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Exploring Algerian University Students' Attitudes towards the Use of English as a Medium of Medical Instruction:
The Case of First Year Students of Medicine at the University of Bejaia.

Thesis submitted to the Department of English at Bejaia University in partial fulfillment of the requirements for the degree of Master in Linguistics

Submitted by Kadri Chaima   **Supervised by** Mr. Outemzabet Belkacem

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Abstract

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The main purpose behind conducting this present study is to explore the attitudes and motivations of the students towards the use of English as a medium of instruction in Algerian higher education context.

To achieve this aim, the present research adopted a quantitative method in which a questionnaire was administered to fifty (50) first year medical students at the University of Bejaia enrolled for the academic year 2022/2023.

The findings of this study revealed that students have very positive attitudes towards using English as a medium of instruction at university. Moreover, students were found to feel extremely motivated and ready to study their content subjects in English and to start learning at least one or two subjects in English in their next semester. Furthermore, findings revealed that students have limited proficiency in English, and need to attend language training courses in English in order to improve their skills and enhance their proficiency in English before shifting to English-medium studies.

On the basis of these findings, this study suggests some pedagogical implications for teachers, students, and mainly policy makers in order to efficiently introduce English as a medium of instruction in Algerian universities.

Key words: Algerian higher education, English as a medium of instruction, attitudes, motivations.

Dedication

I dedicate this thesis to my precious and lovely family, my father and my mother, my sister *Sarah* and my brother *Mohamed*, the source of my hope, my inspiration, my strength and my happiness in life.

A special feeling of gratitude to my dearest parents for their unconditional love, prayers, encouragements. Thank you for always standing by my side, for believing in me and pushing me forward to complete my studies successfully.
I love you so much.

I also would like to dedicate this thesis to *Dounia*, the first person I met during my years at university, who became my lovely friend, a friend whom I will always be grateful to know, and whom I will always remember.

And of course, to *Yasmine* and *Lylia* my adorable friends, and also to all my previous teachers and classmates.
May Allah bless them all.

Chaima

List of Acronyms

AMTB: Attitude Motivation Test Battery

ALC: Attitudes toward Language Community

ALL: Attitudes toward Language Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

ELF: English as a Lingua Franca

EIL: English as an International Language

EMI: English as a Medium of Instruction

ESP: English for Specific Purposes

IO: Integrative Orientation

IFL: Interests in Foreign Languages

MI: Motivational Intensity

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General Introduction

1. Introduction

Everyone nowadays recognizes that English is a lingua franca that plays an important role in all aspects of life. This is particularly true in terms of education. As stated by (Crystal, 2003), "many nations have in recent years made English an official language or chosen it as their chief foreign language in schools" as a result of educational reasons (p.110). Furthermore, "English has become the normal medium of instruction in higher education for many countries – and is increasingly used in several where the language has no official status" (Crystal, 2003, p.112). However, English is not used the same way in all the academic institutions and the students and scholars in many EFL countries are found to face serious learning and academic challenges due to language barriers. This situation has created contradicting feelings and attitudes as some students and lecturers favor English hegemony while some oppose it.

2. Statement of the Problem

Algerian official authorities have long been aware of the hegemony of English in the present time in all aspects of international life, particularly in the field of higher education and academic research due to its global status, and to the fact that English has become more relevant for young Algerians than before. However, this situation has not resulted in significant developments of the use of English in higher education in Algeria, in the previous decades, as it has in many EFL countries around the world due to the competition of French in general and to the lack of preparedness of teachers and students in particular.

Accordingly, the Algerian government has recently adopted a new linguistic policy for the sake of strengthening the learning of English and its use as a medium of instruction and scientific research in Algerian universities. Nevertheless, according to many scholars, the Englishization of higher education and scientific research often results in contradicting feelings and attitudes, among the students and researchers, towards the use and learning of the English language.

3. Research Questions

This present study seeks to answer the following questions:

- What are the attitudes of Algerian students towards the use of English as a medium of instruction at university?
- To what extent are Algerian students' English skills good to study in English in the future?
- What are the Algerian students' perceptions of needs to meet EMI requirements?
- To what extent are Algerian students motivated to study in English in the future?

4. Research Aim and Significance of the Study

This research study mainly aims at exploring Algerian students' attitudes towards the use of English as a medium of instruction in Algerian higher education context in general, and the attitudes of students of medicine towards using EMI in their field of study at the university of Bejaia in particular.

There have been a number of studies conducted on students' attitudes regarding the adoption of English as a medium of instruction in higher education in many regions of the Arab world. Yet, very little studies were undertaken in Algeria in this area. Therefore, the significance of this study lies in the importance of studying and reporting Algerian students' attitudes towards the use of English as a medium of instruction in the Algerian universities. Furthermore, it might help Algerian authorities, universities and the academic staff to develop appropriate educational programs in this course.

5. Population and Sample

The population of our study covers first year students of medicine at the university of Bejaia during the academic year 2022/2023. The sample of our study includes fifty (50) students of different ages and genders who voluntary participated in this study.

6. Research Design and Data Collection

The main purpose of this research study is to explore the attitudes of students of medicine towards the use of English as a medium of medical instruction at the university of Bejaia. In order to explore the subject under investigation and to achieve the objective of this study, we have adopted a quantitative method, and relied on a questionnaire designed

and distributed to our study participants.

7. Structure of the Study

The present research study starts with a general introduction, which covers the introduction and the problem statement of the research topic, the research questions, the research aim and significance of the study, population and sample as well as the research design and data collection. Therefore, it is divided into three main chapters:

- Chapter one deals with the literature related to language attitudes in the field of second language acquisition. In addition to this, it deals with the status of the English language in the present world. Therefore, it consists of three main sections: the first section is based on language attitudes, which comprises the definition of three key concepts: attitudes, motivation, and language attitudes. It also deals with the language attitudes and second language learning as related concepts. Moreover, this section covers the different significant frameworks for analyzing attitudes and motivation in second language learning. Section two, on the other hand, is based on the present status of the English language today. Therefore, it addresses the status of English in the world and its place in higher education and scientific research as well as its position as a foreign language in Algeria. Furthermore, this section sheds light on the notion of English as a medium of instruction in higher education as well as the benefits and challenges of the adoption of EMI in higher education in EFL and ESL countries. Finally, the third section presents a review of the previous research conducted on language attitudes in educational settings.

- Chapter two presents the methods and the results of the present study. It includes two main sections: section one is based on the methodological part, which covers the study method and design, population and sample, and the data collection instrument. While, section two is devoted to the data analysis and interpretation of the results.

- Chapter three is based on the discussion and the conclusion of the present study. It includes two main sections: section one is devoted to discuss the research results, while section two provides the implications of the study, its limitations, and the suggestions for further research. Finally, this chapter ends with a general conclusion that summarizes the whole research study.

Chapter One

Review of the Literature

Chapter One: Review of the Literature

Introduction

Chapter one deals with the literature related to language attitudes in the field of second language acquisition. In addition to this, it deals with the status of the English language in the present world. Therefore, it consists of three main sections: the first section is based on language attitudes, which comprises the definition of three key concepts: attitudes, motivation, and language attitudes. It also deals with the language attitudes and second language learning as related concepts. Moreover, this section covers the different significant frameworks for analyzing attitudes and motivation in second language learning. Section two, on the other hand, is based on the present status of the English language today. Therefore, it addresses the status of English in the world and its place in higher education and scientific research as well as its position as a foreign language in Algeria. Furthermore, this section sheds light on the notion of English as a medium of instruction in higher education as well as the benefits and challenges of the adoption of EMI in higher education in EFL and ESL countries. Finally, the third section presents a review of the previous research conducted on language attitudes in educational settings.

Section One: Language attitudes

Introduction

The concept of attitude is believed to have a significant importance in second language acquisition. This study is therefore conducted to explore the students' attitudes towards using English as a medium of instruction in higher education. The present section deals with language attitudes. It comprises the definition of three key concepts: attitudes, motivation and language attitudes. It also deals with the language attitudes and second language learning as related concepts. Moreover, it covers the frameworks for analyzing attitudes and motivation in second language learning.

1. Definition of Key Concepts

1.1. Attitudes

Several definitions of attitudes from various perspectives are addressed in the field of language learning. (Zainol Abidin et al., 2012)**.** According to Gardner (1985), attitudes are part of what motivates people to learn a language. He claims that motivation is the combination of effort, desire to accomplish the goal of learning the language as well as positive attitudes toward learning the language. He argues the learner's feelings toward foreigners in general, the target group and language in particular, as well as their learning goals and general attitudes are all factors that influence their motivation to learn a foreign language (Gardner 1985). Gardner (1980, p.267) defines attitudes as "the sum total of a man's instinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Gardner (1985) also states that attitude is thus linked to a person's values and beliefs, and supports or discourages choices made in all areas of activity, whether academic or informal. Wenden (1991), on the other hand, proposes a broader definition of attitudes and classifies them into three components: cognitive, affective, and behavioral. The cognitive component includes thoughts or perceptions about the objects or situations associated with the attitude. The affective component refers to a person's feelings toward an object or situation that may elicit likes or dislikes. Finally, the behavioral component indicates that certain attitudes tend to motivate learners to adopt specific learning behaviors.

McGuire (1969, cited in Oscamp, 1977) believes that these three components are intimately interrelated and that theorists who insist on differentiating them should carry the burden of demonstrating that the distinction is worthwhile. Learning is considered a change in the emotional, behavioral, and cognitive areas of a person's personality. However, these three dimensions of attitude (behavioral, cognitive, and emotional) are based on approaches from behaviorism, cognitivism, and humanism (Zainol Abidin et al., 2012).

1.2. Motivation

The term motivation is used in general to identify an individual who has a goal, but the concept is much more complex than this. It is very difficult to define it because it implies many things and there are several variables that may impact the individual's motivation. As Gardner (2006) states "Motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition" p.242. This is because the term motivation has been viewed differently by different schools of thought. From the behavioristic perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000, p.160). However, the cognitivists view the term motivation as being more related to the learner's decisions, as Keller (1983, p.389), quoted by Brown (ibid, p.160), stated, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in this respect". However, in the constructivists' definition of motivation, they place further emphasis on social contexts as well as the individual's decisions. Despite the differences, in all the definitions of motivation given by the three schools of thought, the concept of needs is emphasized, that is, "the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context" (ibid, p.161). Gardner (1985) in defining motivation asserts that four elements must be present for a student to be considered motivated: a goal, a desire to achieve the goal, positive attitudes and effort. Gardner refers to these as affective variables, distinguishing them from the cognitive aspects usually associated in the language learning, as intelligence, aptitude and related variables.

1.2.1. Types of motivation

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: instrumental motivation and integrative motivation.

1.2.1.1. *Instrumental motivation*

The instrumental motivation refers to learning a language as a means for achieving practical goals like furthering a career, reading technical materials, translation..etc. According to Gardner and Lambert (1959, 1972 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012), instrumental motivation arises out of a need to learn the L2 for functional or external reasons. They involve the fulfillment of objectives, practical learning goals like passing exams and getting rewards. More specifically, a learner is instrumentally motivated when he/she wants to learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it" (Wilkins, 1972, p.184).

1.2.1.2. *Integrative motivation*

Integrative motivation as described by Gardner and Lambert (1959, 1972 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012), is the desire of the learner to acquire a language for personal growth and cultural enrichment; that is, the learner likes to learn a language to integrate himself successfully into the target language society. Therefore, a learner is integratively motivated when he/she learns a language because he/she wants to "know more of the culture and values of the foreign language group… to make contact with the speakers of the languages… to live in the country concerned" (Wilkins, 1972, p.184).

1.2.1.3. *Developmental motivation*

Cooper and Fishman (1977, cited in Warrington and Jeffery, 2005) identified a third type of motivation which they termed developmental motivation. According to them, developmental motivation refers to motivation related to "personal development or personal satisfaction" such as activities as watching movies and reading books in English. (Cooper & Fishman, 1977, p.243).

Other types of motivation include intrinsic motivation and extrinsic motivation. Harmer (2001) points out that intrinsic motivation is that which comes from within the individuals in which a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. The extrinsic motivation, on the other hand, is that which derives from outside factors such as academic requirements, financial reward expectations, or future travel possibilities. As a result, with intrinsic motivation, a language learner is encouraged to complete a task or engage in a classroom activity mainly for

the sake of enjoyment or fun, whereas with extrinsic motivation, a language learner is encouraged to complete a task or participate in a classroom activity mainly for the sake of some kind of reward or benefit upon completion. In an educational program, it is stated that intrinsic motivation is more effective than extrinsic motivation. Intrinsic motivation is believed to result in better learning outcomes in comparison with extrinsic motivation. However, in an EFL program, the majority of language learners participating in learning activities are driven by external motivations. According to Harmer (2001), even if the original motive for enrolling in a language course is extrinsic, the students' chances of success will be significantly increased if they come to love the learning process.

