PalArch's Journal of Archaeology of Egypt / Egyptology

THE IMPACT OF USING ENGLISH AS A MEDIUM OF INSTRUCTON IN IRAQI ADVANCED SECONDARY SCHOOLS

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ABSTRACT

English as a teaching medium for all subjects (EMI) is expanding in Iraq, especially in higher education, universities and institutes, in addition to the school of distinguished students, specifically, (Al Karar) Secondary School for Boys and Fatmat Alzahra Secondary School for Girls in Nasiriyah City, Southern Part of Iraq. We take our sample of the study on this type of education from these two schools, for they have applied the (EMI) technique. This learning technique is more preferred and popular for students and parents as well. It is commonly used in universities only. "Higher education institutions (HEIs) across the globe is today considered the most significant trend in educational internationalization"(Chapple, 2015). It is not applied in other secondary schools, this method or technique is applied in those two schools, as an experiment to show the benefit of the technique for the future studies of the secondary students and to help them be aware of English terminology before confronting it at the university levels.

INTRODUCTION

The goal of the study

Teacher scheduling for EMI growth creativities should consider locally identified aspects and contexts to provide adequate support to develop EMI teaching experience. But accurate scheduling would not be adequate. Moreover, serious

thinking is required to evaluate the effect of these plans and guide the process of continuous improvement. Even though participants' satisfaction of assessment is usually practiced as a representation for the quality of the teaching course.

The statement of the study

There is also a need for a careful examination of how to interpret and implement planned EMI teacher development programs at the local interactive level. And access to direct evidence on how to interpret the initiatives planned in the limited interaction.

Hypotheses of the study

It is, more importantly, the teaching process in English should be performed in the secondary schools of Al-Motamayizin schools in Iraq (schools of Distinct) as a precedent (Hyland & Shaw, 2016) ((Garrett & Cots, 2018)) for multilingual higher education through a variety of curricula (to discuss terminology and curricula, as one approach to intermediate English language instruction as a curriculum that follows English as an EMI intermediary, despite the differences over specific aspects of EMI, scientists mostly come to an agreement that EMI includes training topics in English in upper learning sites where English will be L1 for teacher and students to address these doubts with some teachers who are unable to explain some topics in English.

The process of the study

EMI teacher development initiatives are launched in many higher education institutions in Iraq and high schools and institutes that adopt this method. The preparation and operation of EMI teaching schemes are often given to academy language sections and language specialists who cooperate with them.

The Objectives of the study

What is left of this process is organized as follows, including a review of the points that raise the problems of EMI's multidisciplinary cooperation and proposes participation as a suitable theoretical framework for examining initial negotiations within a process. The first part of the paper is dealing with a presentation of the meaning and importance of EMI as a modern technique or a type of method that helps the students to gain knowledge to qualify to attain the global knowledge. This research intend to investigate participatory ideas which are created jointly and how the process is implemented in a comparison with the procedure as scheduled precisely and organized the process itself and analyze data co ncerningthe following research questions (Ploettner, 2019):

1: How is the EMI program planned reaction implemented and interpreted?

2: What types and frameworks of engagement were initially established in EMI process negotiations, and how do they relate to multidisciplinary EMI collaboration.

The Questionnaire and the outcomes of the research

The second part of the research is dealing with questionnaire justifying the use of conversation investigation as a method of studying connections, and describing the framework of the research and the participants and the specialized progress scheme in which the investigation is conducted. It provides data analysis and conclusions regarding research questions in addition to study limits, together with useful suggestions for the prospect EMI tutor training planes and future research instructions. This research uses multimedia analytical discussion to check transcripts for interaction during meetings. The specialized expansion program is planned by a college language section and ensures cooperation between the information experts and the language experts. The figures demonstrate how to interpret and implement programs by examining participatory frameworks that are created jointly between high school departments that adopt this technology.

METHODOLOGY AND DATA COLLECTION

What is meant by EMI Technique?

