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Investigating Students' Attitudes Towards the Use of English as a Medium of Instructions, the Case of First-Year Students at The Department of Law, University of 08 Mai-1945 Guelma.

A dissertation submitted to the Department of letters and English language in partial Fulfillment of the requirements of the degree of Master in language and culture

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DEDICATION 1

In the Name of Allah, the most Merciful, The Most Passionate

This dissertation is dedicated to:

My parents whose words of encouragement push me every day to become in a position of success and

happiness

To my dearest sisters and my lovely brother, who never left my side

throughout this period, and gave me strength and hope whenever I needed.

Without forgetting to tremendously thank my dearest friend for being there for me in my ups and

downs.

You have been my best cheerleader.

Zereg Salsabil

DEDICATION 2

In the Name of Allah, Most Gracious

I dedicate this work to:

My beloved parents, for their endless love, support, and sacrifices to achieve such success.

To my siblings Affaf, Hamza, Amine and my little nephew Yaman

whom have been my source of

energy, peace, and, Tenderness

to my lovely friends for being there for me whenever thinking of

giving up

To anyone who encouraged me with a word, a gesture, or a smile.

Labadla Hadjer

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Abstract

English serves as a worldwide language that facilitates communication and collaboration and makes a wide range of information easier to access. Its widespread use as an instructional medium enhances educational opportunities. Students of the department of law are not used to have English as a tool of instruction but rather, exposed only to its grammar, rules, vocabulary and terminology. Therefore, the study aims at investigating students' attitudes towards using English as a medium of instruction. A descriptive quantitative method was used through administering a structured questionnaire to the students at the department of law at Guelma university as a sample of the study. Moreover, the results indicates that students have shown positive attitudes toward the use of English as a medium of instruction. Therefore, this study suggests some pedagogical implications for students, teachers, and faculty members in order to apply English as a medium of instruction in Algerian higher educational institutions.

LIST OF ABBREVIATIONS

EFL   English as Foreign Language

EMI   English as a Medium of Instruction

LMD   License Master Doctorate

L1   First Language

%   Percentage

HE   Higher Education

Q   Question

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General Introduction

English plays a vital tool for success in today's globalized world by offering numerous benefits for individuals and societies. Moreover English as a medium of instruction (EMI) has been introduced in a number of educational contexts, and universities with the goal of improving students' proficiency in the English language and giving them greater access to opportunities and knowledge around the world. Recently, The Algerian government showed a huge interest in reinforcing the use of English and its implementation as a Medium of giving instructions due to its crucial importance.

1. Statement of the Problem

English is an essential language in today's world due to its widespread use in various aspects of life such as facilitating interactions between people from different countries, and providing access to a broader range of educational resources. However, the Algerian bilingual education system, with Arabic and French as the primary languages of instruction, presents both benefits and challenges. Therefore, promoting linguistic diversity and facilitates access to a third language like English as a medium of instruction would necessitate a significant restricting of the existing curriculum, teaching resources, and assessment methods. This would involve developing new English language teaching materials, and training educators proficient in English, to accommodate English proficiency assessments. Accordingly, the focus of the current study aims at exploring students' attitudes towards the use of EMI in the department of law in the university of 8Mai 1945Guelma.

2. Aims of the Study

Implementing EMI within the Algerian educational system serves as a crucial step for developing the country's educational outcomes as well as fostering international collaboration among different countries and prepare learners for global opportunities. Thus, the research aim of the study is to investigate the students' attitudes and perspectives toward the use of EMI and its implementation in the Algerian university, more precisely at the department of law in Guelma university.

3. The Research Question

This current study has mainly conducted to answer the following question:

•What are the students' perspectives towards EMI and its implementation in the department of law at Guelma university?

4. The Research Hypothesis

The present study is based on the following hypothesis

*It is hypothesized that students would have a positive attitudes towards the use of EMI and its implementation in their EFL classrooms.

5. The Research Methodology

In this study, the sample consists of 38 first year license students from the faculty of law at the University of 08 Mai 1954_geulma. They were chosen randomly from a total population of 320 first year license students. The reason for selecting first year students as a sample for conducting this study is because they are at the beginning of their academic journey, making them ideal for assessing the initial impact and effectiveness of EMI. Their experiences and challenges in adapting to EMI can provide valuable insights into the support systems and resources required for successful implementation.

