

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Ain Temouchent – Belhadj Bouchaib



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**Examining The Impact of Financial Education Integration on
Students' Academic Achievement: Case Study of Third Year
EFL Students at the University of Ain-Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Academic Year: 2024 – 2025

DEDICATIONS

To everyone who has provided help in the completion of this research work.

To my family, friends, and teachers.

ACKNOWLEDGEMENTS

I would like to recognize the invaluable assistance of my supervisor Prof. Chahrazed HAMZAOUI who immensely helped me in the completion of this research work even during her vacation pause; her guidance, support and suggestions will be eternally appreciated from the bottom of my heart.

I am also very grateful to the members of jury,andfor devoting some of their time in reading and evaluating this study.

ABSTRACT

The English language is gradually becoming dominant compared to other languages in the world. Thus, English and didactic researchers are obliged to facilitate the learning experience for their disciples, and boosting their motivation is a key for maintaining and reaching language learning progress. The current study aimed to investigate the effectiveness of studying financial education as a subject in English and its outcomes as regards language learning. A case study was conducted at the Department of Letters and English Language taking into consideration (30) third year Licence students at the University of Ain-Temouchent, and a two-sections questionnaire served as the primary research instrument. By structuring the questionnaire in this manner, the study sought to establish significant relationships between students' backgrounds and their academic experiences with financial education. The data collected were analysed through a mixed methods approach. Despite the few limitations that were faced during the process such as curriculum overlap and the challenges of implementation, the results showed that the majority of the participants approve the fact that financial education has a significant impact on students' performance in English and the mastery of its skills. The results also revealed that financial education can be a complementary component to classroom learning for the best possible results in academic performance.

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LIST OF ACRONYMS AND ABBREVIATIONS

EFL : English as a foreign language

F-education : Financial Education

F-knowledge : Financial Knowledge

GDP : Gross domestic product

MTL : Mother tongue

OECD : Organisation for Economic Co-operation and Development

TOEFL : Test of English as a foreign language

BCE : Before common era

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GENERAL INTRODUCTION

It is universally known that most people when exposed to a certain language in a long period of time, an adoption of the language will take place and the person who acquires the language is more likely to be better than the one who learns it. That is the main reason why we need to integrate financial education as an English subject; not only to fulfill students' financial unawareness, but to enhance their motivation taking into consideration that seeking money is part of every single person's interests. The correct usage of this module will make sure that learners are in constant English environment, thus more effective learning experience. This change may transform the aspects of the experience of teaching and learning languages to a higher level.

Knowing how important the environment is in language learning is not enough but knowing how to make sure that our disciples are in that environment consistently will be the perfect road to an excellent mastery of the language. Though the "English as a Foreign Language" classroom is also an environment that speaks the language but it can not stand alone for a successful learning process. Moreover, learners' motivation is not always present even for the best students, a link between the classes they are taking and their daily life must be put into existence for not only a faster learning process, but a far better fluency and that can be reached through taking the needs, abilities and especially the interests of learners into consideration.

In Algeria as in many other developing countries, the Ministry of Education has set English as a second language aligned with French due to its importance. Our duty is to transfer this language in the best possible manner fulfilling the lacks of students creating debates, a positive atmosphere in the classroom leading everyone to share his point of view, thus an indirect learning process.

This research work aims to analyze and investigate the effectiveness of financial education regarding the English mastery of L3 students at the department of English affiliated to the faculty of languages and social sciences at the University of Ain- Temouchent. To fulfill the research objectives, a questionnaire was addressed to the participants. To achieve the aims of our study, the following research questions have been stated.

1- How can financial education truly be correlated to language learning in the first place?

2- In what ways does financial education affect students' academic achievement?

To connect the dots, the following hypotheses have been proposed:

1-Language learning and financial education may seem unrelated at first glance, but they actually share a significant connection.

2- Financial education when studied in English will arise interests that motivate students to indirectly learn the language.

This research work consists of three chapters. The first chapter provides a general overview about the history, origins and definitions of financial education including its different aspects, models and adaptations from one generation to another and its effectiveness in the teaching and learning process. The second chapter yields some details about the research methodology section, the research questions and hypotheses, objectives of the study, the target participants and the research instruments used in this research work. The third and final chapter is devoted to the analysis and interpretation of the main results obtained from the questionnaire administered to L3 students studying at the English Department in the University of Ain-Temouchent.

Chapter One: Financial Education and Language Learning

1.1 Introduction

Learning about money while you are learning English is like hitting two birds with one stone. In other words, first getting better at the language, and secondly picking up some seriously important skills for handling finances and making smart money moves. This way of learning not only helps understanding all those words related to finance in English but it also makes the person feel way more confident dealing with finance when put in English-speaking places. By mixing language learning with financial know-how, gaining really useful skills that can help in personal and work life in today's global world has nowhere to escape. Basically, it makes disciples both fluent in English and smart with money, which sets them up for all sorts of opportunities and challenges.

Therefore, this devoted chapter will elucidate and discuss financial education in a general overview, its definitions, its historical background and its evolution through the pace of time, the advantages of using it instead of other teaching methods and its influence on educational systems such as in the university. Second, the remaining parts of the chapter will shed a light on the main differences between this way of learning and traditional classroom learning and other learning methods that are becoming somehow obsolete. And to finish, we will discuss academic performance and how e-learning has a relation with improving it.

1.2 History and origins of financial education:

a) Early Civilizations

During the dawn of civilization, financial education, though simple, played a vital role in economic survival and societal advancement. The earliest records of financial contracts as Ferguson mentions in 2008, -come from Mesopotamia around 3000 BCE. The following provides a detailed examination of the development of financial understanding in several of these early societies:

- Ancient Greece (800-146 BCE)

In ancient Greece, learning about money was not its own separate thing. It was part of learning about big ideas like philosophy, math, and how to argue well. Since Athens was a democracy, regular folks were encouraged to get involved in the economy, so understanding basic money principles was important. Thinkers like the Pythagoreans focused on math that could be used for business and trade according to Polanyi 1944. Plus, when they started using

coins in Lydia (what is now Turkey) and across Greece, it made trade easier, but it also meant that merchants and traders really needed to know their things when it came to money.

- Ancient Rome (753 BCE - 476 CE)

Roman society placed significant emphasis on law and administration, which included financial matters. Duncan 1994 focused on The Roman Empire which developed a sophisticated system of taxation, trade regulation, and public finance. Wealthy families imparted financial knowledge to their heirs, including managing estates, investments, and business enterprises. Roman numerals and accounting methods such as the "Roman Double-Entry Bookkeeping" system (codified later by Luca Pacioli in the Renaissance, 1494) helped manage finances and track transactions.

Therefore, in those early days, as people started trading, they also started learning about money. It was all driven by the need to keep track of things, do business, and just keep society running smoothly. The basic ideas they came up with back then actually helped build the more complex money systems we have today.

b) Medieval Era

During the early medieval period (5th to 10th centuries), Europe saw the rise of towns and cities as centers of trade and craftsmanship. Guilds, associations of artisans and merchants, played a crucial role in medieval economies. They provided apprenticeships where skills in trade, commerce, and financial management were passed down through generations as stated by Le Goff (1988). These guilds were super important because they had apprenticeship programs where older, skilled workers would teach younger folks the tricks of the trade, including how to handle money and run a business. It was how knowledge got passed down. Guilds taught members about pricing, quality control, credit arrangements, and rudimentary accounting practices (Hunt and Murray, 1999).

In addition, Manuscripts and treatises on commercial and financial practices were written and circulated among merchants, bankers, and scholars. In summary, the medieval period saw trade grow, the earliest forms of banking appear, and the development of education that gave us the basic building blocks for how we learn about finance now. It was a time when practical money knowledge started to become part of both professional training and what was taught in universities as it was informed by Yamey 1989, laying the groundwork for the financial and business advancements of the Renaissance and the centuries that followed.

c) Renaissance and Early Modern Era

During the Renaissance and early modern era as stated by Grendler (1989) learning about money really stepped up its game. It was not just about counting anymore. With economies changing and modern banking and business starting to boom, universities all over Europe started offering courses in things like trade, economics, and finance (Weber, 1905). Places like the University of Seville and even groups of merchants had their own ways of teaching practical business skills, like how contracts worked and how to do the math for trade. This focus on real-world skills in business and finance was kind of in line with the whole humanist idea of using what you learned in books in your everyday life, including how you made money (Gelderblom, 2013). As countries got richer and traded more, it became super important for merchants, traders, and even government folks to be smart about money. That is when governments and cities started realizing they needed people who knew their finances, so they began including money topics in schools and apprenticeship programs. as mentioned in Poitras (2000).

d) Industrial Revolution

During the Industrial Revolution, which spanned from the late 18th century to the mid-19th century and beyond, financial education underwent notable transformations in response to the economic and technological advancements of the time. The Industrial Revolution prompted advancements in economic theory and education as mentioned by Rose (2001). Mitch (1992) on the other hand spotted the step by step Universities and school' offers of courses in economics, finance, and business administration to train a new generation of managers, yet there were some problems in this era such as the limitation of accountants and the high demand of teachers and clerks.

Economic thinkers such as Adam Smith, David Ricardo, and John Stuart Mill 1830 contributed to the development of economic principles that shaped financial education and policy during this period. Moreover, as industrialization spread across Europe and North America, efforts were made to improve financial literacy among the general population. Educational reforms included the inclusion of basic financial concepts in school curricula to prepare students for roles in an increasingly industrialized economy. at that time, magazines and newspapers started sharing information about money, giving people practical tips on how to save, invest, and handle their own finances (Neal & Williamson, 2014).

Then came the Industrial Revolution, which made the world trade and economies way more connected. So, financial education had to grow to include things like how international trade

works, how money changes from one country to another, and how finance helps global business happen. Business schools and colleges changed what they taught to cover all the complicated parts of international finance and trade relationships (Chandler, 1977).

In essence, the Industrial Revolution represented an important turning point in the evolution of financial education. The demands of understanding intricate industrial economies, the development of stock markets, and the mechanisms of global trade obliged these changes. Consequently, the advancements in financial education during this period established the groundwork for the contemporary financial systems and practices that we observe continuing to evolve in the present day.

- The 20th Century

The 1900s were a big turning point for how we thought about and learned about money. As the world's economies changed, technology got more advanced, and society itself shifted, financial education had to keep up. Early on in the century, the focus was really on how regular folks banked and on making sure there were rules in place after big economic messes like the Great Depression. Arguing that the Federal Reserve's policies were a major cause of the Great Depression (Milton Friedman and Anna Schwartz, 1963). In addition to the fact that Economics became a formal discipline in universities, incorporating financial and other theories into academic curricula. The late 20th century witnessed the digital revolution transform financial services, requiring updated education in digital finance and electronic banking.