The first thing, to begin with, is to define the process of English as A language for teaching: The English language technology is known as a medium for teaching topics related to education in countries or states in which (Jiang et al., 2019)The English language is not its official language and that language is not the students ' mother language as the students are of different nationalities and languages. So EMI technique is used, because it has several privileges for the university and students. e.g. all students should be able to have greater means of approach in global learning plans and greater performance in the labour marketplace to face the least difficulties as members of the global educational association as well. Universities use this system to enhance their perspective and efficiency in international grading to have more students from all around the world, and profit from it financially, but professors might encounter several difficulties when they start teaching in EMI format for the first time. Often, the rate of language expertise for educators and students is not adequate to do the learning process at a greater point. In addition to what is mentioned, students often resist the thought of learning lessons in the English language as long as they can do it in their own mother language, and it should also be noted that the course preparation takes much longer for both parties but it is generally valuable for both.

English as the language for learning in upper academic levels

English as a language for teaching in upper academic levels contains many factors and ideas to explain lessons and examinations, and it has pointed out to some

decades ago which have seen a significant improvement in the applying English as a language of instruction in obligatory Iraqi education (Dalton-Puffer, 2011), The negotiation of higher education in English usually compares secondary with higher education levels, and in fact, the teaching of non-linguistic subjects in the English language has become extremely popular in secondary levels aroused as worldwide fondness in the search for a global unified language due to the technological development of communication, in educational curricula such as integrated Content and Linguistic Learning (CLIL), which will create momentum as an area for linguistic study. However, the ideas extracted from research carried out in secondary levels cannot easily be changed into the level of upper education. In addition, in upper levels, the knowledge of language matters between program designers and lecturers is not as high as it usually is among investors involved in obligatory education. It is essential to aware relevant investors of the various methods of implementing teaching in English as an EMI medium, (Jacobs & Friedman, 1988)as Jacobs accurately notes, "the subject currently misses "co-existence through which [EMI] is framed and meta-theory of meta-research [EMI]".

The Role of the Good Teacher

As teachers of the twenty-first century, each of us needs to focus on making the learning process as simple and rewarding as possible. The good modern teacher should use any possible means for this purpose to his student (Laidlaw & Harden, 1990)and he should be the guide and the mentor. There is no benefit from the teachers who remain solid and give a monotonous lecture as if it is delivered from a radio that he behaves as tough as a stone opening his arms to boredom, leading his student to fatigue, yawning and sleep. Smiling for the students and telling some silly jokes will open them for the fresh air of facetiousness and joy and reinforce the peaceful concept between the students and their teacher and draws shyness away and make the student launch his tongue to speak using English without fear, shame or hesitation. This concept will be strengthened without interrupting the student or correcting his language mistakes through a stream of speech that will destroy his ability to speak the foreign language in future. The friendliness with seriousness will create typical classroom for the teacher who appears more important in his knowledge than the strictness. Once he launches some stupid jokes to give students a sense of humour, makes them more friendly and on the other hand, he gives them more and heavy information through this mixed sense of humour, peace, friendliness and seriousness. This educational mixture would be nice if this was accompanied by watching a simple animation that this wise teacher uses to teach students about the power of materials and in English. This would be of great and dual purpose. The following up teacher to the most modern methods and armed with culture and knowledge in his specialization and the methodological and pedagogical field will be helpful (Biggs, 1999) when he adapts the new ways of how students learn in the classroom according to the twenty-first-century perspectives, the technological century. This kind of distinguished teachers may constitute possessing a virtual identity and always updating their skills to satisfy

the successful and changing demographics compatible with the natural environment of students in the parallel classroom of normal life. The new teacher of the twenty-first century should be aware of his students'needs for career development in the future; that is, teachers must be able to develop and enhance students' competencies that will allow them to adapt their future and professional duties. It has been noted that many university teachers have become artists in modern methods of teaching. They devote much time to satisfying students; getting to know them personally; building good relationships with them; telling jokes and creating humour, focusing on good feedback becomes more accurate. Maintaining an audience's motivation is a good thing for effective teaching; however, since a lot of time passes in the field of entertainment, there is still less time for analysis and visualization.