1.3. Language Attitudes

"Learning a language is closely related to the attitudes towards the languages" (Starks & Paltridge 1996, p.218). In the Longman Dictionary of Applied Linguistics (1992), language attitudes are defined as follows:

> The attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. (p.199)

1.3.1. Aspects of language attitudes

Learning is seen as a positive change in an individual's personality in terms of the emotional, psychomotor (behavioral), and cognitive domains; since when a person learns a particular subject, he or she is expected to think and act differently, and one's beliefs have been distinguished (Kara, 2009). In addition to the cognitive approach, the learning process also involves psychological and social dimensions. These three dimensions can be used to examine the concept of attitude. Each of these dimensions has unique characteristics that influence language attitude results. Therefore, the attitude concept is divided into three aspects: behavioral, cognitive, and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism, and humanism, in that order.

1.3.1.1. *Behavioral aspect of attitude*

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, successful language learning enhances the learners' ability to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors that characterize the members of the target language community. Kara (2009) stated that positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, acquire the information and skills useful for daily life, and engage themselves emotionally.

1.3.1.2. *Cognitive aspect of attitude*

This aspect of attitude involves language learners' beliefs about the knowledge they receive and their awareness of the language learning process. The cognitive attitude can be divided into four steps: connecting existing and new knowledge, developing new knowledge, testing new knowledge, and using the new knowledge in a variety of contexts.

1.3.1.3. *Emotional aspect of attitude*

According to Feng and Chen (2009), learning is an emotional activity. It is influenced by a variety of emotional factors. The teacher and his students engage in a variety of emotional activities that produce a variety of emotional fruits. Attitude can help learners convey whether they like or dislike the objects or situations around them. It is believed that EFL learners' inner feelings and emotions influence their perspectives and attitudes about the target language (Choy & Troudi, 2006).

2. Language Attitudes and Second Language Learning

While the argument on the importance of language attitudes and motivation on language learning stated by Gardner and peers was downplayed in the 1990s and the attention shifted to more cognitive and situational factors (Heinzmann, 2013), this issue has recently been reversed with studies revealing that language attitudes influence second language learning (Masgoret & Gardner, 2002; Brown, 2007; Simandan, 2016). It is impossible to overestimate the importance of attitudes and motivation in second language learning (Brown, 2007; Ahmed, 2015). Language is the attitude object when applied to language studies. According to Baker (1992), language attitudes are the feelings people have about their own language or the language(s) of others. The notion of attitude in language learning rests on a

long research tradition that is matched by an equally broad range of contexts (Bartram, 2010). Different studies have been undertaken to explore the role of attitudes on first language, second language, foreign language, and bi-lingual teaching and learning contexts. The concept is, therefore, generally broadened to cover a variety of specific attitudes, not only varieties towards particular language varieties. It includes attitudes toward language groups, attitudes toward certain features of languages, attitudes toward language use, attitudes toward language variation, and attitudes toward language learning (Baker, 1992). There are various factors that influence the learning process in a foreign language context such as motivation, attitudes, anxieties, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). The issue of learners' attitudes is considered as one of the most crucial aspects influencing language learning (Fakeye, 2010). According to Kara (2009), attitudes towards learning in addition to opinions and beliefs have a clear influence on students' behaviors and consequently on their performance. It is argued that students who have positive beliefs about language learning tend to have more positive attitudes towards language learning. Negative beliefs, on the other hand, can cause class anxiety, poor cognitive achievement, and negative attitudes (Victori & Lockhart, 1995). One of the most important determinants of success in learning English is a student's attitude toward the language. Therefore, when designing English language training and instruction, instructors and educators should address the factors of motivation and attitude. (Hall, 2009). Motivation has a direct impact on learning a language as well. According to Lennartsson (2008) motivation and the desire to learn a second language are the factors that were considered more crucial than the social ones. According to Csizer et al., (2010), a positive attitude enhances learners' motivated behavior. Saville-Troike (2006) emphasizes the role of motivation by stating that the more motivated students are, the better they will learn a new language. Moreover, how fast students learn a new language is also determined by their motivation. (Ellis, 1994) states that learners who are motivated to learn a new language and believe that it is useful will learn it better than those who do not believe that they need it. According to Reece & Walker (1997), a less intelligent but highly motivated student can achieve greater success than the more intelligent student who is not highly motivated.

3. Frameworks for Analyzing Attitudes and Motivation in Second Language Learning

Gardner believes that learners' attitudes towards L2 and their integrativeness have a significant impact on the level of motivation. Accordingly, he has divided motivation into three components: the effort to achieve a goal, the desire to learn a language and satisfaction with the task of learning that same language. Gardner (2006, p.241) claims that "Students with higher levels of motivation will do better than students with lower levels". He further adds that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc." (Gardner, 2006, p.243). The controversial views on the interrelationship between success and attitude have led to the emergence of socio-educational model. Gardner's socio educational model is based on the idea that L2 learning is "acquiring symbolic elements of a different ethnolinguistic community" (Gardner, 1979, p.193, cited in Ellis, 2004). The proponents of the model believe that the relationship between learners' attitudes and their proficiency is an indirect one compared to that between integrative motivation and proficiency, which is seen as more direct and, therefore, stronger.

3.1. Gardner's Socio Educational Model (1960)

Gardner started developing his socio-educational model of the attitudes and motivation in second language learning in the 1960s and has continued to revise it to this day. Gardner claims that second language learning occurs in a variety of contexts, and that the first factor to consider is the nature of the context itself. That shows that the learners' cultural setting also affects how they acquire another language as well as their motivation in learning it. Gardner's model identified four interrelated variables in second language acquisition: social milieu, that includes the individual's culture and environment; the second variable, individual differences, that include sub variables as intelligence, aptitude, motivation (effort, desire and affect) and anxiety, which could, in most cases, be seen as an inhibited factor in the individual learning; and the third variable, second language acquisition contexts, that include the settings where the language is being learned (formal and informal settings) and the fourth variable, outcomes, which include linguistic knowledge and language skills and non-linguistic skills. Gardner (1985) modified the model by integrating the concept of integrative motive into the individual differences variable. This concept is divided into three components:

integrativeness as first component, which is seen as an interest, identification with the second language community, with their culture and beliefs. The second component, attitudes toward the learning situation that involve attitudes toward the school, reactions to the textbooks, etc. Motivation as the third component, that is the effort exerted to learn the material, desire plus positive attitudes in learning the material. The most recent version of Gardner's socio-educational model is described in Masgoret & Gardner (2003). The model distinguishes between attitudinal and motivational variables. Integrativeness and learner's attitudes toward the learning situation are classified as attitudinal factors, as opposed to motivational, integrative, and instrumental orientation. Masgoret & Gardner (2003) describe integrativeness as a willingness to identify, at least to some extent, with other language groups. They also argue that high levels of integrativeness increase learners' motivation. They believe that learners' attitudes towards the learning situation are determined by how they evaluate the course, the teacher, the materials and/or the teaching environment. To elaborate on motivation, they refer to it as goal-directed behavior and again consider it as a combination of three components: extended effort, the desire to be proficient in the foreign language, and the affect experienced when learning the language. The presented division for motivation clearly matches the three elements identified by Tremblay and Gardner (1995), except for the satisfaction element that was changed into affect, a broader term. Masgoret & Gardner (2003) also validate Tremblay and Gardner's observation that the learner's integrativeness and attitude towards the learning situation have a great impact on their motivation and, consequently, on their achievements.
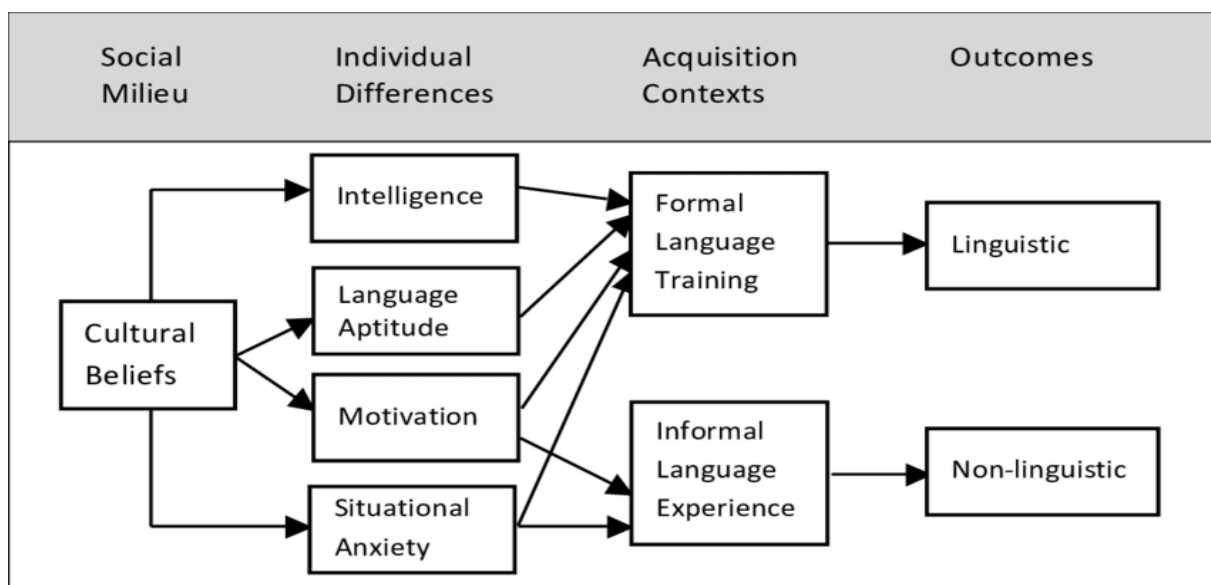
Figure 1: Gardner's (1960) Socio-educational Model

Gardner developed his socio educational model by introducing the latest version of the theory the "AMTB" which stands for attitude motivation test battery. This theory is a measurement system that aimed to measure the individuals' affective variables and motivation in second language acquisition.

3.1.1. The Attitude Motivation Test Battery (AMTB)

3.1.1.1. *Attitudes toward the Learning Situation*

Attitudes toward the learning situation refer to any emotional reactions that the students may have regarding the class and could evaluate the quality and availability of the materials, the curriculum, the teacher, etc. In the AMTB, these attitudes are measured by the students' evaluation of the teacher and the course. The two measures are:

Language teacher – evaluation (teach)

Language course – evaluation (course)

3.1.1.2. *Integrativeness*

As measured in the AMTB, integrativeness is about communication with members of the other language group, a general interest in foreign groups. Thus, it reflects on an individual's openness to other cultures in general and the target culture in particular. The three measures in the AMTB are:

Integrative orientation (IO)

Interest in foreign languages (IFL)

Attitudes toward the language community (ALC)

3.1.1.3. *Motivation*

There are various components of motivation that can be examined but Gardner argues that the fundamentals are best determined by three measures that assess effort and persistence, the desire to learn the language, and emotional reactions to learning it. Each one, in and of itself, does not properly cover the numerous characteristics of the motivated individual, but it is felt that these three do an adequate job in this sense. According to the socio-educational model, attitudes and integrativeness are assumed to be the key supports for motivation toward the learning situation, though, under some circumstances, instrumentality could also has the same purpose. The three measures in the AMTB used to measure motivation are:

Motivational intensity (MI)

Desire to learn the language (DESIRE)

Attitudes toward learning the language (ALL)
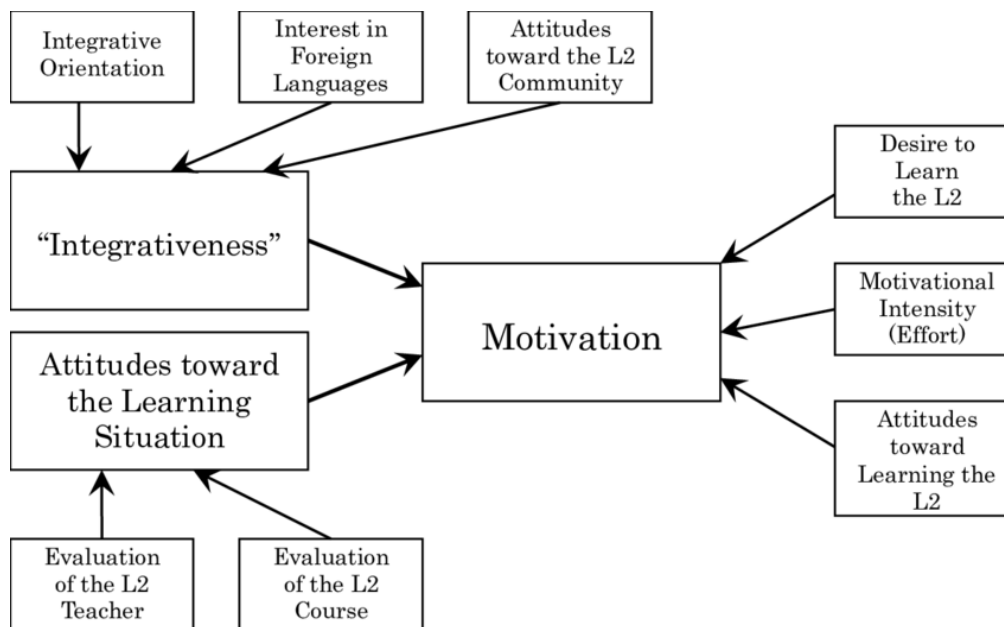
Figure 2: Diagram of Gardner's (1985) Integrative Motive construct

3.1.1.4. *Language Anxiety*

Anxiety about the language could happen in a variety of situations (i.e. interpersonal communication, language drills, examinations, etc.). According to Gardner, such anxiety could arise from more general forms of anxiety. For example trait anxiety, previous unnerving experiences in language classes, or concern about deficiencies in language knowledge and skill; i.e. language anxiety could have negative effects on learning, and inadequate skill could give rise to feelings of anxiety. There are two different situations to be evaluated: the language class and contexts outside of the classroom where the language might be used. The two measures used in the AMTB are: Language class anxiety (CLASS) and Language use anxiety(USE).