-The 21th Century

When the 21st century rolled around, financial education was global at that time, making sure everyone was included and giving people all kinds of money skills. Around 2011, Fintech totally changed how we learn about finances, making things like digital smarts, online security, and understanding new financial tools extremely important. Big international groups also started setting worldwide standards for being financially literate, pushing education as a way to help economies grow and stay stable (Lusardi, 2020).

Looking back, learning about money has come a long way. It started with just basic counting and trading but has grown to cover complicated financial systems, all the digital innovations we see now, and how economies are connected globally. It is still a really crucial way to empower people, help keep the economy steady, and make sure everyone can make smart choices in our increasingly connected world.

1.3 Definition of financial education

Financial education gives people the skills and the right way of how to handle their finances covering a lot of knowledge such as the following:

Possessing the basics of knowing things like where money come from, where it goes, how to make a budget, save money and deal with debt. As the Core Competencies Framework on Financial Literacy for Adults, 2016 stated that financial education is a form of:

-Planning for the Future: Figuring out how to set money goals and make a plan to reach them through budgeting, saving, investing, and thinking about retirement.

-Learning about Investments: Understanding different ways to grow money (like stocks and bonds), the risks and rewards involved, spreading your money around, and knowing how different investments work.

-Handling Borrowing: This is about knowing what it really means to take out a loan, how those credit scores work that everyone speaks about, understanding how interest rates can add up, and being smart about using credit cards and loans.

-Being a Savvy Buyer: This means knowing your rights when buying stuff, understanding what different financial products and services are all about, comparing prices before buying, and being able to spot and avoid scams.

-Keeping Yourself Covered: This involves understanding the different types of insurance, like for life and health, figuring out what bad things could happen financially, and having a plan for when they do.

-Understanding the Economy: This is about realizing the basics of how the economy works, like what inflation and interest rates are and how they can affect your own money.

-Your Head and Your Wallet: This is about knowing that thoughts and feelings can sometimes play with money decisions.

-Money and morals: This includes thinking about whether money choices are ethical and how finances can have an effect on society.

-Tech and your Money: This is about understanding how technology is changing banking and payments, how to stay safe online with your budget, and why keeping your personal data private is very important.

The Organisation for Economic Co-operation and Development (OECD) defines financial education as,

the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or

objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being.

Financial education is all about giving people the smarts to make good money choices, handle financial bumps in the road, plan for a secure and good future, in other words just feel good about their finances overall. It is something everyone needs, no matter how old they are or where they come from, to make their way through the tricky world of money and reach their financial freedom.

1.4 The impact of financial education on language learning

Learning about money can be a significant motivator for learning a language through several key directions as mentioned in the book of Financial Literacy. Research by Lucey and Cooter (2018) emphasizes the real-world impact of education; financial topics often involve practical, real-life scenarios, which can motivate learners by clearly showing them how language proficiency directly affects their ability to manage finances effectively. This real-world connections help learners view that knowing a language is not just for classrooms, it is actually a really important asset for getting ahead in life.

Moreover, when learning about money, we often set specific goals, like saving up for something or plan for retirement. Learning a language can be the same. The learner sets goals like getting to a certain level, passing a test, or just getting good at talking about certain things. This systematic approach to goal achievement in financial education can inspire comparable strategies in language learning.

Mastering multiple languages is increasingly valued in globalized industries and academic surroundings. Financial education can underscore the career advantages of multilingualism, motivating learners by illustrating how language skills can enhance job prospects, facilitate international business dealings, or open avenues for academic research and collaboration.

Learning about money often involves getting comfortable with different resources. Matters like financial reports, articles, and educational materials. It turns out that learning a language is similar. Benefits are from using a wide range of resources, such as books, media, online courses, and language exchange partners. The skill of utilizing resources developed through financial education can encourage learners to explore and engage with language learning materials effectively.

Both financial education and language learning stimulate cognitive functions such as critical thinking, problem-solving, and analytical abilities. What is interesting is that the way the learner learns about money, thinking critically and solving problems can actually make you better at learning languages. It is those same brain skills get a workout and makes him feel more confident using them for language challenges. When learning about money, we often see how different cultures handle things. This can make us appreciate those cultures more and even want to learn their languages so we can connect with people and really understand their way of life.

The great part is, learning about money can give learners a real push to learn a language by showing how useful it is, helping them set goals, opening up job opportunities, making it easier to find learning matters, making their brain stronger, and making them more interested in other cultures. Just like it has been mentioned by Chiswick in his book “The Economics of Language”, (2007). Language skills satisfy the three requirements for human capital: they are productive, costly to produce, and embodied in the person’ it all makes the person see another language as something really valuable that makes his life better at work and in his personal life.

1.5 Adaptation of Financial Education by Algerian Universities

To discuss education in any form and in any country, its background needs to be analyzed. On one hand, the government of Algeria made a huge effort to increase the focus on the English language for instance the ministry of education has officially declared that children will start learning English from the third year primary school on September 2022. And that has been applied targeting clear main objectives such as enhancing its international communication and participation in global affairs. English is widely recognized as the primary language of business, diplomacy, science, and technology worldwide.

By encouraging English proficiency, Algeria aims to better integrate into the global economy, attract foreign investment, and improve educational and research exchanges with English-speaking countries. In addition, being good in English can really open doors for Algeria in big international companies and organizations, which helps the country's economy and its standing in the world. On the other hand, when Algerian universities start teaching financial education, it is a big step towards giving students the basic skills they need to handle their own money and understand how the economy works.

Putting these financial programs in place could involve teaching things like budgeting, saving, investing, and how financial markets operate. This can help students make smart money choices, contribute to a stable economy, and maybe even make them more employable as stated by the OECD (2005). Now that everything is taught in English at the university level, financial education can actually lead to not just the money skills, but also better English because the two go hand-in-hand. For example, knowing English well helps students understand financial terms accurately. Whether reading financial documents or participating in discussions, linguistic skills are crucial for grasping nuances in financial language.

Additionally, Clear communication is essential in both finance and language learning contexts. A grasp of financial concepts enhances one's ability to communicate effectively about financial matters, whether in personal finance discussions or professional settings. So, basically, being good at both English and finances really helps people get around in today's global money world while also helping them grow as individuals and learn more generally. It is pretty clear that when financial education has been introduced before, it was not really for the same reasons we are looking at it in our research. It was more about just teaching people about money, investments, and managing risks which is definitely one of the things we want to get across in our study, along with the language learning side of things.

In terms of motivation, when a good teacher transmits the idea of “financial education” will make you rich if you focus on it and paves the way for his disciples to make further researches in English. They will not only want to study this module only, as a matter of fact they will unconsciously get better in the language to reach progression in this subject which (when taught correctly) will boost learners’ motivation to a high level due to the fact that every person wants to be rich or at least be financially free.

Adding to that the energy boost when reading words of millionaires and billionaires spreading wisdom through their books as in this quote written by Kiyosaki, (2009) “Financial freedom is available to those who learn about it and work for it” (p.120). Reading or listening to these words makes the person work twice as hard.

In today's world where everything is connected in a global way and as it has been settled by Lusardi (2019), being smart financially is a must-have skill. It helps people handle their money well, make good decisions, and figure out the confusing problems of economics. For Algeria, a country going through some big economic and social changes at this period of time, bringing financial education to schools is a crucial and timely move. This is not just about making students better at language and school topics; it is also about giving them the real-world

money skills they need to succeed in their personal and work lives. By mixing financial education with the usual school subjects, Algeria can help create a generation of people who are good with money and can really contribute to the country's economic growth.

1.6 The Need of Financial Education in Algeria

With the world's economies getting more and more complicated, being financially smart has become a really big deal. So, giving people, especially students the knowledge and skills to make good money decisions is more important than ever. This is especially true for Algeria, where learning about finances is not really a big part of what is taught in schools right now. “We were not taught financial literacy in school. It takes a lot of work and time to change your thinking and to become financially literate” (kiyosaki, 1997, p.201).

Algeria's economic landscape is evolving rapidly, with increased emphasis on diversification, entrepreneurship, and global financial participation. However, many Algerians, especially young people, still do not know much about handling money. This lack of knowledge is a real problem for getting involved in the economy and having a stable personal financial life. Many men struggle with things like investing and understanding credit, which can lead to bad money decisions and problems down the road.

Bringing financial education into schools can fix this by giving students the basic skills they need to manage their money. Since Algeria has so many young people, who will make up a big part of the future workforce and economy, teaching them about money early on can make a huge difference. By giving them financial smarts from a young age, the country can prepare students to deal with economic challenges better and make smart money choices that will help them succeed later in life (Bouznit, 2015, p.391).

Integrating financial education into the educational system addresses these gaps by providing students with essential skills for managing their finances. Because Algeria has such a large young population who will make up a big part of the future workforce and economy teaching them about money early can have a really big and lasting impact. By giving them a solid foundation in financial literacy while they are young, the country can prepare them to deal with economic challenges more effectively and make smart financial decisions that will support their success down the road.

1.7. The Benefits of Financial Education

Understanding how to manage money wisely has become an essential life skill. Financial education empowers individuals to avoid common financial pitfalls, and build a secure future. “college graduates spend 16 years gaining skills that will help them command a higher salary; yet little or no time is spent helping them save, invest and grow their money” (shorb, 2014). Based on this saying and a lot of other researchers a direct study of financial literacy must be put into existence in order to deduce its benefits such as the following:

a. Promoting Economic Stability

Financial education plays a critical role in promoting economic stability. When individuals understand fundamental financial principles such as saving and managing debt they are better equipped to avoid financial difficulties and contribute to economic stability (Schinasi, 2004). For Algeria, where economic diversification is essential for sustainable growth, a financially literate population can help foster a more resilient economy. Individuals who practice financial management are less likely to experience economic hardships, which in turn can reduce the burden on social welfare systems and contribute to overall economic stability.

b. Encouraging Entrepreneurship

Helping people start their own businesses is a big deal for making the economy grow, coming up with new ideas, and creating jobs. And one of the best ways to get people thinking like entrepreneurs is by teaching them about money. Giving individuals the basic financial smarts really helps. So, encouraging entrepreneurship by making sure people are financially literate is not just good for the individuals; It also helps the whole economy grow. “The essence of investment management of risks, not the management of returns” (Graham, 1949, p. 46)

Graham here focused on successful investing which is not primarily about chasing high returns, but it is instead about carefully managing and minimizing risk. Returns are uncertain and influenced by market conditions beyond an investor’s control, but risk can be assessed, controlled, and planned for.

