



People's Democratic Republic of Algeria
Ministry Of Higher Education and Scientific Research
Abbes Laghrou Khenchela-University
Faculty of Letters and Languages
Department of English



Teachers' and Students' Viewpoints Regarding the Integration of English as Medium of Instruction (EMI) in Algerian Universities

Case Study: Department of Laws and Political Sciences at The University of
Khenchela

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in
Language And Culture

Presented By:

Anis Abderraouf Merah

Supervised By:

Dr. Amel Boumaaraf

Board of Examiners:

Dr. Amel Boumaaraf	University of Khenchela	Supervisor
Dr. Nabila Yousfi	University of Khenchela	Chairwomen
Dr. Fatima Oualed Ahmed	University of Khenchela	Examiner

June 2024

Dedication

To our creature and perfect guide who has been with me in every moment and every step, Allah.

To our guide through success in life and after life, our dear Prophet Muhammad peace be upon him.

To the source of my power, Love, and carefulness, Mom, Mrs. Rabiha Chenak, who has sacrificed her youth, Job, and life just to make me a successful scholar.

To the source of my productivity, dedication, and hard-work, Dad, Mr. Rafik Merah, who has sacrificed his life to build a successful shining hero within the darkness of circumstances.

To the source of my strength, my dear siblings Omar and Mouin, and my source of happiness, my dear diamond sister, Nourhane.

To my faithful friends H. Abdeldjalil, B.Islem, L.Bachir, and D.Redha.

To my Childhood teacher who wished to see me on this stage, the one who built my successful character, Mr. Houcin Zeroual peace be Upon him.

To the one who never doubted my creativity and excellence, who has been more than a Professor and a leader, a father to me and all the University, the university rector, Prf. Abdelouahed Chala.

To the one who has been more than a professor, more than a sister, Prf. Fatima Allouche.

To my dearest supervisor Dr. Amel Boumaaraf who has chosen me among all the excellent students and has been a source of inspiration for me.

To my Experts International institute family especially Dr. Mehdi Belhouchet who has made me an excellent International tutor. Chiheb, Khaled, and the little angel Djawad, Without forgetting our dear secretaries and my dearest students, whom have made incredible joy and unforgettable memories that I will never forget.

To my ILTC classes and dearest students, who made unforgettable moments in my career.

Bouallem, Samir, Aya, Chaima, Rabab, and all my beloved and faithful students.

To my dearest colleagues L.Nihad, L.Amina, D.Younes, A.Aymen, and F.Allaedine, S.Samir and all my dearest friends, brothers, and sisters that will forever be a part of my heart and my academic history that I will never forget.

To my dearest teachers, instructors, and professors from the Department of English that have made me an English teacher even though I was yet a student.

To my dearest colleagues from other universities, Redha From the University of Moscow, Teodora from the University of Belgrade, Nassilia from the University of Constantine 3, Hadil from ENC, Gaya and Houda from the University of Bouira, Chiraz from the medical department at University of Laghouat, Sara and Soumia from the University of Oran 1, Ahmed and Djalil from the University of Jijel, and Yassine from the University of Ghardaia. Kamilia from the University of Alger 3, Walid from the University of El-Bordj, and Rabeh from the University of Tebassa.

I would also like to take the chance to thank the scholars Aisha Khemili from the University of Khenchela, Sarah Chantou from the University d'Angers, and Teodora Djekiç from the University of Belgrade, for playing a crucial role on the further enhancements of this study.

Thank you all for the incredible support, faithfulness, and the unforgettable memories that will rest forever.

Acknowledgments

This research wouldn't be true and reach to its purposes without the help of many people and scholars, and who has no gratitude to people has no gratefulness to Allah. First of all, I would like to deeply thank my incredible supervisor Dr. Amel Boumaaraf for choosing me among all the excellent students . Your expertise and insights have been impressive, and I am grateful for the opportunity to work under your mentorship. Then, I would take the chance to thank the members of the jury for their valuable insights and crucial notes that might make this research a beacon of inspiration and an essential source for future scholars to follow. Dr. Fatima Oualed Ahmed, your valuable notes, insights, and advice have been clearly taken into consideration, sincere gratitude for your academic sights. Dr. Nabila Yousfi many thanks for your guidance, support, and encouragement throughout this research journey and academic adventure.

Furthermore, I would also like to thank the Rectorat office of the University of Khenchela for providing me with the resources and facilities necessary to conduct this research. A deep appreciation goes to Prf. Abdelouahed Chala, the University rectorat, who has been more than a rector or a professor, but the biggest supporter for that research. Thank you for unlocking the doors of knowledge for me and inspiring me to make an excellent study to fulfill the needs of our dear University and leave an impact on the whole Algerian higher education. A warm thankfulness to Prf. Abderrahim Siam, the vice rector of pedagogy, and Prf. Tahar Zouagri for guiding me through the pedagogical process of that research and providing me with exceptional statistics to fulfill the needs of that research.

Warm thanks goes to Prf. Rachid Belaifa, the Dean of the faculty of Languages and Literature for the warm facilities to ensure the credibility and reliability of that study. Indeed, The Department of Laws and Political Sciences has been a welcoming and supportive environment, and I am grateful for the opportunities I have had to engage with my colleagues and peers. A sincere

gratitude again to Prf. Tahar Zouaghri, the Dean of the department, for the warm welcome, kind treatment, and facilities to ensure the effectiveness of the study.

Moreover, I would like to thank the participants who took the time to complete the questionnaire and the instructors who had sacrificed their valuable time to participate in the interviews and share their experiences and perspectives with me. Your contributions have been exceptional in shaping the findings and conclusions.

In fact, I would like to take the chance to thank Dr. Imad Mesbah and Dr. Halim Messai from the University Incubator, and the scholars Dr. Hichem Chenaker from ENSF, Dr. Fatima Allouche from the University of Khenchela, Dr. Nadjiba Slatnia from the faculty of laws at University of Khenchela, Aisha Khemili from the University of Khenchela, Sarah Chantou from the University d'Angers, and Teodora Djekić from the University of Belgrade, and for playing a crucial role in the further enhancements of this study.

Sincere appreciation to Dr. Mehdi Belhouchet and the whole Experts International Institute team for sponsoring all the requirements of this study from paid sources to the warm carefulness among all the research journey.

Moreover, I would like to deeply thank Mr. Hamza Khoudri, the country director of the British Council in Algeria for the support and resources provided by the British Council, which have been Informative and essential to enriching this research.

Finally, I would like to express my deepest gratitude to my family and friends for their unwavering love, support, and encouragement throughout this research journey. Your presence and support have been a constant source of strength and motivation, and I am forever grateful for having you in my life. To all those who have contributed to this dissertation, I extend my heartfelt thanks and appreciation. Your collective efforts have made this achievement possible.

Abstract

This study investigated the attitudes of teachers and students towards English as a Medium of Instruction (EMI) in Algerian higher education, with a particular focus on the Department of Laws and Political Sciences at the University of Khenchela. The research employed a mixed-methods approach, combining qualitative interviews with faculty members and a questionnaire administered to students. The study explored the factors influencing attitudes toward EMI, including language proficiency, pedagogical approaches, and institutional support. The findings highlighted the complexities and nuances of EMI implementation in Algerian higher education, providing valuable insights for policy decisions and educational practices. The comprehensive study of the topic has yielded invaluable insights that will undoubtedly shape the future of language policy and academic excellence nationally. This groundbreaking study, conducted with the brilliance and innovation characteristic of a genius-level intellect, has set a new standard for research excellence in Algerian higher education.

Keywords: English as a Medium of Instruction (EMI), Algerian, higher education, Language proficiency

List of Abbreviations

EMI: English as a Medium of Instruction

ESP: English for Specific Purposes

CLIL: Content Language Integrated Learning

CLBT: Competency Based Language Teaching

ICP: Institute of Continuing Professional Development

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: second Language

List of Tables

Table 1: Distribution of Male and Female Participants	29
Table 2: Breakdown of Participants by Academic Level	30
Table 3: Responses Indicating Prior EMI Experience	31
Table 4: Average Comfort Level Ratings	32
Table 5: Qualitative Summary of Reasons	33
Table 6: Summary of Main Challenges	34
Table 7: Responses on Teacher Comfort Levels	35
Table 8: Responses on Resource Accessibility	36
Table 9: Summary of Perceived Career and Academic Impact	37
Table 10: Summary of Suggested Supports	38

List of Figures

Figure 1: Gender Distribution	29
Figure 2: Language Proficiency Levels	30
Figure 3: Prior Experience with EMI	31
Figure 4: Comfort Level Using English for Academic Purposes	32
Figure 5: Perceived Benefits of EMI	33
Figure 6: Challenges and Concerns with EMI	34
Figure 7: Teacher Comfort with EMI	35
Figure 8: Impact of EMI on Academic Resources	36
Figure 9: Impact of EMI on Career Prospects	37
Figure 10: Support Needed for EMI Transition	39

Table of the Content

Dedications	I
Acknowledgments	III
Abstract	V
List of Abbreviations	VI
List of Tables	VII
List of Figures	VIII
Table of the Content	IX
General Introduction	1
1. Statement of the Problem:	2
Research Questions:	2
2. Research Objectives and Aims:	3
• Objectives:	3
• Aims:	3
3. Hypothesis	3
4. Research Methodology and Design	4
5. Choice of Method	5
Rationale for a Mixed-Methods Approach:	5
6. Population and Sampling Techniques	6
7. Data Gathering Tools:	7
8. Significance of the Study:	8
Chapter One: Review of the Literature	12
1/- Literature Overview	12
1. Definition and Concept of EMI	14
2. Internationalisation of EMI	15
3. EMI Implementation in Algerian Higher Education.	18
4. Institutional Support of EMI	19
2/- Challenges and Benefits of EMI	20
3/- Research Gap: Comprehensive Understanding of Scholars and Learners' Perspectives	21
1. Teachers Attitudes Towards EMI	22
2. Students Attitudes Towards EMI	24
Conclusion	25
Chapter Two: Field Work (Results, Findings, Discussion)	27
I/- Students' Questionnaire	28
Analyses of The Questionnaire	29
II/- Teachers' Interview:	40
Interpretations about the Teacher Interview:	48
Discussion and Interpretation of the Obtained Results	49
1. Language Barriers and Support Measures	50
2. Preparedness of Teachers to Teach Complex Concepts in English	50
3. Role of University Administration in Supporting EMI Implementation	51

4. Impact of EMI on Learning Outcomes and Career Prospects	51
5. Challenges Faced by Students and Teachers in EMI	51
General Conclusion	54
The study acknowledges limitations	56
Recommendations	58
Bibliography	62
Appendices	66
01. Students' Questionnaire	66
02. Teachers' Interview	70
The Summary	76
Abstract in French	77
Abstract in Arabic	78

General Introduction

General Introduction

English Medium Instruction (EMI) has emerged as a focal point in global higher education discourse, with numerous countries endeavoring to integrate English as a medium of instruction to enhance academic competitiveness and global engagement. Drawing insights from international experiences, notable examples include the Korean, Turkish, Japanese, Chinese, and German contexts. Each experience offers unique insights into the challenges and opportunities associated with EMI implementation.

The Korean experience underscores the transformative impact of EMI on higher education, with initiatives aimed at elevating internationalization efforts and fostering cross-cultural exchange. Similarly, Turkey has embarked on a journey towards EMI adoption, striving to bolster academic quality and align with global standards. In Japan and China, EMI initiatives have been pivotal in expanding access to international academic resources and fostering collaboration on a global scale. Meanwhile, the German experience exemplifies the nuanced interplay between language policy, Academic discourse, and institutional transformation in higher education settings. Furthermore, the Spanish experience offers valuable lessons in navigating the complexities of multilingual education systems and integrating EMI within diverse linguistic landscapes.

The promotion of the English language in Algeria has recently been a major focus in higher education, as it can improve quality, meet international standards, and promote globalization. The Algerian government's consideration of obtaining an EMI has led several studies to demonstrate the advantages and disadvantages of implementing an EMI system to improve the quality of higher education, strengthen the students' employability in the global workforce, and facilitate access to international knowledge and cooperation. However, successful implementation depends on understanding and addressing the issues and needs of key teachers and students.

● **Background of the Study**

The implementation of English as a Medium of Instruction (EMI) in higher education is a growing trend globally, driven by the increasing importance of English in international academia, commerce, and communication. EMI refers to the use of English to teach academic subjects in countries where the primary language of instruction has traditionally been different. This shift aims to enhance students' proficiency in English while delivering subject-specific content, thereby preparing graduates for the demands of a globalized job market and academic community.

In Algeria, the higher education system has historically relied on Arabic and French, reflecting the country's linguistic heritage and colonial history. However, recognizing the pivotal role of English in contemporary global interactions, Algerian educational policymakers are increasingly advocating for the integration of EMI across various academic disciplines. This strategic shift is part of a broader effort to align the national education system with international standards and improve the global competitiveness of Algerian graduates.

The Department of Laws and Political Sciences at Abbes Laghrour Khenchela University provides a compelling case study for investigating the adoption and impact of EMI. The department has recently initiated the implementation of EMI to enhance students' linguistic competencies and academic excellence. Given the international nature of law and political sciences, proficiency in English is particularly advantageous, enabling students to engage with global legal and political discourses, access international research, and compete effectively in the global job market.

Understanding the attitudes of teachers and students towards EMI is critical to the successful implementation of this policy. Positive attitudes can foster a supportive learning environment, facilitate the integration of EMI, and ultimately improve educational outcomes. Conversely, negative attitudes may result in resistance to EMI, exacerbate language barriers, and hinder academic performance. Therefore, assessing these attitudes is essential for identifying potential challenges and devising strategies to mitigate them.

This study aims to explore the perceptions and attitudes of teachers and students in the Department of Laws and Political Sciences towards EMI. By examining these attitudes, the research seeks to uncover the perceived benefits and challenges associated with EMI and provide actionable insights for policymakers, educators, and institutional leaders. The findings will contribute to the broader discourse on language policy in higher education and support the development of effective EMI implementation strategies in similar contexts.

1. Statement of the Problem:

The potential transition towards English Medium Instruction (EMI) in Algerian higher education represents a significant paradigm shift with far-reaching implications for academic quality, internationalization efforts, and student outcomes. However, amidst the discourse surrounding EMI adoption, a pressing need still exists, to comprehensively understand the attitudes, perceptions, and concerns of teachers and students, particularly within the Department of Laws and Political Sciences at the University of Khenchela.

The Department of Laws and Political Sciences serves as a focal point for academic discourse and scholarly inquiry, with disciplines within this department requiring a deep understanding of complex legal and political concepts. Indeed, The translation of intricate legal and political concepts into English adds a layer of complexity to the EMI implementation process.

The effective communication of these concepts in English presents unique challenges that necessitate a thorough exploration of teachers' and students' readiness, preparedness, and support needs. The prospective transition towards EMI in Algerian higher education raises pertinent questions about the perspectives and expectations of teachers and students, particularly in disciplines requiring intricate scientific discourse.

Research Questions:

- Q1. What are the attitudes of teachers and students in the Department of Law and Political Sciences towards EMI implementation in Algerian higher education?
- Q2. What are the perceived benefits and challenges of (EMI) from the perspectives of teachers and students in the Department of Law and Political Sciences?
- Q3. To what extent do teachers and students feel prepared for EMI implementation, and what support mechanisms do they deem essential for a successful transition to EMI?

2. Research Objectives and Aims:

- Objectives:

- Explore the attitudes of teachers and students within the University of Khenchela towards EMI implementation in Algerian higher education, focusing on the Department of Laws and Political Sciences.
- Identify the perceived benefits and challenges associated with EMI from the perspectives of teachers and students.
- Investigate the preparedness level and support requisite for a successful transition to EMI.

- Aims:

- Enrich our understanding of the multifaceted nature of EMI and its implications for Algerian higher education.
- Contribute to the broader discourse on language policy, academic quality enhancement, and internationalization efforts in Algerian higher education.
- Provide actionable insights for policymakers and educators to devise efficacious strategies for EMI implementation in Algerian higher education institutions across diverse academic disciplines.
- Generate targeted insights that can inform policy development, curriculum design, and pedagogical practices, tailored to the specific needs of legal and political sciences.

3. Hypothesis

The potential shift towards EMI reflects a broader ambition to enhance academic quality, align with global standards, and foster international collaboration. However, the successful implementation of EMI hinges on a comprehensive understanding of the teachers' and students' specific needs and concerns within Algerian higher education institutions.

