Students´ Satisfaction in EMI Courses: Fostering Entrepreneurial Language Skills

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Abstract:

This quantitative research primarily evaluates university student satisfaction with English Medium Instruction (EMI) courses, encompassing both their academic programs and entrepreneurship classes, in two pioneering Honduran private universities. Within their initial 18 months of EMI implementation, these institutions have notably advanced educational transformation and fostered entrepreneurial skill development, aiming to enhance global opportunities for students. A probability model results indicate that pedagogical, affective, and entrepreneurial dimensions significantly and positively correlate with students' likelihood of recommending EMI courses. Conversely, the study found no statistical significance for linguistic-communicative and virtual classroom dimensions, suggesting an adequate student linguistic base or successful adaptation to online learning environments for the surveyed population. This research identifies ongoing challenges, particularly in motivating increased teacher participation and accurately measuring students' language proficiency within EMI contexts. The findings offer an empirical foundation for refining EMI strategies through enhanced teaching quality, positive learning environments, and integrated entrepreneurial skill development. Future research could further explore student preference heterogeneity using qualitative or longitudinal designs and conduct comparative analyses with other university contexts.

Key words: Entrepreneurship, English Medium Instruction, language skills, Higher Education Institution (HEI).

I. INTRODUCTION

A. Contextual Background

In today's increasingly globalized and interconnected world, proficiency in the English language is essential. Companies increasingly seek professionals who can communicate fluently in English. Mastering English unlocks a wide range of resources, as well as job and educational opportunities, enabling individuals to stay current and compete globally. Currently, English is the language most widely spoken and influential in the world, having spread gracefully outside of its native British Isles. English is the first, second, or foreign language spoken by over two billion people. It may be referred to as a global lingua franca. Numerous disciplines, including science, education, technology, international business, aviation, and diplomacy, have made English their official language. More than 70 countries still recognize it as their official language. [1]. However, plurilingualism is promoted as an ideal, "reality indicates that it is English which is pre-eminent and has become the main foreign language that is used as a means of instruction at universities in Europe and worldwide" [2]. Furthermore, this global expansion is showing no signs of slowing down, since 'there is now conclusive evidence that across the world we are experiencing a rapid increase in EMI [3 ,4]

B. EMI in Latinoamerica

Therefore, the English as a Medium of Instruction (EMI) strategy has become an innovative phenomenon; however, in Latin America, it is a recent and limited concept, but there is a notable interest in its implementation, especially in higher education. According to [4], recent studies on EMI in Latin America seem to focus on two topics: the professional development of teachers and internationalization, thereby achieving an important change in traditional language teaching as well as in student preparation in global environments. The most common definition of English as a Medium of Instruction (EMI): a strategy in which the discipline is taught in the English language for the teaching of academic subjects. This is used in countries where the native language is not English [3]

As different studies mention, in Latin America, its adoption has not been as significant as in Europe, Asia, and Africa. In these regions, universities have embraced EMI to enhance internationalization, student mobility, and academic reputation. Most of the case studies of EMI use in the Latin American region are in South America; the most prominent countries are Colombia, Brazil, Mexico, and Chile. EMI experts in this region agree that more research needs to be done in Latin America; they anticipate that the implementation of EMI in Brazilian HEIs would bring challenges related to language, culture, and institutional management. The author also acknowledged that, while EMI in Brazil is still at its earliest stages of development, it has many lessons to learn from other contexts around the world [5] Additionally, a study conducted in Colombia concluded that EMI provides opportunities for content and L2 learning; however, if not implemented properly, it may negatively impact the motivation and commitment of the participants. Thus, the authors recommend introducing clear pedagogical guidelines such as those for CLIL [6].

C.   *EMI in Central America – Honduras*

Therefore, EMI is an emerging strategy in Central America. Its adoption remains constrained by the region´s predominant Spanish language, yet it's increasingly seen as a vital tool for boosting bilingualism, enhancing the global profile of academic programs, and equipping students with a globalized workforce and entrepreneurial landscape.