The current study followed a descriptive quantitative method in collecting its data, this approach can captures in-depth insights and detailed descriptions of the subject under study. Therefore, a questionnaire was used as the main research tool, then it was administered to the sample of the study to uncover their attitudes towards the use of EMI.

6. Structure of the Dissertation

The dissertation is composed of three chapters. The first and the second chapter are devoted to the literature review while the third chapter deals with the practical part. Chapter one has addressed the concept of EMI and some of its definitions, as well as its benefits, its models, and the challenges that may face its implementation. Chapter two has introduced the definition of the term attitude, its types, its components, as well as some of its theories and functions. The third chapter, however, has tackled

the data gathered from the students' questionnaire and the interpretation of the findings. It concludes with some pedagogical implications, research limitations, and future recommendations.

CHAPTER
ONE

ENGLISH AS A MEDIUM OF INSTRUCTIONS (EMI)

Introduction

Language plays an important role in education because it serves as a medium for transmitting knowledge and exchanging ideas as well as shaping cultural identity. In recent decades, the choice of language as a medium of instruction has received significant attention due to its impact on learning outcomes and educational equity. In this context, the use of English as the language of instruction has become a topic of interest among educators and researchers and is spread in many higher education institutions in non-English speaking countries.

This chapter is devoted to a concrete examination of the concept of EMI. It starts by highlighting numerous definitions of English as a tool of instruction, its models, a historical background of its development in the Algerian context, and its benefits, and finally the challenges enduring the process of its Adaption.

I.1. Definition of EMI

EMI is a broad and complex concept that cannot be captured through one definition, EMI refers to " the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the majority of the population's first language (L1) is not English" (Rose et al., 2021.p,79).

Another attempt to define EMI is that of Macaro (2018) who stated that it refers to any situation in which the primary language of instruction is English and the learners' proficiency level in English is not always very high. Simply put, it is about teaching in English even if the students do not have a good level in English. He also includes different ways of teaching, like courses taught completely in English or bilingual education where both English and another language are used.

Hlongwa and Mkhize (2014.p,78) also had a significant contribution to the definition of EMI by pointing out that the term does not refer to an interactive learning experience. i.e, two-way communication, where everyone is participating in the discussion. Rather, it represents "one-way traffic, i.e. someone is instructing another person, or someone is being instructed". In a more simple words, its more like one person is teaching while the other person is learning.

Another alternative definition of EMI is given by Taguchi (2014): "English-medium education refers to curricula using English as a medium of instruction for basic and advanced courses to improve students' academic English proficiency" (p.89). So the learning process happens through both language and subject content. To simplify more, EMI is similar to Content and Language Integrated Learning (CLIL). It is about teaching both the subject and the English language at the same time. So, students learn both the subject content and improve their English skills together. Several EMI programmes that can be categorised along a continuum like the one shown in Figure 1.1

Figure 1.1 Continuum of EMI in practice (adapted from: Thompson & McKinley, 2018)

Figure 1.1 shows where EMI falls on a scale. If you imagine a line with "content" on one end and "language" on the other, EMI policies are usually more focused on the content (what is being taught). However, in actual practice, EMI can be anywhere along the scale, depending on the program. Taguchi's definition, which is in the middle, captures how EMI is often implemented in many higher education institutions. This means there is a balance between teaching the subject and teaching the language, or sometimes the focus is more on teaching language through the subject.

To sum up, EMI simply means teaching academic subjects in English as the primary means of communication, even if it is not the first language of the students or the community. It is about learning academic content like science, math, or history in English, rather than in the students' native language.

I.2. Models of EMI

There are various models of EMI used in educational settings around the world. According to Sahan et al (2021), four of them are the most popular: The Preparatory year Model, The Pre-institutional Selection Model, The Institutional Concurrent Support Model, and The Ostrich Model.

The first is known as the "Preparatory Year Model", which requires students to complete around a year of studying English language intensively before enrolling in an EMI course or programme. This approach believes that students must be good at English before they can study in English. The preparation can focus on general English for academic purposes or specific English related to their chosen subject. It might also involve cooperation between subject teachers and English language teachers (Macaro et al., 2018).

