMI.

Figure (1): Instructors' views about EMI on students learning outcomes

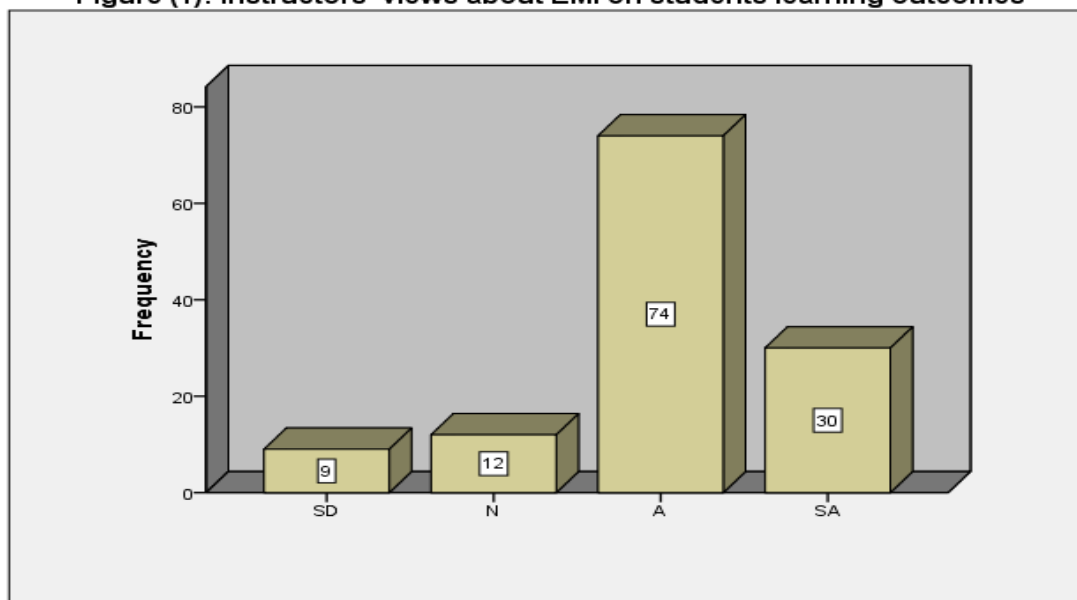


Table (3): Axis (2): Instructors perspectives about EMI on students learning outcomes in regard to their learning engagement

Statement	S	A	N	D	S
	A				D
1. Students appear engaged in classroom discussions when instruction is delivered in English because their proficiency is not limited.	5	12	3	5	0
	20	48	12	20	0
	.0%	.0%	.0%	.0%	.0%
2. The use of EMI encourages students to develop their English language skills.	10	13	2	0	0
	40	52	8.	0.	0
	.0%	.0%	0%	0%	.0%
3. The impacts of the students in participation improve confidence.	8	16	0	1	0

	32	64	0.	4.	0
	.0%	.0%	0%	0%	.0%
4. Some students hastate to ask questions or express their opinions in English, which can limit their active engagement in the learning process.	7	15	2	1	0
	28	60	8.	4.	0
	.0%	.0%	0%	0%	.0%
5. EMI sometimes shifts students' focus from content understanding to language comprehension, which may reduce their depth of engagement with the subject matter.	7	15	2	0	1
	28	60	8.	0.	4
	.0%	.0%	0%	0%	.0%
Total	37	71	9	7	1
	29	56	7.	5.	0
	.6%	.8%	2%	6%	.8%

Table (3) shows that 25 participants responded to 5 statements of a questionnaire investigating Instructors perspectives about EMI on students learning outcomes in regard to their learning engagement.

In the first statement, 5 participants responded strongly agree 20.0% while 12 participants responded agree 48.0% and 3 participants are neutral 12.0% whereas 5 participants responded disagree 20.0% and 0 responded strongly disagree 0.0%.

In the second statement, 10 participants responded strongly agree 40.0% while 13 participants responded agree 52.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree which is 0.0%.