This research examines the experiences of two private Honduran universities that have embraced EMI, introducing this strategy to foster a more global academic environment and prepare their communities for the opportunities and challenges of an interconnected world. These universities are integrating EMI into most of their undergraduate programs, showing a commitment to advanced professional training. Their approach aligns with key educational pillars: innovation, entrepreneurship, employability, and internationalization. It is worth mentioning that Honduras has been recognized as the second-best for bilingualism (Spanish and English) in Latin America and in thirty-third place worldwide. (EF English Proficiency I 2024 World Index).

These universities are pioneering English Medium Instruction (EMI), being the first Higher Education Institutions (HEIs) in Honduras to adopt this strategy. Their journey began eighteen months ago with a pilot program covering six academic areas and gradually expanding to include all programs. New EMI instructors receive teaching support, and during this process, students complete a satisfaction survey and share their learning experiences. This strategy is designed to be bilingual, gradual, and flexible, incorporating four EMI categories: EMI 1, EMI 2, EMI 3, and EMI 4. Higher categories denote a greater percentage of English used in the course, while lower categories involve a reduced percentage. Students in most EMI courses express enthusiasm, motivation, and a desire for more EMI offerings within their programs. However, significant challenges persist for professors, students, and institutions. Key among these is motivating more teachers to participate in this vital program and accurately measuring students' language proficiency while they're enrolled in EMI courses.

These two universities, located in three key cities (including Honduras's capital), have already trained almost 200 professors across their five faculties in the EMI strategy. They've also developed guidelines for its effective implementation. The Faculty of Business and Social Sciences has the most EMI-trained professors at 46%, followed by the Faculty of Engineering at 32%, with the other two faculties at 11%. Consequently, students in faculties with more EMI-trained instructors have enrolled in a higher number of EMI courses.

D.   *Objective*

The primary goal of implementing EMI is to build confidence in students' use of English across their academic and professional lives. By focusing on practical applications, EMI makes the teaching-learning experience significantly more meaningful for both students and professors. This initiative aims to strengthen English language skills for all participants, ultimately leading to enhanced employability and entrepreneurial success in both local and international settings.

E.   *EMI challenges*

Challenges are faced when implementing the EMI strategy because not all students are bilingual, or their English proficiency may not be at the desired level. The same holds for professors, who are required to have at least a B1 English proficiency to teach an EMI course. These factors are crucial for the successful implementation and acceptance of EMI strategies, particularly in contexts where English is not the primary language.   It's relevant to note that while these two universities share common ownership, authorities, and an educational model, they cater to distinct student segments. One university primarily serves recent high school graduates who are financially dependent on their parents and come from higher-income backgrounds. Here, 60% of students are bilingual, largely due to having graduated from bilingual schools. In contrast, the other university targets working adults from lower-middle-class backgrounds, where only 15% are bilingual, with the majority being monolingual.

Although many students and professionals in business and entrepreneurship can communicate in the English language, as noted by [7] "English is prevalent in the business discipline as a lingua franca, often displaying discipline-specific characteristics within business genres." Its proficiency may be limited in general contexts; usually, many students lack proficiency in key language competencies to achieve proficiency in areas that require a higher percentage of English usage, thus stating. (Sarracino, 2022) because knowing and speaking English has implications and motivations such as employability and salary stability concerning those who do not have this skill. Instead, [8] mentions that "although the goal is not to improve students' language proficiency, some theories claim that a positive change in their language skills could occur when they are exposed to language in a meaningful way," since language development and acquisition occur during language exposure. This trend holds in these Honduran universities: students who participated in the survey recommend EMI courses to their peers and provided overwhelmingly positive feedback, despite acknowledging challenges. Even though interestingly, a significant number of these students don't believe their language skills have improved.