The Importance of Training

It became one of the issues that occupy many of university professors and those who are interested in developing higher education process in any country and intensify the trend of using English as an EMI method in all educational stages. Even though the great trend of opposition towards using English as a mediator, the focus came on training the teaching cadres for teaching it in all education levels. Many nations have always taken care of those cadres and strengthened their linguistic training to correct the process of teaching English as an (EMI) for all educational process. An appropriate time, now, comes for English to substitute all global languages in multi-lingual classes(Jacobs & Friedman, 1988) in universities and to hold the purpose of communication between a multi-lingual world. This is a precious opportunity for English to appear and take this position because it was the strongest opportunity to gain the lead and the middle finger site as an international (EMI) among universal nations. The need for innovative technologies to meet the requirements of globalization is increased, including preparing professionals responsible for dealing with global economic projects. So Universities are making recent efforts to prepare professionals and teaching cadres for this great purposes concerning linguistic unification in the scientific, commercial, political, agricultural and all fields of knowledge to intensify the focus on the experienced and trained teaching staff and scientific experts.

Online learning technology

Live learning on the web is the fastest growing modern contemporary field. Thousands of English language lessons are released online of the Internet with suitable exercises that offer a range of primary language skills; such as speaking, learning, writing and reading and making them interactive in different ways with other participants. Each good teacher and student can view and get the benefit of it, follow it, and log in with the native utterers of the second language through an e-mail. He could create a private e-mail at (G-mail or at Yahoo, Hotmail, etc.), that is for free.

How does EMI differ from mother tongue in the process of teaching?

There is a difference in the use of this term for students and teachers in their mother tongue other than English as our case in Iraq, then the application will be taught in the original language for the lecturers and students more reliable and useful and notes can be taken and more information can be kept after the lecture instead of the time when they study in English and they need to concentrate on that when the language itself is not the topic. This does not give the desired benefit that the EMI program applied to students for it, because the future benefit is for the students to face the English terminology at the university levels and not the immediate interest in the place where the mother language is ruling. If the student tries to take notes in the English language, he finds himself accomplished something that will benefit him in the future by the concepts of the speech. Teachers may also face difficulties in transferring perceptions of the topic in a foreign language, as well as in choosing educational materials for the class or the necessity of compiling their language. When they do so, they did nothing for their students in applying for this program.

A theoretical outline for analyzing practical plans and fong

Dalton-Puffer (Dalton-Puffer, 2011) remarked that it is "difficult to imagine a theoretical and/or descriptive framework that would achieve equality in all aspects of the event". Considering this remark, an illustrative work on linguistic practical plans in the ELF and F on F contexts in EMI is proposed, to suggest a provisional outline for schoolroom language behavior analysis in this research. Amongst previous ELF researchers focused on practical plans, (Firth, 1996) learning conversational communications in the context of risky professionals has shown how non-indigenous utterers with low proficiency effectively communicate with one another by using: plans for allowing them to be overridden and normalized, regardless of their validity. After Firth and based on ELF's classroom simulating (House, 1999), proposed the content of pragmatism smoothness and indicated that it could be achieved in ELF's speaker methods. Regarding practical smoothness, the(Meierkord, 2000) research referred to the standard of cooperation and keeping face that utterers noted by:

-BackChannel Approach. This research indicates that collaboration is a key feature of ELF communicating (Jenkins et al., 2011). Subsequent study identified signalling and resolving misunderstanding/misunderstanding,

-Strategies such as iteration, repair, rewriting, and audio gears, among other scientists such as (Mauranen, 2006). These plans are used in various courses to achieve a mutual aim of attaining communicative efficiency, which discovers help in research centered on extensive group research like ELFA (English as the French language in education) (Björkman, 2013)

Also, some research about ELF connections and social identity have recognized transcoding as linguistic manners to preserve the social identity of speakers see

(Jenkins et al., 2011), (Jiang et al., 2019), (Giles et al., 1991) suggested, at the hypothetical level, that compatibility concept is used to clarify why speakers deal with language. Convergence is one of the compatibility approaches that indicates a deliberate change in the speech of a speaker to resemble the listener's voice. Repetition is also a popular way to show accommodations.