Another approach is the "Pre-institutional Selection Model", in which applicants to EMI courses or programmes are pre-selected depending on their level of English ability. i.e, they are chosen based on how well they know English. The main idea of the concept is that teachers would not have to modify their lessons to accommodate students' varying levels of proficiency and that students would not require much assistance with the language during an EMI course (han,2023).

The third model is the "Institutional Concurrent Support Model". The foundation of this paradigm is the idea that students who have finished secondary school must have attained a particular level of English proficiency. i.e, are good enough in English, and are thus prepared

for EMI. For this reason, EMI is available to anyone who has finished their secondary education. In contrast to the Pre-institutional Selection Model. However, in this model, students might get some extra English instruction to help them with academic language. To address such needs, content teachers.ie, teachers who teach different subjects must have a thorough understanding of their students' needs. English language teachers must also have this understanding (han, 2023).

The "Ostrich Model'' is an approach where educational institutions adopt EMI without adequately addressing the linguistic challenges and needs of students and educators. In the context of the "Ostrich Model," institutions may adopt EMI as a means of modernization or internationalization. In simpler terms, the "Ostrich Model" is when schools start teaching in English without thinking about the language problems students and teachers might have.

They do this to seem more modern or global, but they do not think about whether students and teachers are ready for it or not (Pun & Jin, 2021).

All the previously mentioned models are presented in the Figure 1.2.

Figure 1.2. Approaches to Language Support in EMI(adapted from,Galloway &rose, 2021)

I.3. Historical Development and Evolution of EMI

To better understand the sociolinguistic situation in Algeria and its identity crisis, a brief historical overview of linguistic diversity during and after colonisation by the former French colony and since Algeria's history of EMI is deeply intertwined with its colonial past. During the French colonial rule (1830-1962), French was imposed as the primary language of instruction in Algerian schools. Arabic, the native language, was marginalized, and French became the language of education, administration, and culture. According to Ezzaki and Wagner (1992, as cited in Bellalem, 2012. P, 56); "France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools''. This colonial legacy had a profound impact on Algeria's linguistic landscape and educational policies.

After gaining independence from France in 1962, "Algeria embarked on a nation-building project which is known as the nationalist transition, that included efforts to reclaim Arabic as the language of instruction and national identity. Arabic was promoted as the medium of instruction in primary and secondary education, reflecting a desire to decolonize the education system that was in 1960s and assert cultural and linguistic autonomy. Despite the emphasis on Arabic, the post-independence period also saw the introduction of English language instruction in Algerian schools in the 1990s, there was a major shift in the language policy to introduce English as the first foreign language in primary schools "to compete" with French over this status" (Benrabah, 2005, 2014, p. 425).

English was typically taught as a foreign language subject, primarily at the secondary and tertiary levels, except at the Institute of Electric and Electronic Engineering at the Institute of Boumerdes, which is considered to be the first institute that adopts EMI to teach subject content. With reference to EMI in Algerian higher education, the phenomenon was first introduced in

1976 at the Institute of Electrical and Electronic engineering (INELEC) (IGEE, n.d) (Saidani & Afkir, 2023). Its introduction reflected the growing demand for English proficiency in global communication, trade, and diplomacy.

In recent decades, there has been a notable shift toward (EMI) in Algerian HE institutions, particularly in fields such as science, technology, engineering, and mathematics. Almost in 2019, saw the emergence of EMI discussions in response to the minister of higher education's remarks that English should have a better standing. A national survey was launched to gather Algerian perspectives regarding English and EMI (Saidani & Afkir, 2023). "Because English is seen as a decolonial option," its promotion in Algerian HE has been seen favourably (Jacob, 2020, p. 5). However, This shift reflects Algeria's aspirations for economic development, internationalization of higher education, and alignment with global academic and professional standards.

Overall, the historical background of English Medium Instruction in Algeria reflects the complex interplay of colonial legacies, linguistic identities, educational policies, and socio-economic imperatives shaping the country's evolving approach to language education and internationalization.

Concerning foreign language teaching, the Algerien government redifined French as the first foreign language to be taught. The French language was taught in primary schools beginning in the second year. However, English was removed from the school level and transferred to the first year of middle school where is first introduced. Until recently, a new reform has been implemented in Algeria, giving English the same status as French and has been applied in third-year primary schools beginning in September 2022 (Bellalem, 2023, p. 5).