Therefore, the English Medium Instruction (EMI) strategyholds significant relevance for higher education

students, contributing to both their academic development and English language proficiency. However, various factors influence the strategy's in-classroom development. As [9] highlight, "student motivation is an important factor in EMI classes." This motivation can be extrinsic, driven by desires for future employment or higher earnings, or intrinsic, stemming from a desire for new ideas or improved performance in other subjects. Both types of motivation are crucial to the teaching-learning process within EMI.

The main objective of this study is to evaluate the perception and satisfaction of university students regarding the implementation of EMI, analyzing how this strategy contributes to the development of their linguistic, academic and professional skills in global context.

II. METHOD

This quantitative research, employing a non-experimental, cross-sectional design, evaluates university student satisfaction with English Medium Instruction (EMI) courses across both their academic programs and entrepreneurship classes. The study characterizes the population and its behaviour using descriptive statistics. Furthermore, multidimensional models are utilized to capture preference heterogeneity, and probabilistic models are applied to estimate satisfaction levels.

A. Research Design

Data collection begins with a structured questionnaire designed to ensure the representativeness of the sample. This process involves the precise definition of the target population, the application of a rigorous sampling method that allows statistical inference, and the determination of a sample size calculated to ensure the power of the study and an acceptable margin of error [10]. The questionnaire integrates demographic, categorical, and control questions, facilitating a comprehensive understanding of the phenomenon. For the initial characterization, frequency distributions and graphic analysis are used. Subsequently, dimensionality reduction and multicollinearity elimination are performed by means of principal component analysis (PCA). This technique allows the extraction of latent characteristics that summarize the crucial information of the original variables [11]. Finally, a Probit-type model is applied to estimate the probability of occurrence of an event, based on the set of predictor variables [12].

In summary, the proposed methodology guarantees the robustness of the analysis. The combination of descriptive techniques, dimensionality reduction, and probabilistic modeling will allow valid conclusions to be drawn. This systematic approach ensures the reliability of the findings and will provide useful tools that contribute to timely decision-making.

B. Population and Sample

The target population of this study consisted of students from two private universities. A goal-directed sampling was used, selecting cases non-randomly [13], resulting in a sample of 560 participants who had taken EMI courses. The data collection instrument, a structured questionnaire, was divided into two main modules. The first module collected geographic and demographic variables, including age, gender, academic categorization, graduation status, and level of English.

The second module addressed specific questions about the EMI strategy, organized into five key dimensions. The pedagogical dimension assessed teacher performance in terms of explanation, use of strategies, encouragement of participation-learning, and use of materials. The linguistic-communicative dimension explored students' comfort with language use, improvement of their skills, and access to support such as tutoring or language development resources. The virtual classroom dimension focused on the resources and materials available, as well as interaction within the virtual learning environment. The motivation dimension inquired about the confidence and learning environment that the teacher promotes in the sessions. Finally, the entrepreneurship dimension asked whether the EMI classes contributed to the understanding of entrepreneurship concepts, the ability to express ideas, the preparation for entrepreneurship, and the learning of networking language (see appendix table 3. Dimensions).

With the support of EMI instructors, the questionnaire was administered as an online form. During regular class sessions, students were invited to complete the survey voluntarily, with explicit informed consent

III. RESULTS

A. Descriptive Statistics

The descriptive analysis (N=560) details demographic characteristics and experience with EMI classes. The composition of the sample reveals most females (58.6%) and a predominance of young students, with 59.1% in the range of 16 to 20 years old. Regarding their previous education, 51.3% completed their secondary education in a monolingual school, while 47.1% did so in a bilingual one, and 1.6% in a trilingual one. Regarding exposure to the EMI modality, many respondents had between 1 and 2 classes (69.6%), followed by 23.6% with 3 to 4 classes, 4.1% with 5 to 6 classes, and 2.7% with 7 or more. Finally, concerning the level of English, 42% report an advanced level, followed by 32.3% with a basic level and 25.7% with an intermediate level **(A table of results).** In summary, the sample is characterized by being predominantly female and young, with varied experience in secondary

education and limited exposure to EMI courses, although with a mostly advanced level of English.