In the third statement, 8 participants responded strongly agree 32.0% while 16 participants responded agree 64.0% and 0 participants are neutral 0.0% whereas 1 responded disagree 4.0% and 0 responded strongly disagree 0.0%.

In the fourth statement, 7 participants responded strongly agree 28.0% while 15 participants responded agree 60.0% and 2 participants are neutral 4.0% whereas 1 responded disagree 4.0% and 0 responded strongly disagree 0.0%.

In the fifth statement, 7 participants responded strongly agree 28.0% while 15 participants responded agree 60.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 1 responded strongly disagree 4.0%. The outcome that students' inability to engage due to language comprehension difficulties aligns with the results of Aldawsari (2022), who found that students' reluctance to speak English stemmed from limited language proficiency. Similarly, AlKhateeb and Alhawsawi (2023) reported that Saudi students who had received their pre-university education through the Arabic Medium of Instruction experienced a sudden and challenging transition to English Medium Instruction (EMI) at the university level.

Figure (2):Instructors perspectives about EMI on students learning outcomes

Fig1

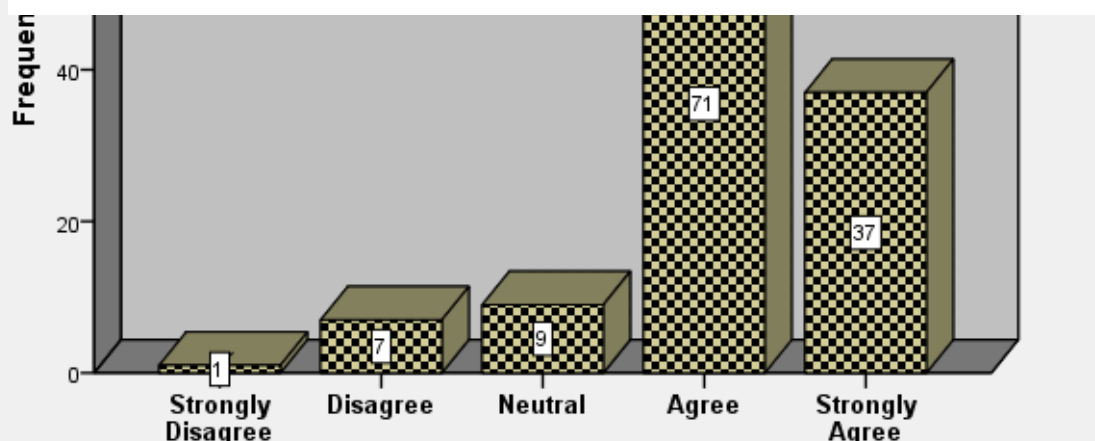
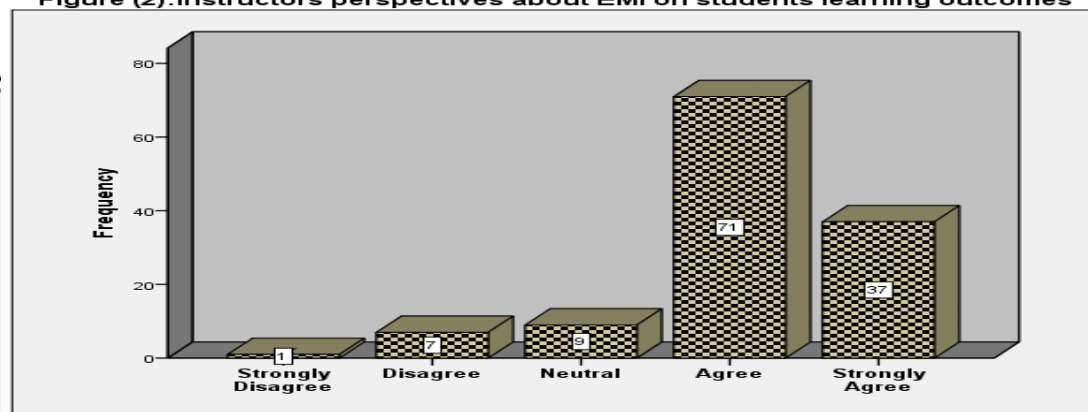