In general, with the primary purpose of communicating effectively, different practical plans are used by students according to the indigenous context. This paper will discuss the above-mentioned plans for analyzing how to access teaching and communicating effectively in the EMI Iraqi classroom under investigation. F on F is extensively studied and debated in the field of second language learning (Loewen, 2011)for a inclusive assessment). Being a concept-focused movement in doing communicative things that stimulate attention to shape, F on F is highly suitable for CLIL (Lyster, 2007)&(Ellis et al., 2002) noted that F on F's performance is crucial in teaching, as it will draw students' attention to linguistic practices that might be overlooked in a concept-focused context. In this case, Fong's performance is of high educational importance in EMI and ESP courses to improve the outcomes of language learning. The main division of this build is Fong Preventive and Interactive Fong. The previous ways linguistically localizing the chapter letter before a tangible or perceived fault follows, while the latter includes a backlash of faults. Hypothetically, Fong applies to all language groups: glossary, grammar, or discourse, and can be displayed in various ways: conversation, educational, episodic or planned, or initiated by the educators or student.

The Practical and Statistical Sample for the study

There is a rumor spread among the students of our secondary school telling that applying for EMI program in this stage is in vain and fruitless for the students, in addition to some parental complaints, here and there, however. There is a strong belief of the (EMI) program and its future great benefits for the students and their teachers as well. So this study investigates the learners' perceptions of English as a Medium of Instruction (EMI) at some chosen Iraqi secondary schools and university(Kym & Kym, 2014). This reasons led the way to me to cooperate with my colleague Mr.Razak Al Ghalibi to start searching on the real pace to uncover the real results that reflect the great future benefits of this technique and dismiss the black doubt over EMI program.

The procedure of the Statistical process

Trying to be real, the researchers decided to set out from the point of application, to choose a sample of students from the only two Secondary schools for Almutameizeen in Thi-Qar Governorate, one for girls and the researchers chose (50) students at random concerning the level. The other school , Alkerar Secondary School and they elected the other fifty (Rahmadani, 2016). On a Friday morning, The researchers invited them with their teachers of the scientific subjects to run the questionnaire, and they should give them some helpful information about the tools

used. The researchers explained the operation to follow in this investigation and asked some warming questions, just to give them some steps towards brainstorming. They understood the whole procedure and they will be ready for the tools to work with.

The tools

The researchers directed the participants to use a learning station from the fore-classes in the school that is equipped with modern technological equipment such as intelligent boards and other showing tools to explain the procedure. repr a A checklist with rubric (Yahya, 2017) of ten fields was prepared to be examined by them to put their answers on due to their free opinion. The checklist is as follows:

Table I Showing the main point the students may face in the EMI program

S.N.	Items	Agree	Partially agree	disagree	final percentage
1	Despite the difficulty in understanding , I……..............................				
2	Despite the difficulty in wasting time , I………………………….....				
3	Despite the difficulty in writing in English , I…………………….				
4	Despite the difficulty in terminology, I………………………….…				
5	Despite the difficulty in using visual aids , I.................................				
6	Despite the difficulty in understanding feedback in English , I…				
7	Despite the difficulty in finding websites , I………………………				
8	Despite the difficulty in searching on line, I………………………				
9	Despite the difficulty in facing new vocabulary, I………………..				
10	Despite the difficulty in writing notes after the teacher , I…………				

The Final Administration of the questionnaire and Results

After describing the whole points in the checklist, Each student was handed out his own devoted checklist to put his choice on. The students have the complete knowledge to administer the questionnaire. They must decide whether they agree, partially agree or disagree. They were limited to three options only. The students now are facing a hard challenge and they will investigate their choices deeply and intellectually. They will compare their responses to each other to get the most important option for each of them who will face and strengthen the challenging ideas in his mind. This discussion about the decision is so tough for every one of them, but at last, they performed the duty exactly as the researchers aim to.