In the **pedagogical dimension,** the students' evaluation of the EMI classes reveals a favorable consensus. Some 40.0% indicated that they "Strongly agree" and 33.0% "Agree" that the classes actively encourage participation and learning. At the same time, 35.0% of the students "Strongly agree" and 31.0% "Agree" with the use of didactic strategies that facilitate the understanding of the content. These percentages, which significantly exceed the levels of disagreement ("Disagree" and "Strongly Disagree" combined add up to 6% and 9% respectively), suggest a generalized positive perception of the effectiveness of pedagogical practices in the EMI modality. Although there is a "Neutral" segment (20% and 25%), the preponderance of affirmative opinions validates the pedagogical orientation of these courses in the university context.

Figure 1. Pedagogical Dimension
(percentage)
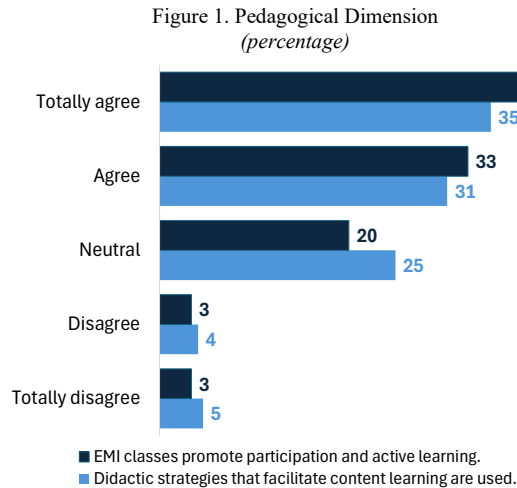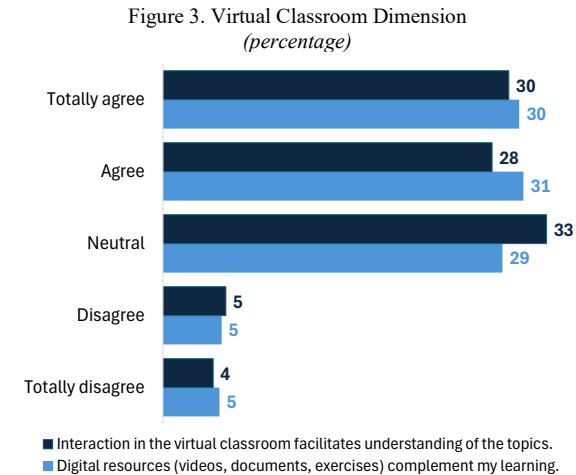

Source: Own elaboration

For the **linguistic-communicative dimension**, the analysis of student perception of the EMI classes reveals differentiated patterns. Twenty-nine percent of the respondents expressed "Strongly Agree" and another 29% "Agree" with the contribution of the use of English in the program to the improvement of their language skills. However, 33% of the students maintained a "Neutral" posture on this aspect. Concerning comfort in communicating in English during the sessions, 33% of the participants "Strongly Agree" and 23% "Agree", while 29% reported neutrality. The percentages of disagreement on both statements are marginal (10% cumulatively for skill improvement and 16% for communicative comfort). These results suggest that while a considerable portion of the student body perceives a positive impact and feels comfortable in the language environment, the presence of a significant neutral group indicates that the experience is not universally homogeneous, which could imply

the need for additional strategies to optimize language development and confidence in specific subgroups of students.