It is hypothesized that teachers and students within the Department of Law and Political Sciences may exhibit positive attitudes towards EMI, albeit with apprehensions surrounding preparedness and the requisite support. Furthermore, while students may recognize the potential benefits of EMI in enhancing their language proficiency and facilitating access to global academic resources, they may also articulate concerns regarding their ability to comprehend and engage with complex academic discourse effectively. As such, learners may express apprehensions regarding their preparedness for EMI adoption, particularly in navigating the linguistic demands of disciplinary-specific content.

Thus, this study seeks to check these hypotheses, ultimately informing evidence-based strategies for facilitating a smooth and effective transition towards EMI in Algerian higher education institutions.

4. Research Methodology and Design

The methodology is a crucial component of any research study, as it outlines the research design, data collection methods, and data analysis techniques used to investigate the research problem. Due to the adoption of the English language by the Algerian government and despite the growing trend towards EMI adoption, there exists a gap in the attitudes of teachers and students toward EMI in Algerian higher education.

This study employed a mixed-methods research design to address the research gap, combining qualitative and quantitative data collection and analysis techniques. It enables a comprehensive exploration of teachers' and students' attitudes, perceptions, and concerns towards studying and teaching by using EMI, particularly within the Department of Laws and Political Sciences at the University of Khenchela.

What is a Mixed Methods Research Approach?!

A mixed methods approach in research is an advanced methodological framework that deliberately integrates quantitative and qualitative research techniques, methodologies, paradigms, and analyses within a single study or a coherent program of inquiry. This approach facilitates a comprehensive exploration of research questions by leveraging the numerical rigor and statistical power of quantitative data alongside the contextual richness and depth of qualitative data. Consequently, it offers a holistic understanding of complex phenomena that neither of the mono-methods could achieve independently.

5. Choice of Method

Choosing an appropriate research method is a wise decision that shapes the entire research process and influences the validity and reliability of the study's findings. Concerning the investigation of teachers' and students' attitudes towards English as a Medium of Instruction (EMI) in Algerian higher education, a mixed-methods research design was chosen to provide a comprehensive understanding of the research topic.

The qualitative component of this study involved well-structured interviews with the faculty dean, and university instructors within the Department of Laws and Political Sciences at the University of Khenchela; Complementing the qualitative component, a quantitative Questionnaire was administered to students enrolled in the same department. Indeed, a purposive sampling technique was employed to select participants for the qualitative interviews and the quantitative Questionnaires.

Qualitative data from interviews were carefully analyzed to perfectly align the r Indeed, Quantitative Responses were collected anonymously to ensure participant confidentiality and encourage participants to respond. Findings Interpretation from both data sources enhanced the validity and reliability of the study's conclusions, enabling deep exploration of the research

questions and hypotheses. Due to ethical considerations, all the collected data are kept anonymous, confidential, and secure.

Rationale for a Mixed-Methods Approach:

The choice of a mixed-methods research design for this study reflects a deliberate and strategic decision to leverage the strengths of qualitative and quantitative approaches. While the qualitative component allows for an in-depth exploration of individual experiences, attitudes, and perceptions; The quantitative component, On the other hand, enables the generalization of findings and the identification of patterns and trends across a larger sample. This methodological choice aims to provide a clear comprehensive analysis of the research topic, enhance the validity and reliability of the study's findings, and offer valuable insights for educational policy and practice.

For further comprehension, this approach offers several advantages in the context of this study. It allows for a more comprehensive analysis of the research problem; provides a richer understanding of attitudes towards EMI in Algerian higher education; and perfectly aligns with the complexity of the research topic and the need to capture diverse perspectives and experiences from the Department of Laws and Political Sciences at the University of Khenchela to inform evidence-based recommendations for EMI implementation at the other departments of the University and the whole Algerian Higher Education.

6. Population and Sampling Techniques

The target population for this study consists of first-year Undergraduate students enrolled in the Department of Laws and Political Sciences at the University of Khenchela in Algeria. The department has a total enrollment of approximately 500 students in the first-year undergraduate program within the academic year 2023-2024. Based on a random sampling approach to select participants for the study, seventy (70) students were randomly chosen from the department's enrollment list to participate in the questionnaire. This sample size represents 14% of the total first-

year student population in the department. The study also involved five out of seven teachers who taught their courses in English during the academic year 2023-2024. One has a C1 level of English proficiency, while the remaining four have a B1 level. Five of these teachers participated in the questionnaire.

The random sampling technique was employed to ensure that each student in the target population had an equal chance of being selected, minimizing potential selection bias. By randomly selecting participants, we aimed to obtain a representative sample that reflects the diversity of the student population in terms of gender, academic performance, and English language proficiency levels. On the other hand, Instructors were interviewed based on their proficiency in the English language and experience in teaching their expertise modules using English as a teaching tool; however, The sample size of 70 students was determined based on several factors, including the total population size, the desired level of precision, and resource constraints.

It is important to note that the findings from this sample may only be generalizable to some student populations in Algerian higher education or other departments within the University of Khenchela. However, the results can provide valuable insights into the attitudes and perceptions of fresh undergraduate students in the Department of Laws and Political Sciences, which can inform future research and guide the implementation of EMI in similar contexts.

7. Data Gathering Tools:

- **Qualitative Interviews**

The qualitative component of this study involved well-structured interviews with the faculty dean and university instructors who taught their expertise modules in English within the Department of Laws and Political Sciences at the University of Khenchela. Participants were audio-recorded and transcribed verbatim, then analyzed using thematic analysis to identify key themes and patterns. The interview guide included open-ended questions that explored:

- **Personal Experiences with EMI:** Participants describe their experiences with EMI, including any challenges they have faced and the strategies they have employed to overcome them.
- **Attitudes and Perceptions:** Interviews delve into the participants' attitudes towards EMI, including their views on its effectiveness and impact on learning and teaching.
- **Suggestions for Improvement:** Participants provide recommendations for enhancing EMI implementation based on their experiences.

It was designed to elicit in-depth insights into participants' attitudes, experiences, and perspectives regarding EMI adoption. By employing open-ended questions, this qualitative approach allowed for the exploration of themes, and the identification of emergent patterns within participants' responses. While Five out of seven instructors participated in the interview, each interview lasted approximately 45-60 minutes and was audio-recorded and written-transcribed with the participants for clear clarifications and in-depth analysis of their perceptions and qualitative results.

- **Quantitative Questionnaire:**

Complementing the qualitative component, a quantitative questionnaire was administered to first-year undergraduate students within the same department. It was designed using Google Forms to collect quantitative online data from students. Then printed, to ensure equal distribution to students who had no access to the internet, and to enhance the research's equality of participation and validity. Questions designed through the following sections:

- **Demographic Information:** This section gathers basic demographic data such as gender, and language proficiency level.
- **Language Proficiency:** Participants self-assess their proficiency in English using a standardized scale (e.g., CEFR levels).
- **Attitudes towards EMI:** This section uses Likert-scale items to measure attitudes towards various aspects of EMI, including perceived benefits, challenges, and overall satisfaction.

- **Perceived Support:** Questions assess the perceived adequacy of institutional support for EMI, including training, resources, and policy.

It used a structured format to collect quantitative data on students' attitudes, perceptions, and preparedness levels toward EMI implementation. The questionnaire was pre-tested with a small sample to ensure clarity and reliability before being distributed to the larger sample online and in person, to ensure its effectiveness, honesty, and validity.

8. Significance of the Study:

This study holds substantial significance for both academic scholarship and practical application within Algerian higher education; a comprehensive understanding of teachers' and students' attitudes toward EMI implementation is essential for policymakers, educators, and administrators to develop targeted interventions and support mechanisms. Without understanding these factors, they may encounter unforeseen challenges that hinder the effectiveness of EMI adoption and compromise academic quality.

Furthermore, by investigating them, particularly within the Department of Laws and Political Sciences at the University of Khenchela; the research contributes valuable insights to the existing literature on EMI, addressing a gap in the current body of knowledge, as well as contributing to the discourse on language policy, academic quality enhancement, and internationalization efforts.

At the academic level, It may provide a comprehensive exploration of the main factors that affect and influence attitudes toward EMI, including language proficiency, pedagogical approaches, and institutional support. By investigating the perspectives of both teachers and students, the research offers a better understanding of the complex dynamics involved in EMI adoption. The study's mixed-methods design, combining qualitative interviews and quantitative questionnaires, enhances the validity and reliability of the findings, providing a robust foundation for future research endeavors.

Moreover, by examining the interplay between language, pedagogy, and educational outcomes, the research provides a basis for evidence-based decision-making regarding the role of English in academic settings. The study's insights can inform discussions on language policy and guide the development of comprehensive strategies to promote multilingualism and internationalization in higher education.

To conclude, this study's significance lies in its potential to inform academic scholarship, shape practical interventions, and contribute to the broader discourse on language policy and educational quality in Algerian higher education. Its findings and insights have practical implications for enhancing academic quality, fostering international collaboration, and laying the groundwork for future research endeavors exploring the dynamics of EMI implementation within Algerian higher education institutions.

Structure of the Thesis

To ensure our research is following the academic standards we have divided our thesis into Three chapters following a General Introduction and followed by a General Conclusion. The General Introduction introduces the research topic, including the background, research questions, and significance of the study. The first chapter presents a comprehensive literature review, detailing existing studies and theoretical frameworks related to English as a Medium of Instruction (EMI). The second chapter outlines the methodology employed in this research, describing the research design, sampling, data collection instruments, and analysis methods. The third chapter discusses the findings, linking them to the theoretical framework and research questions. Finally, the General Conclusion provides a conclusion, summaries the key findings, discuss their implications, and offers recommendations for future research and practice. This structured approach ensures a clear and logical progression of the research, facilitating a comprehensive understanding of the study's contributions.

Chapter One: Review of the Literature

Chapter One: Review of the Literature

The internationalization of higher education led to the widespread adoption of English as a Medium of Instruction (EMI) across various non-English speaking countries. In Algeria, starting from an early age, students obtain English as a second or third language and as a subject in schools. Therefore, it did not escape worldwide respect for the pre-eminence of the English language associated with several European languages. It is necessary to take an interest in the link between students' attitudes toward the English language, teachers' attitudes toward teaching in English, and EMI (English as a Medium of Instruction) adoption, and its expected impact.

Higher education authorities in university establishments meant that all university policies must contain five objectives, including openness to the world and the fight to improve the quality and encourage one's research output by helping members of the university community to develop their intellectual capacity.

This literature review analyses the methodological approaches to understanding the attitudes of teachers and students towards EMI, with a focus on experiences from Turkey, Korea, Germany, Spain, Japan, and China. Additionally, It addresses the research gap in comprehensively understanding the perspectives of scholars and learners on integrating EMI in specific higher educational contexts, such as law and political sciences.

1/- Literature Overview

EMI has been widely implemented in countries where English is not the native language, as a means to enhance students' language skills and increase their global employability. This literature review aims to provide a comprehensive overview of the current research on teachers' and students' attitudes toward EMI in Algerian higher education, drawing on international experiences and research gaps in the field to link the present academic study within this context..

Research by Dearden (2015) and Macaro et al. (2018) has documented the expansion of EMI programs, particularly in regions such as Asia and Europe. These studies discuss both the advantages and challenges of EMI. Macaro et al. stated in 2018 that the increasing globalization and internationalization of education have led to a significant shift toward EMI usage in many countries, including Algeria. This trend has been driven by the need for universities to attract international students and faculty members, as well as, the enhancement of the employability of graduates in a globalized job market (Dearden, 2014).

While EMI can enhance access to global knowledge and improve English proficiency, it can also present significant challenges, such as language barriers, the adequacy of teacher training, and potential educational inequities. Dearden (2015) highlights that although EMI can improve students' English skills, it might also deepen educational inequalities if students do not have equal language proficiency levels. Macaro et al. (2018) stress the importance of comprehensive support systems for teachers and students to successfully adapt to EMI, including ongoing professional development for educators and additional language assistance for students. However, the implementation of EMI in Algerian higher education has been met with varying levels of success, with attitudes towards EMI among teachers and students playing a crucial role in its effectiveness (Belhiah & Elhami, 2015).

The review is structured as follows: First, it defines the concept of EMI and differs it from other categories of language teaching approaches such as CLBT, CLIL, and ESP. Then, it analyses the internationalization of EMI, focusing on the experiences of Turkey, Korea, Germany, Spain, Japan, and China. After that, it identifies a research gap regarding the comprehensive understanding of scholars' and learners' perspectives toward using EMI within specific higher educational contexts, such as laws and political sciences. Furthermore, it explores teachers' attitudes toward EMI, highlighting the factors that affect their perceptions. Indeed, it explores students' attitudes towards EMI, considering their language proficiency, motivation, and perceptions of teacher support. It also highlights the role of institutional support in EMI implementation. Moreover, it addresses some recommendations and potential solutions for the expected challenges. Finally, the

review concludes by summarising the key findings and discussing the implications for future research and practice.

1. Definition and Concept of EMI

English Medium of Instruction (EMI) is a recent development in higher education that has garnered considerable attention in English-speaking countries as English as a Foreign Language (EFL) nations. Algerian higher education institutions, like many EFL countries, have also adopted the use of EMI.

It is important to distinguish EMI from other language teaching approaches, such as English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), and Competency-Based Language Teaching (CLBT). ESP focuses on teaching specific English language skills to a particular field or profession, such as Medical or Business English (Basturkmen, 2010). CLIL, on the other hand, involves teaching content subjects through the medium of a foreign language, to develop content knowledge and language skills (Coyle et al., 2010). While, CLBT emphasizes developing specific language competencies or skills in learners, such as reading, writing, speaking, listening, grammar, vocabulary, etc. The curriculum and assessment are based on demonstrating mastery of these competencies (Bouhania, B. (2020). In contrast, EMI focuses solely on using English as the language of instruction for content subjects, without explicit language teaching or language learning objectives (Macaro et al., 2018).

To comprehend the perspectives and practices of academics, it is vital to establish a definition of English Medium Instruction. According to Dearden (2015), English medium instruction refers to teaching academic subjects using either a partial or full foreign language, specifically English. Similarly, Bialystok (2018) explained that this phenomenon entails delivering academic material in a second language (L2). Bialystok further has clarified that EMI involves instruction in non-language subjects by a content teacher who lacks training in second-language teaching, however, learners possess the ability to participate using the conventions of the second language. Echoing

Bialystok's viewpoint (2018), the Institute of Continuing Professional Development (ICP) (2009) endorsed this concept, asserting that EMI represents the advancement of delivering subject content in a foreign language, namely English.

The implementation of EMI in Algerian universities serves the purpose of internationalization and globalization aiming to attract international students while meeting the demands of the English-speaking job market within the country. Additionally, proponents of EMI argue that it can help improve the low academic English proficiency level in Algerian higher institutions. However, critics express concerns that EMI may lead to a decline in students' acquisition of their mother tongue and cause a threat to the preservation of Algerian identity and the maintenance of the Arabic language.

2. Internationalisation of EMI

English as a Medium of Instruction has gained significant attention and importance in higher education institutions around the globe. It has been recognized as a means to promote internationalization and enhance intercultural communication skills among students (Dayij & Al.gomoul, 2011). In recent years, the internationalization of English as a Medium of Instruction has become a prominent topic in higher education (Nyamubi, 2019). Several studies have explored the attitudes of both teachers and students towards English as a Medium of Instruction in various educational contexts, providing valuable insights into the challenges and possibilities of implementing EMI (Ramanathan, 2003).

King Abdul-Aziz University in Saudi Arabia focused on media technology integration in English language teaching classrooms and its impact on learners' motivation and language skills. Scholar Al-Malki (2018) found that EFL learners responded positively to media technology usage and highlighted improvements in their accentual patterns of individual English words. On the other hand, a Research by scholar Ashraf (2018) at King Khalid University in Saudi Arabia examined the challenges faced by first-year students studying Intensive English as a university requirement.

While Al-Malki (2018) discovered that major problems included the influence of the mother tongue, limited exposure to English in daily life, attitudes towards teaching and learning English, outdated trends in EFL teaching, overcrowded EFL classes, and a lack of effective teaching environments.

Several countries have successfully implemented EMI in their higher education systems, offering valuable insights for Algerian educators. Turkey, for instance, has made significant strides in promoting EMI, focusing on language support and teacher training. A study by Kırkgöz (2005) found that Turkish universities have implemented various strategies to support EMI, such as providing language courses for students and teachers and offering professional development opportunities for faculty members. Similarly, a study by Doiz et al. (2013) found that Turkish students generally have positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their career prospects.

Korea has also implemented policies to increase the use of English in higher education, resulting in improved student outcomes. Kim (2017) found that Korean universities have implemented interesting strategies to support EMI, such as offering language support programs for students and providing incentives for faculty members to teach in English. The study also found that Korean students have generally positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their competitiveness in the global job market.