3.1.1.5. *Instrumentality*

Instrumentality refers to conditions where the language is studied for pure practical reasons such as in the case of getting a job or enhancing one's education. The only measure considered appropriate in the AMTB is: "Instrumental orientation (INST)".
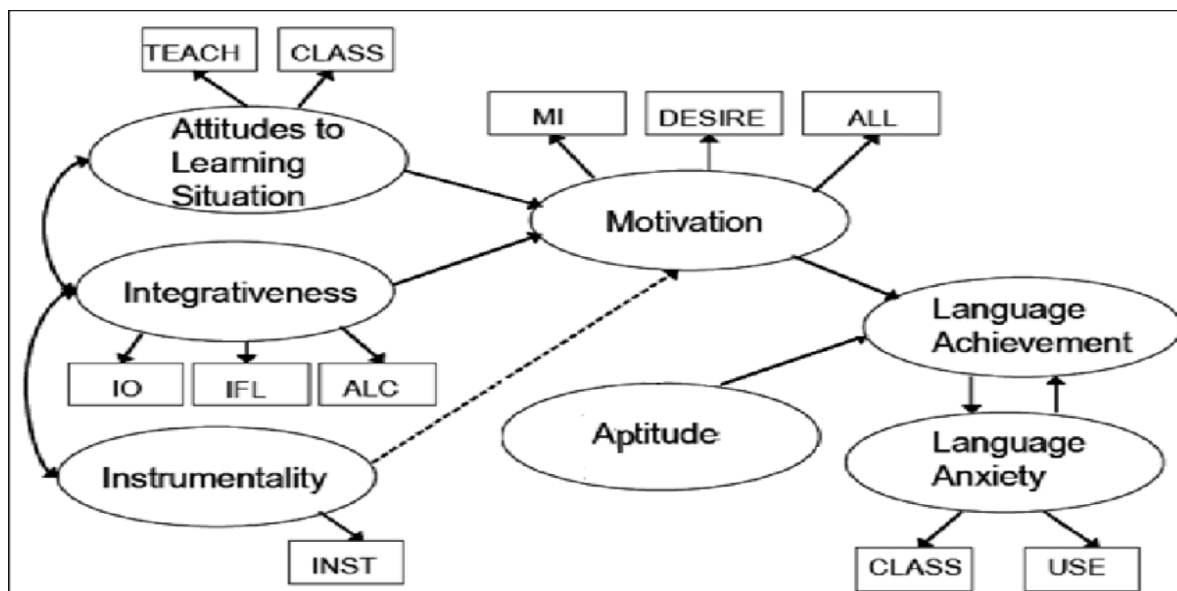
Figure 3: Diagram of Gardner's (AMTB) Theory

In addition to Gardner's socio-educational model, there are also other frameworks that were adopted for analyzing attitudes and motivation in second language acquisition.

3.2. Dörnyei and Otto's Process Model of L2 Motivation (1998)

Dörnyei (2001) suggested a three-phase process-oriented model of motivation. The first phase is choice motivation, which refers to getting started and setting goals and objectives. The second phase is task motivation, which is about carrying out the activities required to maintain motivation. The third phase is retrospective motivation, which is concerned with students' evaluation and reaction to their performance. Dörnyei and Otto expand on their motivation model; they developed a process model of L2 motivation that is partly inspired by Heckhausend and Kuhl's (1985) action control theory. The model is intended to describe the dynamics of motivational change through time as well as synthesize many of the most significant motivational conceptualizations to date (1998). As they report, some earlier theories on motivation have gone through a reductionism paradigm. They selected specific motivational variables as the major components, then placed some additional aspects inside their subsumed areas. Among the theories cited in Dörnyei and Otto's article,

the expectation-value theories which "assume that motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the value the individual attaches to success in that task" (p.44). This framework contains several sub-theories that attempt to elaborate on cognitive processes that shape the individual's expectations: The attribution theory, which refers to how an individual processes past achievement experiences; the self-efficacy theory, which is related to people's judgment of their abilities to do certain tasks; and the self-worth theory, which believes that the highest human priority is the need for self-acceptance. However, before introducing the process model of L2 motivation, Dörnyei (1994) established a totally different taxonomy of motivation. Dörnyei classified motivation into three categories: learner-related factors, subject-related factors, and classroom-related factors. The learner-related factors include learner's anxiety and self-efficacy, "his/her self-perception of his/her accent in the second or foreign language and causal attributions" (p. 9). The subject-related factors are classified as integrative, extrinsic, and intrinsic motives. And the classroom-related factors, on the other hand, refer to learners' attitudes about class objectives, teaching styles, feedback, student roles and learning methods.

3.3. Byram's Resultative and Motivational Hypothesis (2004)

According to Byram (2004), studies on the relationship between attitude and language learning suggest two different views: the resultative hypothesis and the motivational hypothesis. The resultative hypothesis claims that "Experience of success influences affects attitudes to language, country and people" (p.53). Byram, in his encyclopedia of language teaching and learning, makes reference to a study by Savignon (1972) on an 18-week French course at an American college that aimed to assess the effectiveness of various teaching strategies. Savignon asserts that "it is achievement which influences attitudes towards French study" (p.54). Byram continues by stating that deterioration in learners' attitudes might be caused by language exercises in situations "bereft of content, i.e. without information about the target language culture" (p.54). The motivational hypothesis, on the other hand, assumes that successful language learning is a result of attitudes "as stable of, motive-like constructs" (Byram, p.55). The motivational hypothesis is therefore divided into two kinds: integrative and instrumental. The former is an interest in the other group, while the latter is a concern with the usefulness of a professional or subject-related kind. Byram reflects on the findings of

two studies on Indian learners of English (Lukmani, 1972) and Chinese students living in the United States. Based on these studies, placing integrative orientation above instrumental orientation as the primary concern in the students' priority lists, is revealed to be a problematic issue.

Conclusion

From the reviewed literature, this study concludes that attitudes and motivation play an important role in the field of second language acquisition. In other words, learners' success or failure in learning a second language depends on their attitudes towards the target language and their motivation to learn that language.

Section Two: English in the world today

Introduction

The hegemony of the English language worldwide in all aspects of life is argued to be an undeniable fact. This present section therefore is based on the present status of the English language today. Therefore, it addresses the status of English in the world and its place in higher education and scientific research as well as its position as a foreign language in Algeria. Furthermore, this section sheds light on the notion of English as a medium of instruction in higher education as well as the benefits and challenges of the adoption of EMI in higher education in EFL and ESL countries.

1. The Status of the English Language in the World

English today is enjoying the most important status amongst all languages in the world. Ferguson (2006) states that the role of the British Empire as well as the growing economic, military and political dominance of the United States in the later twentieth century are regarded as key factors that led English to gain ascendancy over the rest of the world's languages. Moreover, the historical factor that stands behind the spread of English is related to British colonialism that impacted different sectors of the colonized societies to the extent that Great Britain was referred to as "the Empire on which the sun never sets". According to Ferguson (2006), the fact that Britain colonized many countries around the world has fostered conditions that have contributed to the emergence of English as a global language. Its emergence occurred due to two processes, which Brutt-Griffler (2002) refers to as spread by speaker migration and spread by macro-acquisition. The term spread by speaker migration refers to the settlement of British immigrants in colonized areas, which resulted in the formation of new native speaker populations, whereas spread by macro-acquisition refers to indigenous populations who continue to use English for social and economic reasons.

Though English was originally considered the language of the British, it has become a second language of many former British colonies, including the United States, Australia, Canada, Nigeria, South Africa and India due to the historical attempts of the British Empire. Nevertheless, English has now become the principal language of the countries influenced by the British colonialism in addition to being the primary language used in business, trade, commerce and cultural spheres dominated by these countries. There is no doubt about the fact

that English has become 'the de facto language' in the field of science and technology. Moreover, it is the language of most newspapers publications in the world and scientific research, and it is even the common language used in the tourism department.
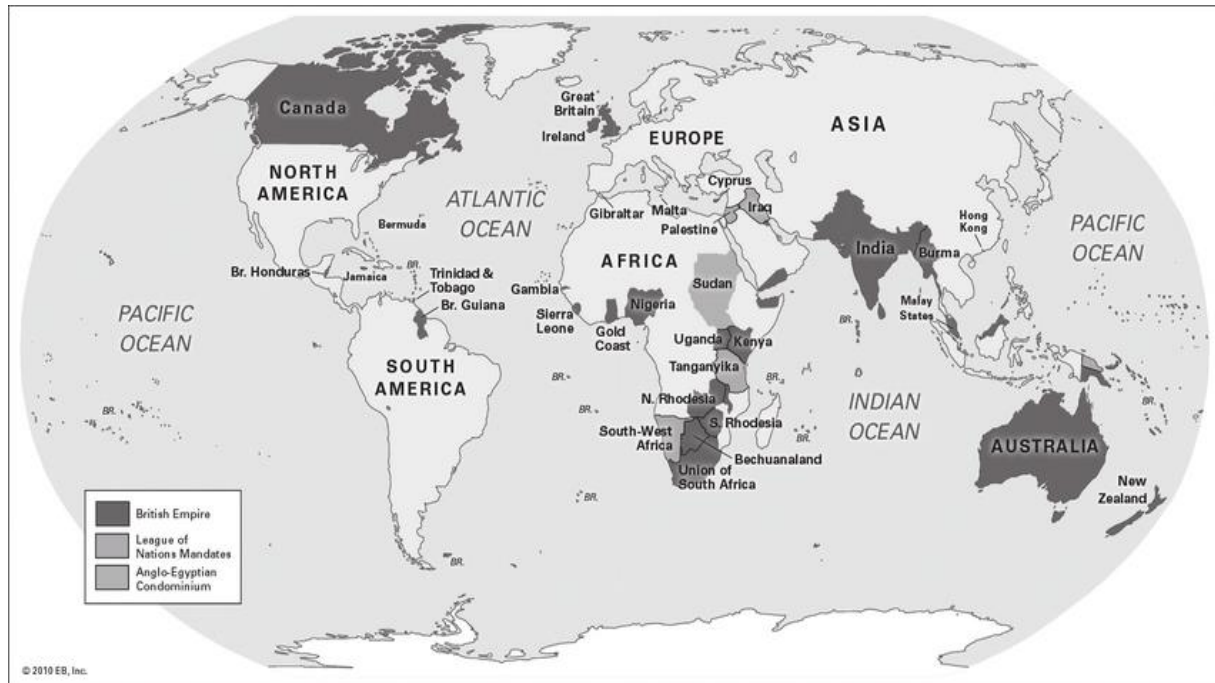
Figure 4: Map of the British Empire in the 1920s

Source: The Oxford History of the British Empire: Volume IV: The Twentieth Century (Brown & Louis, 1999, p. 10).

The English language has gained its status as a global means of communication. Today, it has been playing the role of lingua franca among the people from dispersed and diversified linguistic and cultural backgrounds. English, nowadays, no longer remains the property of the English-speaking countries like Britain, America and Australia. It has become an inclusive channel of communication in the field of education and commerce throughout the world. Regarding the remarkable position of the English language in the world, Phillipson (2007) writes:

> English is now entrenched worldwide as a result of British colonialism, international interdependence, 'revolutions' in technology, transport, communications and commerce and because English is the language of the USA, a major economic, political and military force in the contemporary world. It may not only Britain which has gravitated towards linguistic homogeneity, but the significant portion of entire world. (pp. 23-24)

Due to the prevalence of English, the world has become smaller and simpler than a larger cosmos. In a similar vein, a policy statement announced by the United States Government has also clarified the growing interest and importance of the English language around the world. According to the statement, English has grown to be one of the most important world languages. "The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in the important areas of the world" (as cited in Gnyawali, 2010, p. 7). Because of the rapid changes in the field of science and technology, politics and the economic world, people seem to be forced to learn English. To make it clear, Holmes (2008) says that where new occupations are formed by industrialization, they are introduced by groups of individuals using a predominant group language that is often a world language such as English, Spanish or French. Globalization has also contributed to this trend.

Despite English being the first west Germanic language spoken in medieval England, it has now become a global lingua franca. It has been the first language for the majority of citizens in various countries, such as the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand and a few Caribbean nations. English is spoken as a first language by approximately 400 million people and as a second language by roughly 375 million people, and there are over 750 million people worldwide who speak English as a foreign language (EFL). Moreover, the spread of English language has led to its adoption as an official language in many multilingual nations, including India, Nigeria, Pakistan, the Philippines and South Africa. By considering these statistics, one can easily understand why English occupies such an important role as a global language. Giddens (2000) states that globalization is a separation of space and time, with instantaneous communications, knowledge and culture being spread around the world simultaneously. Globalization has primarily been viewed as an economic phenomenon involving more interaction or integration of national economic systems through the progress of international trade, capital flow and investment. Now the term of globalization expands to cross-border technological, political, social and cultural exchanges between nations and mainly between people.