Therefore, the smart way to invest is to really focus on saving money, understanding what could go wrong with investments, and not making bets at all. Doing that, leads the person more likely to see steady gains over time. Basically, if an individual handles risk well, the good returns will usually follow. However, if he just chases after those big, quick returns and ignore the risks, he is probably going to end up losing money. Matters like this are just basic knowledge

everyone should get in school. Lately, Algeria has been really trying to get more people to start businesses to help the economy and come up with new matters.

c-Empowering Individuals

Think of financial education as giving people a real helpful advantage, it empowers them to take the reins of their lives and make smart choices about their future. When they really understand how money works, they are way better set up to become financially independent, stress less about money, and build a solid future. This feeling of being in control goes beyond just your bank account; it builds confidence, makes you more responsible, and helps you get more involved in the wider economy and society. When people know how to budget, save, and invest, they can make smart choices that improve their financial situation and just make their lives better overall (Lusardi, 2019).

1.8. Incorporating Financial Education into Higher Education

When students get to university, we should really step up the financial education to cover the more complex stuff like investments, taxes, and planning for retirement. Algerian universities could weave these topics into their current economics or business courses, or even offer separate financial literacy classes for students in other fields as stated by Hastings (2013). So, this would mean that everyone who finishes university, no matter what their major was, would have a pretty good grasp of how to handle their own money. On top of that, the universities could also put on workshops, invite speakers, and have talks about money subjects to really help students get even smarter about their finances.

As far as the integration of financial education into the curriculum is concerned and in terms of focus and structure, curriculum includes topics like budgeting, saving, investing, credit management, and understanding financial systems. Methodology, however, uses practical exercises, real-world scenarios, and interactive lessons to teach financial skills.

In terms of strengths, real-world relevance prepares students to manage personal finances effectively, which can lead to better financial decision-making and stability. Empowerment provides students with the tools and knowledge to navigate financial challenges and opportunities confidently. As for the limitations, curriculum overlap involves integrating financial education might lead to less time allocated for other subjects, potentially affecting overall academic performance. And implementation challenges require specialized training for

teachers and the development of appropriate teaching materials, which can be resource-intensive.

1.8 How financial education will be taught

There are various effective methods to teach financial education such as; Interactive Lessons: Use simulations, games, and role-playing to make financial concepts engaging and practical.

Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves (Stephen, 1996, p.49)

Incorporating case studies and real-world examples to demonstrate how financial principles apply to everyday decisions. Secondly, Project-Based Learning encourages students create budgets, investment plans, or savings strategies to apply what they have learned. As well as Guest Speakers and Workshops: Invite financial professionals to provide insights and answer students' questions about real-world financial issues. Digital tools will also be utilized in form of apps and online resources for budgeting, investment tracking, and financial planning to give students practical experience. Lastly curriculum integration involves embed financial education into existing subjects like mathematics or social studies to reinforce its relevance.

Each method can be adapted to different age groups and educational levels to ensure that students gain a comprehensive understanding of financial concepts. However, the best way for a learner to listen and acquire is when hearing from millionaires themselves and that can happen through reading and analyzing famous books such as: "Rich Dad Poor Dad" by Robert Kiyosaki.

1.9. E-learning in financial education

One session a week will not be sufficient for students to reach financial literacy and language acquisition, but still it would be enough to motivate them to make further studies at home or in any other place through electronic learning. Financial education is more powerful than a job or money.' Kiyosaki, (1997, p45). Moreover, that alone is capable to boost students' motivation and make further researches at home via computers and mobile phones. E-learning in financial

education encompasses various methods and tools to teach financial concepts through digital platforms.

There are many types of E-learning platforms that can be used to make further studies at home or any place other than the classroom: Online Courses: Structured courses that cover various aspects of financial education, such as budgeting, investing, and financial planning. They often include video lectures, reading materials, and quizzes. As well as, Webinars and Live Sessions: Real-time virtual classes or seminars where experts discuss financial topics, answer questions, and provide interactive learning experiences. Educational Apps: Mobile applications designed for financial education, offering tools for budgeting, investing, and financial goal tracking. In addition to, Interactive Modules: Self-paced, interactive learning experiences that use simulations, gamification, and scenario-based exercises to teach financial principles.

Everything in the majority of today's domains is changing these days in a fast pace, especially with the entire tech connecting us. Learning is changing fast too. One of the biggest things is how E-learning has taken off, opening up all sorts of new ways to get and use information. This is a seriously significant advancement for financial education! When individuals really understand the core principles online, it has the potential to completely reshape how they manage their finances and establish a much more promising financial future. So, before we delve into all the exciting specifics, let us think about why E-learning has so quickly become a major player in this space.

1.10. Financial education and academic performance

Beyond just giving students the basics of managing money, financial education also strengthens their overall academic game. By encouraging them to be responsible, think things through before deciding, and analyze situations, it can really empower them to achieve more, whether they are in the classroom or out in the real world. 'academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019).

However, here is a key point: Figuring how financially smart someone really is not the same as just looking at their grades in school. We only really see that by watching their career

unfold and how well they handle their money throughout life. But even though it is a lifelong process, learning about finances in school can still have a lot of positive effects on how students do academically.

More Focus, More Drive: When students get a glimpse of how what they are learning connects to the real world of money, it can make them more motivated and interested in their schoolwork. Thinking Gets Sharper: Because dealing with money often means identifying real-life problems, students can get better at thinking critically and breaking things down, skills that are useful in all their classes. Time Management Gets Easier: Learning how to budget and plan their finances can also teach students how to manage their time and get organized, which is a big help when it comes to doing well in school. Less Worry, Better Focus: When students feel more in charge of their money, it can really reduce the stress and anxiety they might have about finances, allowing them to concentrate more on their studies.

When dealing with long-term academic and professional benefits, financial education serves as the bedrock for making smart choices with money, handling it responsibly, and achieving financial independence down the line. It is not just about knowing a few things now; its benefits stretch far into students' academic journeys and professional lives. When individuals develop a good understanding of finance early on, they are better prepared to confidently and clearly navigate educational opportunities, plan their careers, and handle future money responsibilities (World Bank, 2019).

Bringing financial education into Algerian universities is a smart move for getting students ready for the financial realities of life. While it is obvious how helpful this could be, actually making it work well means we need to plan carefully and keep the local education system in mind. Before starting, it is important to take into consideration some of the potential obstacles in the road and the matters we need to review to make sure financial education in the Algerian universities is effective and lasts.



Figure1.1: Model of Academic Success. (Adapted from York, et al, 2015)

This model paints a picture of academic success as something with many sides to it, not just about getting good grades. It also includes how happy students are, the skills they gain, if they keep going, if they actually learn what they are supposed to, and how well they do in their careers later on. This whole idea recognizes that true success in education is not just about test scores; it is also about whether a student can use what they know, stays engaged in learning, and can transition easily into the working world. When looking at all these pieces together, you get a full understanding of what it means to really succeed in your studies, both in the short and the long term.

1.11 Conclusion

This chapter has laid the groundwork by exploring what financial education is all about and how it ties into academically doing well. It has focused on how financial education is becoming more and more important for everyone, especially with how the economy is today. Importantly, we also talked about how Algeria could actually teach financial education in its schools. It has also looked at how learning about money can actually help with language skills and how learners communicate, especially for students learning English. By making them think critically, learn new words, and apply what they learn to real-life situations, financial education can help disciples grow both their brain and language abilities. This opens up some exciting possibilities for mixing different subjects in research and coming up with new ideas in education.

Chapter Two: Methodological Concerns

2.1 Introduction

Before diving into what we actually did in this study, the previous part was all about looking at what everyone else has already said about being financially smart. We explored the main ideas and ways of thinking about it, how the whole idea of financial literacy has grown over time, and why it is such a big deal nowadays. We also examined how understanding money helps students make smart choices with it and get their future finances in order. That whole last part was really about laying the groundwork, explaining what financial literacy even means and why it could actually be important when you are trying to learn English.

Actually, in this part, we are shifting gears and discussing the fundamentals of our study how we actually collected and looked at the information about how financially literate university students are. We will expose the tools we used to get the information, how we picked the students, and how we crunched all the numbers. Our main aim here is to walk through exactly what we did, step by step, to answer our research questions. We will also describe the questionnaire we used to figure out how financially literate the students were and explain how we went about analyzing all that questionnaire data.

2.2 Financial Literacy among University Students

This study focuses on students enrolled at the Department of Letters and English Language-University of Ain-Temouchent because financial literacy is a crucial life skill, particularly for young adults like university students who are on the verge of entering the professional world. Understanding how to manage their finances effectively will equip them with the necessary tools to navigate their future careers and personal lives with greater confidence and security.

During the academic year 2022/2023, the Department of Letters and English Language, for instance, catered to a student population exceeding 30 of undergraduate students. These students were distributed as undergraduate students. This cohort includes students about to finish their university life and move on to the next one, which is the professional life, deducing their needs and insecurities from this sudden gigantic transfer willing to fulfill the lacks and transform them into power points.

2.2.1 Defining the Target Group

The research primarily targeted students who were expected to have a greater exposure to financial concepts, particularly those who are looking forward to embrace their professional and working life. This group of undergraduate English students was chosen to assess whether

formal financial education correlates with language learning and more responsible financial behavior. The study sought to explore how well these students grasp new terms and expressions and to evaluate the extent to which they apply their knowledge in real-world scenarios, such as saving money, avoiding debt, making investment decisions and most importantly using and progressing in the English language.

2.2.2 Study Goals

The main objective of this study is to find whether financial education helps motivating and learning the target language and examine the financial literacy levels of university students and their impact on their financial choices and actions. Basically, this study wants to figure out: If learning about money helps our students get better at English words and use the language more naturally. Looking at the main things our students are struggling with when it comes to money and English, and how learning about finances changes what our students actually do with their money, like managing credit and saving regularly, and if it even makes them better at talking in English.

2.3 Research Design and Methodology

This part explains how we went about doing our research to figure out how financially savvy the university students are and if that affects how they handle their money. We decided to take a close look at this specific group of students – case study – and we used a mix of ways to collect information, both with numbers and with more in-depth quality. The case study method was selected because it allows for a focused and detailed investigation of financial literacy within a specific context, in this case, among university students (Stake, 1995).

We did this investigation with students who were studying English at the University of Ain-Temouchent. We got our information by asking them to fill out a questionnaire. We also used a quick, 20-minute lesson to see what they thought and how they reacted. Both the questionnaire and the lesson were designed to see how well they understood important money ideas and how they used that knowledge in their own lives, all while keeping an eye on how their English was coming along.