Figure 2. Linguistic-Communicative Dimension *(percentage)*
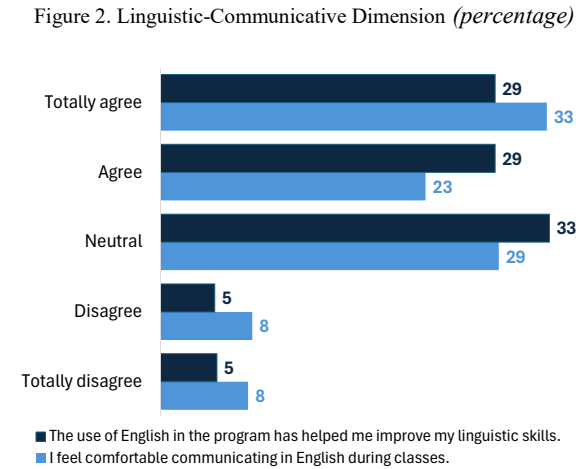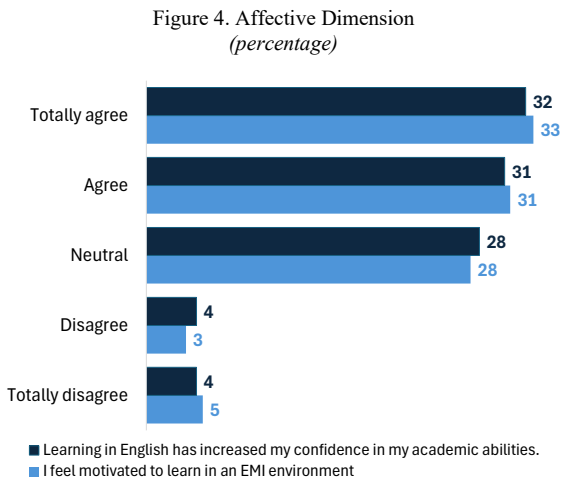

Source: Own elaboration

In the analysis of the **virtual classroom dimension,** students' perceptions regarding EMI classes reveal a spectrum of opinions on the effectiveness of interaction and digital materials. Concerning the statement "The interaction in the virtual classroom facilitates the understanding of the topics", 30.0% of the students expressed "Strongly agree" and 28.0% "Agree". However, a significant 33.0% opted for the "Neutral" category. Similarly, regarding the contribution of "digital materials (videos, documents, exercises) to their learning", 30.0% expressed "Strongly agree" and 31.0% 'Agree', with 29.0% positioning themselves as "Neutral". Levels of disagreement on both indicators remain low, with a cumulative 9.0% for interaction and 10.0% for digital materials. These findings suggest that, although a substantial portion of the student body values the interaction and digital resources, the prevalence of neutral responses indicates that these

Figure 3. Virtual Classroom Dimension
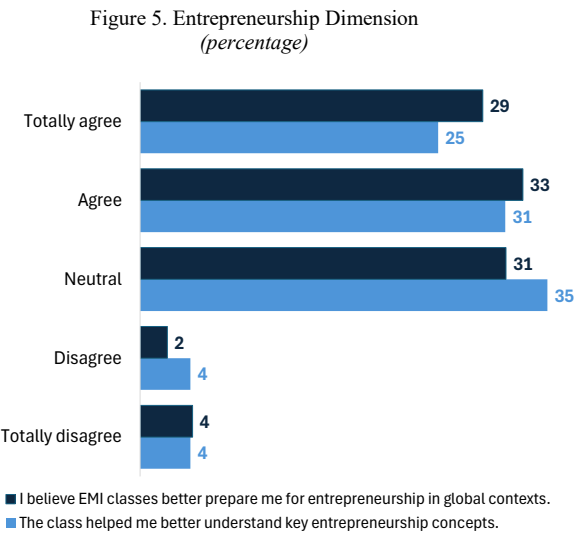*(percentage)*

Source: Own elaboration

components of the virtual classroom may not be optimizing the learning experience for a substantial portion of students.

For the **affective dimension**, students' perceptions of EMI classes reveal a strong positive inclination. Some 32.0% of respondents stated that they "Strongly Agree" and 31.0% "Agree" that learning in English has increased their confidence in their academic skills. Similarly, 33.0% felt "Strongly Agree" and 31.0% "Agree" with being motivated to learn in an EMI environment. Neutrality levels are at 28.0% for both statements, and disagreement percentages are minimal (8.0% combined for confidence and 8.0% for motivation). These results indicate that the EMI strategy is having a positive impact on students' academic confidence and intrinsic motivation, which is critical for success in bilingual environments.