Table (4): Axis (3): Instructors' perceptions about EMI on students learning outcomes in regard to improve their academic performance

Statements	S A	A	N	D	S D
1. The impacts of students in participation improve progress in academic tasks.	9 36 .0%	14 56 .0%	1 4 .0%	1 4 0%	0 0 .0%
2. EMI can hinder academic performance for students who struggle with understanding complex concepts in English.	5 20 .0%	14 56 .0%	2 8 .0%	4 16 .0%	0 0 .0%
3. Over time, EMI contributes to improved academic critical thinking skills in students.	13 52 .0%	10 40 .0%	2 8 .0%	0 0 0%	0 0 .0%
4. Instructors believe that EMI provides students with better access to international academic resources, which enhances their academic performance.	10 40 .0%	13 52 .0%	2 8 .0%	0 0 0%	0 0 .0%
5. Academic performance gaps between students widen in EMI settings due to varying levels of English language competence.	8 32 .0%	14 56 .0%	2 4 .0%	1 4 0%	0 0 .0%
Total	45 36 .0%	65 52 .0%	9 7 .2%	6 4 8%	0 0 .0%

Table (4) shows that 25 participants responded to 5 statements of a questionnaire investigating Instructors' perceptions about EMI on students learning outcomes in regard to improve their academic performance.

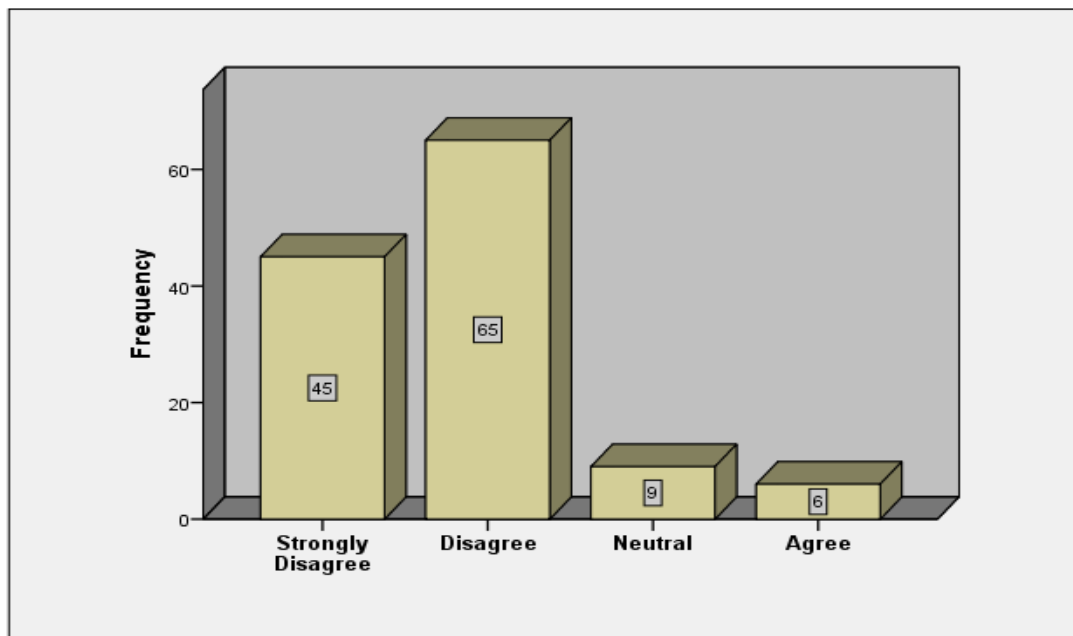
In the first statement, 9 participants responded strongly agree 36.0% while 14 participants responded agree 56.0% and 1 participant is neutral 4.0% whereas 1 participant responded disagree 4.0% and 0 responded strongly disagree 0.0%.