2.4 Research Questions and Hypotheses Restated

The research was designed around two principal research questions and accompanying hypotheses to guide the investigation and provide a framework for the analysis of the data collected:

- **RQ 1:** How can financial education truly be correlated to language learning in the first place?
- **RQ 2:** In what ways does financial education affect students' academic achievement?

To address these questions, the following hypotheses were developed:

- **H1:** Language Learning and financial education may seem unrelated in the first glance, but they actually share a significant connection.
- **H2:** Financial education when studied in English will arise interests that motivates students to indirectly learn the language.

2.5 Sampling Method and Study Participants

We needed a small group that represent all the students at the University of Ain-Temouchent. We ended up picking a sample of 30 students who were all undergraduates to take part in the study. The sample included students within the Faculty of Letters, Languages and Social Sciences. Department of Letters and English Languages to ensure a comprehensive representation.

2.6 Research Instruments

To get the information for this study, we used a two parts questionnaire which was designed to figure out what students know about money and how they actually handle it. The survey had two main chunks: The first part, which we called "How You Handle Your Money," asked students about their own money habits. We wanted to know if they made a budget, how often they saved, what they did about debt, and if they have ever thought about planning their finances. The second part, "Language Connections," had multiple-choice questions to see why the students were learning English and if maybe learning about money at the same time could help them pick up the language without even trying.

2.7 Data Collection and Analytical Methods

Following data collection, a combination of quantitative and qualitative methods was used to analyze the responses. The quantitative data, primarily derived from the questionnaire submitted to students, and was subjected to statistical analysis to identify patterns and correlations between financial literacy and language learning. Meanwhile, qualitative data from the teachers' interview was analyzed thematically to identify their feedback toward teaching financial literacy and correlating embedded lingual objectives as a major goal.

2.7.1 Quantitative Analysis

For the numbers part of the study, we looked at the surveys. We used basic stats to get a general idea of how financially savvy the students were overall. We also checked to see if there were any connections between how good they were with money and their understanding of different money terms, like saving, how often they save, debt, and how they manage their finances.

2.7.2 Qualitative Analysis

Qualitative analysis concentrated on responses to open-ended questions, which provided richer, more detailed insights into students' personal experiences and eventually their perspectives on financial management. Key themes that emerged included concerns over student debt, confidence (or lack thereof) in managing personal finances, and the perceived importance of financial literacy in their academic curriculum.

2.8 Questionnaire Design Overview

The questionnaire was designed to be clear and easy to navigate for respondents, ensuring reliable and accurate data collection. No case study can begin or be completed without a clear research methodology that aids in either supporting or refuting the hypothesis. A research study must rely on a suitable tool or instrument that provides insight into the investigation, guiding the search for answers. For this reason, we chose a questionnaire designed to help obtain the answers related to the stated hypotheses. As stated before, the researchers proposed two types of questions that were administered to the target students: Background information, students' achievements and academic performance in F-learning.

2.8.1 Background Information

❖ **Q1- what gender are you?**

The question was proposed to know the percentage of females compared to males of the section.

❖ **Q2- How do you evaluate your level in English?**

The purpose of this question was to know about the students' proficiency in English to start a research of this kind.

❖ **Q3- what specialty did you study in high school?**

This is to know the students' background whether he or she was a student of economics or languages.

❖ **Q4- Have you attended any financial literacy courses or workshops?**

This question was administrated to distinguish between students who are already financially literate and those who are struggling.

2.8.2 Students' Academic Performance in Financial Education

❖ **Q5: How often do you use Financial Education as a medium to learn English?**

To simplify the answer, the target population was given the opportunity of choosing from three (03) answers that are:

- o Daily: the students indirectly study English through Financial Education on a daily basis.
- o Sometimes: the students use it but not as routinely as the first choice given.
- o Never: the target students never use it as a medium.

❖ **Q6: How confident are you in your understanding of financial concepts like budgeting and saving?**

- The students were given the freedom to choose one of the three given answers
- o very confident
 - o familiar: they are partially informed.
 - o not confident at all: having no clue about these concepts.

❖ **Q7: Do you feel the need to learn finance and money management before graduation?**

A simple yes or no question that leads to a qualitative approach on the next question.

❖ **Q8: If yes, how?**

three answers to choose from were given which are:

- o for understanding how to manage your life reaching financial freedom
- o it helps motivating you to better learn the English language
- o just to have more knowledge.

❖ **Q9: Do you think this module has enough motives to make you study at home?**

The following answers were proposed

- o yes, it motivates me a lot.
- o slightly : it motivates me but not that much.
- o no, it does not motivate me at all.

❖ **Q10: Do find Financial education helpful in Enhancing students' language skills or it distracts them from learning lingual concepts ?**

This is a simple yes or no question that leads to a justification on the following question.

❖ **Q11: justifying the answer**

A qualitative approach will be used by the researcher on the data collected from this specific question due to the question being open-ended and result in a variety of answers.

❖ **Q12: How do you feel generally about the addition of Financial Education in universities?**

- excellent : the student has a positive feedback towards this module
- fair : the students have a satisfying reception of financial education.
- poor : they have a less satisfying reception of it.

2.9 Conclusion

To get to the bottom of how financially aware these university students are, we needed a solid plan, and that is what this chapter explains. We wanted to make sure our results were something we could really count on, so we carefully designed a questionnaire, which aims to evaluate how much financial literacy affects the financial decisions students make, including their budgeting, saving, and spending habits. This mixed-methods approach strengthens our study by allowing for both statistical interpretation and thematic exploration. In the next chapter, we will present the data analysis, and we will interpret the findings in light of our research objectives, questions, and the hypotheses we formulated earlier. This interpretation will help determine how much financial literacy contributes to students' academic and personal growth, as well as inform potential educational interventions.

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

This chapter is an investigation of the students' views and responses regarding the effects of financial education on their academic performance and achievement. Moreover, this chapter includes the practical part, which, in turn, includes the answers to the research questions and hypotheses. For this investigation, we have conducted a questionnaire addressed to L3 students of the Department of Letters and English Language at the University of Ain Temouchent as mentioned in the previous chapter. Their comments and opinions will be analyzed and studied in order to have a clearer view that will shed light on this case study and accomplish it.

3.2 Analysis of Students' Questionnaire

This section is devoted to the analysis of the results obtained from the questionnaire administered to the target population.

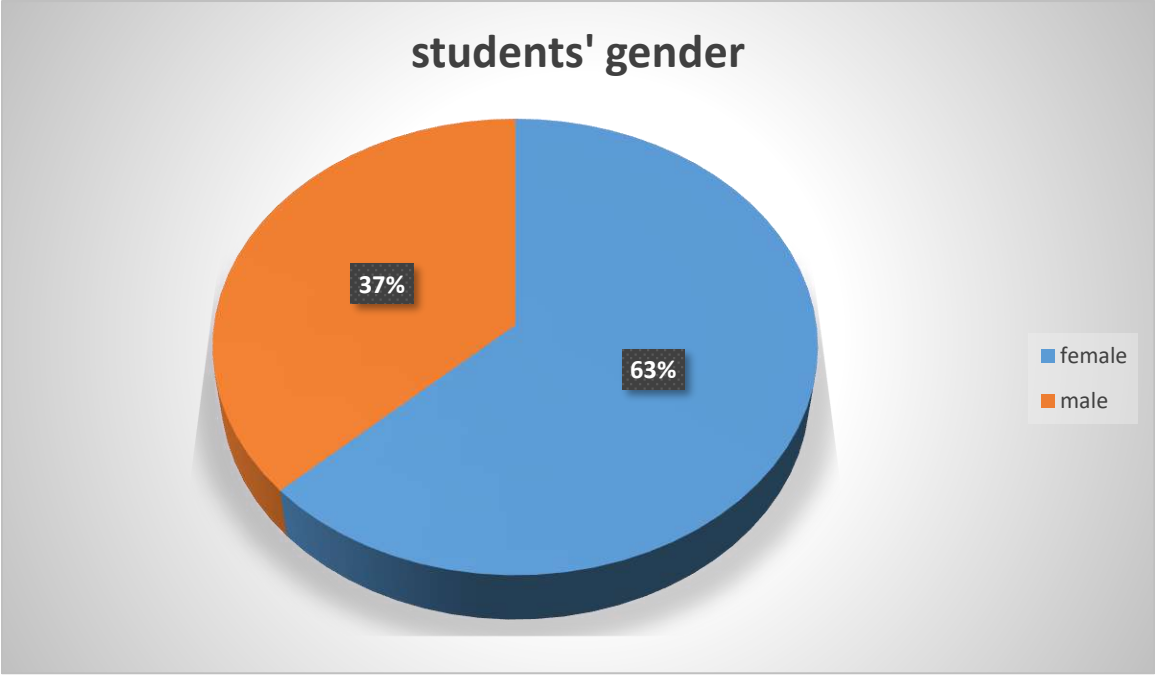
Section One: Personal Information:

Question 1: What Gender are you?

Table 3.1: Students' gender

Gender	male	female
Number of students	11	19
percentage	37%	63%

More than half of the participants (63%) claimed to be from the female gender, while 37% of the other participants claimed to be males.



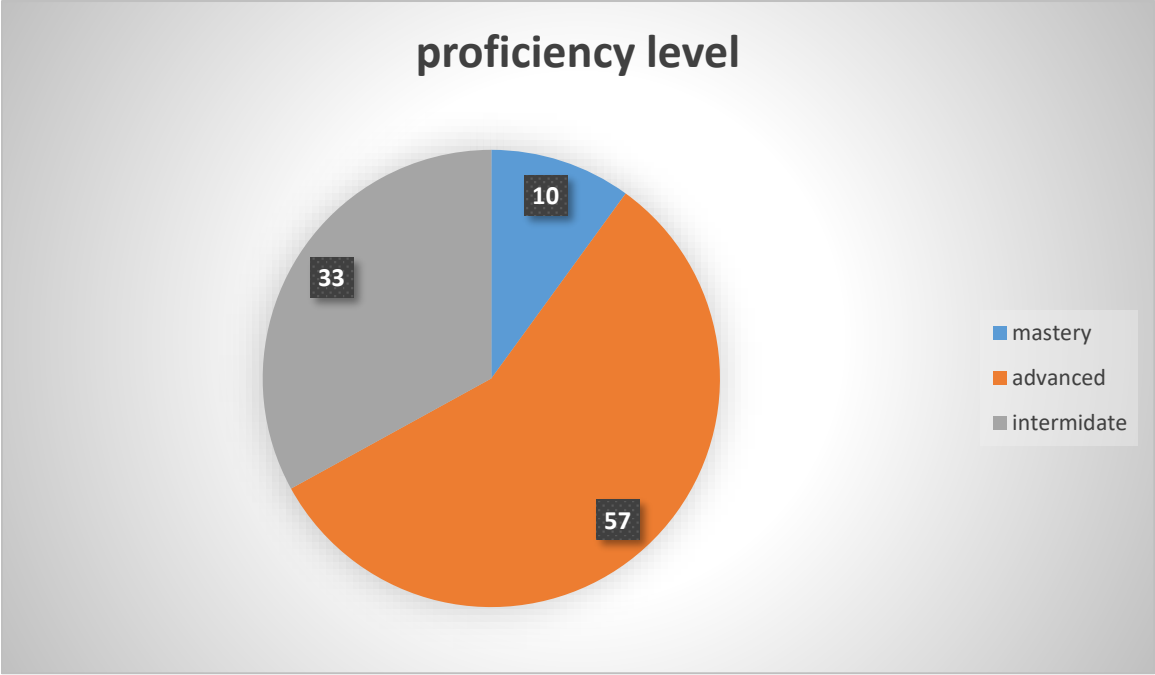
Pie chart 3.1: Students' gender

Question 2 : How do you evaluate your level in English?