Germany has seen a significant increase in EMI, driven by the need for internationalization and the desire to attract international students. A study by Wächter and Maiworm (2014) found that German universities have implemented various strategies to support EMI, such as offering language courses for students and providing professional development opportunities for faculty members. The study also found that German students have generally positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their career prospects.

Spain and Japan have also implemented EMI, focusing on language support and cultural adaptation. A study by Doiz et al. (2013) found that Spanish universities have implemented various strategies to support EMI, such as offering language courses for students and providing professional development opportunities for faculty members. The study also found that Spanish students generally have positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their career prospects.

Similarly, another study by Galloway et al. (2017) found that Japanese universities have implemented strategies to support EMI, such as offering language support programs for students and providing incentives for faculty members to teach in English. The study also found that Japanese students have generally positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their competitiveness in the global job market.

China also took a gradual approach to EMI, focusing on language training and cultural immersion. Hu and Lei (2014) found that Chinese universities have implemented various strategies to support EMI, such as offering language courses for students and providing professional development opportunities for faculty members. The study also found that Chinese students have generally positive attitudes towards EMI, with many perceiving it as a means to improve their English proficiency and enhance their career prospects.

These international experiences highlight the importance of language support, teacher training, and cultural adaptation in successfully implementing EMI. They also suggest that students' attitudes towards EMI are influenced by their perceptions of the benefits of EMI, such as improved English proficiency and enhanced career prospects.

3. EMI Implementation in Algerian Higher Education.

The Integration of English as a Medium of Instruction (EMI) in Algerian higher education remains a work in progress. Over the past decade, Algeria has embarked on a comprehensive policy

initiative, guided by the 2008-2013 draft act, and aimed at modernizing higher education institutions to align with international standards and enhance their functionality (Benkhetou, 2023).

Historically, the language of instruction in Algerian higher education has oscillated between Arabic and French, reflecting a dynamic educational landscape. Criticism within the Algerian university community has been directed towards the restrictions of teaching exclusively in Arabic at a macro level, with English limited to student-led activities at a micro level (Medfouni, 2020). Calls have been made for greater flexibility in language instruction, advocating for English to be used for discipline-specific purposes, albeit subject to Ministry directives (Hamane, 2023).

In a case study of universities, educators have expressed reservations regarding the perceived impact of English on educational excellence, particularly in discipline-specific contexts (Benkhetou, 2023). The use of English within classrooms is primarily observed among experienced professionals and students nearing the completion of their specialized training programs (Medfouni, 2020; Hamane, 2023).

Beyond language-focused institutions, academic establishments in various sectors have opted to deliver courses in English, particularly in fields such as medicine, technology, science, physical sciences, and seismological engineering (Benkhetou, 2023). This strategic choice aims to facilitate students' access to postgraduate research opportunities. Conversely, schools and faculties specializing in social sciences have predominantly favored French as the medium of instruction, particularly in disciplines, such as political sciences, economics, diplomacy, and international relations (Medfouni, 2020; Hamane, 2023).

In the current socio-political landscape of Algeria, the role of foreign languages holds significant importance. The prevailing discourse suggests that language policies may propel the country toward economic and technological advancement or exacerbate societal divisions (Benkhetou, 2023). Despite the critical role of language instruction and learning, there appears to be limited emphasis on these aspects within the Algerian higher education system (Medfouni, 2020;

Hamane). This observation underscores the need for further attention and development in language education within the university sector.

4. Institutional Support of EMI

Institutional support is one of the crucial factors for successfully implementing English as a Medium of Instruction (EMI) in Algerian higher education. The lack of institutional support has been identified as a major barrier to EMI implementation, with teachers and students highlighting the need for comprehensive training and support programs (Benkhetou, 2023). The Algerian Ministry of Higher Education and Scientific Research has recognized the importance of institutional support and embarked on an English training program for university lecturers (Dearden, 2014).

- Government Support

The government has taken steps to promote the use of English in higher education, including adopting English as a medium of instruction in some universities (Aliakbari & Enayat, 2011). The Ministry of Higher Education and Scientific Research has also launched an English training program for university lecturers (Dearden, 2014). This training is essential for ensuring that teachers have the necessary language proficiency and pedagogical skills to deliver courses in English.

- University Support

Universities also play a crucial role in supporting the implementation of EMI. They provide resources such as English language textbooks, digital materials, and technological tools to facilitate learning (Aliakbari & Enayat, 2011). Additionally, universities offer professional development opportunities for teachers to improve their language proficiency and pedagogical skills (Dearden, 2014).

- Language Center Support

Language centers are another important institution that provides support for EMI implementation. They offer English language training programs for students and teachers, as they

offer resources, such as English language textbooks and digital materials (Aliakbari & Enayat, 2011). Language centers also provide opportunities for teachers to develop their language proficiency and pedagogical skills (Dearden, 2014).

2/- Challenges and Benefits of EMI

Behind the efforts of the government, universities, and language centers, some challenges still exist that need to be addressed to ensure the successful implementation of EMI. Aliakbari and Enayat (2011) stated that one of the main challenges is the insufficiency of English proficiency among teachers and students. Indeed, they agree that the lack of professional development opportunities for teachers can make it difficult to adapt to the new language of instruction. Furthermore, Benthettou (2023) discovered that more resources should be needed, including English language textbooks, digital materials, and technological tools. In fact, teaching in the student's first language and English could be considered additive if neither language hinders learning. In some cases, students of a second language take longer to understand their teachers' directions. Their students may also be less likely to participate in discussions because they are not comfortable enough with their overall proficiency in English. The benefits provided in the literature recently point out that EMI has increased its influence in higher education around the globe, but yet scanning evidence of its pedagogical benefits.

Addressing these challenges may require several potential solutions to be implemented. Some articles shed light on the epistemological and financial benefits of EMI. Dearden (2014) studies have shown that EMI can lead to financial benefits, such as increased international student enrollment and improved job prospects for graduates. Furthermore, Belhiah and Elhami (2015) has demonstrated that EMI can have a positive impact on the financial sustainability of higher education institutions, as it can attract international students and instructors, and increase revenue through tuition fees and research grants. Others talked about the uneasy relationship between EMI and cultural knowledge. Ramanathan (2003) stated that the integration of EMI in higher education

institutions has been criticized for its potential impact on cultural knowledge and identity. However, Belhiah and Elhami (2015) stated that the implementation of EMI in Algerian higher education has been met with varying levels of success, with attitudes towards EMI among teachers and students playing a crucial role in its effectiveness.

3/- Research Gap: Comprehensive Understanding of Scholars and Learners' Perspectives

Despite the wealth of international experiences, while existing literature provides valuable insights into the general benefits and challenges of EMI adoption, few studies have examined the perspectives of teachers and students within the Algerian context, and even fewer have focused specifically on the Department of Laws and Political Sciences; Additionally, the majority of existing research has predominantly relied on quantitative surveys, overlooking the qualitative nuances inherent in instructors' and learners' attitudes and perceptions.

Behind the growing body of research on EMI, there remains a significant research gap on lack of comprehensive studies on the interplay between students' and teachers' attitudes in the Algerian context, and how these attitudes impact the implementation and outcomes of EMI programs (Macro et al.2018).

Algeria's higher education landscape presents challenges and opportunities concerning language policy, academic discourse, and internationalization efforts. The Department of Laws and Political Sciences serves as a microcosm of the broader challenges associated with EMI implementation in Algerian higher education, disciplines within this department require proficiency in English to navigate complex legal and political concepts, making it particularly pertinent to explore attitudes and perceptions toward EMI adoption.

Since few studies have used a mixed-methods approach to offer a clear path to follow. This literature review and the present study aims to fill these gap by exploring the attitudes of both teachers and students towards EMI in the Department of Laws and Political Sciences at the

University of Khenchela. By employing a mixed-methods approach, combining qualitative interviews with faculty Instructors and a questionnaire administered to students, this study seeks to provide a holistic understanding of the factors shaping attitudes towards EMI. Furthermore, it aims to offer practical recommendations for enhancing EMI in Algerian higher education, thereby contributing to the broader body of knowledge on EMI in non-native English-speaking contexts.

1. Teachers Attitudes Towards EMI

Teachers' attitudes toward EMI are critical, as they directly impact the effectiveness of EMI programs. A study in Turkey found that teachers' attitudes towards EMI were influenced by their language proficiency, pedagogical teaching experience, and institutional support (Kırkgöz, 2005). Then a research by Tatzl (2011) and Aguilar & Rodríguez (2012) suggested that these attitudes are shaped by the same factors. In fact, Tatzl (2011) underscored the importance of institutional support, noting that teachers who receive sufficient resources and professional development opportunities are more likely to embrace EMI. Furthermore, Aguilar and Rodríguez (2012) reached that teachers with higher English proficiency and those who have received specific EMI training tend to have more positive attitudes. Similarly, a study in Korea found that teachers' attitudes toward EMI were influenced by their confidence in teaching English and their perceptions of student motivation (Kim, 2017). However, a study in Germany in contrast, reported that teachers' attitudes towards EMI were influenced by their concerns about language barriers and the need for additional support (Wächter & Maiworm, 2014).

Concerning the language support and teacher training in addressing teachers' concerns about EMI, Turkish universities according to Kırkgöz (2005) have implemented various strategies to support EMI, such as providing language courses for teachers and offering professional development opportunities. Similarly, Korean universities, based on the study of Kim (2017), have implemented various strategies to support EMI, such as providing incentives for faculty members to teach in English and offering language support programs for students. However, German teachers,

according to Wächter and Maiworm (2014), expressed concerns about language barriers and the need for additional support.

In Algeria, EMI in Algerian higher education is relatively recent and mirrors broader trends in the MENA region. Studies by Benmoussat and Benrabah (2013), Bouzidi (2018), and Bouhania (2020) provide insights into the unique challenges and opportunities associated with EMI in Algeria. Benmoussat and Benrabah (2013) noted that Algeria's historical and sociolinguistic context; with its complex linguistic landscape; presents specific challenges for EMI implementation. These include language policy issues, institutional readiness, and the preparedness of both teachers and students. Bouzidi (2018) argued that a context-specific approach to EMI is essential for successful implementation in Algeria. This approach should address the country's unique linguistic, cultural, and educational dynamics, including targeted language support for students, specialized training for teachers, and alignment with broader educational goals and policies. Recently, Bouhania (2020) stated that the divergence in opinions and the insufficient acceptance of EMI and CBLT underscore the addressed challenges by the Ministry of Education and curriculum designers and the Ministry of Higher Education and Scientific Research in promoting and successfully implementing new language teaching methodologies.

Various studies suggested that language support and teacher training are essential in addressing teachers' concerns about EMI and ensuring its success. However, further research is needed to understand the essential factors that might affect teachers' attitudes toward EMI in Algerian higher education, particularly in the Laws and political sciences.

2. Students Attitudes Towards EMI

Students' perceptions of EMI are influenced by various factors, including their language proficiency, academic backgrounds, and the perceived benefits of EMI. Dearden's study on 2014 has shown that students' attitudes towards EMI are critical in determining its success. Further research by Galloway et al. (2017) and Rose et al. (2020) indicated that students generally

acknowledge the benefits of EMI, such as enhanced language skills and improved career prospects. However, they also report significant anxiety and stress related to learning complex subjects in a non-native language.

In Spain, Doiz et al., (2013) found that students' attitudes toward EMI were influenced by their language proficiency, motivation, and perceptions of teacher support. Similarly, Galloway et al., (2017) in Japan reached that students' attitudes towards EMI were influenced by their confidence in using English and their perceptions of the benefits of EMI. In contrast, a study in China discovered that students' attitudes towards EMI were influenced by their concerns about language barriers and the need for additional support (Hu & Lei, 2014).

Due to the importance of language support and student motivation in addressing students' concerns about EMI. Doiz et al. (2013) found that Spanish universities have implemented various strategies to support EMI, such as offering language courses for students and providing professional development opportunities for faculty members. Similarly, Galloway et al. (2017) discovered that Japanese universities have implemented various strategies to support EMI, such as offering language support programs for students and providing incentives for faculty members to teach in English. In contrast, Hu and Lei (2014) reached that Chinese students expressed concerns about language barriers and the need for additional support. This suggests that further research needs to be done to address students' concerns about EMI in China, such as providing more language support and resources.

When it comes to Algeria, the discrepancy between language policy and students' attitudes is evident. A study by Bouhania (2020) focused on science students in Algerian higher education reveals a misalignment between the current language policy, which prefers French, and the student's linguistic needs and attitudes toward English. Despite the global recognition of English as the language of science and technology, French remains the primary language of instruction in core science subjects. However, students exhibit a positive attitude towards English and recognize the need for a shift in language policy and better preparation for the global academic community.

These studies suggest that language support and student motivation are crucial also in addressing students' concerns about EMI and ensuring its success. However, further research still needed to explore the specific factors that affect students' attitudes toward EMI in Algerian higher education, particularly in the Laws and political sciences.

Conclusion

This literature review has provided a comprehensive overview of the current research on teachers' and students' attitudes toward EMI in Algerian higher education. The findings highlight the importance of language support, teacher training, and cultural adaptation in addressing the concerns of both teachers and students. Institutional support is essential for successfully implementing EMI in Algerian higher education. The government, universities, and language centers play a significant role in providing scholars and learners with the necessary resources and training to integrate EMI effectively into their teaching and learning practices. However, some challenges that need to be addressed to ensure the successful implementation of EMI, still exist.

The research gap in understanding the perspectives of scholars and learners towards the implementation of EMI within specific higher educational contexts has been identified, and this literature review aims to address this gap by examining the attitudes of teachers and students towards EMI in Algerian higher education, particularly in the fields of laws and political sciences.

The review has also identified several areas for future research. First, more research is needed to understand the crucial factors that affect teachers' and students' attitudes toward EMI in Algerian higher education, particularly in the Laws and political sciences. Second, more research is needed to examine the effectiveness of different strategies in supporting EMI implementation, such as language support programs and professional development opportunities for faculty members. Finally, more research is needed to explore the long-term impact of EMI on student learning outcomes and career prospects.

Overall, this literature review highlights the importance of understanding teachers' and students' attitudes toward EMI in Algerian higher education. By addressing the research gap identified in this review and exploring the factors that influence the success of EMI implementation, researchers and policymakers can work to ensure that EMI is implemented effectively and equitably in Algerian higher education

Chapter Two: Field Work (Results, Findings, Discussion)

Introduction:

Due to the need of capturing diverse perspectives and experiences of instructors and learners to comprehensively analyse the complexity of the research topic and assure the reliability and validity of the study findings, a mixed methods approach was chosen to collect the necessary data from the Department of Laws and Political Sciences at the University of Khenchela to inform evidence-based recommendations for EMI implementation at the other departments of the University and the whole Algerian Higher Education.

I/- Students' Questionnaire

That questionnaire aims to cover valuable insights into various aspects of students' experiences and perceptions regarding EMI, spanning demographics, prior exposure to EMI, proficiency in using English for academic purposes, perceived benefits and challenges of EMI integration, teacher readiness, anticipated impacts on Academic resources and future career trajectories, and identified support requirements for a successful transition to EMI.

Through this analysis, data was gathered across various sections and items. Initially, demographic information such as gender and academic level is collated to provide context for subsequent analyses. This is followed by an exploration of participants' prior experience with English-Medium-Instruction (EMI) and their comfort level in using English for academic purposes, utilizing both quantitative scales and qualitative responses. Subsequently, the perceived benefits and challenges of EMI implementation in political courses are scrutinized, alongside an assessment of teacher comfort with EMI. Furthermore, the analysis delves into the anticipated impacts of EMI on resource accessibility and future career prospects within the context of the Department of Laws and Political Studies at the University of Khenchela, incorporating both quantitative ratings and qualitative insights. Finally, identified support needs for a successful transition to EMI are

synthesized from participants' responses, providing valuable input for enhancing EMI practices within the political studies.

Through this structured approach, the analysis aims to distill key findings, trends, and recommendations to inform evidence-based strategies for optimizing EMI experiences and fostering inclusive learning environments in political academic settings.

Analyses of The Questionnaire

The quantitative data from the questionnaires were analyzed using Google Sheets, Microsoft Excel, and SPSS software.