Figure 4. Affective Dimension
(percentage)

■ Learning in English has increased my confidence in my academic abilities.
■ I feel motivated to learn in an EMI environment

Source: Own elaboration

For the entrepreneurship dimension, students' perceptions of EMI classes show a diverse distribution. Regarding the statement "I believe that EMI classes better prepare me for entrepreneurship in global contexts", 29.0% of respondents stated, "Strongly agree" and 33.0% "Agree". However, a considerable 31.0% were in the "Neutral" category. Regarding the class helping to "better understand key entrepreneurship concepts", 25.0% of the students "Strongly Agree" and 31% 'Agree', while 35% remained "Neutral". The percentages of disagreement on both variables are marginal (6% and 8% combined, respectively). These results indicate that while a significant portion of the student body perceives that EMI classes contribute to their preparation and understanding of entrepreneurship, the high proportion of neutral responses suggests that the impact is not universally strong for all students, implying that there may be room to strengthen the connection between EMI strategy and entrepreneurial skills development.

Figure 5. Entrepreneurship Dimension
(percentage)

■ I believe EMI classes better prepare me for entrepreneurship in global contexts.
■ The class helped me better understand key entrepreneurship concepts.

Source: Own elaboration

B. Analytical Models

To address the research question effectively, a Principal Component Analysis (PCA) was applied. This method allowed the generation of indices for the five key dimensions: Pedagogical (D1), Linguistic and Communicative (D2), Virtual Classroom (D3), Affective (D4), and Entrepreneurship (D5). Each dimension was constructed from variables selected to accurately represent the observed indicators. The PCA results validated a robust factor structure underlying the five proposed dimensions. The KMO (Kaiser-Meyer-Olkin) was used to assess the suitability of data analysis.

Specifically, the Pedagogical Dimension (D1) showed an excellent sample fit (KMO = 0.863). Its two principal components explained 84.2% and 90.1% of the observed variance, respectively. Similarly, the Linguistic-Communicative Dimension (D2) presented a KMO value of 0.711, considered good, with its principal components explaining 76.5% and 90.1% of the variance. The Virtual Classroom Dimension (D3) obtained a KMO of 0.601, an acceptable value, and its principal component captured 89.9% of the variance. For its part, the Affective Dimension (D4) exhibited a very good KMO value of 0.771, with its two components explaining 87.3% and 93.4% of the variance. Finally, the Entrepreneurship Dimension (D5) achieved a KMO of 0.817, indicating a very good fit, with its principal components explaining 84.6% and 92.9% of the variance (see appendix Table 1. Probit Model). In conclusion, the Principal Component Analysis confirmed the validity and robustness of the five proposed dimensions, allowing their use as reliable constructions for further analysis.

For the final analysis, a probit model was constructed using Component 1 (Comp 1) of each dimension. This choice is since Comp 1 represents the most dominant latent factor, explaining the largest proportion of variance in each dimension. The model evaluates how the main source of variance in the Pedagogical, Linguistic-Communicative, Virtual Classroom, Affective, and Entrepreneurship dimensions influences the probability of the event of interest. The binary dependent variable was defined as the student's recommendation to peers to take classes with the EMI strategy (1=Yes, 0=No).

The results of the Probit model, presented in Table 1, reveal a heterogeneous influence of the dimensions on the propensity of students to recommend EMI classes. The Pedagogical (D1), Sentimental (D4), and Entrepreneurship (D5) dimensions show a positive and statistically significant association. This indicates that improvement in the conditions of these dimensions increases the likelihood of students recommending the EMI strategy. In contrast, the Linguistic-Communicative Dimension (D2) and the Virtual Classroom Dimension (D3) do not show statistical significance. Therefore, these dimensions do not seem to influence the probability of recommending such classes, at least under the characteristics of the surveyed population and the modeling used. These findings provide an empirical basis for understanding the differential influence of the dimensions considered on students' decisions to recommend the EMI strategy.