The table below shows the illustrated reforms:

Table 1.1:

New Structure for Foreign Language Teaching in Algeria (2000_present)

	Primary (5 years – age 6-10)	Middle (4 years – age 11-14)	Secondary (3 years – age 15- 17)
French	3rd year to 5th year	1st year to 4th year	1st to 3rd year
English	3rd year to 5th year	1st year to 4th year	1st to 3rd year

1.4. The Benefits of EMI

EMI holds numerous benefits for HE institutions in Algeria. The following are some of the key advantages of adopting EMI:

EMI provides students with opportunities to improve their English language skills, which are increasingly important for academic and professional success in today's globalized world. This means when the students are taught in English, they get more practice and become better at speaking, listening, and understanding English. This prepares them to communicate well in different situations using English, like in school, at workplace, or in their everyday social life (Ouarniki,2023)

Another benefit of EMI is the access to global knowledge and resources, EMI enables students to access a wealth and a diverse set of educational resources, research publications, and academic materials like books, articles, and research papers available in English(Birgün, 2023). This exposure can enhance students' learning experiences, and broaden their understanding of global issues, trends, and developments in their field of study. As stated by Jenkins (2017. P, 25): "EMI programs offer students access to a globalized academic

community, providing them with the language skills and cultural competencies necessary for success in an increasingly interconnected world".

An important advantage of the adoption of EMI is its preparation of the learners for internationalization and global citizenship. Proficiency in English is often a need for international collaboration, and engagement in academic, professional, and cultural exchanges. In other words, being good at English is usually necessary if you want to travel, work, or study abroad (Cavanagh, 2020). EMI helps students understand different cultures, which makes it easier for them to communicate and connect with people from around the world. This helps them feel like they are part of a global community.

Job market another advantage that is provided by adopting EMI. English language proficiency is highly valued by employers in various industries and sectors, being good at English is important for getting a job, especially in industries that work with people from all over the world. Graduates who have studied in EMI programmes have an advantage in the job market. This helps them work well in diverse workplaces, communicate with people from other countries, and have more job opportunities both at home and abroad. (Alain, 2023. P, 135).

To sum up, the adoption of EMI in Algeria's HE institutions offers numerous advantages. By enhancing English language proficiency, providing access to global knowledge, preparing students for international engagement, promoting academic excellence, and boosting competitiveness in the job market, EMI equips students with the skills and opportunities needed to succeed in a rapidly changing world.

1.5. The Challenges Faced in the Adoption of EMI in Algerian Higher Institutions

EMI has gained prominence in HE institutions worldwide, including Algeria, to enhance students' English language proficiency and prepare them for global engagement. However, the

adoption of EMI in Algerian HE institutions has been accompanied by several challenges. These challenges can be related to language proficiency, lack of training, curriculum design, and policy implementation.

One of the primary challenges faced when adopting EMI in higher institutions in Algeria is the linguistic proficiency of students.

"Many students may not have sufficient English language skills to fully engage with academic content delivered in English. This linguistic barrier can hinder students' comprehension, participation, and academic success in EMI classrooms. If language proficiency is lacking, it can lead to misunderstandings, difficulty understanding course content, and overall dissatisfaction with the learning experience " (Ouarniki, 2023.p.179).

Another challenge related to EMI implementation is lack of training. Instructors may lack the necessary English language proficiency and pedagogical training to effectively teach in an English-medium environment.

As Ouafa stated:" teachers must understand the cultural and linguistic differences that may exist among students such as Different cultural norms regarding communication styles, varied cultural celebrations, holidays, and traditions, Different dialects or accents within a language, Unique idiomatic expressions or colloquialisms specific to certain linguistic communities and be able to modify their teaching methods to accommodate these differences. This requires not only language proficiency but also a deep understanding of pedagogical techniques" (2023.p.182).

Teachers can develop such understanding by learning about different ways to help students learn stuff. They can do this by studying how people learn, trying out different teaching strategies, and seeing what works best for their students. It is like learning new tools to help teach in the best possible way.