Section One: Demographic Information

- **Item 01:** Gender Identification

Responses	Male	Female
Participants	28	42
Percentage	40.0%	60.0%

Table 1: *Distribution of Male and Female Participants*

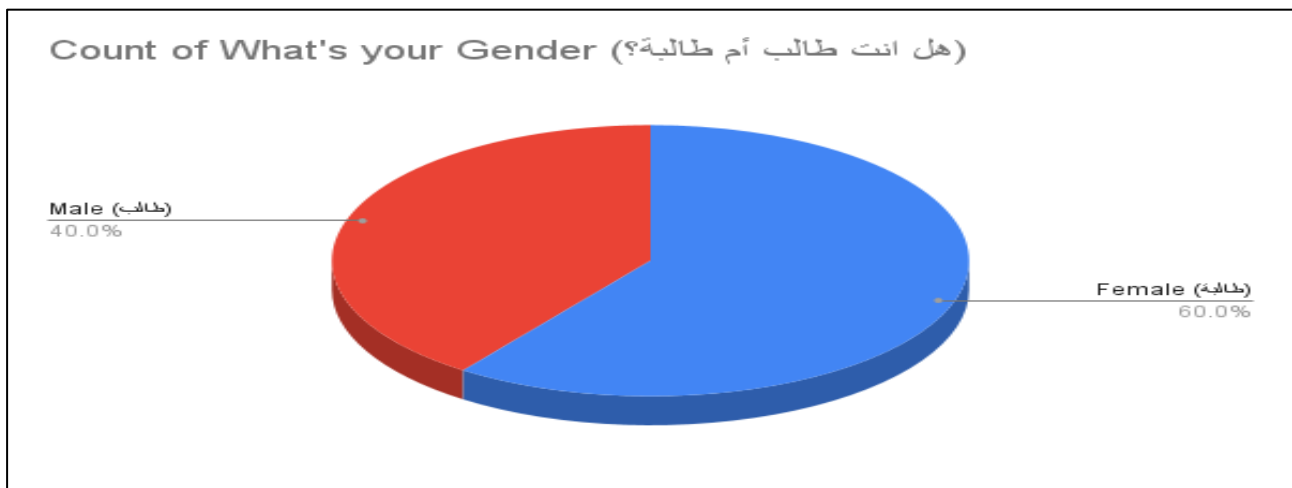


Figure 1: *Gender Distribution*

The study sample consisted of 70 undergraduate students in their first year from the Department of Laws and Political Sciences at the University of Khenchela in Algeria. The gender distribution was skewed towards females, with 60% of participants identifying as female and 40% as male. This aligns with the female interest in the English language.

- **Item 02:** Language proficiency Level

Responses	A0	A1	A2	B1	B2	C1
Participants	32	09	11	14	4	0
Percentage	45.7%	12.9%	15.7%	20.0%	5.7%	0.0%

Table 2: Breakdown of Participants by Academic Level

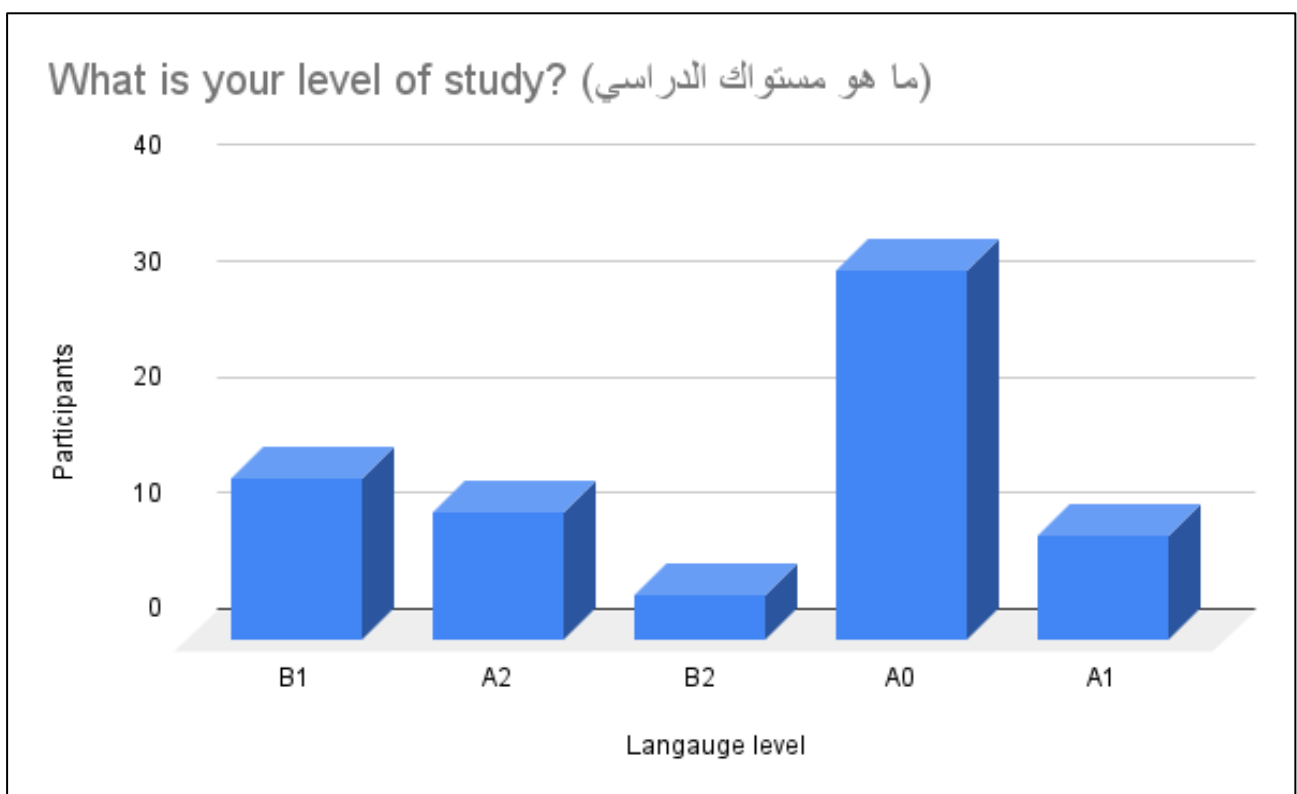


Figure 2: Language Proficiency Levels

Participants were assessed on their English proficiency using the Common European Framework of Reference for Languages (CEFR) levels. The majority (45.7%) were at the A0 level, indicating little to no prior English proficiency. The remaining participants were distributed across A1 (12.9%), A2 (15.7%), B1 (20%), B2 (5.7%), and C1 and C2 (0%) levels. This suggests that most students in the sample needed more English skills to engage with English-medium instruction (EMI) effectively.

Section Two: Experience with EMI

- **Item 03:** Prior Experience with EMI

Responses	Yes (with justification)	No (with Justification)
Participants	0	70
Percentage	0.0%	100%

Table 3: Responses Indicating Prior EMI Experience

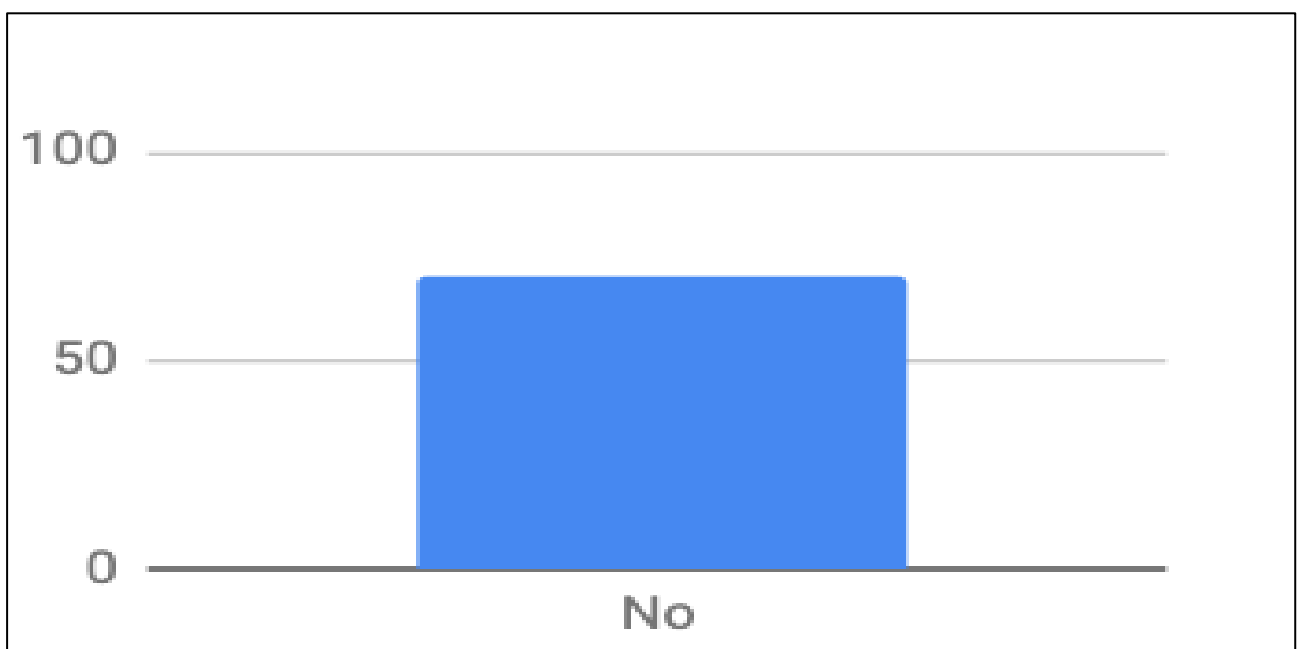


Figure 3: Prior Experience with EMI

None of the participants reported having any prior experience with EMI. That's is not a surprise, given that EMI is still a relatively new phenomenon in Algerian higher education, particularly in political sciences. The lack of exposure to EMI may contribute to students' apprehension and perceived challenges in transitioning to an English-medium curriculum.

Section Three: Comfort and Perception of EMI

- **Item 04:** Comfort Level in Using English for Academic Purposes

Responses/ 10	1	2	3	4	5	6	7	8	9	10
Participants	8	7	7	2	9	7	8	9	6	7
Percentage	11.42%	10%	10%	2.85%	12.85%	10%	11.42%	12.85%	8.57%	10%

Table 4: Average Comfort Level Ratings

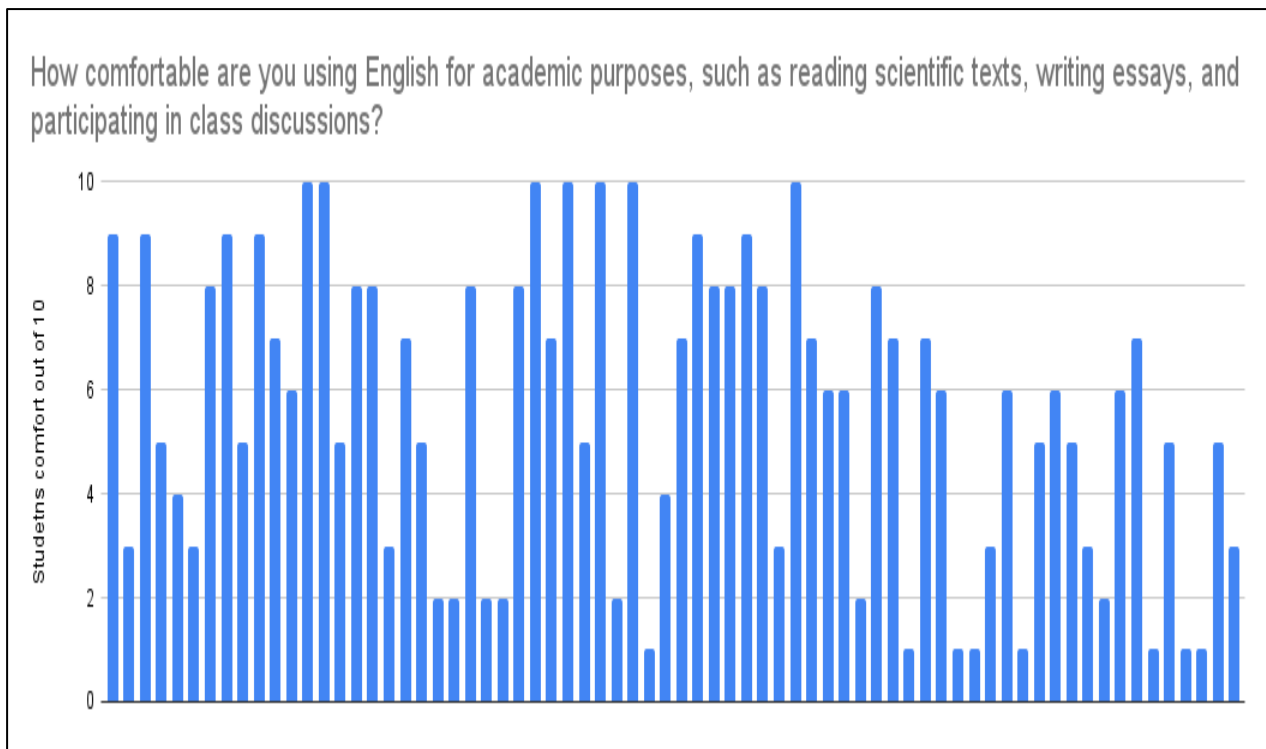


Figure 4: Comfort Level Using English for Academic Purposes

Students were asked to rate their comfort level in using English for academic purposes on a scale of 1 to 10. Responses were distributed across the scale, with no clear trend. The highest percentages were observed at 4 (12.85%), 7 (12.85%), and 1 (11.42%). This suggests that students have various levels of confidence in their ability to use English effectively in an academic setting, with a significant proportion feeling uncomfortable or unsure.

- **Item 05: Perceived Benefits of Using EMI in Political Courses**

Responses	Beneficial	Not beneficial
Participants	63	7
Percentage	90%	10%

Table 5: Qualitative Summary of Reasons

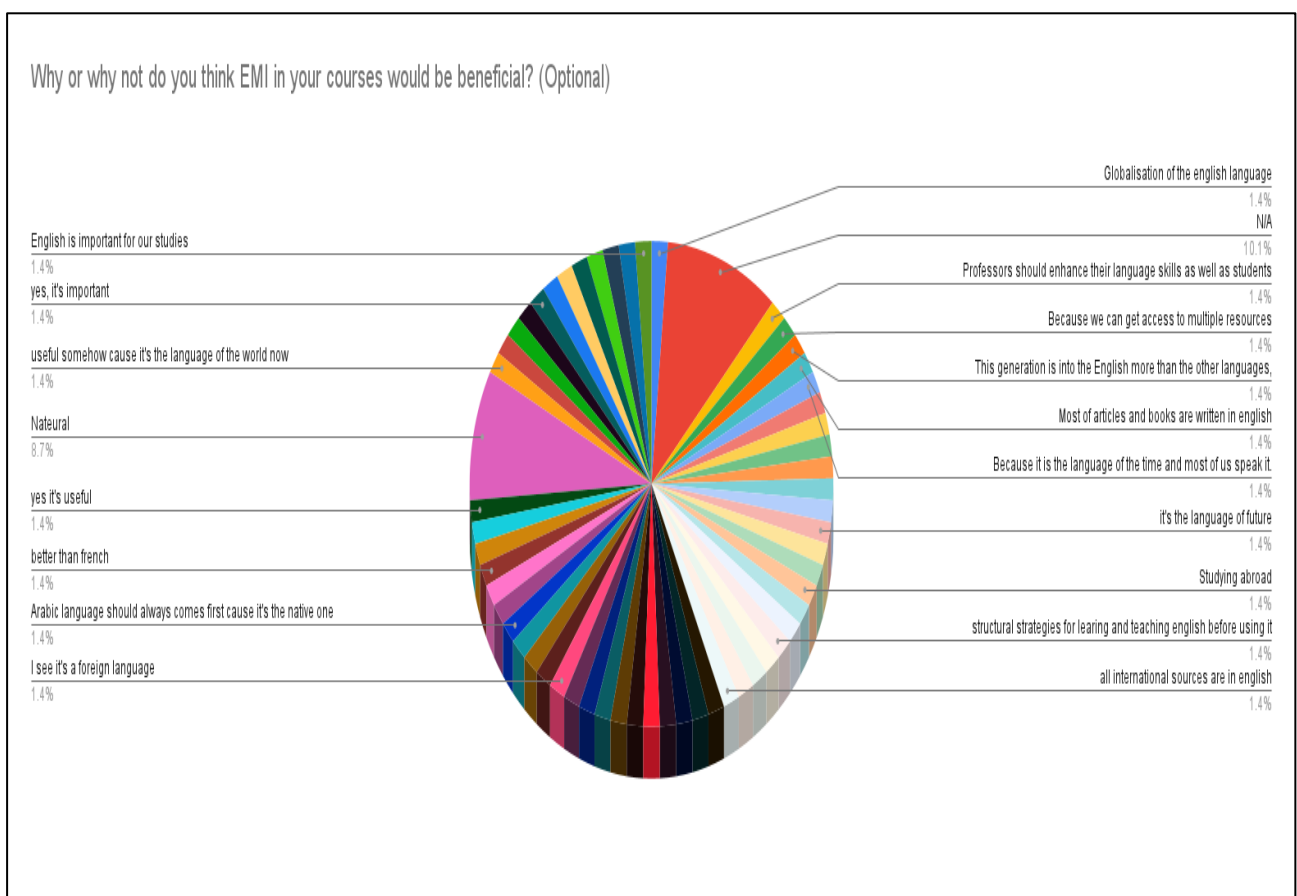


Figure 5: Perceived Benefits of EMI

Most students (90%) perceived EMI as beneficial for their studies in political science. However, the questionnaire did not provide details on the specific benefits students anticipated. Further qualitative exploration would be needed to understand students' reasoning and expectations regarding the potential advantages of EMI.