The expansion of English non-native speakers and the shifting roles and purposes of English around the world has given rise to and validated the concept of English as an International Language (EIL) or English as a Lingua Franca (ELF). Jenkins (2006) defines ELF as a "World language whose speakers communicate mainly with other non-native speakers, often from different L1s than their own" (p.140). ELF interactions include individuals (often from

various cultures) for whom English is not their mother tongue or first language (L1). English is the common language of choice in ELF interactions among speakers from various lingua cultural backgrounds (Jenkins, 2009). The ELF paradigm is a change in how English variations that are used in different settings are perceived, with the variety of English that is used being viewed as a valid variety rather than a deficient variety or an interlanguage (Jenkins, 2009). ELF has allowed us to ask "difficult, unorthodox questions and posed major conceptual challenges" (Seidlhofer, 2009, p. 237).
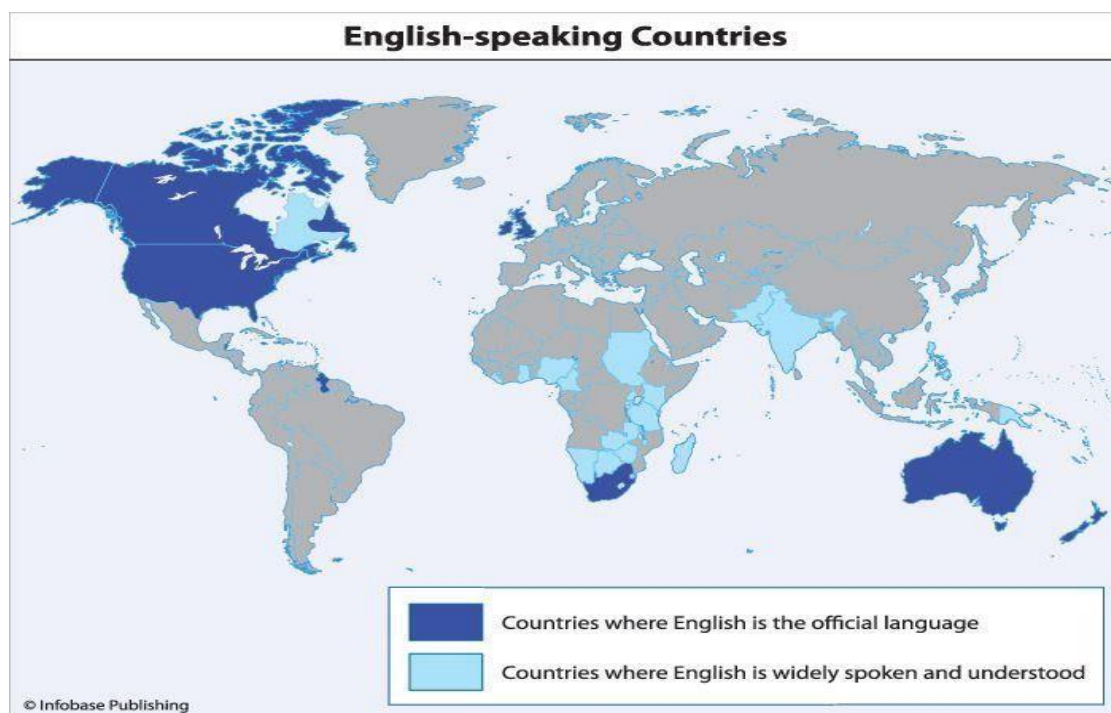
Figure 5: Map of the English-speaking Countries in the world

Since the English language is assumed to have a great status in the world, several scholars have tried to coin a term by considering the various aspects of the use of English in various settings. Among them, Ahulu (1977) named it "General English", McArthur (1987) called it "World Standard (Spoken) English", whereas David Crystal (1997) invented the phrase "English as a global language" and House (1999), Gnutzmann (2000), Seidlhofer (2001) and Jenkins (2007) referred to it as "English as a Lingua Franca". Furthermore, Widdowson (1997), Modiano (1999) and Jenkins (2000) invented another phrase, "English as

an International Language" and finally Brutt-Griffler (2002) referred to it as "World English". Among these, the most commonly used terms are English as a global language, English as a lingua franca and English as an international language. Although there is a variation in vocabulary while using these terms, they all have nearly the same meaning, which stresses the fact that English is the most widely spoken and the most widely used language in almost all the major fields around the world. In this context, it is appropriate to say that English deserves the status of an international or global language in order to fulfill the needs of individuals who live in different regions all around the world.

2. The Position of the English Language as a Foreign Language in Algeria

The Algerian linguistic background is believed to be very rich and complex. It distinguishes Algeria as a distinct Arab nation in terms of the number of languages taught and used in academic and non-academic contexts, as described by Ephraim and Mala Tabory:

> The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational, and cultural policies. (Tabory & Tabory, 1987, p.63)

The English language is taught and learned as a second foreign language, besides French throughout the Algerian middle schools, secondary schools, and universities as well as in some military/security, economic, and cultural institutions, and recently, it has been introduced in the primary cycle. Regardless of the fact that it does not particularly play an important role in the national and social life of the Algerian people. Since English is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities. Additionally, English, in Algeria is not the students' natural conversational milieu. Besides, this foreign language is not similar to the students' mother tongue, Arabic. As a result, aside from the small amount of English students hear, speak, read, or write in the classroom, English is, to some extent, absent in their daily lives. Moreover, the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country for that matter. Despite the spread of English as a medium of instruction in the media and social networks, only the English teachers, textbooks, and reading materials, are considered to be the only source that

can inform the Algerian learners (to some extent, however) about the English-speaking peoples' ways of thinking and living. More than that, and as stated by Hayenne (1989, p.43), "Algerians consider English as a language of an ex-colonial and imperialist country". In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is today occupying a better position in the Algerian educational system, and has received more relevance than before due to "very favorable attitudes of a majority of users and non-users as well" (Miliani, 2000, p.21). Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language "par excellence".

3. The Place of English in Higher Education and Scientific Research

English has evolved from being a foreign language or second language to the language of academic disciplines in tertiary education (Wanphet & Tantawy, 2018). A major outcome of international colleges from different countries in the world in terms of internationalization is the adaptation of English as the EMI for all the study programs. Furthermore, English-medium dominance is deeply rooted in social, economic, and technological development as well as in international communication due to the results of globalization noticed in more English medium programs in higher education institutions (Doiz, Lasagabaster, & Sierra, 2013). This is further supported by Chapple (2015) who explored the relationship between the teaching quality of the EMI program and the learning barriers. Chapple noted that understanding the lecturers' perspectives would contribute to the enhancement of the teaching practices and effectiveness of EMI. Using EMI in a university study program is a means of preparing an English-proficient labor force so as to help it compete in the global market, as emphasized by Troudi (2009). English has become a global language, and teaching English as a foreign language (EFL) has increasingly become a universal demand. As reported by Macaro, Curle, Pun, An, and Dearden (2018), English as a medium of instruction (EMI) has become a growing global phenomenon, particularly in higher education. More and more higher education institutions are nowadays eager to offer both undergraduate and postgraduate programs through the medium of English (Earls, 2016). The reasons for this are various and depend on the context. They include a perceived need to internalize the higher education institution (Knight, 2013) so that it is prestigious enough to attract foreign students due to falling enrollment numbers of local students through changing demographics, national cuts in

higher education investment, the need of the public sector to compete with the private sector, and the status of English as an international language (EIL), especially in the field of research publications (Macaro et al., 2018). The English language has become the main source for gaining knowledge. For this, Crystal (1990, p.7) writes: "Textbooks on English these days regularly rehearse the litany of its achievements. It is the main language of the world's books, newspapers and advertising". From Crystal's idea, it can be said that anyone who wants to gain knowledge in any desirable field should be competent in the English language. Moreover, English is the language of global importance of library, diplomacy, business, education and employment, as well as the promotion of human rights. In this regard, Freeman (2007) mentions that there has been a tremendous rise in the demand for English worldwide. It is not only due to different changing demographics but also because of the tendency towards globalization. Hence, the world today has been using the English language as a vehicle to transmit its developments, changes, innovations and many other things.

Many non-native English speaking countries have taken up the notion (EMI) owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English language development. Similarly, the growth of English as a global lingua franca seems to be further pushing non-native speakers to learn and use the English language, and many countries are trying to drastically overhaul their education systems in favor of English in order to meet the challenge of global integration. In many countries in the world, the use of English occupies an important space in both the academic and non academic sectors. In this regard, Giri (2010) states, "the English language occupies an impeccable and indispensable place in the socio-economic system, and therefore, the drive for its learning is paramount...English is, therefore, socially, economically and educationally elevated higher than all other local languages" (pp. 64-65). The amount and interest of the people all around the world in studying the English language either as formal education or in the form of informal education is increasing day by day. Regarding the English language in school and college education, Sharma (2006) asserts that English has been offered as a compulsory subject from the primary level up to Bachelor level; it is studied as an elective subject from the secondary level to the post graduate level. In higher education, English is offered as one of the elective subjects under the faculty of education (FoE) in B.Ed and M.Ed; and under the faculty of humanities and social sciences (FoHSS) in B.A. and M.A. Similarly, English is taught for specific purposes (ESP) in the faculty of law, in the institutes of medicine, engineering, agriculture, forestry, college of banking and financial studies.

3.1. English as a Medium of Instruction (EMI)

Along with the global importance of English, the notion of English as a medium of instruction (EMI) has become a growing global phenomenon in the present day academia. Simply, the notion of English as a medium of instruction (EMI) refers to the use of the English language in the classroom instruction where contents of various subjects are taught and delivered in English. Moreover, the idea can be interpreted in terms of its practice in relation to different dimensions. For instance, EMI means teaching all subjects as prescribed in the curriculum in English. Furthermore, EMI refers to the use of English where professional courses are taught in English. In addition, EMI may mean giving lectures in English while assisting the students to learn the contents and matters of different subjects as offered in schools or university curricula. There are a number of major drivers for the increased use of the English language as a medium of instruction (EMI) in higher education (Dearden, 2015). In the developing countries, particularly in ex-British colonies in Asia and Africa, English is seen as the language of development (Coleman, 2011). Globalization and internationalization of education, as well as the widely accepted status of English as a lingua franca, have increased the use of EMI in higher education settings in comparatively more developed countries such as China, Hong Kong, and Taiwan in Asia, and Denmark and Spain in Europe (Coleman, 2006; Doiz, Lasagabaster & Sierra, 2011; Doiz, Lasagabaster & Sierra, 2013). Dearden (2014) defines EMI as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p.1). He further claims that there is a fast-moving worldwide shift towards using English as a medium of instruction (EMI) for academic subjects, including science, mathematics, geography and medicine. EMI is becoming increasingly common in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of youth and policy decisions in non-Anglophone societies (Dearden, 2014). Hence, the medium of instruction has always been a large issue in educational institutions around the world, particularly in nations that were once British colonies. Even though those nations are no longer under British dominion, its legacy remains in one form or to the other.

The English language is one of the most prominent legacies left behind by the British Empire. Despite the unceasing global debate on English as the international lingua franca or as a "killer language" (Coleman, 2006), the adoption of English as a medium of instruction (EMI) has been sweeping throughout the higher education landscape worldwide (Crystal, 2004). As

English is used to serve a variety of purposes in different areas; among these purposes, EMI is one of the important uses of the English language in the academic context.