The researchers collected the checklists to work on and count the results to deal with statistically. They should examine each field of the ten fields 100 times to pick out the opinion of the students one by one on the program. This process will take long hours of precise investigation, so they check:

-Agree option = 100 checklists
-Partial agree option = 100 checklists
-Disagree option = 100 checklists

Then they begin to deal with those 300 answers arithmetically to get the final results in digital percentages dealing with information horizontally under the roof of (one hundred) as a roof to the process concentrating on agreeing minus the two following horizontal fields of (partial agreement and disagreement). After finishing this hard operation, they transferred the whole data to the empty fields in table number (2) below to give the outcome results out of this process:

Table 2 Carries the choice of the students on the questionnaire

S.N.	Items	Agree	Partially agree	disagree	final percentage
1	Despite the difficulty in understanding , I……..........................	70	13	17	70%
2	Despite the difficulty in wasting time , I…………………………....	29	29	40	29%
3	Despite the difficulty in writing in English , I…………………..	72	11	17	72%
4	Despite the difficulty in terminology, I……………………………	60	13	27	60%
5	Despite the difficulty in using visual aids , I................................	40	20	40	40%
6	Despite the difficulty in understanding feedback in English , I…	65	22	13	65%
7	Despite the difficulty in finding websites , I………………………	69	16	15	69%
8	Despite the difficulty in searching on line, I………………………	80	10	10	80%
9	Despite the difficulty in facing new vocabulary, I………………..	75	10	15	75%
10	Despite the difficulty in writing notes after the teacher , I...........	40	40	20	40%

CONCLUSION AND DISCUSSION

After long hours of discussion, the researchers finished the final statistical information with their final percentages outcomes. This checklist seems to them and a very true study showing the real mental free challenge for both, teachers and students and they came to the final following findings:

1-   It is noticed that the highest percentage is item number 8 which shows the highest mean (80%). This constitutes the first challenge for the student.

2-   Item number 9 shows the second challenge (75%) concerning the difficulty of English vocabulary. That means, our students are so eager to learn EMI and they recognized it very well for its importance in their future time.

3- Item number 3 shows the third rank (72%) and it is very nice interesting by the students because it related to writing skill. As everybody knows it is a very important productive skill. That means they began to distinguish their ability of recognition to the skills of the language.

4-Item number 1 shows a very nice grade (70%) and that choice is so successful, because it is related to understanding, the mental ability of the student showing that the students are on the appropriate road of knowledge. This is a very great challenge they will face.

5-Item number 7 shows a very nice percentage (69%), because it addressed the most modern factor the students need nowadays. It is a website and internet that they follow their data and get the most modern information about everything they need.

6-Item number 6 shows a good percentage (65%) on the feedback of the teacher concerning the textbook and this will link the textbook with the teacher and other resources on the websites.

7-Finally, item number 4 shows a good percentage (60%) on facing the difficulty of terminology which the most important part of this program which is built on the English language is the language of science and terminology. Their future studies in the universities will be enriched with the terminology,so they must challenge this fact now before going to Higher Education and this is the gist of the subject matter.

8. If the two options are mimed together (agree and partially agree), the percentage will greatly rise, and the rise will express the satisfaction of the students of these advanced schools to EMI program to help them in their higher studies in future time.

RECOMMENDATION

EMI program is an English language concern, so it must be connected with methods of teaching and training on speaking writing the English language, so our recommendation will be focused on:

1- Mastering the four skills especially productive skills speaking and writing.

2- Intensive training for both students and their staff of teachers on mastering English is strongly needed.

3- The teachers should avoid using L1 in the classroom as far as possible and they should habituate their students on using the target language, speaking and writing.

4- Teachers should intensify exercises in the target language as a daily habit.

5- Competence in English should be encouraged by the Administration of the school.

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