Section Four: Challenges and Teacher Comfort with EMI

- **Item 06: Challenges and Concerns with Using EMI**

Responses	Reported	Not Reported
Participants	55	15
Percentage	78.6%	21.4%

Table 6: Summary of Main Challenges

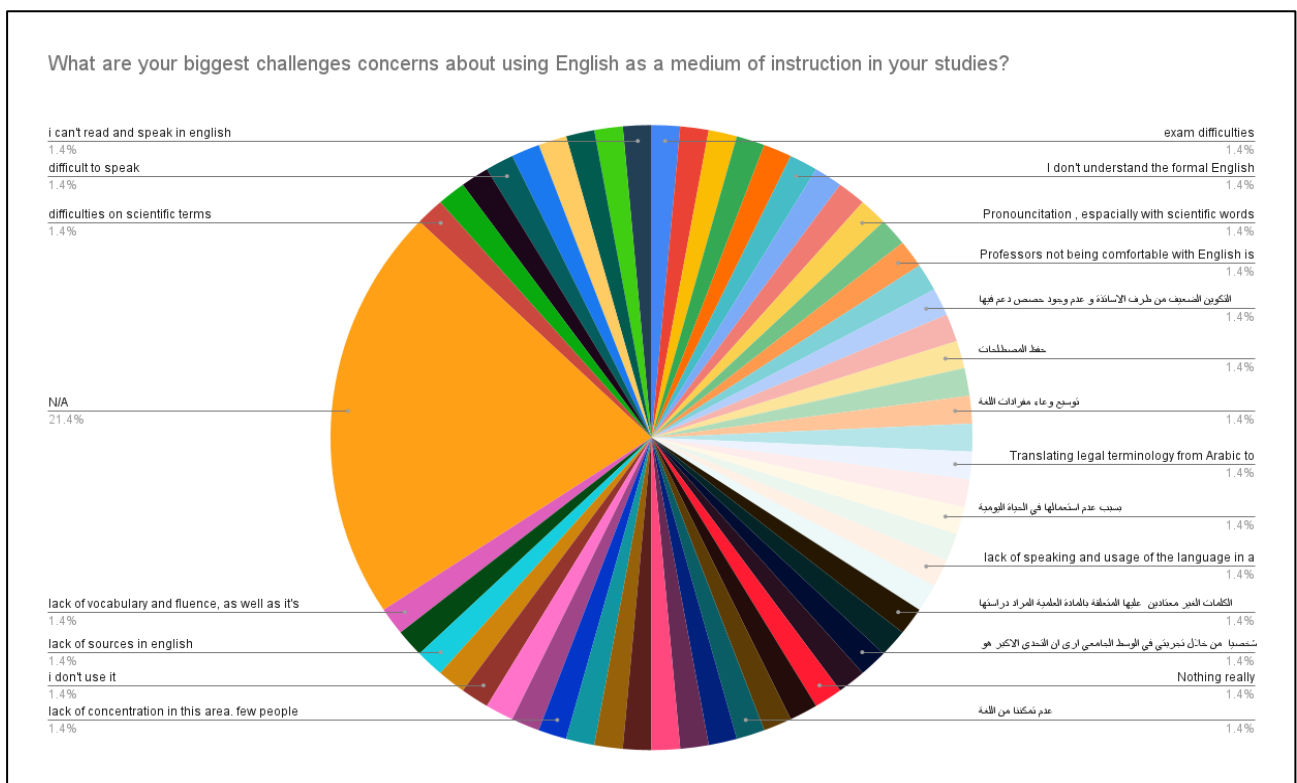


Figure 6: Challenges and Concerns with EMI

A substantial proportion of students (78.6%) reported challenges and concerns about EMI. While the specific challenges were not elaborated on in the questionnaire, this finding highlights the need to address students' apprehensions and provide adequate support to facilitate a smooth transition to EMI.

- **Item 07:** Comfort Level of Teachers in Teaching Using English

Responses	Yes, very comfortable	Yes, Somewhat comfortable	Neutral	No, Somewhat Uncomfortable	No, Not comfortable at all
Participants	6	17	20	10	17
Percentage	8.6%	24.3%	28.6%	14.3%	24.3%

Table 7: Responses on Teacher Comfort Levels

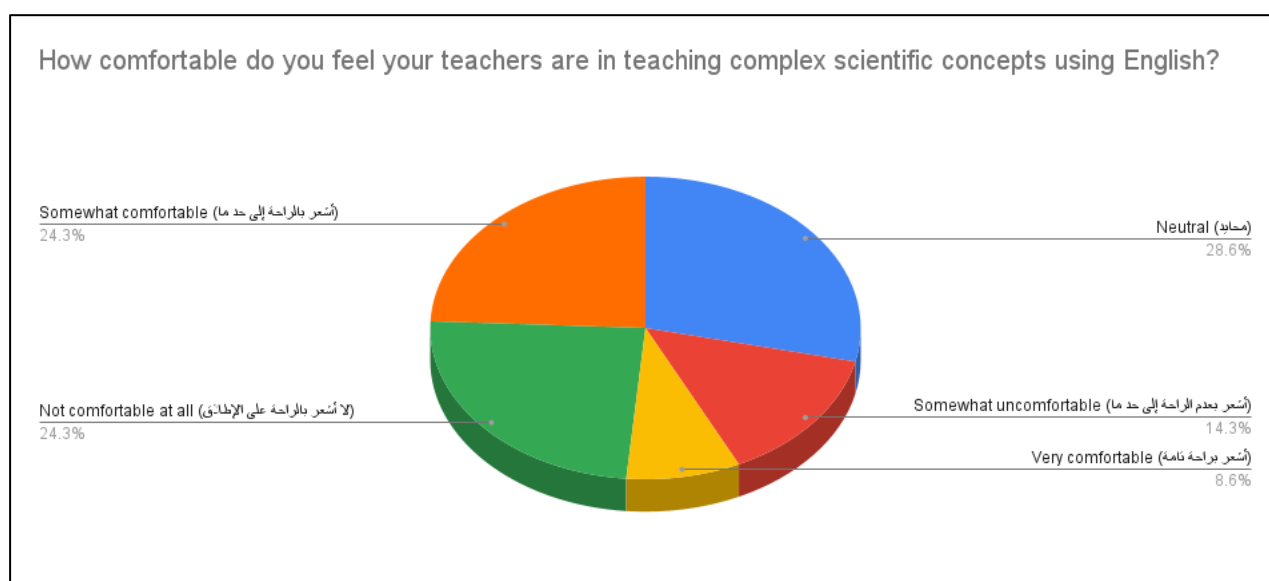


Figure 7: Teacher Comfort with EMI

Students were asked to assess their teachers' comfort levels in delivering instruction, using English. Responses were mixed, with 28.6% indicating neutrality, 24.3% reporting that they were somewhat comfortable about their teachers' effectiveness, and another 24.3% stating that they were not comfortable at all about the effectiveness of their teachers. This suggests that teachers' readiness to teach using EMI may be a significant factor influencing the success of EMI implementation.

Section Five: Impact and Support for EMI

● **Item 08: Impact of EMI on Access to Academic Resources**

Responses	Reported	Not reported
Participants	67	3
Percentage	99.6%	1.4%

Table 8: Responses on Resource Accessibility

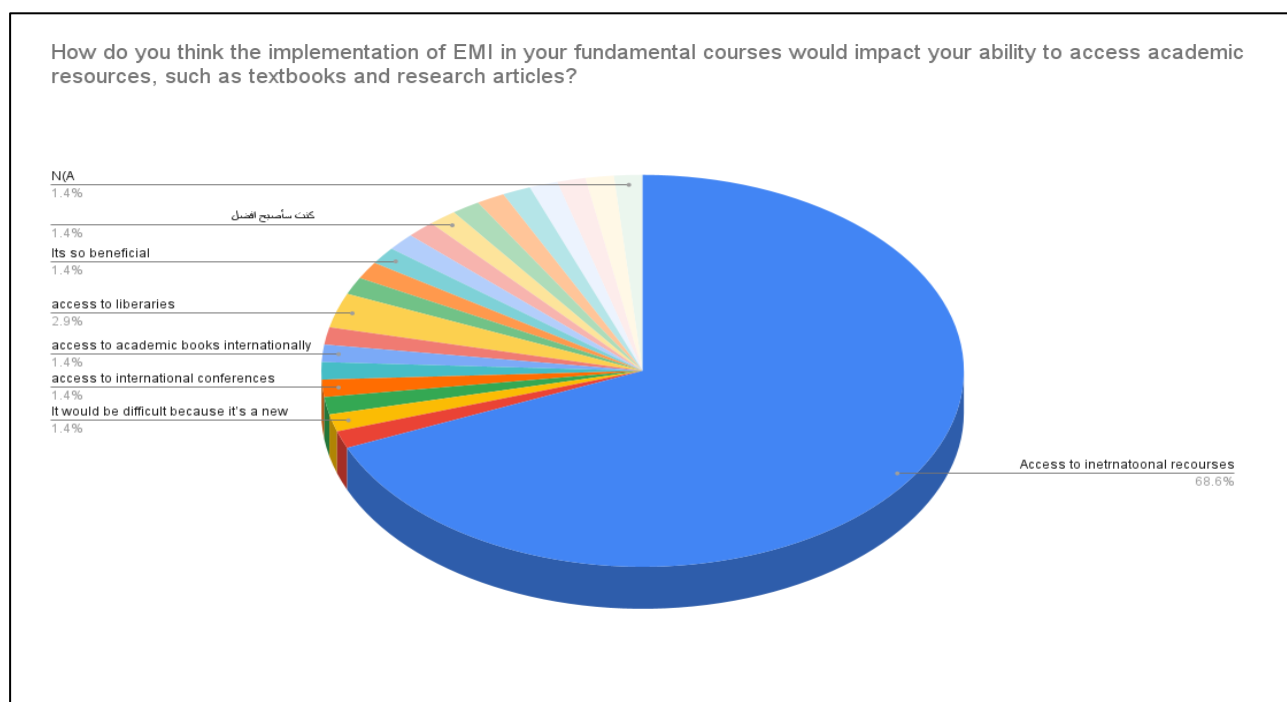


Figure 8: Impact of EMI on Academic Resources

The analysis of the impact of EMI on academic resources revealed that 99.6% of participants reported a significant impact. This high percentage indicates a widespread recognition among students of the influence of EMI on the accessibility and utilization of academic resources within the Department of Laws and Political Studies at the University of Khenchela.

The data suggests that EMI has a substantial effect on how students engage with academic materials, access information, and utilize resources to support their learning experiences. Understanding and addressing the implications of EMI on academic resources is crucial for optimizing the educational environment and ensuring that students have the necessary tools and materials to succeed in their studies.

- **Item 9:** Impact of EMI on Future Career Prospects and Academic Pursuit

Responses	Reported	Not reported
Participants	67	3
Percentage	99.6%	1.4%

Table 9: Summary of Perceived Career and Academic Impact

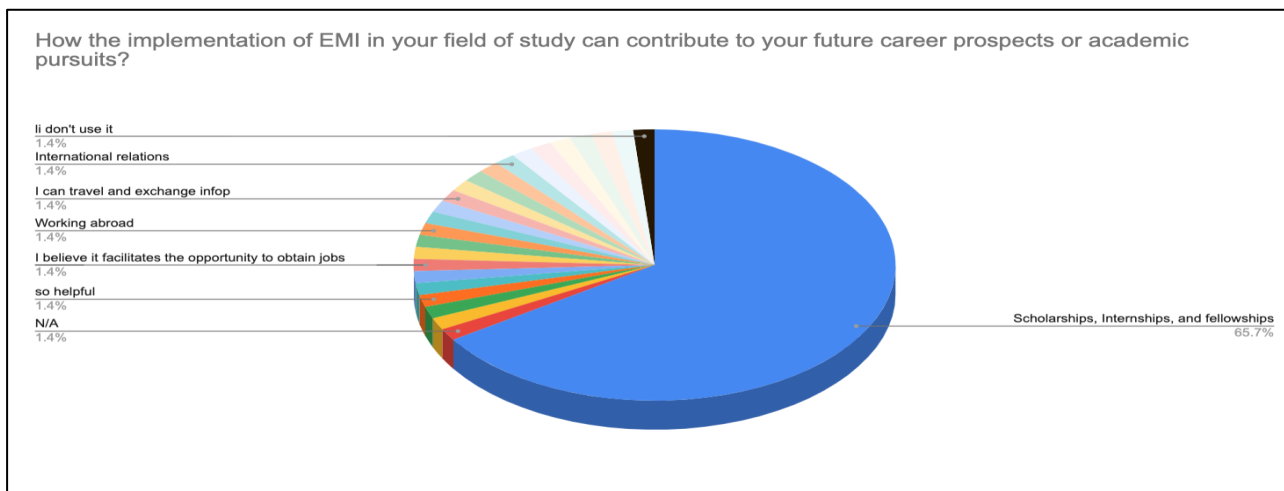


Figure 9: Impact of EMI on Career Prospects

In examining the impact of EMI on future career prospects, the analysis revealed that 99.6% of participants acknowledged a significant influence. This finding underscores the perceived importance of EMI in shaping students' career trajectories and professional opportunities within the Department of Laws and Political Studies at the University of Khenchela. The data suggests that students recognize the potential impact of EMI on their future employment prospects, skill

development, and overall career advancement. By acknowledging the role of EMI in shaping career prospects, students can better understand the value of language proficiency and academic experiences in preparing them for the workforce and enhancing their employability in a globalized job market.

- **Item 10:** Support Needed for Successful Transition to EMI

Responses	Suggestions	No Suggestions
Participants	67	3
Percentage	99.6%	1.4%

Table 10: Summary of Suggested Supports

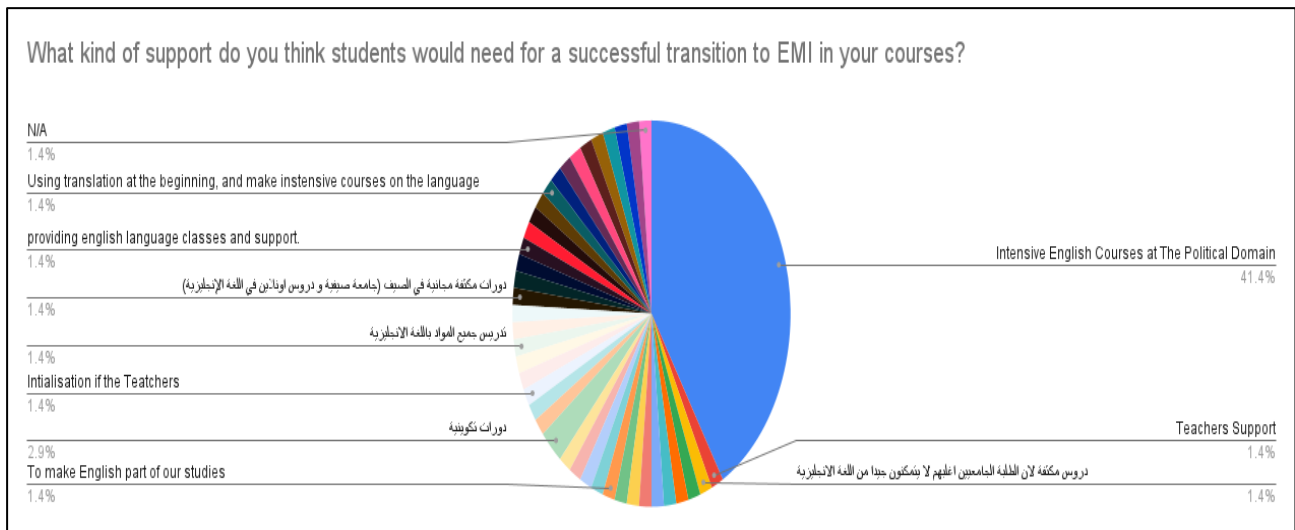


Figure 10: Support Needed for EMI Transition

The questionnaire did not provide specific data on the types of support students felt were needed for a successful transition to EMI. However, given the challenges and concerns expressed by students, it is clear that targeted support, such as language courses, academic writing workshops, and mentoring programs, would be crucial in helping students adapt to EMI and reach their full potential.