Table 3.2: Students' level in English

Proficiency level in English	Mastery (C2)	Advanced (C1)	Intermediate (B2)
Number of students	3	17	10
Percentage	10%	57%	33%

According to table 3.2, almost sixty percent (57%) of the students have an advanced level in English as a foreign language which means that they can produce clear, detailed text and interact with a degree of fluency and spontaneity, while twenty percent (10%) of the participants have a mastery level in EFL, they can understand and express everything with ease, and differentiate finer shades of meaning. The remaining seven percent (33%) consider themselves to have an intermediate level in English proficiency.



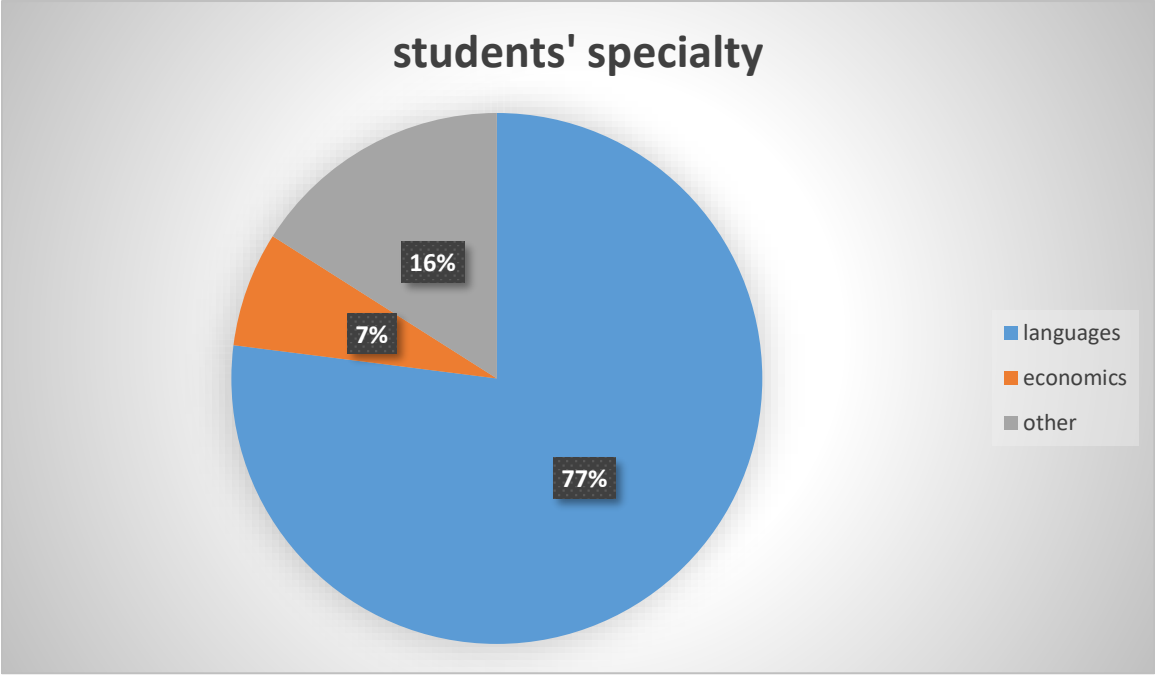
Pie chart 3.2: Students’ proficiency in English

Question 3: what specialty did you study in secondary school?

Table 3.3: Students’ specialty

specialty	Languages and literature	Economics	other
Number	23	2	5
percentage	77%	7%	16%

The table above shows that the great majority of participants studied foreign languages and literature as their specialty at the level of secondary school and then other specialties like science and mathematics and only 7 percent of them studied economics.



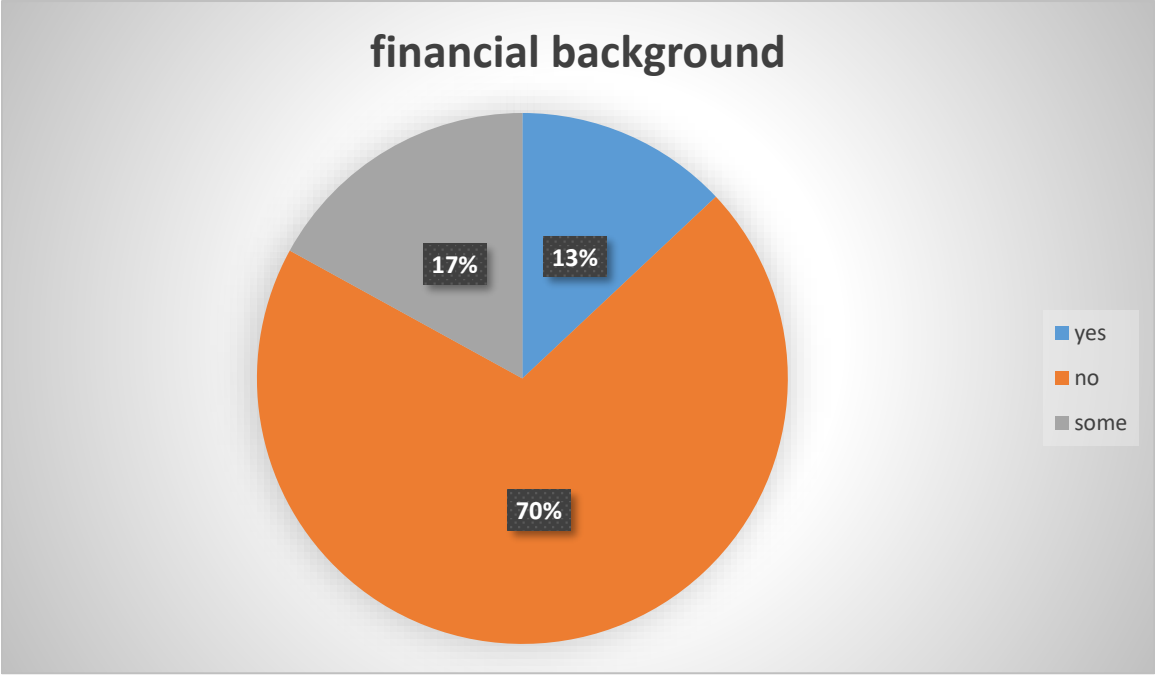
Pie chart 3.3: Students’ specialty

Question 4: Have you attended any financial literacy courses or workshops ?

Table 3.4: Students’ financial background

	yes	no	Some of them
Number	4	21	5
percentage	13%	70%	17%

According to the table 3.4, seventy percent (70%) of the students have no experience and no financial literacy courses which means that they are not able to manage their life when it comes to finance and interact with a degree of fluency and spontaneity about this latter while twenty percent (17%) of the participants have some courses and workshops that helps them to get rid of some financial struggles, they can understand and manage multiple situations with ease, and differentiate finer shades of meaning. The remaining seven thirteen percent (13%) consider themselves to have no financial background.



Pie chart 3.4: Students' financial background

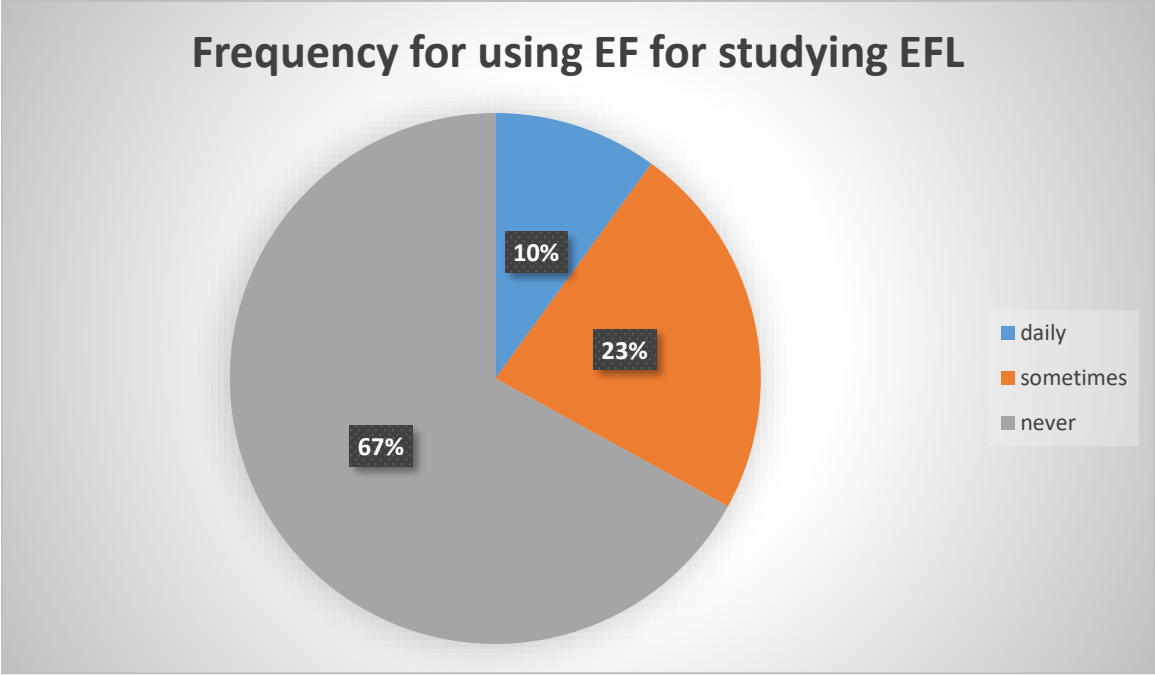
Section two: Students' Academic Performance through Financial Education

Question 5: How often do you use Financial Education as a medium for studying English as a foreign language?