Table 1. Probit Model

Dim.	Coef.	Std. err.	z	P>z
D1	0.138	0.074	1.88	0.061
D2	0.053	0.098	0.54	0.588
D3	-0.201	0.128	-1.56	0.118
D4	0.192	0.099	1.93	0.053
D5	0.181	0.074	2.46	0.014
Const.	1.515	0.097	15.56	0.000

Note: All tests were performed to determine the validity and goodness of fit of the model. The aggregate classification level was 88.4%, the Pseudo R^2 was 0.2208, and the ROC was 0.8587.

Source: Own elaboration.

IV.   Discussion and Conclusion

The results of this research reveal that the implementation of the EMI strategy in these Honduran private universities is significantly influenced by Pedagogical, Affective, and Entrepreneurial dimensions, which positively affect the likelihood of students recommending this strategy, because the implementation of it can allow students to voice their EMI learning experience and difficulties and also to consider ways they perceived as helpful to facilitate their learning progress . [14]This underscores the importance of strengthening the

quality of teaching, fostering a positive learning environment and linking courses with the development of entrepreneurial skills to enhance student satisfaction and acceptance of EMI. The lack of significance of the Linguistic-Communicative and Virtual Classroom dimensions suggests that, for the population studied, these aspects may not be the determining factors in recommending classes with the EMI strategy, which could indicate an adequate linguistic base or an effective adaptation to virtual environments on the part of the students, aligning with observation[15] "The issue of language competence in EMI has already been identified by many institutions, who also suggest that the lack of specific adapted teaching materials can hamper the quality of bilingual programmes"

As pioneering institutions in EMI adoption, these two private universities have achieved notable progress within just 18 months of implementation. Their efforts are transforming educational delivery and directly impacting students' entrepreneurial development, thereby enhancing global opportunities. Preliminary results are satisfactory, and the focus is now on further enhancing these outcomes, increasing program coverage, and advancing to higher EMI categories, as most courses currently operate at the EMI 1 level.

These findings provide a solid empirical basis for HEIs seeking to optimize the EMI strategy by targeting efforts toward the areas that generate the greatest impact on student perception and recommendation, as [16] mention "positive perceptions of EMI are centered around English proficiency development, and access to global knowledge" which helps for preparation and an increasingly interconnected world . For future research, the heterogeneity of student preferences and the interaction between dimensions could be explored using qualitative methodologies or longitudinal designs to better understand the mechanisms underlying satisfaction in EMI courses. Likewise, it would be valuable to compare these results with those of public universities or other geographical contexts to identify particularities and generalizations in the implementation of this educational strategy.

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Appendix

Table 2. Demographic Data Population

Gender	Frecuency	Percentaje
Female	328	58.6
Male	232	41.4
Total	560	100
Age range		
16 to 20	331	59.1
21 to 25	147	26.3
26 to 30	35	6.3
31 to 35	24	4.3
36 to 40	14	2.5
41 and over	9	1.6
Total	560	100
You completed your secondary education at a		
Monolingual school	287	51.3
Bilingual school	264	47.1
Trilingual school	9	1.6
Total	560	100
How many EMI classes have you received so far?		
1 to 2	390	69.6
3 to 4	132	23.6
5 to 6	23	4.1
7 and over	15	2.7
Total	560	100
What is your level of English?		
Basic	181	32.3
Intermediate	144	25.7
Advanced	235	42
Total	**560**	**100**

Source: Own elaboration based on data from the form: EMI from your student experience 2025.

Table 3. Dimensions

Dimensions	Comp 1	Comp 2	KMO
D1	84.2	90.1	0.863
D2	76.5	90.1	0.711
D3	89.9	-	0.601
D4	87.3	93.4	0.771
D5	84.6	92.9	0.817

KMO. Calculates the Kaiser-Meyer-Olkin Measure of Sampling Appropriateness. This statistic assesses the suitability of the data for dimensionality reduction. Values close to 1 (generally > 0.6) suggest that the PCA is appropriate for the data**.**

Source: Own elaboration