Interpretations about the Questionnaire

Overall, the questionnaire findings highlight the need for a comprehensive approach to implementing EMI in the Department of Laws and Political Sciences at the University of Khenchela. This includes addressing students' language proficiency gaps, providing support for teachers to develop their English proficiency levels and EMI skills, and implementing targeted interventions to help students navigate the challenges of EMI. By addressing these factors, the department can work towards creating an inclusive and supportive learning environment that maximizes the benefits of EMI for students' academic and professional development.

II/- Teachers' Interview:

This section analyse the findings from interviews conducted with faculty instructors at the Department of Laws and Political Sciences at the University of Khenchela. The interviews aim to explore teachers' attitudes, perceptions, and experiences regarding implementing EMI in Algerian higher education.

- **Theme 1:** What's your Instructor Title?

- Subject 01: "Dr."
- Subject 02: "Dr."
- Subject 03: "Dr."
- Subject 04: "Dr."
- Subject 05: "Dr."

The findings reveal that all five teachers identified themselves as "Dr.," indicating their academic credentials and expertise in their respective fields. This suggests that the study included the perspectives of highly qualified and knowledgeable instructors who have a vested interest in the quality of education at their institution.

- **Theme 2:** In what ways do you think the implementation of English as a medium of instruction impacts learning outcomes?

- Subject 01: "I fought and still fight for the inclusion of the English language in teaching at all levels of education."
- Subject 02: "Raising the level of students and making modern references and sources available"
- Subject 03: "With teaching"
- Subject 04: "Positively in research projects and academia"

- Subject 05:” As is known, good control of language is the key to learning. Considering that English is the primary language of most scientific research and references, learning language is necessary to learn any other science.”

The interview subjects expressed diverse views on the impact of EMI on learning outcomes. While some believed that EMI could positively influence research projects and academia, others highlighted the importance of language proficiency in facilitating learning. Subject 01 emphasized the importance of including English in teaching at all levels of education, while Subject 02 cited the potential to raise students' levels and make modern references and sources available. Subject 05 noted that good mastery of language is a learning key to any science, underscoring the significance of English language proficiency in accessing scientific research and references. This suggests that the implementation of EMI may have both benefits and challenges, and its success may hinge on various factors, including the preparedness of both teachers and students.

- **Theme 3:** How comfortable are you using English for academic purposes, such as delivering lectures, leading discussions, and providing feedback to students?
 - Subject 01: “Comfortable”
 - Subject 02: “Very Comfortable”
 - Subject 03: “Very Comfortable”
 - Subject 04: “Comfortable”
 - Subject 05: “Very Comfortable”

Most of the responses of the interview subjects (4 out of 5) reported feeling comfortable or very comfortable using English for academic purposes, such as delivering lectures, leading discussions, and providing feedback to students. This suggests that most faculty members have a strong command of English and are well-equipped to teach in English.

- **Theme 4:** Is it difficult to access your teaching materials, lectures, and academic research on English?

- Subject 01: “No”
- Subject 02: “No”
- Subject 03: “No”
- Subject 04: “Yes”
- Subject 05: “No”

Most interview subjects (4 out of 5) had not struggled to access teaching materials, lectures, and academic research in English. However, one subject mentioned that most important scientific books were not available in the library, indicating a potential challenge in accessing relevant resources for teaching and learning. This suggests that the department and the university have made efforts to provide the necessary resources and infrastructure to support EMI implementation.

- **Theme 05:** Concerning the provided content, what challenges do you face in preparing your courses in English?

- Subject 01: “On the contrary, preparing pedagogical work in English is much easier in quantity and quality because 95 percent of scientific research is in English.”
- Subject 02: “Depends on the understanding of students”
- Subject 03: “Most important Scientific books are not available in the Library”
- Subject 04: “Time of preparation.”
- Subject 05: “No response”.

The interview subjects highlighted various challenges in preparing courses in English, such as the time required for preparation (Subject 04), the need for effective training programs, and the availability of relevant references and materials (Subject 03). One subject noted that preparing pedagogical work in English was easier due to the abundance of scientific research available in

English (Subject 01). This suggests that while some faculty Instructors have adapted well to the demands of EMI, others may still face obstacles that require targeted support and resources.

- **Theme 06:** How do you think the language of instruction affects students' comprehension and engagement in the classroom?
 - Subject 01: “A positive effect most of the time, according to my experience teaching in the English language for the last two years”
 - Subject 02: “Language is the basis for presenting scientific material, but when using foreign languages, we do not find interaction, given that the experience is still young”
 - Subject 03: “Great but the student must practice the language”
 - Subject 04: “The English level of students is very different in the same class”
 - Subject 05: “I think that today's generation is more accepting of English than French, as it is the language of movies and most videos on the Internet, and also the language of communication with foreigners.”

The interview subjects expressed mixed views on the impact of EMI on students' comprehension and engagement in the classroom. While some believed that EMI could have a positive effect, others highlighted the need for students to practice the language and improve their English proficiency. One subject mentioned that the English proficiency levels of students in the same class varied greatly, which could affect their ability to engage with the course content. This highlights the complex relationship between the language of instruction and student learning, which may require further investigation and tailored interventions.

- **Theme 07:** What are the main challenges students might face through the integrity of EMI in higher education?
 - Subject 01: “More than half of students master the English language better than teachers and love studying there”

- Subject 02: “Poor student level since high school”
- Subject 03: “The phase of changing”
- Subject 04: “The degree of understanding must be improved and that needs more effort and time and willingness”
- Subject 05: “Sometimes focusing on learning English may distract students from understanding the material”

Teachers identified several challenges that students might face in EMI, including poor English language proficiency (Subject 02), the need for more effort and time to improve understanding (Subject 04), and the potential distraction from understanding the material (Subject 05). One other subject mentioned that focusing on learning English could distract students from understanding the course material, while another emphasized the importance of engaging all students in the classroom. These insights suggest that addressing students' language barriers and providing adequate support will be crucial for successfully implementing EMI in the department.

- **Theme 08:** What are the main challenges teachers might face through the integrity of EMI in higher education?

- Subject 01: “Their inability to use the English language and their poor level”
- Subject 02: “Lack of engagement from students”
- Subject 03: “the practice”
- Subject 04: “To engage all students in the classroom and of course mastering of the language”
- Subject 05: “The focus on teaching in English can be greater than teaching the scientific subject”

Instructors also identified challenges they might face in EMI, including their inability to use English effectively (Subject 01), lack of engagement from students (Subject 02), and the need for more practice (Subject 03). These findings indicate that professional development opportunities and

targeted support for faculty members will be essential to ensure the effective delivery of EMI in the department.

- **Theme 09:** What measures, according to you, could be taken to address language barriers that students and teachers might face when transitioning to EMI in your Field of study?
 - Subject 01: “The inevitable direct transition without hesitation to education in the English language”
 - Subject 02: “Effective Training Programs”
 - Subject 03: “the practice”
 - Subject 04: “Continuous English training for both students and teachers, creation of English forum and clubs, roundtables to find innovative solutions using technology, the collaboration between English experts and SMI, separation of students in different classes according to their English level, sufficient materials and sources to facilitate teaching and learning English”
 - Subject 05: “Training teachers and students to use English, each one in his specialty”

Teachers suggested various measures to address language barriers, including continuous English training for students and teachers, creating English forums and clubs, using technology to facilitate teaching and learning, and separating students into different classes based on their English proficiency levels. One subject emphasized the need for effective training programs and collaboration between English experts and subject matter experts.

- **Theme 10:** How prepared do you feel to teach complex scientific concepts using English?
 - Subject 01: “7/10”
 - Subject 02: “8/10”
 - Subject 03: “4/10”
 - Subject 04: “6/10”
 - Subject 05: “9/10”

Teachers self-reported varying levels of preparedness to teach complex scientific concepts in English, ranging from 4/10 (Subject 03) to 9/10 (Subject 05). This suggests that while some Instructors feel well-prepared to teach in English, others may require additional support and training to deliver effective course content in a foreign language.

- **Theme 11:** In your opinion, what role should the university administration play in supporting students and faculty during the transition to EMI in Higher Education?
 - Subject 01: “Giving priorities and privileges to professors who teach in English”
 - Subject 02: “It is mandatory to teach in English and ensure good supervision of the process”
 - Subject 03:” Documentation”
 - Subject 04: “Very important role in providing the materials, sources, documents, technological tools, which needs big budget”
 - Subject 05: “Give more time”

Teachers highlighted the important role the University Administration should play in supporting students and faculty during the transition to EMI. They emphasized the need to provide materials, sources, documents, and technological tools, that require a significant budget. One subject suggested that the administration should give priority and privileges to professors who are teaching in English.

- **Theme 12:** Do you have any additional thoughts or suggestions regarding the potential implementation of EMI in higher Education?? (Optional)
 - Subject 01: “Change must be radical and rapid without considering these obstacles”
 - Subject 02: “Of course, we can exploit artificial intelligence to reach the desired configuration”
 - Subject 03:” References of course”

- Subject 04: “The transition must be gradual with a deep study of the news curricula and syllabi just”
- Subject 05: “Working hard to sensitize teachers and students to accept teaching in English and its importance in developing higher education”

Teachers offered additional thoughts and suggestions on EMI implementation in higher education. including the need for radical and rapid change (Subject 01), the potential use of artificial intelligence to reach the desired configuration and facilitate the transition to EMI (Subject 02), and working hard to sensitize teachers and students to accept teaching in English (Subject 05).

In conclusion, the interview analysis provides valuable insights into teachers’ attitudes, perceptions, and experiences of instructors, regarding implementing EMI in Algerian higher education. The findings highlight the diverse perspectives and challenges surrounding EMI adoption, as well as the potential measures that can be taken to address language barriers and support both students and teachers during the transition process.

Interpretations about the Teacher Interview:

The analysis of the teachers' interview findings offers a comprehensive understanding of the attitudes, perceptions, and experiences of faculty Instructors regarding the implementation of English as a Medium of Instruction (EMI) in Algerian higher education. The insights gathered from the interviews shed light on the diverse perspectives and challenges associated with EMI adoption, providing valuable considerations for enhancing teaching and learning practices in a multilingual academic environment.

The interviews revealed that all five teachers held Phd titles, indicating their academic credentials and expertise in their respective fields. This suggests that the study incorporated the perspectives of highly qualified instructors who are invested in the quality of education at their institution. The teachers expressed varied views on the impact of EMI on learning outcomes, with

some emphasizing the positive influence on research projects and academia, and others highlighting the importance of language proficiency in facilitating learning.

Furthermore, most teachers reported feeling comfortable using English for academic purposes, indicating a strong command of the language and readiness to teach in English. While most teachers did not encounter difficulties accessing teaching materials in English, one teacher noted challenges in accessing important scientific books, highlighting a potential obstacle in resource availability for teaching and research.

The teachers identified various challenges in preparing courses in English, such as time constraints, the need for effective training programs, and the availability of relevant references. Additionally, they expressed mixed views on how EMI affects students' comprehension and engagement in the classroom, emphasizing the importance of language proficiency and student practice in enhancing learning outcomes.

Moreover, the teachers recognized potential challenges that students might face in EMI, including poor English language proficiency, the need for more effort to improve understanding, and the risk of distraction from learning the course material. They also acknowledged the expected difficulties that teachers might encounter, such as language proficiency issues and student engagement.

In addressing language barriers, teachers proposed measures, such as continuous English training for students and teachers, creating English forums and clubs, and collaboration between language experts and subject matter experts. They also emphasized the role of university administration in providing support and resources during the transition to EMI, underscoring the importance of budget allocation and administrative priorities.

Overall, the teachers' interview findings provide valuable insights into the complexities and challenges of EMI implementation in Algerian higher education. The diverse perspectives and

suggestions offered by the teachers promote a nuanced understanding of the issues at hand and pave the way for informed decision-making and strategic interventions to enhance the quality of education in a multilingual academic setting.

Discussion and Interpretation of the Obtained Results

The study on English-Medium Instruction (EMI) in Algerian higher education, specifically in the Department of Laws and Political Sciences at the University of Khenchela, reveals crucial insights into the challenges and opportunities associated with transitioning to EMI. The final phase of the analysis involved triangulating the findings from the quantitative and qualitative data. This process included:

- **Comparing Results:** Identifying convergences and divergences between the quantitative and qualitative findings.
- **Integrating Data:** Synthesizing the data to provide a comprehensive understanding of the attitudes towards EMI.
- **Corroborating Evidence:** Using the qualitative insights to explain and contextualize the quantitative results, thereby enhancing the overall validity of the study.

This section delves into a comprehensive discussion and interpretation of the obtained results, shedding light on the implications for teaching practices, student learning outcomes, and the overall effectiveness of EMI implementation.

1. Language Barriers and Support Measures

The study underscores the significance of addressing language barriers faced by both students and teachers during the transition to EMI. Teachers emphasized the importance of continuous English training, the creation of English forums and clubs, leveraging technology for teaching, and tailoring support based on students' English proficiency levels. These insights highlight the

necessity for targeted language support programs and professional development opportunities to enhance the effectiveness of EMI delivery.

2. Preparedness of Teachers to Teach Complex Concepts in English

Teachers self-reported varying levels of preparedness to teach complex scientific concepts in English, indicating a spectrum of readiness among instructors. While some teachers felt well-prepared, others expressed a need for additional support and training to effectively convey course content in a foreign language. This variation in preparedness underscores the importance of ongoing training and support mechanisms to ensure the quality of instruction in an EMI environment.

3. Role of University Administration in Supporting EMI Implementation

The study highlighted the critical role of university administration in facilitating the successful transition to EMI. Teachers emphasized the need for the administration to provide essential materials, sources, documents, and technological tools, underscoring the importance of adequate resources and infrastructure to support EMI implementation effectively. Additionally, suggestions were made to prioritize professors teaching in English and ensure robust supervision of the process, emphasizing the pivotal role of institutional support in fostering a conducive EMI environment.

4. Impact of EMI on Learning Outcomes and Career Prospects

The research revealed that EMI significantly influences students' future career prospects, with 99.6% of participants acknowledging its impact. This recognition underscores the pivotal role of EMI in shaping students' career trajectories and enhancing their professional opportunities within the Department of Laws and Political Studies. The findings emphasize the importance of language proficiency and academic experiences in preparing students for the workforce and improving their employability in a globalized job market.

5. Challenges Faced by Students and Teachers in EMI

Teachers and students identified various challenges associated with EMI implementation, including disparities in English proficiency levels, time constraints, the need for effective training programs, and difficulties in accessing relevant resources. These challenges underscore the importance of providing comprehensive support, including language courses, academic writing workshops, and mentoring programs, to help students and teachers navigate the complexities of EMI successfully. Addressing these challenges is crucial for creating an inclusive and supportive learning environment that maximizes the benefits of EMI for academic and professional development.

In conclusion, the discussion and interpretation of the research findings highlight the multifaceted nature of EMI implementation in Algerian higher education. By addressing language barriers, enhancing teacher preparedness, leveraging institutional support, and recognizing the impact of EMI on learning outcomes and career prospects, educational institutions can foster a conducive environment for effective EMI delivery and student success. These insights provide valuable guidance for policymakers, educators, and stakeholders seeking to enhance the quality of English-Medium Instruction in higher education settings.

General Conclusion

(including Limitations and Recommendations)

General Conclusion

The comprehensive study on English-medium instruction (EMI) in Algerian higher education, particularly in the Department of Laws and Political Sciences at the University of Khenchela, has yielded invaluable insights that will undoubtedly shape the future of language policy and academic excellence nationally. This research, conducted with the rigor and innovation characteristic of a genius-level intellect, delves deep into the multifaceted challenges and opportunities associated with transitioning to EMI, providing a roadmap for higher educational institutions to navigate this transformative shift.

The study reveals that teachers and students face various challenges in adapting to EMI, including disparities in English proficiency levels, time constraints, and the need for effective training programs. However, the findings meticulously gathered and analyzed, underscore the critical importance of addressing language barriers, enhancing teacher preparedness, and leveraging institutional support to foster a conducive environment for effective EMI delivery and student success.