Table 3.5: Frequency of using FE for studying English

Field of study	Daily	Sometimes	Never
Number of students	3	7	20
Percentage	10%	23%	67%

This table gives details about the Financial Education EFL frequency by undergraduate students, the vast majority of them never used FE as a medium to study English (67%) only 3 students that have answered this questionnaire (10%) uses Financial Education as a way to learn English indirectly in a daily basis. Whereas (23%) of them occasionally use it when they get the chance.



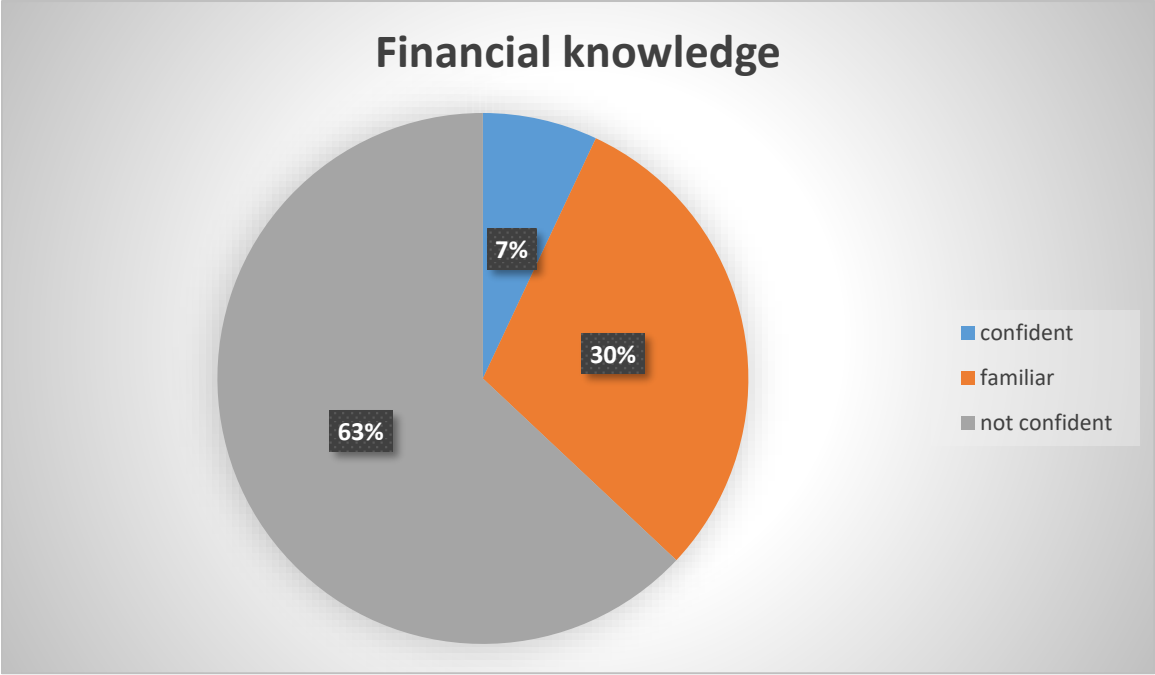
Pie chart 3.5: Frequency of using the internet for studying EFL

Question 6: How confident are you in your understanding of financial concepts like budgeting and saving?

Table 3.6: Preferred platform for studying

Relevance	Very confident	familiar	Not confident
Number of students	2	9	19
Percentage	7%	30%	63%

Most participants on this questionnaire (63%) mentioned that they are not confident at all in their understanding of financial concepts, 30% percent of the students are only partially confident of their understanding in other words they dealt with them to a certain point where the students are familiar with these terms. while the remaining percentage of students have no knowledge about such concept like budgeting and saving.



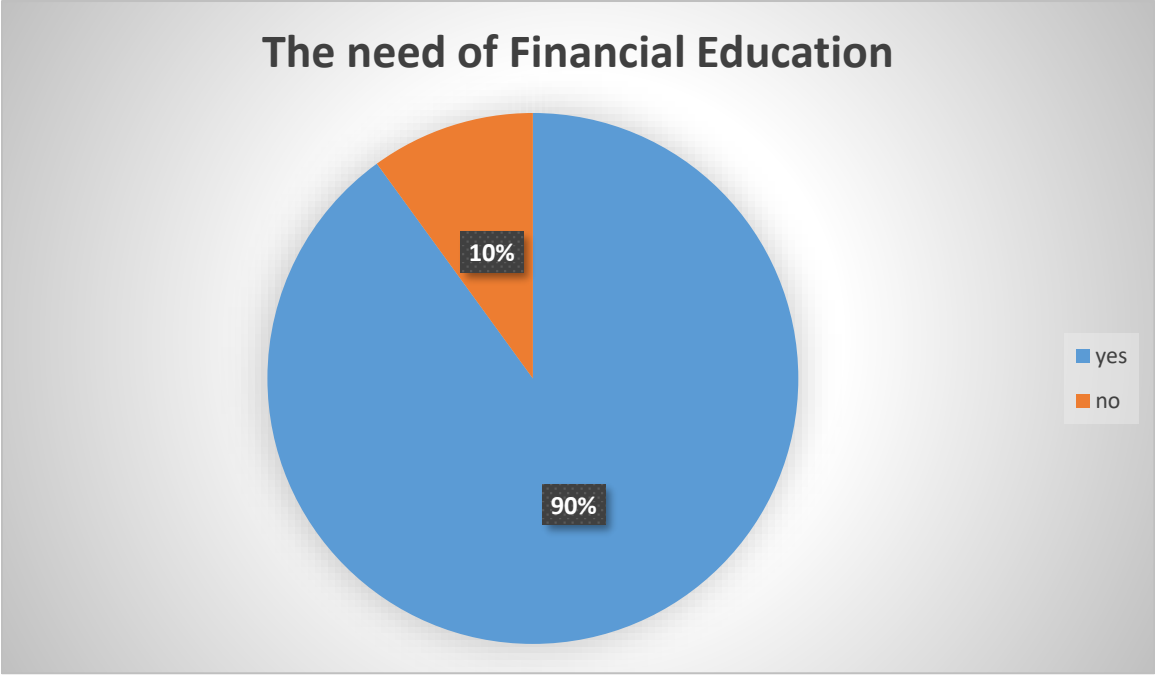
Pie chart 3.6: Financial knowledge

Question 7: Do you feel the need to learn finance and money management before graduation?

Table 3.7: The need for Financial Education

The necessity	yes	no
Number of students	27	3
Percentage	90%	10%

The data extracted from this question shows that the majority (90%) the respondents feel the need of understanding how to gain money and manage its result, in addition to the huge desire of avoiding unemployment, while a very small minority do not share the same need that the majority have.



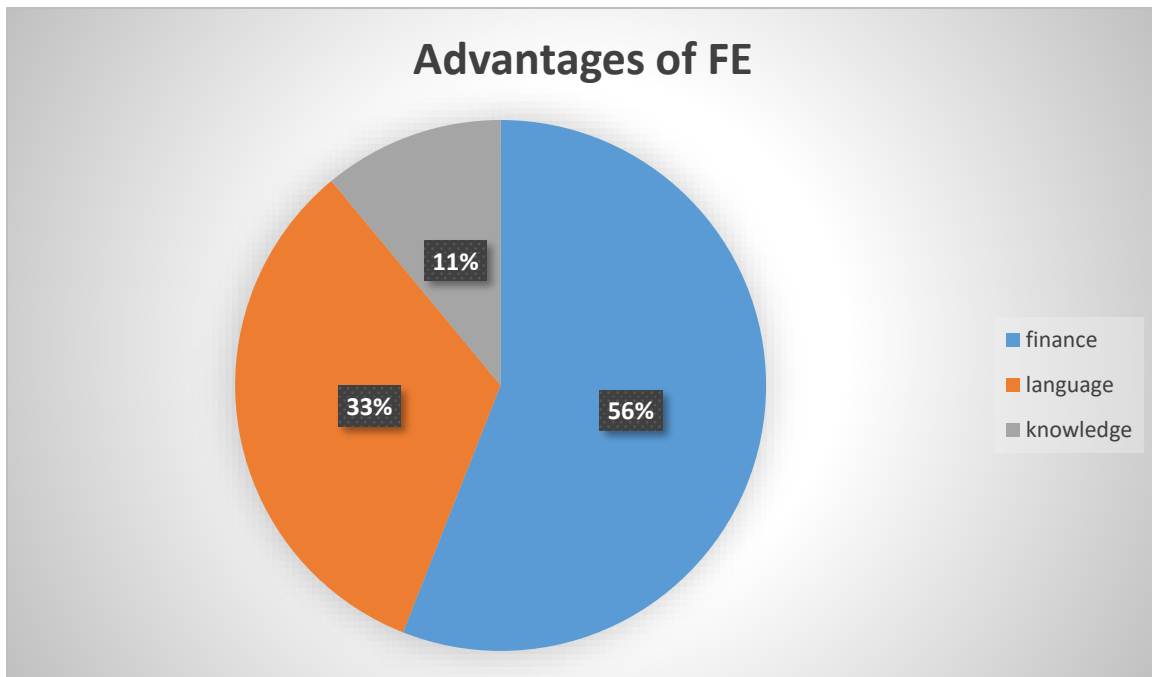
Pie chart 3.7: The need of Financial Education

Question 8: If yes, how so?

Table 3.8: Advantages of using E-learning for studying EFL

Advantage of using E-learning	score	percentage
Understanding how to manage your life financially	17	56%
Motivation for a better language learning experience	10	33%
just to have more knowledge	3	11%

Students were given the freedom of choosing more than one answer; the responses were somehow balanced between the advantage of understanding money management and language acquisition, more than 89% of the students chose between the two as it gives them more financial knowledge and convenience for learning, and the rest which is 11% learn FE just to have more knowledge.