3.2. Benefits and Challenges of the Adoption of EMI in Higher Education in EFL and ESL countries

The rise in the use of EMI has implications both for policy and practice, particularly in regard to improving students' proficiency in English and their learning of content subjects. Accordingly, Shohamy (2013) calls for "extensive research to examine empirically the costs and benefits of the use of EMI in higher education institutions; the main goal being how much language is being gained by such programs as well as how much academic content is being achieved" (p. 203). The last two decades in particular have witnessed a huge increase in the demand for English worldwide. However, it is only recently that the research community has begun to recognize the effects of "Englishization" of higher education on learners' proficiency in English, a widely promoted benefit of EMI, along with the quality of the learning experience offered through EMI. The alleged benefits of EMI have been the key motives for its implementation across different higher education contexts. These benefits include students' better English proficiency and career enhancement through increased mobility and study abroad opportunities (Coleman, 2006; Hu & Lei, 2014; Yeh, 2012; Zare-ee & Gholami, 2013). However, Lei & Hu (2014) found no statistically significant impact of EMI on students' English competency in their recent study on Chinese undergraduate students. More importantly, Lo and Lo (2014), based on their meta-analysis of 24 EMI studies conducted in Hong Kong since 1970, concluded that "using an L2 as the medium of instruction does not guarantee successful L2 learning without sacrificing academic achievement" (p. 65). Furthermore, according to Hu, Li & Lei (2014), the EMI program's higher cost and the institutional policies regarding entry requirements serve to restrict access to the program primarily to students from a higher socio-economic stratum, thereby "exacerbating extant inequalities and creating new ones in Chinese universities and society" (p. 37). Many countries in the world are beginning to use English as the medium of instruction, particularly in higher education, due to the economic and social demands for learning English. Although teachers and students have generally positive attitudes towards EMI, however, a number of challenges and issues take place, particularly in EFL contexts where the learners normally have limited proficiency and low competence in the English language. For instance, students

at a private university in Taiwan show positive attitudes toward their EMI courses; they believe that EMI has helped them improve their English language skills, particularly listening skills, yet they face some difficulties understanding the English lectures (Chang, 2010). Similarly, Byun et al., (2011) report that although the EMI policy seems to have produced, in general, positive outcomes in Korean higher education, such as improving students' English proficiency, its compulsory enforcement across all academic disciplines, without any support measures, has resulted in a number of challenges and negative consequences, particularly due to students' and instructors' inadequate language proficiency. Floris (2014) also finds that while the teachers and learners in a large college in Indonesia generally show positive attitudes towards EMI due to the important role of English in the world, a number of challenges are experienced in implementing successfully the EMI program. In a study of teachers and learners in six universities in the United Arab Emirates (Belhiah and Elhami, 2015), findings revealed that the use of English as a medium of instruction is generally well received by both teachers and learners; however, teachers have reported a number of challenges due to learners' poor English language skills. Interestingly, when presented with the possibility of using both Arabic and English as the medium of instruction, 62% of students and 75% of teachers showed their preference for a dual-medium of instruction. As a result, the authors suggested a bilingual curriculum to help students improve their biliteracy skills in both English and Arabic. Similar findings from a Malaysian university in a survey of undergraduate students revealed that although students' attitudes are mainly favorable towards EMI, "the English language as a medium of teaching and learning in science and mathematics at UKM (a Malaysian university) is not the students' first choice" (Isa et al., 2011, p. 365). Interestingly, while the Malaysian students reject the fact that the use of EMI is the cause of low academic performance, they do think "that the teaching and learning of science and mathematics should also be carried out in both English and Malay" (Isa et al., 2011, p. 365). Therefore, Isa et al. believe that, if given a preference, the students are more likely to choose Malay as medium of instruction since they believe that it is quite easier to study science and math in Malay. Wächter and Maiworm (2014) conducted an extensive survey of EMI programs throughout Europe. They found that EMI programs are aimed to attract students from other countries, prepare students for mobility and a globalized labor market, and raise the profile and ranking position of the university. Macaro et al. (2018) conducted an in-depth review of 83 studies in higher education that document the growth of EMI in different

geographical areas. Macaro et al. concluded that key stakeholders have serious concerns about the introduction and implementation of EMI, even though they sometimes recognize its inevitability. They also concluded that the research evidence to date is insufficient to assume that EMI is neither beneficial nor detrimental to language learning.

Conclusion

From the reviewed literature, this section concludes that the English language at the present time dominates the world in different aspects of life due to its global status, including education, from being a foreign/second language to English as a medium of instruction in higher education in most countries of the world.

Section Three: Review of previous research on language attitudes

1.1. Introduction

It is believed that acquiring or mastering a language plays a crucial part in enabling a person to convey his or her thoughts. Affective factors are becoming more significant in the process of learning a language (Dehbozorgi, 2012). Aside from academic factors, the nature of language acquisition includes psychological and social aspects and is mostly determined by the learners' desire and attitude toward learning the target language (Padwick, 2010). Gardner and Lambert (1972) found that students' capacity to master a second language is determined not just by their mental competency or language abilities, but also by their attitudes and views of the target language. They also argued that the attitude notion may improve language learning by altering the character of students' behaviors and views toward the other language, its culture, and community, and thereby identifying their tendency to learn that language. Montano and Kasprzyk (2008) stated that attitude may be determined by the persons' thinking and ideas about behavioral beliefs, and beliefs are given value by the evaluations of the qualities performed in different scenarios. In this sense, people who have positive views about anything would obviously end up in positive attitude and positive behavior, and similarly, people with bad beliefs will consequently have negative attitude and behavior about anything.

Numerous studies have already been undertaken in the area of language attitudes since attitude is one of the main determinants of success in language learning (Alhmali, 2007; Ghazali et al., 2009). Additionally, Saidat (2010) notes that due to the expanding correlation between the significance of language use and a person's personality, language attitude research have been taken into account during the past 50 years. According to some, a learner's attitude toward language acquisition is vital since it determines whether they succeed or fail (Zainol Abidin et al., 2012 & Finch, 2008). Understanding the needs of students and looking for the best methods to help them form good attitudes toward language learning are not given enough consideration. The majority of students lose motivation to learn English because they believe that the content of their university English courses is primarily unrelated to their future careers (Sayadian & Lashkarian, 2010).

Section Three　Review of previous research on language attitudes

　　Language attitudes have been studied in various ways by different scholars, including the relationship between attitudes and learning strategies (Gan, 2004), the relationship between attitudes and level of achievement (Graham, 2004), beliefs and attitudes about target language use, first language use, and anxiety (Levine, 2003), attitudes toward language and language learning at secondary and tertiary levels (Yang & Lau, 2003), attitudes toward English-language usage among peers (White, 2002), the relationship between negative attitudes towards non-native speakers and poor comprehension of those speakers (Lindemann, 2002), attitudes toward debatable usages between teachers and their students (Lee, 2001), attitudes of native speaker teachers and non-native speaker teachers towards disputable usages (Lee, 2001), the relationship between attitudes to ideology, culture, people, and language, as well as the aspects influencing attitudes (Flaitz, 1988). In addition to the relationship between attitudes and motivation in the acquisition of a language (Williams et al., 2002; Donitsa-Schmidt et al., 2004 & Bernaus et al., 2004).

1.2. The Major Findings about Language Attitudes

　　In the 1950s, Gardner and Lambert conducted the earliest studies on the connection between language acquisition and learners' attitudes (Gardner and Lambert, 1959). Numerous international studies have been done to examine learners' views regarding language acquisition. For instance, Shams (2008) looked into students' views regarding studying English. The findings indicated that the majority of them had favorable attitudes regarding learning the English language. Additionally, students demonstrated favorable attitudes toward learning English as a foreign language in Momani's study (2009). Moreover, Chalak and Kassaian (2010) investigated the attitudes of Iranian EFL learners regarding English language learning. The findings showed that they had very favorable feelings regarding the English-speaking community. However, Dehbozorgi (2012) investigated how students' attitudes toward language acquisition affected their proficiency. The correlation between attitude toward learning English and proficiency did not reach statistical significance. Additionally, it is thought that EFL students' attitudes toward language acquisition have an impact on their willingness to learn the language (Al-Tamimi & Shuib, 2009). It is thought that a learner's attitudes regarding language have a direct impact on their ability to learn languages (Starks & Paltridge, 1996). The findings of a study conducted by Latif, Fadzil, Bahroom, Mohammad, and San (2011) to examine the connections between attitudes, motivation, anxiety,

instrumental orientation, and English language learning, revealed that all of these variables were correlated with learners' performance, with attitude having a positive impact.

Another area of the educational applications for language attitudes research is how language attitudes affect success in learning a second language. For instance, Spolsky (1989) noted that a positive attitude toward learning a second language is a necessary prerequisite for success. When learners have positive attitudes toward a language, they become integratively motivated to acquire it, which in many ways serves as a more affective motivation in this regard. Integratively motivated students are more engaged in class, more likely to offer assistance, and less likely to stop taking language classes. According to Gardner et al. (1987) in Masgoret & Gardner (2002), a student with integrative attitudes is more motivated to acquire a second language. This is due to the desire to integrate with the L2 community. Attitude and motivation are regarded as important aspects in language learning since they appear to influence students' success or failure in language acquisition. According to Fakeye (2010) learners' attitudes towards the language were shown to be one of the crucial aspects influencing foreign language acquisition. Attitude is one of the characteristics that influence foreign language acquisition since how much effort students put into language learning is partly determined by attitude (Gardner, Lanlonde & Moorcroft, 1985). There have been a lot of research done on the importance of attitudes and motivation in second language learning. Overall, the data indicate that positive attitudes and motivation are connected to second language acquisition success (Gardner, 1985). It is unclear if motivation causes successful learning or successful learning causes motivation, or whether both are affected by other factors. Skehan (1989) stated that the question is whether successful learners are more highly driven because they are successful, or successful learners are more strongly motivated because they are successful. Many researchers in Japan were concerned about students' motivation and attitudes about the English language. One of the most significant studies was that of Benson (1991), who surveyed over 300 freshmen to assess their motivation to study English. As he observed, "integrative and personal reasons for learning English were favored over instrumental ones" (Benson, 1991, p. 34). Mahreez (1994) conducted a survey with 130 English non-major undergraduates at the University Utara Malaysia to measure their motivation and attitudes toward the English language. The study focuses on some of the probable relevant elements that can affect the attitudes and motivation of Chinese-Malaysian learners in connection to the comparatively poor performance of Malay and Indian learners. According to the findings, the aforementioned learners' attitudes and motivation are positive and instrumental in orientation. Gardner et al. (1997) conducted a study on a group of

university students learning French as a second language in order to determine the association between attitudes and second language learning. In this study, they employed a modified version of Gardner's Attitude and Motivation Test Battery (AMTB), which is a procedure developed to examine attitudinal and motivational factors such as integrativeness, motivation, and language anxiety. The researchers discovered that positive views toward the target language increased motivation to learn that language, which in turn increased the learners' level of achievement and confidence. Yang (2012) administered a brief survey to 20 Master students at the University of Malaya in order to measure their attitudes and motivation in L2. The primary purpose of the study was to determine what makes certain people acquire and learn English better than others. The findings suggest that learners who were highly and positively invested in their English proficiency had favorable attitudes and were highly motivated to learn English. Tahaineh and Daana (2013) conducted a study with 184 Jordanian EFL female undergraduates to determine their motivation and attitude toward studying the target language and its community. The findings revealed that the learners' motivation was mostly utilitarian and intellectual in nature, with little cultural influence, yet their attitude toward learning the target language and its community was extremely favorable. Goktepe (2014) investigated the attitudes and motivations of 90 first year business studies undergraduates at a Turkish university toward learning English as a foreign language. The findings revealed that these students study English for primarily instrumental reasons, and that integrative motivation is, to some extent, the prevailing motivational orientation for the students.

1.3. Conclusion

The argument for the importance of attitudes in L2 learning is that if people have favorable attitudes toward the language they desire to learn, they will be more motivated to learn the language. Language acquisition is sometimes regarded negative if one has a negative mindset. Attitudes are influenced by one's values and belief system, and they play a role in all aspects of life (McGroarty, 1996). As a result, when the student has a good attitude toward language and learning, the learning process goes more smoothly. Research demonstrate that gender variations influence the effect of attitudes on various aspects of second language learning, with girls frequently displaying more positive attitudes and being more driven to acquire languages than boys (Burstall, 1975; Gagnon, 1974; Gardner & Smythe, 1975, cited by Gardner, 1985). Despite many scholars' positive perspectives regarding the importance of

language attitudes in second language learning, there were some scholars, however, who have discounted the role of language attitudes in second language learning. For instance, according to Macnamara (1973), the relationship between attitudes and language learning is not as strong as it is believed to be, and in many circumstances, the influence of language attitudes is minimal. He claimed that in some situations, people were able to learn languages while having no views (or, in other cases, negative feelings) toward them. He gave several examples, such as the adoption of English by members of Irish society despite their negative opinions toward English, and the acquisition of German by a Canadian who moved to Berlin unexpectedly and had no prior knowledge of German…etc. Macnamara, on the other hand, did not account for the sense of obligation in these circumstances, which forced the people in issue to learn the second language. In these circumstances, the only option available was to learn the second language; otherwise, they would have struggled to adjust to their surroundings. Language attitudes, on the other hand, have proven to be a crucial part of the learning process in normal second language acquisition circumstances.

Conclusion of Chapter One

Conclusion

To conclude, the present chapter provided an overview about attitudes and motivation as affective factors in the field of second language acquisition. Moreover, it gave an overview about the status of the English language in the present world as being a global language and a language of higher education and scientific research. Therefore, it encompasses three main sections: language attitudes, the English language in the present world, and the previous studies conducted on language attitudes. Each concept was discussed in a section. The first section dealt with the definition of three key concepts: attitudes, motivation, and language attitudes. It also dealt with the language attitudes and second language learning as related concepts. Moreover, it covered the different significant frameworks for analyzing attitudes and motivation in second language learning. The second section, on the other hand, gave an overview about the status of the English language in the present world in general and in higher education and scientific research in particular as well as its position as a foreign language in Algeria. Furthermore, this section has shed lights on the notion of English as a medium of instruction in higher education as well as the benefits and challenges of the adoption of EMI in higher education in EFL and ESL countries. Finally, the third section explored previous research findings on language attitudes in educational contexts.

Chapter Two: Methods And Results

Introduction

The present research study aims at exploring students' attitudes towards the use of English as a medium of instruction at university. In the previous chapter, we have presented a theoretical aspect of the topic under investigation. The present chapter is devoted to the methods and results of the research study. Therefore, this chapter is based on the study method and design, population and sample, data collection instrument, data analysis procedures and interpretation of the results. It is divided into two sections: section one is based on the methodological part, which covers the study method and design, population and sample, and the data collection instrument. The second section, on the other hand, is devoted to the data analysis and interpretation of the results.