In the second statement, 5 participants responded strongly agree 20.0% while 14 participants responded agree 56.0% and 2 participants are neutral 8.0% whereas 4 responded disagree which is 16.0% and 0 responded strongly disagree 0.0%.

In the third statement, 13 participants responded strongly agree 52.0% while 10 participants responded agree 40.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree 0.0%.

In the fourth statement, 10 participants responded strongly agree 40.0% while 13 participants responded agree 52.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree 0.0%.

In the fifth statement, 8 participants responded strongly agree 32.0% while 14 participants responded agree 56.0% and 2 participants are neutral 8.0% whereas 1 responded disagree 4.0% and 0 responded strongly disagree 0.0%. The result of the present study suggests that EMI can hinder academic performance for students who struggle to understand complex concepts in English. This aligned with the results of Khenioui and Boulkroun (2023), who found that discrepancies between students' comprehension and their communicative abilities negatively impacted their understanding of academic content and overall performance.

Figure (3): Instructors' perceptions about EMI on students learning outcomes**Table (5):** Axis (4): Instructors' viewpoints to identify challenges associated with implementing EMI in a business education context

Statements	S A	A	N	D	S D
1. Instructors face difficulties simplifying complex business concepts when teaching in English to students with limited language proficiency.	6 24 .0%	15 60 .0%	3 12 .0%	0 0 0%	1 4 .0%
2. The lack of EMI-specific training for business faculty member creates challenges in effectively delivering course content.	8 32 .0%	13 52 .0%	4 16 .0%	0 0 0%	0 0 .0%
3. Students' limited vocabulary in business English hinders their understanding of key concepts.	7 28 .0%	13 52 .0%	5 20 .0%	0 0 0%	0 0 .0%
4. Using EMI reduces spontaneous interaction and classroom discussion, affecting the teaching dynamics in business education.	8 32 .0%	16 64 .0%	1 4 0%	0 0 0%	0 0 .0%
5. Assessment and grading become challenging when students' language limitations affect their ability.	4 16 .0%	15 60 .0%	2 8 0%	4 16 .0%	0 0 .0%
Total	33 26 .4%	72 57 .6%	15 12 .0%	4 3 2%	1 0 .8%

Table (5) shows that 25 participants responded to 5 statements of a questionnaire investigating Instructors' viewpoints to identify challenges associated with implementing EMI in a business education context.

In the first statement, 6 participants responded strongly agree 24.0% while 15 participants responded agree 60.0% and 3 participants are neutral 12.0% whereas 0 participants responded disagree 0.0% and 1 responded strongly disagree 4.0%.

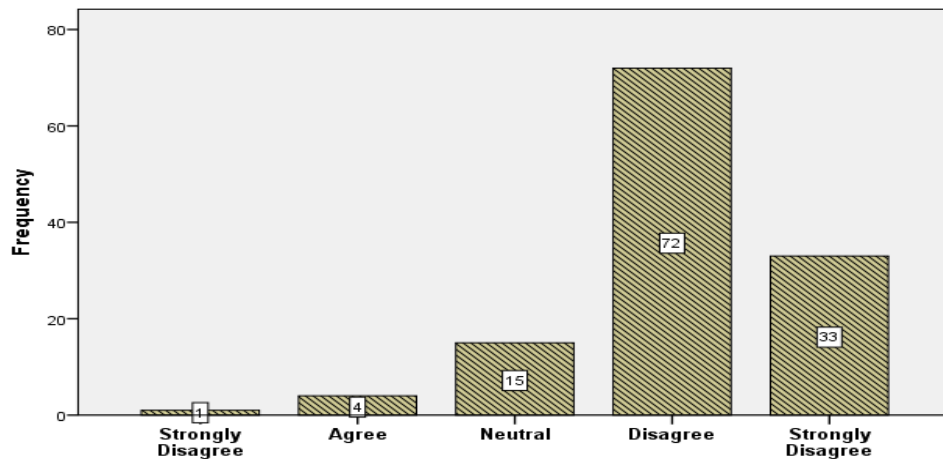
In the second statement, 8 participants responded strongly agree which is 32.0% while 13 participants responded agree which is 52.0% and 4 participants are neutral 16.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree which is 0.0%.