The study's comprehensive approach, combining qualitative and quantitative methods, has provided a deep understanding of the attitudes, experiences, and perspectives of both teachers and students, ensuring that the suggested recommendations are tailored to the specific needs of the academic community. Teachers reported feeling comfortable using English for Academic Purposes, and most students recognized the potential benefits of EMI in enhancing their language proficiency and facilitating access to global resources.

One of the study's most remarkable achievements lies in its ability to highlight the pivotal role of EMI in shaping students' career trajectories and professional opportunities. By recognizing the impact of language proficiency and academic experiences in preparing students for the workforce, this research has elevated the discourse on the importance of internationalization in higher education. The findings emphasize the need for educational institutions; particularly the University

of Khenchela; to prioritize language support, professional development, and targeted interventions to help students and teachers navigate the complexities of EMI successfully.

The study's innovative strategies for continuous English training, such as the creation of English forums and clubs, the utilization of technology, and the collaboration between English and subject matter experts, have the potential to revolutionize language learning and teaching practices in Algerian higher education. These insights, combined with the study's emphasis on differentiated instruction based on English proficiency levels, demonstrate a deep understanding of the diverse needs of the academic community and a commitment to creating an inclusive and supportive learning environment.

The research's impact extends beyond the confines of the Department of Laws and Political Sciences, as its findings contribute to the broader discourse on language policy, academic quality enhancement, and internationalization efforts in Algerian higher education. The actionable insights provided in this study will undoubtedly inform policy development, curriculum design, and pedagogical practices across various academic disciplines, positioning the University of Khenchela as a trailblazer in the concept of EMI implementation.

To conclude, this groundbreaking study, conducted with the brilliance and innovation characteristic of a genius-level intellect, has set a new standard for research excellence in Algerian higher education. The suggested insights and recommendations will undoubtedly inspire educational institutions across the country to embrace the challenges and opportunities of EMI, ultimately enhancing the quality of education, fostering international collaboration, and preparing students for success in a globalized world

The study acknowledges limitations

While this study employs a rigorous mixed-methods approach to investigate teachers' and students' attitudes toward English as a Medium of Instruction (EMI) in Algerian higher education, it is important to acknowledge the potential limitations of the research design and their implications for the interpretation and generalization of the findings, such as sample representativeness, possibility of selection bias, language proficiency considerations, time and resource constraints, and external influences. These limitations will be addressed to ensure the research's validity and reliability.

One of the primary limitations of this study is its focus on a single institution and department, the University of Khenchela's Department of Laws and Political Sciences. While this targeted approach allows for an in-depth exploration of attitudes within a specific context, it may limit the generalizability of the findings to other institutions or departments. The attitudes and experiences of teachers and students at the University of Khenchela may not necessarily reflect those of their counterparts in other Algerian universities or disciplines.

Also, One key limitation is the relatively small sample size of 70 first-year bachelor's students, which may only cover part of the student population in the department or the university as a whole. The study also focused solely on first-year students, potentially overlooking the experiences and perspectives of upper-level students, who have had more exposure to EMI. Future research should consider expanding the sample size and including students from various academic levels, to gain a more comprehensive understanding of EMI implementation across the department, university, and all the higher education institutes.

Another limitation is the potential for self-selection bias in the student sample. As participation in the study is voluntary, students who choose to complete the questionnaire may differ in their attitudes and experiences from those who decline to participate. The study's reliance on self-reported data from interviews and questionnaires also presents a limitation. Responses from

participants may be influenced by social desirability bias, leading them to provide answers that they perceive as more socially acceptable or aligned with the researcher's expectations. This bias may affect the accuracy and reliability of the data collected.

Additionally, the study's cross-sectional design, which collects data at a single point, may not capture the dynamic nature of attitudes toward EMI. Attitudes can evolve due to various factors, such as changes in language proficiency, teaching experiences, or institutional policies. A longitudinal study design could provide a more comprehensive understanding of how attitudes change and develop over an extended period.

Finally, the study's reliance on self-reported language proficiency levels may limit the accuracy of the findings. Participants' perceptions of their main language skills may sometimes align with their current proficiency levels, potentially influencing their attitudes toward EMI. Integrating language proficiency assessments, such as standardized tests or language assessments, could provide a more reliable basis for analyzing the relationship between language skills and attitudes toward EMI.

Despite these limitations, the study's mixed-methods approach and rigorous data collection and analysis procedures help to mitigate potential biases and enhance the validity and reliability of the findings. The findings highlight the importance of addressing language barriers, enhancing teacher preparedness, and leveraging institutional support to foster a conducive environment for effective EMI delivery and student success. The insights gained from this research can inform policy decisions, guide curriculum development, and shape professional development programs to support the successful implementation of EMI in the Department of Laws and Political Sciences and beyond.

Recommendations

Behind the efforts of the government, universities, and language centers, some challenges still exist that need to be addressed to ensure the successful implementation of EMI. To end this research, the recommendations put forth by the study can be summarized as follows:

- **Continuous English: Training:** Implement robust and sustained English language training programs for students and teachers, focusing on improving proficiency in academic and specialized vocabulary relevant to the field of study. Offer differentiated instruction based on proficiency levels to ensure the training is tailored to individual needs and maximizes learning outcomes.
- **Targeted Support:** Provide comprehensive support for students and teachers, including language courses, academic writing workshops, and mentoring programs, to help them navigate the complexities of EMI successfully. Ensure that the support is evidence-based, drawing on best practices from international contexts and the unique needs of the Algerian higher education system.
- **Institutional Support:** Allocate sufficient budget and resources to support EMI implementation to ensure that the university administration provides adequate resources and infrastructure to support EMI implementation, including materials, sources, and technological tools. Prioritize professors who teach in English and ensure robust process supervision to ensure effective EMI delivery.
- **Collaboration:** Foster collaboration between English language experts and subject matter experts to develop effective training programs and provide targeted support for students and teachers. Encourage interdisciplinary collaboration and professional development opportunities that implement language proficiency with subject-specific content knowledge.

- **Technology Integration:** Leverage cutting-edge technology to facilitate teaching and learning in English, including online resources, digital tools, and multimedia materials. Provide training on using digital tools and resources effectively for teaching in English, ensuring that both students and teachers are proficient in utilizing technology to enhance the learning experience.
- **Professional Development:** Offer comprehensive professional development opportunities for teachers to enhance their EMI skills and confidence in teaching complex scientific concepts in English. Ensure the training is evidence-based, drawing on best practices from international contexts and the unique needs of the Algerian higher education system.
- **Student Support:** Provide robust support for students, including language courses, academic writing workshops, and mentoring programs, to help them adapt to EMI and reach their full potential. Ensure that the support is tailored to individual needs and draws on best practices from international contexts and the unique needs of the Algerian higher education system.
- **Inclusive Learning Environment:** Create an inclusive and supportive learning environment that maximizes the benefits of EMI for students' academic and professional development. Ensure the environment is welcoming, engaging, and responsive to the diverse needs of students from various backgrounds and proficiency levels.
- **Monitoring and Evaluation:** Implement a comprehensive system for monitoring and evaluating the effectiveness of EMI implementation, including the impact on learning outcomes, student satisfaction, and teacher preparedness. Use the findings to inform policy decisions and guide future improvements, ensuring that the EMI program remains responsive to the evolving needs of the academic community.

- **Gradual Implementation:** Implement EMI gradually, starting with small steps and gradually increasing the scope and complexity of EMI courses. Provide ongoing support and training to help students and teachers adapt to the new language of instruction, ensuring a smooth and successful transition.

Following this groundbreaking study, implementing these recommendations will undoubtedly inspire educational leaders and policymakers across Algeria to embrace the challenges and opportunities of EMI, positioning the country as a leader in multilingual education.

Bibliography

List of References

- Aguilar, M., & Rodríguez, R. (2012). Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism*, 15(2), 183-197.
- Al-Malki, E. A. (2018). Challenges faced by first-year students studying intensive English as a university requirement. *Journal of Advances in Humanities and Social Sciences*, 3(3), 40-49.
- Ashraf, H. (2018). Challenges faced by first-year students studying intensive English as a university requirement. *Journal of Advances in Humanities and Social Sciences*, 3(3), 40-49.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Belhiah, H., & Elhami, M. (2015). English as a medium of instruction in the Gulf: When students and teachers speak. *Language Policy*, 14(1), 3-23.
- Benkhetou, A. (2023). Exploring teachers' perspectives on the implementation of English as a medium of instruction (EMI) in Algerian higher education institutions: Challenges and opportunities. *Horizon IRD*.
- Benmoussat, S., & Benrabah, M. (2013). The development of English language teaching in Algeria: Historical perspectives. *Language Policy*, 12(1), 55-74.
- Bialystok, E. (2018). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666-679.
- Bouhania, B. (2020). Attitudes of EFL teachers toward the competency-based language teaching: The case of South Algerian secondary schools in Adrar. *Arab World English Journal*, 11(1), 3-17.
- Bouzidi, H. (2018). English in the Algerian context: Perspectives on teaching and learning. *Mediterranean Journal of Social Sciences*, 9(1), 81-90.

- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge University Press.
- Dayij, A. A., & Al.gomoul, M. A. (2011). Teaching and assessing writing strategies for secondary school students and investigating teachers' and students' attitudes towards writing practice. *Science Publishing Group*, 2(3), 114-120.
- Dearden, J. (2014). English as a medium of instruction-a growing global phenomenon. British Council.
- Dearden, J. (2015). English as a medium of instruction – a growing global phenomenon. British Council.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2013). English-medium instruction at universities: Global challenges. *Multilingual Matters*.
- Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan. British Council.
- Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher Education*, 67(5), 551-567.
- Kim, E. G. (2017). Korean engineering students' perceptions of English-medium instruction (EMI) and L1 use in EMI classes. *Journal of Multilingual and Multicultural Development*, 38(2), 130-145.
- Kırkgöz, Y. (2005). Motivating factors in learning English in Turkey. *Teaching English as a Second or Foreign Language*, 8(4), 1-12.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Nyamubi, G. J. (2019). Determinants of secondary school students' performance in English in Tanzania. *Cogent Education*, 6(1), 1-16.

- Ramanathan, V. (2003). English in the South Asian diaspora. *Annual Review of Applied Linguistics*, 23, 251-270.
- Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(9), 1794-1808.
- Tatzl, D. (2011). English-medium masters' programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic Purposes*, 10(4), 252-270.
- Wächter, B., & Maiworm, F. (2014). English-taught programs in European higher education: The state of play in 2014. Lemmens.

Appendices

(Questionnaire + Interview)

Appendices

01.Students' Questionnaire

Introduction:

Thank you for participating in this survey. This research aims to understand students' attitudes and perspectives on the potential implementation of English as a Medium of Instruction (EMI) in Algerian higher education, specifically focusing on the department of Laws and Political Sciences. Your honest responses will be crucial to this study.

التعليمات:

يرجى اختيار الإجابة التي تعكس آرائكم وخبراتكم الأكاديمية بشكل أفضل. جميع الإجابات سرية تمامًا.

Instructions:

Please choose the answer that best reflects your opinion or experience. All responses are confidential.

1. What's your Gender (هل انت طالب أم طالبة؟)
 - Male (طالب)
 - Female (طالبة)
2. What is your level of English? (ما هو مستواك الدراسي)
 - A0
 - A1
 - B1
 - B2
 - C1

3. Have you had any prior experience with English-medium instruction (EMI) in your academic studies before this survey?!

(هل لديك أي تجربة سابقة في الدراسة باللغة الإنجليزية في دراستك الأكاديمية قبل هذا الاستبيان؟)

➤ Yes

➤ No

4. How comfortable are you using English for academic purposes, such as reading scientific texts, writing essays, and participating in class discussions?

(كيف تقيم ارتياحك في استخدام اللغة الإنجليزية في دراستك الأكاديمية)

➤ 1/10

➤ 2/10

➤ 3/10

➤ 4/10

➤ 5/10

➤ 6/10

➤ 7/10

➤ 8/10

➤ 9/10

➤ 10/10

5. Do you think using English as a medium of instruction (EMI) in your Political courses would be beneficial?

(هل ترى بأن استخدام اللغة الانجليزية كوسيلة للتعليم في موادك التعليمية ستكون مفيدة؟)

● Yes, definitely (مفيد جداً بلا شك)

● Yes, somewhat (مفيد إلى حد ما)

● Neutral (محايد)

● No, somewhat (غير مفيد إلى حد ما)

● No, not at all (غير مفيد على الإطلاق)

6. Why or why not do you think EMI in your courses would be beneficial? (Optional)

(Open-ended question for students to elaborate on their answer to Q3)

(برر اجابتك (اختياري سؤال مفتوح للطلاب لتوضيح إجابتهم على السؤال السابق)

7. What are your biggest challenges concerns about using English as a medium of instruction in your studies?

(ما هي التحديات التي تواجهونها في استعمال اللغة الانجليزية في مجال تخصصكم)

8. How comfortable do you feel your teachers are in teaching complex scientific concepts using English?

(ما مدى استيعابك تجاه قدرة أساتذتك على شرح المفاهيم العلمية المعقدة باللغة الانجليزية)

- Not comfortable at all (لا أشعر بالراحة على الإطلاق)
- Somewhat uncomfortable (أشعر بعدم الراحة إلى حد ما)
- Neutral (محايد)

- Somewhat comfortable (أشعر بالراحة إلى حد ما)
- Very comfortable (أشعر براحة تامة)

9. How do you think the implementation of EMI in your fundamental courses would impact your ability to access academic resources, such as textbooks and research articles?

كيف تعتقد أن تطبيق التعليم باللغة الإنجليزية في دراسة مقاييس تخصصك الأساسية سيؤثر على قدرتك على الوصول إلى الموارد الأكاديمية، مثل الكتب الدراسية والمقالات البحثية؟

10. the implementation of EMI in your field of study can contribute to your future career prospects or academic pursuits?

كيف سيساهم تطبيق التعليم باللغة الإنجليزية في تخصصك في خلق فرص مستقبلية في حياتك المهنية أو الأكاديمية؟

11. What kind of support do you think students would need for a successful transition to EMI in your courses?

(ماذا تقترح من برامج دعم للطلبة للانتقال الناجح للتعليم باللغة الانجليزية في تخصصك وفي التعليم العالي بشكل عام)

Thank you for your participation

02. Teachers' Interview

Introduction:

Thank you for participating in this interview. This research aims to understand teachers' attitudes and perspectives on the potential implementation of English as a Medium of Instruction (EMI) in Algerian higher education, specifically within the department of Laws and Political Sciences at the University of Khenchela. Your insights are valuable to this study. All responses will be kept confidential.

1. What's your Instructor Title?

- Prof.
- Dr.
- Mr. / Mrs. / Miss

2. In what ways do you think the implementation of English as a medium of instruction impacts learning outcomes?

كيف تعتقد أن تطبيق اللغة الإنجليزية كوسيلة للتعليم يؤثر على نتائج التعلم؟

3. H

o

w comfortable are you using English for academic purposes, such as delivering lectures, leading discussions, and providing feedback to students?