Section One: Research design and methodology

Introduction

The present study aims at exploring students' attitudes towards using English as a medium of instruction at university. Thus, this current section is devoted to discuss the research design and procedures used to attain the aim of our study.

1. Description of the Method and Design of the Study

This present study adopted a descriptive survey design through which a quantitative method is employed. Thus, an adapted questionnaire was employed as a measuring instrument. The quantitative data of the questionnaire were analyzed using the statistical package for social sciences software (SPSS) in order to generate numerical data including percentages.

2. Description of the Population and Sample of the Study

In our research study, the target population is first year students of medicine at the university of Bejaia, enrolled for the academic year 2022/2023. This population consists of (8) groups, the equivalent of (265) students. Our sample includes (50) students who voluntary participated in this study.

3. Data Collection Instrument

The present research employed a questionnaire to collect data about the attitudes of our study participants regarding the use of English as a medium of instruction at the university of Bejaia. According to Roopa and Rani (2012) :

> Questionnaires are frequently used in quantitative marketing research and social research. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. (p.273)

3.1. Description of Students' Questionnaire

The questionnaire consists of (21) items; the items were put in a 5-point Likert scale from level 1: Totally disagree to level 5: Totally agree. The questionnaires were delivered and

handed to fifty students in paper form. The students were asked to choose a response from a list of options. Moreover, the participants were required to answer all the items of the questionnaire seriously and honestly.

The questionnaire is divided into two sections:

➤ **Section One:** *General information:* The first section is devoted to collect data about the participants' general information including their gender and age.

➤ **Section Two:** *Students' attitudes towards English as a medium of instruction:* In this section, a list of items from (1 to 21) is presented to collect data about the participating students' attitudes and perceptions towards the use of English as a medium of instruction in their field of study at university. Therefore, this section is divided into four main sub-sections:

    o **Subsection one: Students' attitudes towards using English at university**

This first subsection of the questionnaire consists of six items (1-6), which are devoted to collect data about the attitudes of the participants towards using English as a medium of instruction at university.

    o **Subsection two: Students' perceptions of their language proficiencies**

This second subsection of the questionnaire consists of four items (7-10), which are devoted to collect data about the students' self-evaluation of their level of proficiency in English.

    o **Subsection three: Students' perceptions of their language needs**

This third subsection of the questionnaire consists of six items (11-16), which are devoted to collect data about the students in terms of their own perceptions towards their language needs before using English as a medium of instruction in their field of study.

    o **Subsection four: Students' motivations to study in English**

This fourth subsection of the questionnaire consists of five items (17-21), which are devoted to collect data about the students' level of motivation to study in English at university.

Section Two: Data analysis and interpretation of the results

Introduction

To collect data about the subject under investigation and to answer the research questions, this research study follows the procedure of descriptive design through which a quantitative method is employed. The data are collected through a paper questionnaire and they are analyzed and interpreted using percentages and descriptive statistics. By using the statistical package for social science software (SPSS), it was able to translate the findings into tables of descriptive statistics which display percentages.

1. The Results

1.1. *General Information*

1.1.1. Gender

Table (1), demonstrates that (64%) of the whole sample of the study are females, whereas only (36%) are males. From these numbers, the table asserts that in the present study, the majority of the participants are female students. Thus, the factor of gender is not taken into consideration.

Table 1

Students' gender

Gender	Frequency	Percentage
Male	18	36%
Female	32	64%
Total	50	100%

1.1.2. Age

Table (2), demonstrates that the participants' age differs from one another. It shows that (74%) of them were aged 18 to 20, and (26%) of them were between 21 and 24 years old, and none of the participants were more than the age of 24.

Table 2

Students' age

Age	Frequency	Percentage
18-20 years old	37	74%
21-24 years old	13	26%
More than 24	0	00%
Total	50	100%

1.2. *Students' Attitudes towards English as a Medium of Instruction*

Attempt in what follows is to analyze students' responses on the questionnaire. The analysis of the students' responses is divided into four main questionnaire-sections: students' attitudes towards using English at university, students' perceptions of their language proficiencies, students' perceptions of their language needs, and students' motivations to study in English.

1.2.1. Students' attitudes towards using English at university

The analysis of the six items of the first section shows a constant tendency in students' responses to accept English as a language of instruction of the discipline's subjects (modules). In fact, for all the items, more than (60%) of students' responses are either "agree" or "totally agree", which denotes a positive attitude towards English in general and the use of English as a medium of instruction in particular.

As can be noticed in table (3) below, the majority of the respondents had positive feelings towards English, as (44%) of them responded with totally agree and (30%) said to agree with the statement in item 1 *(I like the English language)*. On the other hand, only (8%) of the students totally disagreed and (14%) disagreed with the same item. While (4%) of students responded with neutral.

Table 3

Students' attitudes towards using English at university

N.	Items / Statements	Responses				
		Totally disagree	Disagree	Neutral	Agree	Totally agree
1.	I like the English language	8.0%	14.0%	4.0%	30.0%	44.0%
2.	English should replace French in Algerian universities	18.0%	6.0%	16.0%	24.0%	36.0%
3.	English is the best language for learning at university	14.0	10.0%	14.0%	28.0%	34.0%
4.	I feel ready to learn at university one or two university subjects (modules) in English next semester	10.0%	10.0%	20.0%	28.0%	32.0%
5.	It is a good idea to teach one or two subjects in English next semester	10%	6.0%	16.0%	32.0%	36.0%
6.	The number of subjects to be taught in English should be quickly increased	12.0%	8.0%	14.0%	32.0%	34.0%

Table (3), demonstrates that most of the respondents accept English to be a language for teaching and learning at university, as (36%) of them responded with totally agree and (24%) said to agree with the statement in item 2 *(English should replace French in Algerian universities)*. On the other hand, few students were against, as (18%) totally disagreed and (6%) disagreed with the same item. Moreover, the majority of the respondents believe English to be the best language of instruction at university, as (34%) of them responded with totally agree and (28%) said to agree with the statement in item 3 *(English is the best language for learning at university)*. On the other hand, only (14%) of the students totally disagreed and (10%) disagreed with the same item. In addition to that, as shown in the same table, most of the respondents have claimed to be ready to use English for learning one or two subjects in their next semester, as (32%) of them responded with totally agree and (28%) said to agree with the statement in item 4 *(I feel ready to learn at university one or two university subjects in English next semester)*. On the other hand, only (10%) of the students totally disagreed and (10%) disagreed with the same item. Moreover, the majority of the respondents declare to accept English to be a language of instruction of one or two subjects in their next semester, as (36%) responded with totally agree and (32%) said to agree with the statement in item 5 *(It is a good idea to teach one or two subjects in English next semester)* On the other hand, only (10%) of the students totally disagreed and (6%) disagreed with the same item. Furthermore, most of the respondents were favorable with the quick increase of the number of subjects to be taught in English, as (34%) of them responded with totally agree and (32%) said to agree with the statement in item 6 *(the number of subjects to be taught in English should be quickly increased)*. On the other hand, few students were against, as (12%) totally disagreed and (8%)

disagreed with the same item.

1.2.2. Students' perceptions of their language proficiencies

As shown in table (4) below, the global analysis of the results reveals that most of the students believe they have limited oral abilities in both listening and speaking. However, they believe that they have good language proficiencies in reading and writing.

Table 4

Students' perceptions of their language proficiencies

N.	Items / Statements	Responses				
		Totally disagree	Disagree	Neutral	Agree	Totally agree
7.	My listening skills are good enough to follow lectures in English	14.0%	36.0%	12.0%	18.0%	20.0%
8.	My speaking skills are good enough to communicate with my teachers in English	38.0%	16.0%	12.0%	18.0%	16.0%
9.	I will be able to read documents related to my studies quite well in English	6.0%	12.0%	14.0%	30.0%	38.0%
10.	I will be able to write texts and do exams in English	6.0%	16.0%	18.0%	28.0%	32.0%

As far as item 7 is concerned, table (4) demonstrates that the majority of students have claimed that their listening skills are not good enough to follow lectures in English, as (14%) of them responded with totally disagree and (36%) said to disagree with the statement in item 7 *(My listening skills are good enough to follow lectures in English)*. However, some students have claimed to have good listening skills, as (20%) of them responded with totally agree and (18%) with agree for the same item. Concerning the speaking skill, as can be noticed in the same table, the majority of students have claimed that their speaking skills are not good enough to communicate with their teachers in English, as (38%) of them responded with totally disagree and (16%) said to disagree with the statement in item 8 *(My speaking skills are good enough to communicate with my teachers in English)*. However, some students have claimed to have good speaking skills, as (16%) of them responded with totally agree and (18%) with agree for the same item. As what concerns the reading skill, on the other hand, as table (4) demonstrates, most of the respondents have claimed that their reading skills are good, they consider themselves able to read documents related to their studies quite well in

English as (38%) of them responded with totally agree and (30%) said to agree with the statement in item 9 *(I will be able to read documents related to my studies quite well in English)*. However, only (6%) of the students were totally disagree and (12%) were disagree with the same item. Finally, regarding the writing skill, as the same table shows, most of the respondents have claimed that their writing skills are good, they consider themselves able to write texts and do exams in English, as (32%) of them responded with totally agree and (28%) said to agree with the statement in item 10 *(I will be able to write texts and do exams in English)*. However, only (6%) of the students were totally disagree and (16%) were disagree with the same item.

1.2.3. Students' perceptions of their language needs

As shown in table (5) below, students believe that some language training has to be provided before engaging in English medium teaching/ learning of their subjects. In fact, as can be noticed in regards to the students' self-evaluation of their level in the four main skills in English, students were interested in attaining more training courses in listening and speaking skills than reading and writing.

Table 5

Students' perceptions of their language needs

N.	Items / Statements	Responses				
		Totally disagree	Disagree	Neutral	Agree	Totally agree
11.	I need to study English well before I start studying my subjects (modules) in English	10.0%	10.0%	16.0%	30.0%	34.0%
12.	I need to study general English to develop my communication skills	2.0%	8.0%	10.0%	36.0%	44.0%
13.	I need to study the language of my discipline before I study in English	24.0%	32.0%	18.0%	10.0%	16.0%
14.	I need to study how to read and write in English	34.0%	30.0%	16.0%	12.0%	8.0%
15.	I need to study how to listen to lectures and to teachers' instructions	6.0%	4.0%	10.0%	36.0%	44.0%
16.	I need to learn how to respond and communicate orally in English before I start studying in English	2.0%	2.0%	10.0%	40.0%	46.0%

Table (5), demonstrates that most of the respondents believe that they need to study English well before they engage in English medium studies, as (34%) of them responded with totally agree and (30%) said to agree with the statement in item 11 *(I need to study English well before I start studying my subjects (modules) in English)*. On the other hand, only (10%)

of the students totally disagreed and (10%) disagreed with the same item. Moreover, the majority of the respondents believe that it is important to study general English to improve their speaking skills, as (44%) of them responded with totally agree and (36%) said to agree with the statement in item 12 *(I need to study general English to develop my communication skills)*. On the other hand, only (2%) of the students totally disagreed and (8%) disagreed with the same item. Furthermore, the majority of the respondents were not interested in studying the language of their discipline before they study in English, as (24%) of them responded with totally disagree and (32%) said to disagree with the statement in item 13 *(I need to study the language of my discipline before I study in English)*. On the other hand, only (16%) of the students totally agreed and (10%) agreed with the same item. In addition to that, as shown in the same table, most of the respondents have claimed that they do not need to study how to read and write in English, as (34%) of them responded with totally disagree and (30%) said to disagree with the statement in item 14 *(I need to study how to read and write in English)*. On the other hand, only (8%) of the students totally agreed and (12%) agreed with the same item. Moreover, the majority of the respondents believe that it is important to develop their listening skills before they study in English, as (44%) of them responded with totally agree and (36%) said to agree with the statement in item 15 *(I need to study how to listen to lectures and to teachers' instructions)*. On the other hand, only (6%) of the students totally disagreed and (4%) disagreed with the same item. Furthermore, the majority of the respondents believe that it is important to develop their speaking skills before they study in English, as (46%) of them responded with totally agree and (40%) said to agree with the statement in item 16 *(I need to learn how to respond and communicate orally in English before I start studying in English)*. On the other hand, only (2%) of the students totally disagreed and (2%) disagreed with the same item.

1.2.4. Students' motivations to study in English

As can be noticed in table (6) below, most of the students feel motivated to study their subjects matter in English.