In the third statement, 7 participants responded strongly agree 28.0% while 13 participants responded agree 52.0% and 5 participants are neutral 20.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree 0.0%.

In the fourth statement, 8 participants responded strongly agree 32.0% while 16 participants responded agree 64.0% and 1 participant is neutral 4.0% whereas 0 responded disagree 0.0% and 0 responded strongly disagree 0.0%.

In the fifth statement, 4 participants responded strongly agree 16.0% while 15 participants responded agree 60.0% and 2 participants are neutral 8.0% whereas 4 responded disagree 16.0% and 0 responded strongly disagree 0.0%.

Figure (4): Instructors' viewpoints to identify challenges associated with implementing EMI in a business education context



The present study outcomes are in match with the observations of Pomat et al. (2024), who highlighted challenges related to language difficulties. Similarly, Shamim et al. (2016) reported that students faced several obstacles—primarily due to limited English proficiency—which could adversely affect their comprehension of academic content in science-related subjects. In addition, Khenioui and Boulkroun (2023) demonstrated that EMI exacerbated the gap between students' comprehension and their ability to effectively communicate in English.

Table (6): Axis (5): Instructors' standpoints to identify gains associated with implementing EMI in a business education context

Statements	S A	A	N	D	S D
1. EMI enhances students' global communication skills to prepare them for international business environment.	7 28 .0%	14 56 .0%	3 12 .0%	1 4 0%	0 0 .0%
2. Teaching business courses in English broadens students' access to up-to-date international resources.	10 40 .0%	12 48 .0%	2 8 0%	0 0 0%	1 4 .0%
3. EMI improves students' confidence in using English professionally, which is essential for their future careers.	11 44 .0%	4 16 .0%	3 12 .0%	5 20 .0%	2 8 .0%
4. The use of English in instruction encourages students to develop critical thinking from global business perspective.	9 36 .0%	13 52 .0%	2 8 0%	0 0 0%	1 4 .0%
5. Implementing EMI fosters a more diverse classroom by attracting students from different linguistic backgrounds.	9 36 .0%	14 56 .0%	1 4 0%	0 0 0%	1 4 .0%
Total	46 36 .8%	57 45 .6%	11 8 8%	6 4 8%	5 4 .0%

Table (6) shows that 25 participants responded to 5 statements of a questionnaire investigating Instructors' standpoints to identify gains associated with implementing EMI in a business education context.

In the first statement, 7 participants responded strongly agree 28.0% while 14 participants responded agree 56.0% and 3 participants are neutral 12.0% whereas 1 participant responded disagree 4.0% and 0 responded strongly disagree 0.0%.

In the second statement, 10 participants responded strongly agree 40.0% while 12 participants responded agree 48.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 1 responded strongly disagree 4.0%.