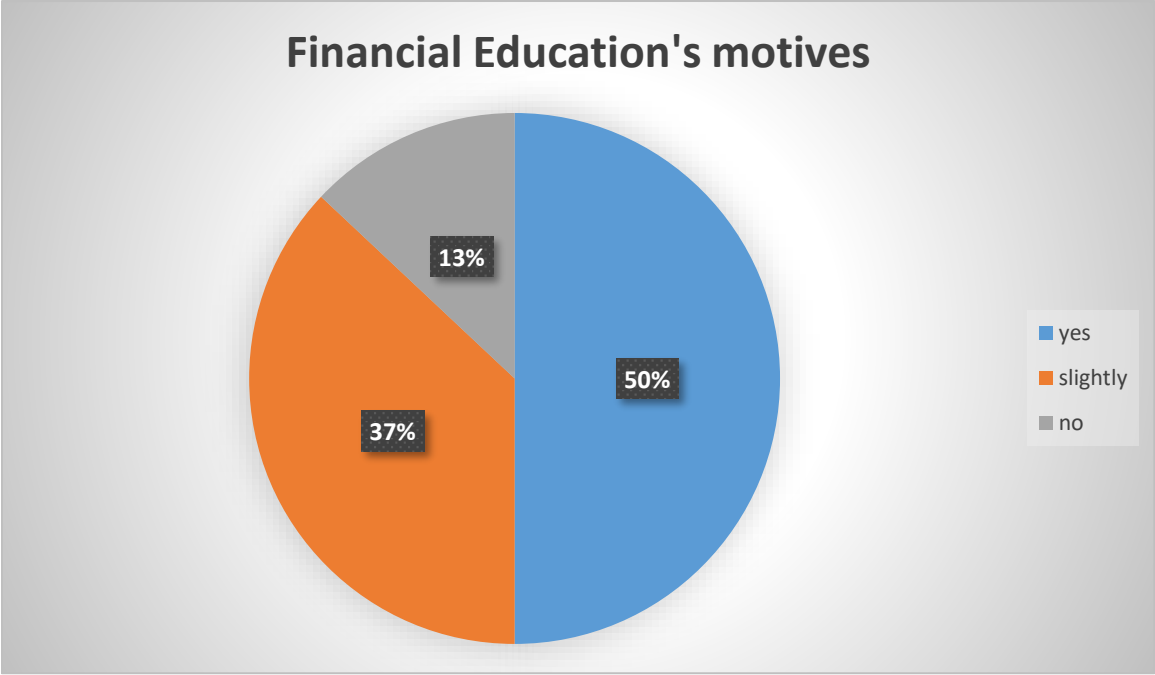
Pie chart 3.8: Advantages of Financial Education

Question 9: Do you think this module has enough motives to make you study at home?

Table 3.9: motives of Financial Education

Motives of financial education	Score	percentage
yes, it motivates me a lot	15	50%
slightly : it motivates me but not that much	11	37%
no, it does not motivate me at all.	4	13%

Students were given the freedom of choosing more than one answer to this question, fifty percent (50%) of the participants claimed to encounter a great motivation through financial education leading them to study more at home; thirty seven percent (37%) of students which is almost the half of participants say that they are slightly motivated through this module by including the life style and financial freedom that these studies can bring to you; the rest which is thirteen percent (13%) of students say that they are not motivated at all through this latter.



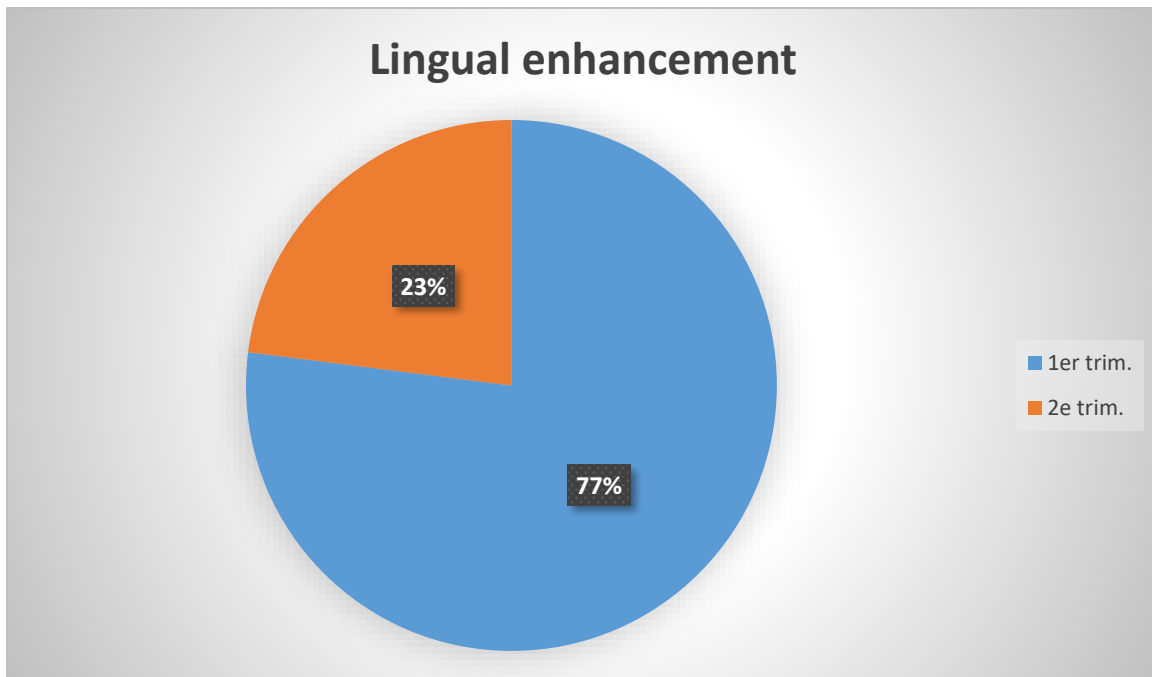
Pie chart 9.3: Financial Education’s resulting motivation on students

Question 10: Do find Financial education helpful in Enhancing students’ language skills ?

Table 3. 10: the lingual enhancement through financial education

answer	yes	no
Number of students	23	77
percentage	7%	23%

The majority of the students (77%) who have answered this questionnaire agreed on finding Financial Education beneficial when it comes to effectiveness in language academic performance. While the smaller minority (23%) believed that this latter is not helpful in terms of language learning.



Pie chart 3. 10: the lingual enhancement through financial education

Question 11: Please justify your answer.

Student1; ‘since Financial Education focuses a lot on speaking then it is a must to develop communicative skills and that can happen only when gaining financial concepts so one aspect is correlated to the other and each one helps understanding the other’

The student sent this answer; he understands the link between these two fields based on the fact that one needs the other thus feeling the necessity to acquire financial terms helps motivating the learner to learn the used language which is English.

Student2: “I can learn English on my own without the use of financial education.”

This answer provides us with a clue about the student that he is not interested in Financial Education as well as the fact that he is an autonomous learner who can support independent learning in terms of language.

Student3: “Through F-Education, I get acquainted to new terms in English; going through this process again and again pave the way for a wider vocabulary, also I can listen to native speakers of different English language accents regardless of learning any time and place that suits me.”

This student likes the idea of learning two aspects in one process and admires the freedom that FE offers when it comes to picking the right courses from the face to face learning or from internet by different teachers and even through autonomous learning.

Student 4: “It boost learners’ motivation and let the learners explore information from different teachers.” One advantage that this student is referring to is the motivation when learning financial education.

Student 5: “I was born in a poor family so I have always felt the need to be rich and succeed and this module would be the best for me.” The student identifies himself as a poor person who is born in a poor family, he finds himself excited to study this module.

Student 6: “I’m used to financial and English courses and that makes this module way easier for me” the participant relates on having enough language and financial literacy skills, he finds learning English as a foreign language through financial education and communications to be easier than traditional methods of learning.

Student 7: this particular participant said that “as part of the new generation he finds that the module of EFL from his perspective can be acquired indirectly as a way better form then the direct teaching process.

Student 8: “I’m able to concentrate harder on my learning through direct classroom teaching when it comes to the English language I have always find myself learning better from music and movies”. The student shares almost the same perspective as the one before (student number 7) thus she finds this module very helpful in terms of the indirect language acquisition.

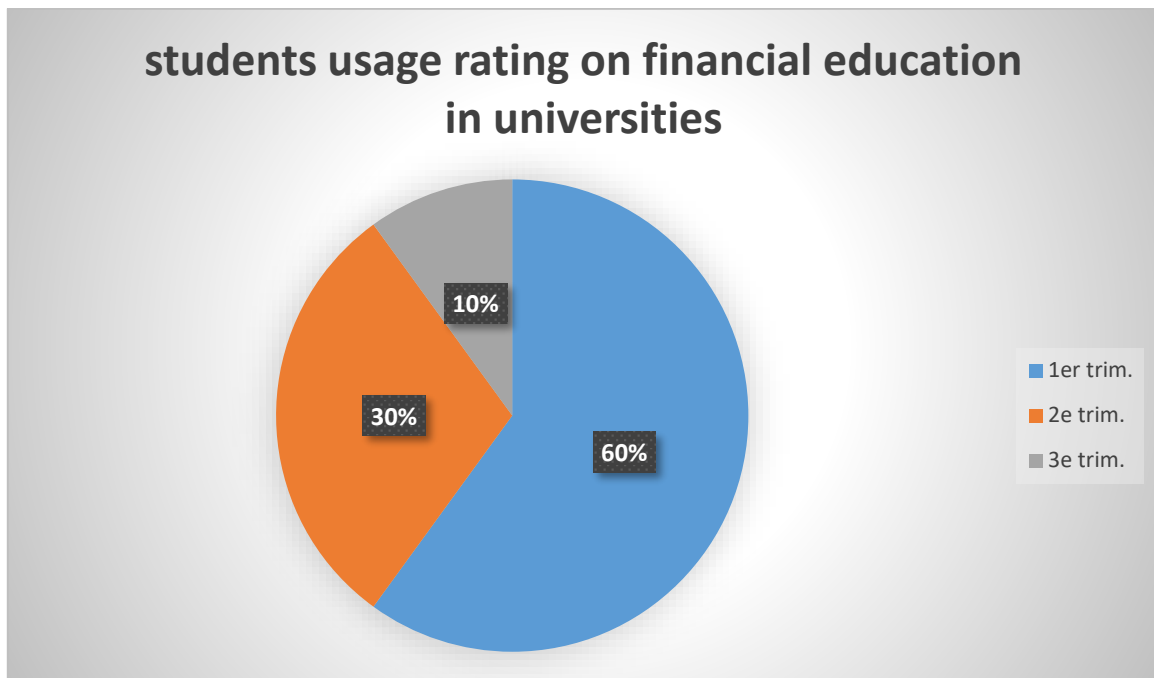
Student 9: “It is a complementary tool to the usual university system; financial education could be a part of it.” This participant believes that traditional learning would be more effective if financial education is involved in it.

Student 10: “” The last student suggests that combining both financial education and language teaching also called could be more effective for his case.