Table 6

Students' motivations to study in English

N.	Items / Statements	Responses				
		Totally disagree	Disagree	Neutral	Agree	Totally agree
17.	English will help me learn better than French and Arabic	10.0%	14.0%	18.0%	26.0%	32.0%
18.	Studying in English is motivating me because it will make my diploma internationally recognized	2.0%	6.0%	8.0%	34.0%	50.0%
19.	Studying in English is very exciting as it will enable me learn English better	4.0%	12.0%	12.0%	30.0%	42.0%
20.	Studying in English is very exciting as it will enable me communicate efficiently with British and American citizens	2.0%	6.0%	10.0%	34.0%	48.0%
21.	Studying in English is important because the best learning materials are available in English	10.0%	8.0%	14.0%	32.0%	36.0%

Table (6), demonstrates that most of the respondents were convinced with the fact that English will help them learn better than French and Arabic, as (32%) of them responded with totally agree and (26%) said to agree with the statement in item 17 *(English will help me learn better than French and Arabic).* On the other hand, only (10%) of the students totally disagreed and (14%) disagreed with the same item. Moreover, the majority of students have claimed that studying in English motivates them since it will make their diploma internationally recognized, as (50%) of them responded with totally agree and (34%) said to agree with the statement in item 18 *(Studying in English is motivating me because it will make my diploma internationally recognized).* On the other hand, only (2%) of the students totally disagreed and (6%) disagreed with the same item. In addition to that, as can be noticed in the same table, the majority of students have claimed that studying in English excites them since it will enable them improve their proficiency in English, as (42%) of them responded with totally agree and (30%) said to agree with the statement in item 19 *(Studying in English is very exciting as it will enable me learn English better).* On the other hand, only (4%) of the students totally disagreed and (12%) disagreed with the same item. Moreover, most of the respondents have claimed that studying in English excites them since it will enable

them to interact efficiently with English native speakers, as (48%) of them responded with totally agree and (34%) said to agree with the statement in item 20 *(Studying in English is very exciting as it will enable me communicate efficiently with British and American citizens).* On the other hand, only (2%) of the students totally disagreed and (6%) disagreed with the same item. Furthermore, the majority of the respondents were convinced with the importance of studying in English, as (36%) of them responded with totally agree and (32%) said to agree with the statement in item 21 *(Studying in English is important because the best learning materials are available in English).* On the other hand, only (10%) of the students totally disagreed and (8%) disagreed with the same item.

Chapter Three: Discussion And Conclusion

Introduction

The aim of the present chapter is two-fold. First, it seeks to discuss the results of the study by answering the research questions. Second, it concludes the thesis by reviewing the process of the study, summarizing the main findings, highlighting the main strengths and limitations of the study, predicting the implications of the study and suggesting possible future research tracks.

Section One: Discussing the research findings

Introduction

Attempt in this current section is made to discuss the results, which were presented thoroughly in the previous chapter, by answering the four research questions of the thesis. Therefore, the main research findings are reviewed briefly then compared with previous findings, after which interpretations are made and conclusions are drawn.

1.1. Research Question One

What are the attitudes of Algerian students towards the use of English as a medium of instruction at university?

Research findings related to this research question revealed that our study participants have positive attitudes towards the use of English as a medium of instruction at university, as more than more than half of the respondents (60%) state that English is the best language for learning at university. Moreover, the absolute majority of students (70%) are convinced that the best learning materials are in English. This shows that the participating students are aware of the importance of the English language nowadays. Furthermore, the majority of our study participants claim that English will help them learn better than French and Arabic, which means that the students have very positive attitudes towards the use of English as a medium of instruction. In addition to that, more than half of our study participants feel ready to study their content subjects in English, and the same rate of students declare to accept learning at least one or two subjects using English in their next semester. These findings align with those found in other countries like those reported by Abdulghani Muthanna & Pei Miao (2015) in a study conducted to investigate Chinese students' attitudes towards the use of English medium instruction into the curriculum courses in a university of China. Findings revealed that students who participated in the study expressed their readiness to join the English-medium instructed programs in their post-graduate studies. As stated by one participant:

> "It is better to use English in the classrooms. English is important for all of us and that is why we must undergo English tests from primary schools until we become professors…. Policy makers know this reality but they do not give us any option. I prefer to do my studies in English…. I'm ready and must study in English in future even if abroad".

In fact, in many other studies conducted around the world, it was found that students had positive attitudes towards EMI (see Abdulghani Muthanna & Pei Miaoe, 2015; Belkacem Outemzabet, 2022; Belkacem Outemzabet, 2023; Chun-chun Yeh, 2014; Hassan Belhiah & Abilkassem Abdelatif, 2016; Khaled Almudibry, 2022; Troudi & Jendli, 2011; Wanphet & Tantawy, 2017). For instance, Hassan Belhiah & Abilkassem Abdelatif (2016) conducted a study to examine the perceptions held by science and technology doctoral students toward the use of English in Moroccan higher education and found that Moroccan doctoral students gradually perceive English as a vital language in higher education. These positive attitudes can be explained by students' awareness and the positive campaign engaged by the ministry of higher education. In Algeria, Outemzabet (2023) analyzed the relevance of English-based communication for Algerian medical academics and revealed that English language used was viewed very positively, that it was expanding permanently. However, a number of medical academics were anxious when using English because they had limited levels of English language proficiency.

The most appropriate explanation for the similarities between the current study findings and other studies findings is that Algerian students like other students in the world are aware of the importance of using English as a medium of instruction, which has increased in all the universities of the world.

On the other hand, some researchers identified situations in which university students had negative attitudes towards the use of EMI. For instance, in a study conducted by Shaila Sultana (2014) in Bangladesh, findings indicated that using English as a medium of instruction led some students to perceive themselves as being deficient and feel that they were systematically excluded from the classroom discussions and activities. In other words, as mentioned in that study, English exacerbated inequalities between them. Moreover, Flowerdew (2019) found that students had mixed feelings towards using English because of the difficulties they had in communicating in English in their subject matters.

Only few students were found to have such negative attitudes in our study, probably, because Algerian students have not yet started studying in English. The students who were found to have negative attitudes in our study towards the use of English as a medium of instruction, they probably hold more preference to French, are used to French medium studies so it would be difficult for them to suddenly switch for English, are anxious to engage in English medium studies probably due to their poor English proficiency..etc. Accordingly, one can say that the negative attitudes held by these students do not necessarily mean that they hate English

language or deny its importance but rather they believe that they are not able and competent enough to follow their university studies using English as a medium of instruction.

1.2. Research Question Two

To what extent Algerian students' English skills are good to study in English in the future?

The collected data for the second research question, revealed that most of our study participants' English reading and writing skills are quite good. That's probably because they are already familiar with the basics of the language including grammar and they know some common vocabulary. Moreover, they are probably used to reading in English like reading books, textbooks, novels and, probably, even English articles. However, it has been revealed that most of our study participants' English listening and speaking skills are not good enough. Regarding speaking skills, when students are asked whether they will be able to communicate with their teachers in English, most of them showed negative reactions. Same issue was found with students' listening skills, as when asked whether they will be able to follow lectures in English, the majority showed negative reactions as well. This is, probably, because of the students' lack of English proficiency and lack of practice in English. Moreover, they must be nervous when it comes to express their thoughts and ideas in English, that's probably due to their lack of confidence when using English…etc. Similar findings to our study, were reported by (Eiman Al-Mashikhi; Rahma Al-Mahrooqi; Christopher James Denman, 2014) in a study conducted to investigate college of science students' attitudes towards using English as a medium of instruction. Findings revealed that (60%) of students avoided expressing their opinions in classroom discussions in English because they are afraid of making mistakes. According to the researchers, this anxiety can be attributed to their low level of English-language proficiency. Moreover, in terms of students' understanding in classes using EMI, students claimed difficulty in understanding the content of these classes.

1.3. Research Question Three

What are the Algerian students' perceptions of needs to meet EMI requirements?

The research findings for the third research question indicated that most of the study participants need to study English well before shifting to English-medium studies in order to develop their English proficiency and increase their knowledge in English that will enable

them to function well in their studies. Moreover, students are interested in attending language training courses in English to improve their English skills, particularly their speaking and listening skills, that will prepare them well to study their subjects matter in English.

Similar findings were reported by Atef Al-Tamimi & Munir Shuib (2009) in a study conducted to explore Petroleum Engineering undergraduates students' attitudes towards learning English at Hadhramout university of sciences and technology in Yemen. The study findings revealed that almost all the students were interested in attending more English language training courses to improve their proficiency in the English language. Accordingly, the most reasonable explanation for this similarity between the findings is that Algerian students like any other students in the world lack the English language skills that would enable them to function effectively in both their academic and professional settings.

1.4. Research Question Four

To what extent are Algerian students motivated to study in English in the future?

As far as the study's results are concerned, most of our study participants declared liking studying in English and being ready to study some subjects in English in the second semester. The students also showed interest in studying in English and claimed that studying in English excites them because it provides them with a great opportunity to improve and enhance their proficiency in English, mainly their speaking skills, as they allow them to interact and communicate with English native speakers. Students' responses on the five questionnaire items related to motivation were designed based on Gardner's (1985) AMTB[1]. According to this model, motivation is composed of three main concepts: interest, desire and effort. Accordingly, the students can be considered as highly motivated to study their content subjects in English. This is confirmed explicitly by students' responses to item 18, in which the absolute majority of students (80%) declared that studying in English motivates them since it makes their diploma internationally recognized.

These results are, therefore, probably the key reason behind the readiness of Algerian students to engage in English medium instruction. Similar findings were reported by Al-Mashikhi, Al-Mahrooqi and Denman (2014) in a study conducted to investigate the attitudes of science college students towards using English as a medium of instruction in Oman. Findings revealed that (75%) of study participants believed that studying science in English was

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[1] Attitude and Motivation Test Battery (AMTB)

necessary to continue their postgraduate studies in foreign universities. Moreover, participants felt that their level of language proficiency had improved due to exposure to EMI, as almost (72%) of students believe that using English to learn science allows them to speakwith native speakers of English from different countries. On the other hand, Lei & Hu (2014) found no statistically significant impact of EMI on students' English competency in their recent study on Chinese undergraduate students. Consequently, this contradiction in the results reveals that Algerian students' motivation may change in the future if learning difficulties appear due to the lack of English language proficiency.

Conclusion

This present section aimed at reviewing the main findings found for the four research questions of this research study. The discussion of the results enabled us to answer the main questions addressed in this study. As a result, it was found that most of the students who participated in our study hold very positive attitudes towards the use of English as a medium of instruction at university and feel highly motivated to study in English in the future. However, the students have limited proficiency in English language. Accordingly, the students need to study English well before shifting to English-medium studies, and need to attend language training courses in English to enhance their proficiency and improve their English skills in order to meet the requirements of EMI.

Section Two: implications, limitations, and suggestions

Introduction

This current section aims at predicting the implications of the study, highlighting its main limitations and suggesting possible future research tracks.

1. Implications of the Study

The obtained data for the current research study revealed that students have very positive attitudes towards the use of English as a medium of instruction at university. However, a number of students of medicine at the university of Bejaia are still unable to study in English due to their lack of English language proficiency, which is the result of the long use of French as the main language for teaching and learning medicine. In this regard, this section tends to provide some pedagogical implications for teachers, students, and mainly policy makers in order to efficiently introduce English as a medium of instruction in Algerian universities.

1.1. Teachers' Implications

The following are suggested implications for teachers that may help them to better integrate EMI in the Algerian universities in general and the faculties of medicine in particular.

1) Teachers should raise students' awareness about the global importance of the English language and direct their interests towards the advantages of integrating English in the teaching and learning process.

2) Teachers should boost their students to raise their knowledge about the use of English language inside and outside the classroom.

3) Teachers should schedule English courses designed to students to improve their English language in the four main skills.

4) Teachers are required to have a strict training to master scientific English, take actions and direct their attention towards practicing and applying it inside classrooms.

5) Teachers can enhance their level in English by joining intensive language centers at the level of their universities. These centers provide intensive courses in many languages including English.

6) Teachers are encouraged to give their students the opportunity to write their research papers in English.

1.2. Students' Implications

Similarly, students have a crucial role in making their learning in English successful. Consequently, they are asked to:

1) Be conscious that mastering the English language requires hard working and self dependence.
2) Accept English to replace French, and working to extend their knowledge for using it as a medium of instruction.
3) Learn scientific terms in English and gradually apply them in their context.
4) Read scientific articles in English, so that they can take an idea about how the teaching and learning process will be.
5) Join intensive language centers to help enhance their level of proficiency in English.

1.3. Implications for Policy Makers

For the sake of granting a successful implementation of EMI in the Algerian universities, the set of reforms are suggested for Algerian policy makers:

1) Government should provide academical facilities with technology and equipments in order to facilitate both English teaching and learning process.
2) Providing universities and technical colleges with the necessary tools to conduct research in English (e.g., databases, translators, editors, etc.)
3) Establishing collaborations and partnerships between Algerian universities and international universities that use English as a medium of instruction.
4) Offering training courses in English language to students in order to enable them meet their language needs before they engage in EMI studies.
5) Creating a synergy involving policy makers, language planning experts, subject matter instructors, and English language teachers in order to prepare a comprehensive plan that will help elevate the status of English in higher education in Algeria.
6) Gradual integration of English through modifying the designed syllabi by specifying some modules to be studied in English starting from earlier stages of the learning process.

7) Providing training for teachers to master the language and to be familiar with the methods and the techniques used to teach the different modules through English language.

8) Adopting a new educational reform regarding the English language.