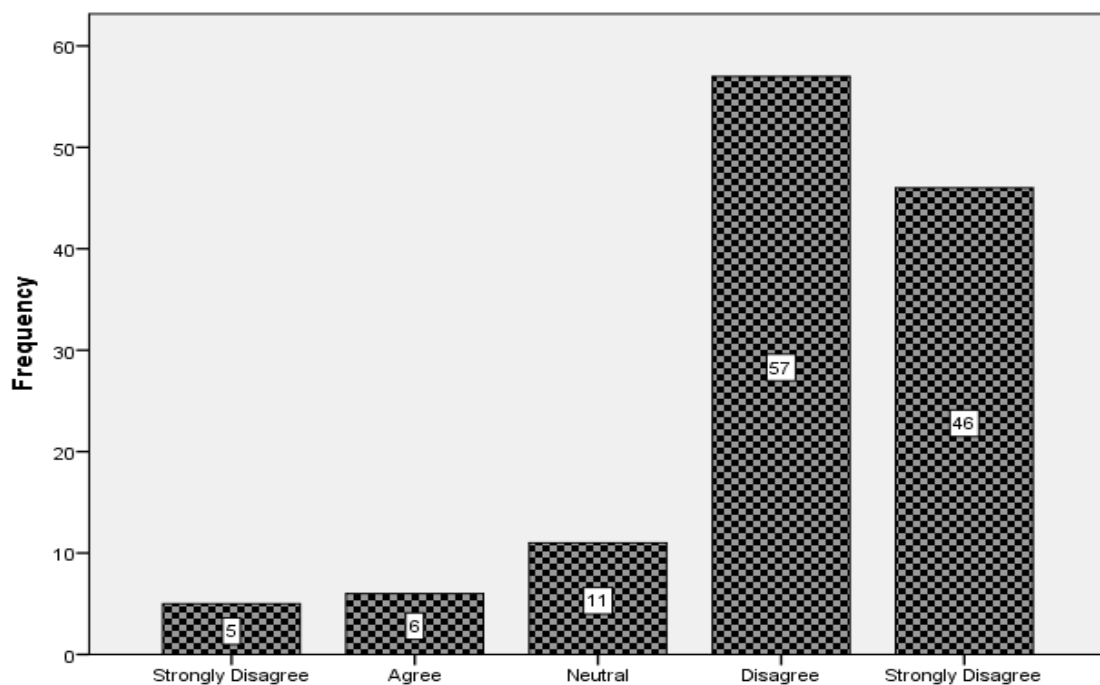
In the third statement, 11 participants responded strongly agree 44.0% while 4 participants responded agree 16.0% and 3 participants are neutral 12.0% whereas 5 responded disagree 20.0% and 2 responded strongly disagree 8.0%.

In the fourth statement, 9 participants responded strongly agree 36.0% while 13 participants responded agree 52.0% and 2 participants are neutral 8.0% whereas 0 responded disagree 0.0% and 1 responded strongly disagree 4.0%.

In the fifth statement, 9 participants responded strongly agree 36.0% while 14 participants responded agree 56.0% and 1 participant is neutral 4.0% whereas 0 responded disagree which is 0.0% and 1 responded strongly disagree 4.0%.

The outcomes of the present study align with those of Alqarni et al. (2024), who reported consistent student perceptions of EMI across various academic disciplines, indicating its broad acceptance. Similarly, Pomat et al. (2024) found that students held positive attitudes toward EMI, recognizing its role in enhancing English language proficiency, improving career prospects, and increasing self-confidence. Additionally, Karam (2024) highlighted the beneficial effects of EMI courses on students, noting improvements in their academic skills, subject knowledge, and vocabulary development.

Figure(5):Instructors' standpoints to identify gains associated with implementing EMI in a business education context



CONCLUSION

The study revealed that instructors at PSAU's Business College generally perceived EMI as a valuable approach to enhance students' learning outcomes. EMI was found to support students in understanding syllabi, grasping academic terminology, and following the logical progression of course content. It also encouraged student engagement, improved language skills, built confidence, and enriched critical thinking by exposing students to international academic resources. However, instructors also acknowledged significant challenges. Some reported difficulties in their own English communication skills, which affected teaching effectiveness. Additionally, many students were hesitant to actively participate in discussions or ask questions due to language

barriers, limiting their classroom engagement. EMI at times shifted students' attention away from content mastery toward language comprehension, affecting depth of understanding. The disparity in English proficiency also led to widened performance gaps, as some students struggled with complex concepts in English. Instructors faced further challenges in simplifying content, conducting assessments, and maintaining dynamic classroom interaction, particularly due to students' limited business vocabulary. Despite these issues, EMI was recognized for its role in preparing students for international careers, enhancing global communication skills, and fostering diverse learning environments. To address the challenges, the study recommends ongoing EMI-specific training for instructors and suggests selectively replacing EMI with Arabic as a Medium of Instruction (AMI) in certain courses. This approach aims to preserve students' cultural identity while aligning instruction with their academic needs and professional aspirations.

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