Curriculum design is another challenge that may arise during EMI implementation. Adapting the curriculum to suit an English-medium context requires careful consideration of specialized terminology which are specific words or phrases that are unique to a particular field, cultural references, which are connected to a specific culture, like holidays, traditions, and academic standards which are guidelines or rules about what students should know and be able to do at certain grade levels (School, 2023).

Curriculum development efforts must focus on ensuring that academic content is accessible and comprehensible to students with varying levels of English proficiency. Instructors must be able to develop materials that are appropriate for the students' language level. This requires significant investment in resources such as textbooks, teaching materials, language labs to develop high-quality course materials that are suitable for a diverse range of learners (School, 2023).

Policy implementation is another challenge in the adoption of EMI in Algerian higher education institutions. Government agencies, and educational institutions must coordinate and work together to ensure that EMI programmes are in line with national language policies and educational goals.ie, making sure EMI fits with the rules and goals of education in Algeria (Medfouni, 2020). They need to set up good ways to put the policies into action, so that EMI can be successful and help meet the bigger goals of education in the country. Such goals include promoting access to education and ensuring that all children, regardless of their background or location, have the opportunity to receive a quality education, as well as, equipping them with the skills and knowledge needed to succeed at work and contribute positively to society. Moreover, Preserving Algeria's cultural heritage while also promoting cultural diversity and understanding.

As Li (2019.p,63) pointed out, "EMI is not a simple process of replacing the medium of instruction. Instead, it involves a complex set of changes in the educational system that impact teachers, students, and administrators." To simplify, EMI is more than just changing the language used for teaching. It is a complicated process that affects many parts of the education system, including teachers, students, and school leaders. It involves making various changes to how things are taught and managed in schools, not just switching languages.

To sum up, the adoption of EMI in higher education requires significant thinking, and preparation, and attention to the small details to address the challenges and promote effective teaching and learning in English. As Canagarajah (2019.p, 24) stated: "EMI implementation is not about substituting one language for another. It requires a thorough understanding of the context, goals, and needs of the stakeholders involved." Therefore, it is crucial to involve all stakeholders, including teachers, students, and administrators in the decision-making process and provide them with the necessary support and resources to ensure the success of EMI implementation.

Conclusion

To close this chapter, the exploration of EMI in Algerian HE institutions reveals both opportunities and challenges. While the adoption of EMI promises enhanced language proficiency, global engagement, and academic excellence, its implementation requires careful consideration of linguistic, and pedagogical factors. Addressing the linguistic needs of students and educators, ensuring adequate support and resources, and aligning EMI programmes with educational objectives are essential steps towards realizing the full potential of EMI in Algeria.

CHAPTER TWO

II. Chapter Two: Language Attitude

Introduction

An attitude is the embodiment of behaviors, emotions, and beliefs towards something. Attitude can be a positive, negative or neutral reaction to a concrete object. This chapter deals with a general Introduction to the term "attitude" and states different definition by different researchers. Then, it highlights its types, also it shows that attitude shows have affective, Cognitive and behavioural components. Further, it discusses its functions and theories

2.1. Definition of Attitude

In the late 19th century, William James first introduced the term "attitude" in his work, *The Principles of Psychology*. He declared that attitude is a "tendency to respond to an object in a certain way," meaning the inclination to react in a specific manner to an object. James believed that attitudes are based on experience and can be replaced by new thoughts depending on the situations individuals face(Gendron & Barrett, 2009).

In 1935, Allport provided another definition, stating that it is a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." By this, he referred to attitude as a cognitive and neurological state of readiness structured by experience, which directs or dynamically affects how a person reacts to everything related to them(Price, 2015).

That same year, Lewin suggested that attitudes are influenced by both internal and external factors and can be changed through the modification of these factors. In other words, it is possible to modify the internal and external elements that impact attitudes, which in turn affect attitudes(Hussain et al., 2018).

Furthermore, Rosenberg and Hovland declared that attitude is "a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object." This means it is a tendency to react to a particular thing consistently in a positive or negative way(Ostrom, 1969).

Petty and Cacioppo defined attitude as "a mental representation that summarizes an individual's evaluation of a particular object or issue." According to them, attitudes are the results of cognitive activities, judgments on actions, and evaluations of an individual's situations, forming certain related feelings or attitudes(Ostrom, 1969).