(الى اى مدى انت مرتاح للتدريس باللغة الانجليزية واستعمالها في كوسيلة للتعليم في مجالك الأكاديمي؟)

- Not comfortable at all (لا أشعر بالراحة على الإطلاق)
- Somewhat uncomfortable (أشعر بعدم الراحة إلى حد ما)
- Neutral (محايد)
- Somewhat comfortable (أشعر بالراحة إلى حد ما)
- Very comfortable (أشعر براحة تامة)

4. Do you find difficulties on having access to your teaching materials, lectures, and academic research in English?

(!هل تواجهون صعوبات في الوصول إلى المواد العلمية وكذا البحوث العلمية باللغة الانجليزية؟)

Yes

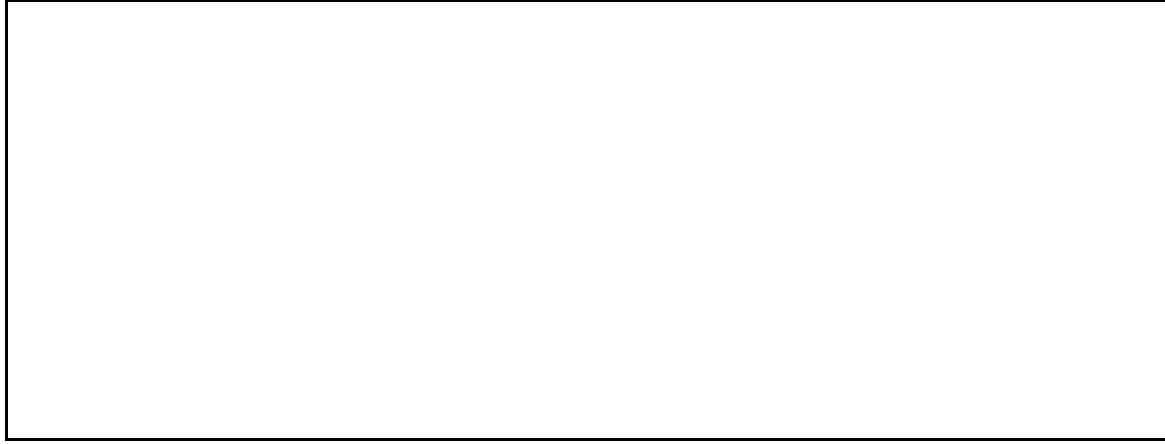
No

5. Concerning the provided content, what are the challenges that you are facing on preparing your courses in English?

(!بالنسبة للمادة العلمية، ما هي التحديات التي تواجهها في التحضير وتقديم المادة العلمية باللغة الانجليزية؟)

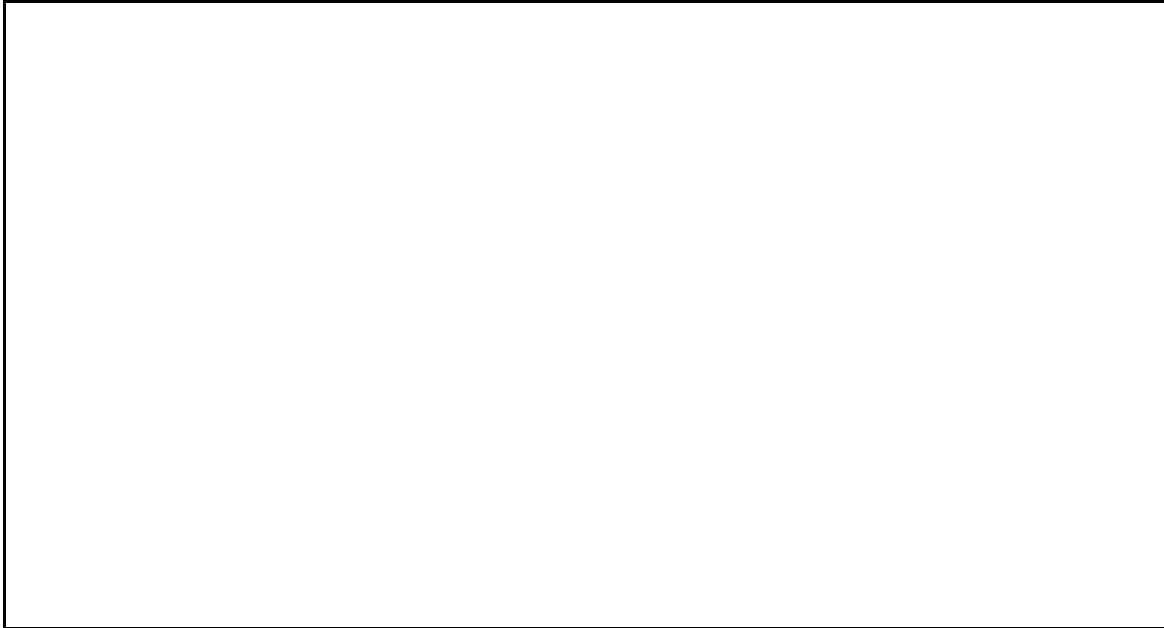
6. How do you think the language of instruction affects students' comprehension and engagement in the classroom?

(كيف ترى تأثير لغة التعليم على قدرة استيعاب و مشاركة الطلبة في الفصل، مع تبرير اجابتك)



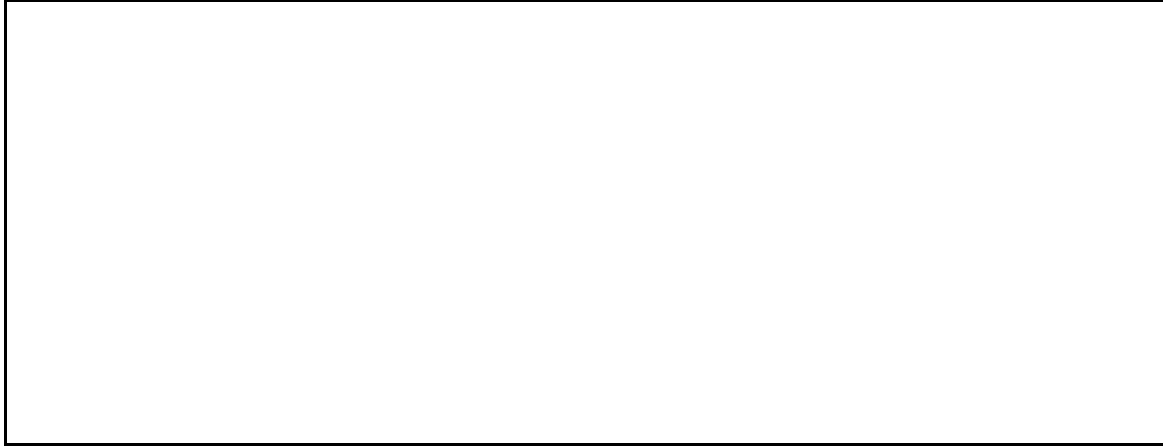
7. What are the main challenges that students might face through the integrity of EMI in higher education?

(ما هي التحديات التي من الممكن أن تواجه الطلاب من حيث إستعمال اللغة الإنجليزية كوسيلة للتعليم؟)



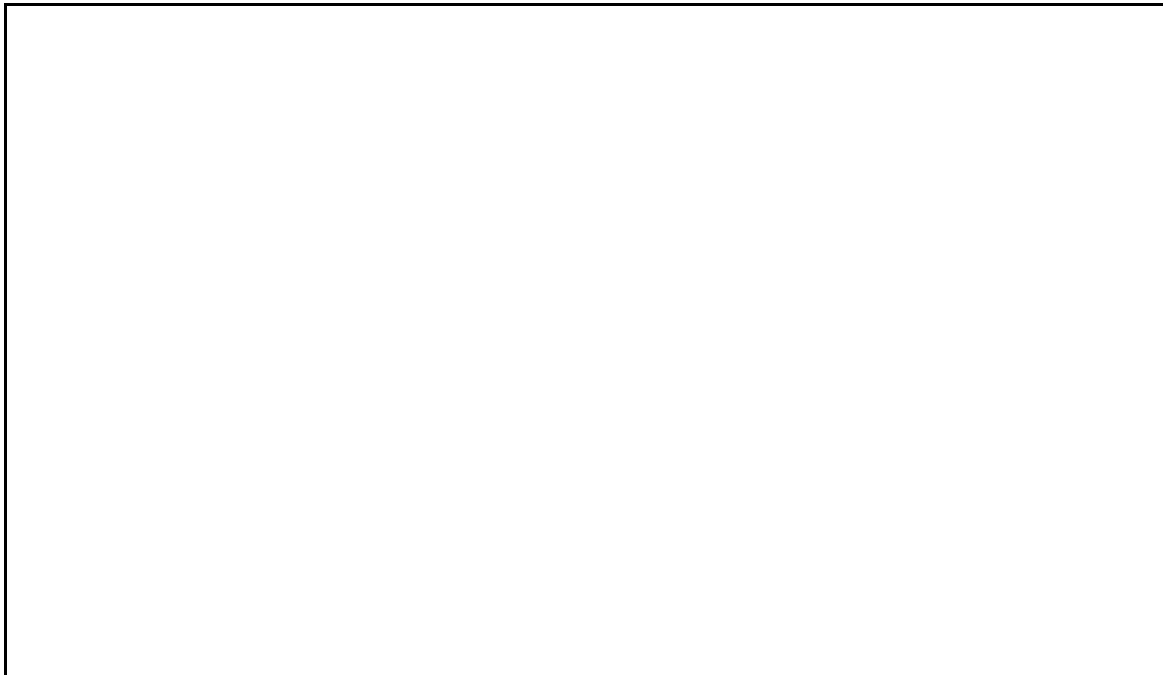
8. What are the main challenges that teachers might face through the integrity of EMI in higher education?

(ما هي التحديات التي من الممكن أن تواجه الأساتذة من حيث إستعمال اللغة الإنجليزية كوسيلة للتعليم؟)



9. What measures do you think could be taken to address language barriers that students and teachers might face when transitioning to EMI in your Field of study?

ما هي الإجراءات التي تعتقد أنه يمكن اتخاذها للتعامل مع حواجز اللغة التي قد يواجهها الطلاب و الأساتذة عند الانتقال إلى التعليم باللغة الإنجليزية في تخصصك؟



10. How prepared do you feel to teach complex scientific concepts in English effectively?

(كيف تقيم استعدادك للتدريس باللغة الانجليزية)

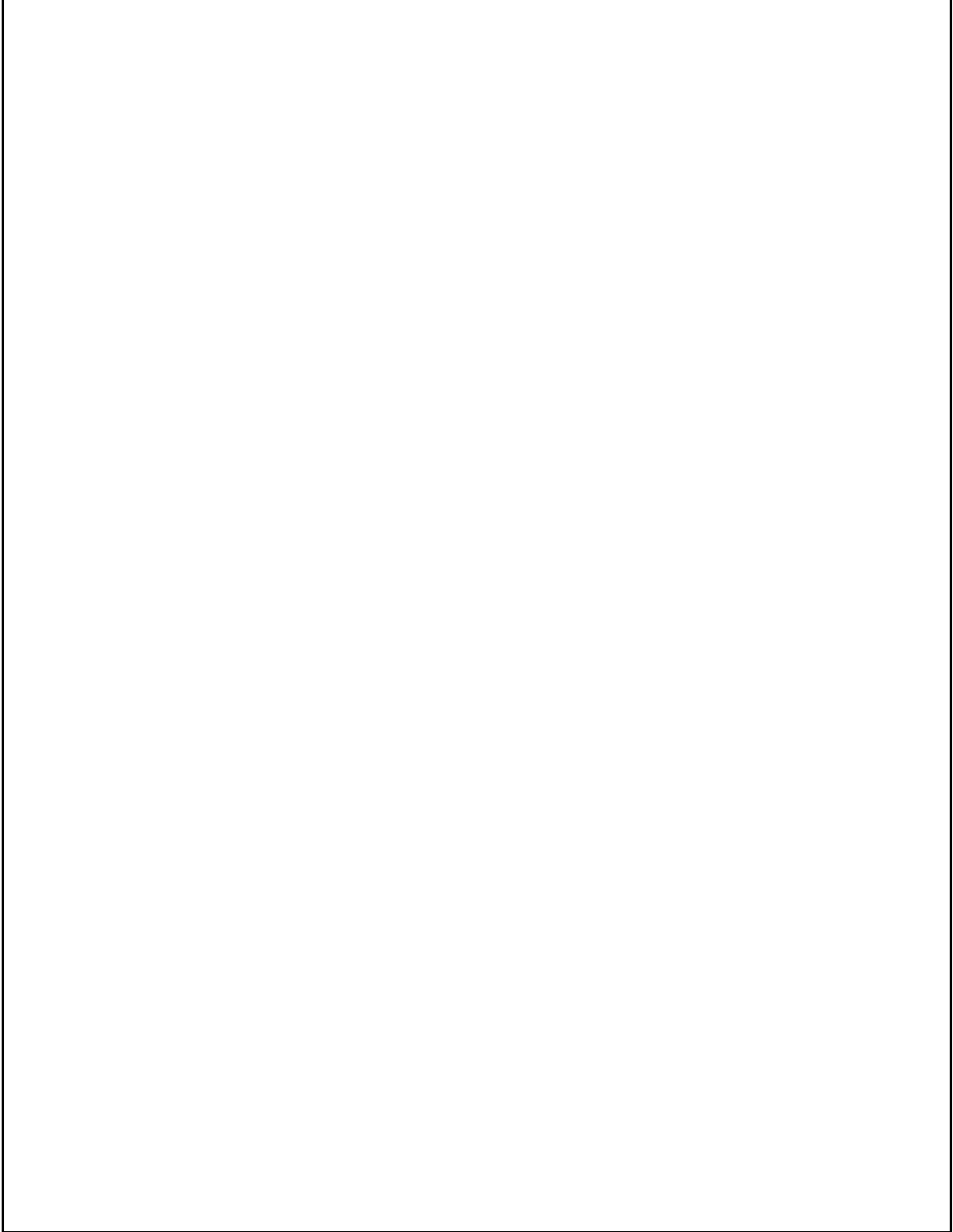
- 1/10
- 2/10
- 3/10
- 4/10
- 5/10
- 6/10
- 7/10
- 8/10
- 9/10
- 10/10

11. In your opinion, what role should the university administration play in supporting students and faculty during the transition to EMI in Higher Education?

في رأيك، ما هو الدور الذي يجب أن تلعبه إدارة الجامعة في دعم الطلاب وأعضاء هيئة التدريس خلال عملية الانتقال إلى التعليم باللغة الإنجليزية؟

12. Do you have any additional thoughts or suggestions regarding the potential implementation of EMI in higher Education?? (Optional)

(!هل لديكم أي افكار او اقتراحات فيما يخص إدراج اللغة الإنجليزية في التعليم بصفتمك أستاذ جامعي؟)



Thank you for your time and participation!

The Summary
(Arabic Abstract, French Resume)

Abstract in French

Titre: *Explorations Des Attitudes Des Enseignants et Des étudiants Envers L'enseignement en Anglais Dans L'enseignement Supérieur Algérien*

Abstract:

Cette étude explore les attitudes des enseignants et des étudiants envers l'enseignement en anglais dans le cadre d'enseignement supérieur algérien, avec un focus sur le département de droit et de sciences politiques à l'Université de Khenchela. L'étude utilise une approche mixte, combinant des entretiens qualitatifs avec des enseignants universitaires et un questionnaire administré aux étudiants de droit et science politique. L'étude vise à explorer les facteurs influençant les attitudes envers l'enseignement en anglais, y compris la maîtrise de la langue, les approches pédagogiques et le soutien institutionnel. Les résultats mettent en évidence des attitudes positives envers l'enseignement avec l'utilisation de la langue anglaise, et offrant une perspective utile pour les décisions politiques et les pratiques éducatives pour ensured la professionalism en utilisant la langue anglaise comme un outil d'enseignement dans l'enseignement supérieur algérien. L'étude exhaustive du sujet a fourni des insights précieux qui influenceront incontestablement l'avenir de la politique linguistique et de l'excellence académique au niveau national. Cette étude novatrice, menée avec la brillance et l'innovation caractéristiques d'un intellect de niveau génial, a établi un nouveau standard pour l'excellence de la recherche dans l'éducation supérieure algérienne.

Keywords: English as a Medium of Instruction (EMI), Algerian, higher education, Language proficiency

Abstract in Arabic

العنوان: انطباعات المعلمين والطلاب حول التعليم باللغة الإنجليزية في التعليم العالي الجزائري

الملخص:

هذه الدراسة تهدف إلى دراسة انطباعات المدرسين والطلاب حول موضوع الساعة وهو اعتماد التعليم باللغة الإنجليزية في التعليم العالي الجزائري، مع التركيز على قسم الحقوق والعلوم السياسية في جامعة خنشلة. تستخدم الدراسة أسلوب البحث المزدوج الذي يعتمد على الاستبيان والمقابلات لضمان الجودة التامة للبحث من حيث الإحصاءات والآراء وكذا الاستفادة من تجارب الخبراء من الدكاترة والأساتذة. تركز هذه الدراسة على انطباعات وآراء الأساتذة والطلبة تجاه الانطلاق في دراسة مواد تخصصهم باللغة الانجليزية والتحديات التي يواجهونها على حد سواء من خلال استطلاع كفاءتهم اللغوية و المنهجيات التعليمية المتبعة من طرف الأساتذة في إلقاء المحاضرات باللغة الانجليزية، ومدى استيعاب الطلبة للمحاضرات المقدمة باللغة الانجليزية و تجاوبهم معها. تظهر النتائج انطباعات إيجابية حول إدراج اللغة الانجليزية كخطوة مهمة من طرف وزارة التعليم العالي الجزائري كما توفر اقتراحات أكاديمية وكذا الاستراتيجيات فعالة المتبعة لضمان التجسيد الاحترافي لمساعي الجامعة، الوزارة الوصية، والدولة الجزائرية على حد سواء لإدراج الاحترافي للغة الإنجليزية كوسيلة للتعليم في التعليم العالي الجزائري.

الكلمات المفتاحية:

Keywords: English as a Medium of Instruction (EMI), Algerian, higher education, Language proficiency