9) Maintaining that the course of English subjects should be mandatory from the first year of the undergraduate phase to the last year of the Master degree.

10) Creating some distinctive commissions to supervise the adoption of English in the different Algerian universities. These commissions should follow a set of parameters, recommendations, organizational or pedagogical guidelines set by some national and international experts in such field.

2. Limitations of the Study and Suggestions for Further Research

Despite the findings and conclusions obtained in this study, it is important to highlight its limitations. To start with, this study was limited in terms of time as the data for this study were gathered at the second semester of the academic year before spring holidays. Moreover, the current study opted for one method which is a quantitative method by using a questionnaire as the only instrument for collecting data about the students' attitudes towards the use of EMI at university. In addition to that, it focused on the attitudes of students from one targeted specialty with a small sample size, which means that generalizations cannot be drawn from our study. Therefore, qualitative studies could be done to interview other students from different universities and faculties across Algeria to find out more about their attitudes towards using English as a medium of instruction. It would be interesting to know whether or not they have similar attitudes. Also interviewing the teachers would provide more insight into this area. Furthermore, a possible further research topic could be undertaken to more explore the needs of Algerian students as well as their expectations regarding the implementation of EMI in Algerian higher education, also to explore their own suggestions regarding the use of EMI in their universities. Finally, this current study was done with the hope that a much comprehensive research would be undertaken in the future to shade more light about the use of EMI in the educational system of Algeria, and the benefits it may bring to the Algerian education and to the Algerian students.

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General Conclusion

The present research study was conducted to explore Algerian students' attitudes towards the use of English as a medium of instruction in Algerian higher education context in general, and the attitudes of students of medicine towards using EMI in their field of study at the university of Bejaia in particular. The main reason for conducting this study is that there are very little studies undertaken in Algeria in this area. Therefore, this current study aimed mainly at exploring and reporting the students' attitudes regarding the use of EMI at university. Moreover, it seeks to shed lights on the use of EMI in higher education in Algeria. To achieve the aim of our study, the present research adopted a quantitative method in which a questionnaire was administered to fifty first year students of medicine at the university of Bejaia enrolled for the academic year 2022/2023. The data obtained from the questionnaire were analyzed and interpreted by using SPSS.

Based on the main findings discussed in the third chapter, the research questions can be answered. The first research question was asked to explore the students' attitudes towards using English as a medium of instruction at university. The obtained findings showed that the students believe that English is the best language for learning at university. Moreover, the students are convinced that the best learning materials are in English, and they believe that English will help them learn better than French and Arabic because it is the language of science, knowledge and technology. In addition to that, students show interests in studying in English and declare to accept learning at least one or two subjects using English in their next semester. Thus, it is clear that students have very positive attitudes towards using English as a medium of instruction. On the other hand, the second research question was set to explore the students' perceptions of their language proficiencies in English language. The obtained findings indicated that the students are found to have good reading and writing skills in English, contrary to their speaking and listening skills, which are found to be not good enough to pursue studies in English. The third research question, on the other hand, was set to explore the students' perceptions of language needs before they engage in EMI studies. The obtained findings revealed that the students need to study English well before shifting to English-medium studies that is necessary to improve their proficiency in English. Moreover, students are found to be interested in attending language training courses in English to improve their

General Conclusion

English skills that would enable them to function well in their studies. Finally, the fourth research question was set to explore the students' motivations to study in English in the future. According to the obtained findings, the students declare liking studying in English and being ready to study some subjects in English in the second semester. Moreover, the students showed interests in studying in English and claimed that studying in English excites them because it provides them with a great opportunity to improve and enhance their proficiency in English, mainly their speaking skills, as they allow them to interact and communicate with English native speakers. Furthermore, students declared that studying in English motivates them since it makes their diploma internationally recognized. Thus, it is clear that students feel extremely motivated to study in English in the future.

Based on the main findings of the present research study, a conclusion can be drawn which states that Algerian students in general, and students of medicine at the university of Bejaia in particular hold very positive attitudes towards using English as a medium of instruction in their field of study. Moreover, the students feel highly motivated to study in English in the future. However, students of medicine at the university of Bejaia are not able enough to pursue studies in English; in other words, they have limited proficiency in English language. Consequently, the students need to study English well before shifting to English-medium studies, and need to attend language training courses in English to enhance their proficiency and improve their English skills in order to meet EMI requirements.

To conclude our study, policy makers at the ministry of education in Algeria should direct their attention to the students' motivations and positive attitudes towards EMI and change the current policy in Algerian universities to be an English-oriented system. At least English should be the medium of instruction in scientific sections in higher education of Algeria to enable the students to function successfully in university education.

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Appendix A

Exploring First Year Students of Medicine Attitudes towards Using English as a Medium of Medical Instruction at the University of Bejaia

Students' Questionnaire

Dear students,

The main goal of this questionnaire is to explore your attitudes towards the use of English at your university as a medium of instruction in your field of study. We would be grateful if you could collaborate.

General information

1- Gender

- ☐ Male
- ☐ Female

2- Age

- ☐ 18 – 20 years old
- ☐ 21 – 24 years old
- ☐ More than 24 years old

To what extent do you agree with the following items? Remember there is no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questionnaire items.

Please read the statements below carefully and put a cross in the appropriate box.

Note: choose only one option for each item.

N°	Items	Totally disagree	Disagree	Neutral	Agree	Totally agree
1.	I like the English language	☐	☐	☐	☐	☐
2.	English should replace French in Algerian universities	☐	☐	☐	☐	☐
3.	English is the best language for learning at university	☐	☐	☐	☐	☐
4.	I feel ready to learn at university one or two university subjects (modules) in English next semester	☐	☐	☐	☐	☐
5.	It is a good idea to teach one or two subjects in English next semester	☐	☐	☐	☐	☐

6.	The number of subjects to be taught in English should be quickly increased	☐	☐	☐	☐	☐
7.	My listening skills are good enough to follow lectures in English	☐	☐	☐	☐	☐
8.	My speaking skills are good enough to communicate with my teachers in English	☐	☐	☐	☐	☐
9.	I will be able to read documents Related to my studies quite well in English	☐	☐	☐	☐	☐
10.	I will be able to write texts and do exams in English	☐	☐	☐	☐	☐
11.	I need to study English well before I start studying my subjects (modules) in English	☐	☐	☐	☐	☐
12.	I need to study general English to develop my communication skills	☐	☐	☐	☐	☐
13.	I need to study the language of my discipline before I study in English	☐	☐	☐	☐	☐
14.	I need to study how to read and write in English	☐	☐	☐	☐	☐
15.	I need to study how to listen to lectures and to teachers' instructions	☐	☐	☐	☐	☐
16.	I need to learn how to respond and communicate orally in English before I start studying in English	☐	☐	☐	☐	☐
17.	English will help me learn better than French and Arabic	☐	☐	☐	☐	☐
18.	Studying in English is motivating me because it will make my diploma internationally recognized	☐	☐	☐	☐	☐
19.	Studying in English is very exciting as it will enable me learn English better	☐	☐	☐	☐	☐
20.	Studying in English is very exciting as it will enable me communicate efficiently with British and American citizens	☐	☐	☐	☐	☐
21.	Studying in English is important because the best learning materials are available in English	☐	☐	☐	☐	☐

Thank you for your collaboration ☺

Appendix B

Exploring First Year Students of Medicine Attitudes towards Using English as a Medium of Medical Instruction at the University of Bejaia

The Study's results

A) General information

1- Gender

36% of the study participants were male students

64% of the study participants were female students

2- Age

74% of students were aged between 18 to 20 years old

26% of students were aged between 21 to 24 years old

None of the students were aged more than 24 years old

B) Items

N°	Items	Totally disagree	Disagree	Neutral	Agree	Totally agree
1.	I like the English language	8.0%	14.0%	4.0%	30.0%	44.0%
2.	English should replace French in Algerian universities	18.0%	6.0%	16.0%	24.0%	36.0%
3.	English is the best language for learning at university	14.0	10.0%	14.0%	28.0%	34.0%
4.	I feel ready to learn at university one or two university subjects (modules) in English next semester	10.0%	10.0%	20.0%	28.0%	32.0%
5.	It is a good idea to teach one or two subjects in English next semester	10%	6.0%	16.0%	32.0%	36.0%
6.	The number of subjects to be taught in English should be quickly increased	12.0%	8.0%	14.0%	32.0%	34.0%
7.	My listening skills are good enough to follow lectures in English	14.0%	36.0%	12.0%	18.0%	20.0%
8.	My speaking skills are good enough to communicate with my teachers in English	38.0%	16.0%	12.0%	18.0%	16.0%
9.	I will be able to read documents Related to my studies quite well in English	6.0%	12.0%	14.0%	30.0%	38.0%
10.	I will be able to write texts and do exams in English	6.0%	16.0%	18.0%	28.0%	32.0%

11.	I need to study English well before I start studying my subjects (modules) in English	10.0%	10.0%	16.0%	30.0%	34.0%
12.	I need to study general English to develop my communication skills	2.0%	8.0%	10.0%	36.0%	44.0%
13.	I need to study the language of my discipline before I study in English	24.0%	32.0%	18.0%	10.0%	16.0%
14.	I need to study how to read and write in English	34.0%	30.0%	16.0%	12.0%	8.0%
15.	I need to study how to listen to lectures and to teachers' instructions	6.0%	4.0%	10.0%	36.0%	44.0%
16.	I need to learn how to respond and communicate orally in English before I start studying in English	2.0%	2.0%	10.0%	40.0%	46.0%
17.	English will help me learn better than French and Arabic	10.0%	14.0%	18.0%	26.0%	32.0%
18.	Studying in English is motivating me because it will make my diploma internationally recognized	2.0%	6.0%	8.0%	34.0%	50.0%
19.	Studying in English is very exciting as it will enable me learn English better	4.0%	12.0%	12.0%	30.0%	42.0%
20.	Studying in English is very exciting as it will enable me communicate efficiently with British and American citizens	2.0%	6.0%	10.0%	34.0%	48.0%
21.	Studying in English is important because the best learning materials are available in English	10.0%	8.0%	14.0%	32.0%	36.0%

Thank you for your collaboration ☺

Resume

L'objectif principal de cette étude est d'explorer les attitudes et les motivations des étudiants envers l'utilisation de l'anglais comme langue d'enseignement dans le contexte de l'enseignement supérieur algérien. Pour atteindre cet objectif, la présente recherche a adopté une méthode quantitative dans laquelle un questionnaire a été administré à cinquante (50) étudiants en première année de médicine à l'Université de Bejaia inscrits pour l'année universitaire 2022/2023.

Les résultats de cette étude ont révélé que les étudiants ont des attitudes très positives à l'égard de l'utilisation de l'anglais comme langue d'enseignement à l'université. En outre, les étudiants se sentent extrêmement motivés et prêts à étudier leurs matières en anglais et à commencer à apprendre au moins une ou deux matières en anglais au cours de leur prochain semestre. De plus, les résultats ont révélé que les étudiants ont une compétence limitée en anglais et qu'ils ont besoin d'une formation linguistique en anglais afin d'améliorer leurs compétences et leur maîtrise de l'anglais avant de passer à des études en anglais.

Basé sur les résultats obtenus, cette étude suggère quelques implications pédagogiques pour les enseignants, les étudiants et surtout les décideurs politiques afin d'introduire efficacement l'anglais comme moyen d'enseignement dans les universités algériennes.

Mots clés: L'enseignement supérieur algérien, anglais comme langue d'enseignement, attitudes, motivations.

ملخص

الهدف الرئيسي من هذه الدراسة هو استكشاف مواقف الطلاب ودوافعهم تجاه استخدام اللغة الإنجليزية كلغة تعليم في سياق التعليم العالي الجزائري. لتحقيق هذا الهدف، اعتمد هذا البحث طريقة كمية تم من خلالها توزيع استبيان لخمسين (50) طالب في السنة الأولى في كلية الطب بجامعة بجاية المسجلين للعام الدراسي 2022/2023.

كشفت نتائج هذه الدراسة أن الطلاب لديهم مواقف إيجابية للغاية تجاه استخدام اللغة الإنجليزية كلغة تعليم في الجامعة. بالإضافة إلى ذلك، يشعر الطلاب بالتحفيز الشديد والاستعداد لدراسة موادهم باللغة الإنجليزية والبدء في تعلم مادة أو مادتين على الأقل باللغة الإنجليزية خلال الفصل الدراسي التالي. بالإضافة إلى ذلك، كشفت النتائج أن الطلاب لديهم كفاءة محدودة في اللغة الإنجليزية وأنهم بحاجة إلى دورات تدريبية في اللغة الإنجليزية لتحسين مهاراتهم وطلاقتهم في اللغة الإنجليزية قبل الشروع في الدراسة باللغة الإنجليزية.

استنادا إلى النتائج التي تم الحصول عليها، تقدم هذه الدراسة بعض التوجيهات التربوية للمعلمين والطلاب وخاصة صانعي السياسات من أجل ضمان إستخدام فعال للغة الإنجليزية كوسيلة للتدريس في الجامعات الجزائرية.

الكلمات الرئيسية: التعليم العالي الجزائري، اللغة الإنجليزية كلغة تعليم، مواقف، دوافع.