For Eagly and Chaiken, "it is a psychological tendency that is expressed by evaluating a practical entity with some degree of favour or disfavour." In other words, the evaluation of a practical entity with a certain degree of practicality expresses a psychological tendency(Leone, 1995).

Another definition of attitude is given by Ajzen, who describes it as "a disposition to respond favourably or unfavourably to an object, person, institution, or event," meaning to react positively or negatively to an object, person, organization, or occasion(Maddocks, 2023).

Montano and Kasprzyk stated, "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes." This is considered an overall evaluation of the behaviour in terms of behavioural belief as the evaluation of behavioural outcomes(Kasprzyk, 2002).

2.2. Types of Attitudes

There are multiple forms or types of attitudes. According to Jonas (2021) there are four types of attitudes:

2.2.1. Positive Attitude

Having a positive attitude means focusing on the best aspects of a situation and thinking optimistically, which makes achievements more valuable. Students with a positive attitude are more likely to learn from their failures and stay motivated, making positivity instrumental in both academic and professional success. Positivity is crucial for success as it allows individuals to view mistakes or failures as opportunities to learn and progress in life (Montano & Kasprzyk, 2015).

2.2.2.Negative Attitude

Jonas (2021) mentioned that people who have a negative attitude are unable to look at things with hope or happiness. It is only about adopting the bad thoughts that decreases people readiness that is to say that the person who has a negative thinking is subjected to a number of unpleasant consequences. Moreover, it prevents from looking towards with hope and energy but rather giving up to difficulties and circumstances faced in life (Wang & Jeon, 2020).

2.2.3. Neutral Attitude

Another type of attitude commonly observed is the neutral attitude. People with a neutral attitude are more likely to avoid showing emotions or reacting to situations. This can make the person feel disconnected from others and the necessary goals (Gasper et al., 2019).

2.2.4. Sikken Attitude

A sicken attitude is considered one of the most difficult types of attitudes to understand. It combines aggressive behaviour with a sense of negativity, blending a negative attitude with violent behaviour. This attitude typically comes from stubborn individuals who reject societal norms. Moreover, it is extremely difficult for such people to change their viewpoint significantly (Hardin-Fanning & Ricks, 2017).

2.3. Attitudes Components

It is essential to take into consideration the three components which are:

2.3.1. Affective Component

As stated by Haddock and Maio (2008), the emotional or feeling component of an attitude is known as the affective component. It represents humanity's reflection on what is true or false, good or bad, desirable or undesirable. Agarwal and Malhotra (2005) expressed that affect (feelings and emotions) in the determination of someone's attitude towards an object does not depend solely on cognitive identification. Emotions are more than present in the process; they work hand in hand with objective judgment and beliefs. In other words, an individual's feelings and emotions are always integrated into the cognitive process. For instance, a person who has a negative attitude towards public speaking may experience anxiety and discomfort when speaking in front of a group(Haddock & Maio, 2019).

2.3.2. The Behavioral Component

The behavioural component represents the tendency to behave in a certain manner. It is concerned with how people are predisposed to act in relation to the attitudinal object. Similarly, Defleur and Westie (1963) claim that a series of responses to a given attitude stimulus is more or less predictable. This is referred to as the behavioural component because the belief must result in some actions when appropriately activated. Furthermore, it is called the behavioural component because, when properly activated, it needs to produce some kind of action(Ostrom, 1969).

2.3.3. the Cognitive Component

It shows people's opinions in relation to their cognitive identification or beliefs about an object or an idea. This means people's views about an idea or item are connected to their cognitive identity or beliefs. A belief is information a person has about an object; information that specifically links an object and an attribute. The cognitive component is the storage section where an individual organizes the information, i.e., the brain's treatment of information.

Furthermore, students organize this knowledge to be assessed and are attentive to what a person says or believes about the event(Seitz & Angel, 2020).

2.4. Functions of Attitudes

Katz in (1960) have suggested four attitude functions in order to help understand the world.

2.4.1. The Knowledge Function

Attitudes help create a sense of structure and stability by providing standards for evaluating things. Additionally, they enable people to simplify and organize information, acting as a framework through which we understand and interpret our experiences (Kim & Jung, 2022)

2.4.2. The Value Expressive Function

The value expressive function allows individuals to express themselves and develop their ideas. It provides opportunities for personal expression and helps individuals develop their interactions in social groups or organizations by discovering and articulating their values (von Suchodoletz & Hepach, 2021) .