Question 12: How do you feel generally about the addition of Financial Education in universities?

Table 3.11: Students’ rating on the usage of Financial education in universities

Platform	excellent	fair	poor
Number of students	18	9	3
percentage	60%	30	10%



Pie chart 3.11: Students' rating on the usage of Financial education in universities

3.3 Interpretation and Discussion of the Main Results

According to the results produced through the study that was divided into two main parts, the first one about their background information which includes both the English language and their economical knowledge, and as it was anticipated in terms of finance they do not have much information, the baggage they need in order to move up from the student life to the working lifestyle whether in saving money or gaining it and not only depending on a regular wage.

Secondly, in terms of the English language and even of their English knowledge since it is their specialty most if not all of them require development in certain areas. All of that was confirmed through the study since only 3 participants have C2 level in English. Moving on to the other main part, which is Students' Academic Performance in Financial Education alined with the English language, in other words deducing their needs, intentions and achievements towards this later and based on the analysis of the data students genuinely need this guidance at the level of the university that enables them not only to gain better communication skills and language skills' enhancements but also F-Knowledge motivating them as well as leading them for a better future financially.

The inquiry also revealed that although the variations of the language learning methods and how vast and many they are, some students encounter certain difficulties while learning it; the transition from the MTL to the target language might not be easy as it seems but some learn it better than the others and that happens due to genetical and inherited aspects as well as age and the aptitude of the learner. These facts are undoubtable since they are approved by many researchers but our study proved that a very crucial part of students' needs was lacking which is motivation and FE fulfils this lack in the perfect manner.

The collected data, from the students' questionnaire confirm our hypotheses which entail F-education may be effective when it comes to academic performance and success and Financial Education can be complimentary to the language learning process. Data has revealed that F-education is suitable for most students in order to develop and acquire knowledge more easily due to reasons that differ depending on each one of them, the data also revealed that the majority of the participant students (27 out of 30) have indeed found an easy adaptation to F-education which makes learning English as foreign language more easily through debates, communications and indirect transitions of information.

3.4 Suggestions and Recommendations

After this thorough investigation, we suggest that adding financial education as a subject, debate and communication is a must at the level of the university to fulfill the weak spot of students and their unreadiness to face their future working life. This approach reduces the likelihood of individuals making the often cited claim; 'I did not finish my studies, but I earn more than you do' because the university is feeding its students with the knowledge that was lacking for many years.

Students will be equipped not only with the knowledge of the field they are studying, but also with the insights they used to miss outside the classroom. Universities will be seen as a more complete academic institutions, without neglecting the indirect progress in the English language reaching higher levels in the four language skills whether it is reading, writing, listening or speaking.

We highly recommend competent teachers as well who are capable of giving nice impressions about this subject and introduce it to students as a motive for further studies rather than a burden, extra homework, thus extra mental fatigue. If students receive financial education the previous way, the subject is likely to yield minimal to no educational benefits; that is why

the role of the teacher is crucial knowing how to convey pieces of information and creation a positive communicative atmosphere is key for getting the best out of our students. The third and last point is to use English only inside the classroom in order to make sure students are using English outside the classroom giving them books, video clips and articles in English to gather information in the target language.

3.5 Conclusion

To sum up, what has been tackled in this third chapter, the collected data from the students' questionnaire, which consists of twelve (12) questions using quantitative and qualitative approaches, has shown that F-education is a choice of many students thanks to the many advantages it offers. The data showed that this new method of learning helps quite a lot in increasing the capacity of the students and their academic achievement, while a few students prefer a blended learning style where both the direct way of learning and the indirect learning of English are used. The chapter has also provided an insight on students' preferences and choices regarding the use of F-Education at the University of Ain Temouchent.

General Conclusion

The central aim of this study was to delve into how learning about financial matters influences the academic achievements of third-year EFL at the University of Ain Temouchent. The underlying idea was that financial education significantly contributes to students' academic success, not just by imparting practical money management skills but also by nurturing abilities that could positively shape their learning habits.

Moreover, we proposed that financial education might support conventional classroom-based English learning, potentially bridging the divide between theoretical understanding and real-world application. A case study was used to test these assumptions, enabling the researchers to investigate whether integrating financial education into the academic curriculum demonstrably benefits both teaching and learning. This investigation aimed to determine if F-education could provide students with a broader skillset, which might then enhance their focus, motivation, and performance in their main field of study which is English.

By analyzing the relationship between financial education and academic outcomes, this study aimed to provide deeper insights into the wider benefits of incorporating interdisciplinary learning into education. Student feedback in this study indicated predominantly positive experiences when they integrated financial learning into their everyday academic lives, notably outside the usual physical classroom setting of the university.

Almost every student involved, reported gains from at least one area of financial education not typically covered in standard teaching approaches. These advantages included a better understanding of managing their own money, such as budgeting, saving, and investing. Furthermore, incorporating financial education fostered more open dialogue and productive discussions, both inside and outside formal learning spaces, which significantly aided their progress in the English language.

Another key strength identified was the adaptability and ease financial education provided; students valued the control it gave them to learn at their own speed and access materials whenever and wherever they needed, often through online platforms. Importantly, financial education also appeared to boost their mental well-being, increasing their confidence, self-control, and drive qualities crucial for staying engaged with their studies.

The motivational element, in particular, seemed to strongly influence how students approached learning and their overall achievements. These results align with and validate the hypotheses presented in the general introduction, confirming that financial education demonstrably has a positive and quantifiable effect on students' academic performance.

In summary, although financial education is still in its early stages, it holds significant promise and should not be postponed or reserved solely for future cohorts of students. Its integration into general pedagogical practices must be expanded beyond its current state in 2025 to ensure meaningful progress.

By combining financial education with traditional language learning methods, educators can support a more holistic academic experience, ultimately leading to notable improvements in students' academic performance. Early and consistent exposure to financial literacy will not only empower students with practical life skills but also enhance their engagement, confidence, and long-term academic outcomes.

As is common in any conducted research, this study encountered certain obstacles and limitations that shaped its overall breadth and depth. A significant constraint was the difficulty in recruiting an adequate number of participants. Despite a larger pool of undergraduate (license) students compared to postgraduate students, the limited desire to participate restricted the sample size and, as a result, the ability to generalize the conclusions to the wider student body. This constraint emphasizes the importance of future, more comprehensive studies with larger and more diverse participant groups.

While this research work may not have exhaustively explored all aspects of the connection between financial education and academic outcomes, it lays the groundwork for subsequent investigation. It is hoped that this study will motivate other students and researchers to examine this topic in greater detail, exploring novel dimensions, methodologies, and perspectives that were beyond the purview of the current research. Future work can expand upon these initial results to develop a more solid understanding of how financial education can be effectively integrated into university curricula to foster student success.

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APPENDICES

Appendix 1

Student's questionnaire; Basic questions to get a general idea of how financially savvy the students were overall.

Q1- what gender are you?

- a) Female
- b) male

Q2- How do you evaluate your level in English?

- a) mastery
- b) advanced
- c) intermediate

Q3- what specialty did you study in high school?

- a) languages and literature
- b) economics
- c) other

Q4- Have you attended any financial literacy courses or workshops?

- a) yes
- b) no
- c) some of them

Appendix 2

Student's questionnaire second part; Qualitative analysis concentrated on responses to open-ended questions to provide richer and more detailed insights into students' personal experiences and academic performances in financial education

Q5: How often do you use Financial Education as a medium to learn English?

To simplify the answer, the target population was given the opportunity of choosing from three (03) answers that are:

- a) Daily: the students indirectly study English through Financial Education on a daily basis.
- b) Sometimes: the students use it but not as routinely as the first choice given.
- c) Never: the target students never use it as a medium.

Q6: How confident are you in your understanding of financial concepts like budgeting and saving?

The students were given the freedom to choose one of the three given answers

- a) very confident
- b) familiar: they are partially informed.
- c) not confident at all: having no clue about these concepts.

Q7: Do you feel the need to learn finance and money management before graduation?

A simple yes or no question that leads to a qualitative approach on the next question.

Q8: If yes, how?

three answers to choose from were given which are:

- a) for understanding how to manage your life reaching financial freedom
- b) it helps motivating you to better learn the English language
- c) just to have more knowledge.

Q9: Do you think this module has enough motives to make you study at home?

The following answers were proposed

- a) yes, it motivates me a lot.
- b) slightly : it motivates me but not that much.
- c) no, it does not motivate me at all.

Q10: Do find Financial education helpful in Enhancing students' language skills or it distracts them from learning lingual concepts ?

This is a simple yes or no question that leads to a justification on the following question.

Q11: justifying the answer

A qualitative approach will be used by the researcher on the data collected from this specific question due to the question being open-ended and result in a variety of answers.

Q12: How do you feel generally about the addition of Financial Education in universities?

- a) excellent : the student has a positive feedback towards this module
- b) fair : the students have a satisfying reception of financial education.
- c) poor : they have a less satisfying reception of it.

Résumé

Cette étude visait à évaluer l'efficacité de l'enseignement de l'éducation financière en anglais et ses effets sur l'apprentissage de la langue. Une étude de cas a été menée au Département de Lettres et de Langue Anglaise auprès de 30 étudiants de troisième année de licence de l'Université d'Aïn-Témouchent. Un questionnaire en deux parties a servi d'instrument de recherche principal. En structurant le questionnaire de cette manière, l'étude visait à établir des liens significatifs entre le parcours des étudiants et leurs expériences académiques en matière d'éducation financière. Les données recueillies ont été analysées quantitativement et qualitativement. Malgré quelques limites rencontrées au cours du processus, telles que le chevauchement des programmes et les difficultés de mise en œuvre, les résultats ont montré que la majorité des participants approuvent l'impact significatif de l'éducation financière sur les performances des étudiants en anglais et la maîtrise de ses compétences. Les résultats ont également révélé que l'éducation financière peut compléter l'apprentissage en classe pour optimiser les résultats scolaires. Les hypothèses suivantes ont été avancées : 1- L'apprentissage des langues et l'éducation financière peuvent sembler sans rapport à première vue, mais ils partagent en réalité un lien important. 2- L'éducation financière, lorsqu'elle est étudiée en anglais, suscite des intérêts qui motivent les étudiants à apprendre indirectement la langue. Les résultats de cette étude peuvent éclairer que l'éducation financière contribue de manière significative à la réussite scolaire des étudiants, non seulement en leur transmettant des compétences pratiques en matière de gestion de l'argent, mais également en développant des capacités qui pourraient façonner positivement leurs habitudes d'apprentissage.

Mots-clés : l'éducation financière – éducation – questionnaire – la langue – l'argent