2.4.3. The Instrumental Function

Our attitudes are often influenced by what benefits us or minimizes negative outcomes. For instance, we tend to welcome friends who share similar interests, religion, and culture to avoid misunderstandings and inappropriate situations. We are also more likely to change our attitudes if it helps us achieve our goals or avoid undesirable consequences. Essentially, our attitudes are driven by a desire to maximize rewards and minimize penalties in various aspects of our lives (Glasman & Albarracín, 2006) .

2.4.4. The Ego-defense function

This function serves to protect individuals from undesirable feelings or harmful events. It helps people defend themselves against internal struggles. Consequently, this function has several purposes: on one hand, it fosters awareness of the need for better understanding, self-

expression, and helps discern which objects to approach and which to avoid. On the other hand, it emphasizes understanding and effectively integrating these protective mechanisms (Sisto et al., 2019).

2.5.Theories of Attitudes

There are five theories that are most often used to describe attitudes. Wrightsman (1985) proposed these five different theories of attitude.

2.5.1. Stimulus-Response and Reinforcement Theories

It implies that the results of one's actions have an impact on conduct. According to this theory, people learn by making mistakes and then learning from them. Positive behaviours are rewarded, while poor ones are discouraged. Additionally, stimulus-response and reinforcement theories suggest that behaviours can only be altered when the benefits of changing one's behaviour exceed the benefits of maintaining previous behaviours. This approach underscores the role of reinforcement in shaping and modifying behaviour, highlighting how rewards and consequences influence actions and attitudes (Bandhu et al., 2024)

2.5.2. The functional Theory

According to the functional theory of attitude, individuals hold attitudes based on their needs. To modify their attitudes, individuals must first identify these needs. The theory proposes that attitudes serve specific functions or purposes for individuals, such as helping them achieve goals, express their values, or manage social interactions. This theory categorizes attitudes into different types based on the functions they serve: instrumental, expressive, ego-defensive, and knowledge functions (Schlosser, 1998).

2.5.3. Social-Judgement Theory

The way people affect behaviour, feelings, ideas, and thoughts is referred to as social influence. Sherif and Hovland's (2002) assimilation-contrast theory suggests that a person's ego-involvement with an attitudinal object result in a narrower latitude of acceptance

and a wider latitude of rejection. This means that the person's level of ego involvement determines the degree of their attitudinal acceptance or rejection of an object (Eslinger et al., 2021).

2.5.4. The effective cognitive consistency theory:

Known as cognitive dissonance theory, it suggests that individuals strive to maintain consistency among their beliefs, attitudes, and behaviours. For instance, cognitive consistency organizes and modifies people's attitudes, while cognitive dissonance occurs when a person holds two contradictory cognitions. This theory states that attitudes are influenced by both emotional and cognitive factors (Miller et al., 2015) . Our ideas and feelings work together to develop our attitudes about specific objects, people, or issues.

2.5.5. Self-Perception Theory

This is a specialized form of attribution in which conclusions about oneself are drawn from observing personal behaviour. It suggests that people watch how they behave and then adjust their attitudes to match, indicating that people's attitudes are a function of their conduct. Furthermore, it concerns how people see, value, comprehend, and assess themselves when interacting with others in a particular environment (Mason & Morris, 2010) .

2.6. Attitudes in EMI Learning

Attitudes often serve as guides for behaviour. For instance, having a positive attitude toward studying can lead to improved academic achievement. Attitudes are closely tied to a person values and views, influencing decisions made in all spheres of activity, whether academic or informal. Additionally, learners' attitudes are considered the most significant factor influencing language learning. Learners' attitudes and skills impact their achievement or underachievement (Oroujlou & Vahedi, 2011) .

The ability of learners to acquire and develop a second language is determined by their attitudes and perception of the language, along with their mental competence and language

abilities. Awareness of how attitudes might be formed or manipulated can help evaluate their influence on our practices. Consequently, learners attitudes are important as they influence their performance in the learning process (Aljumah, 2020).

The primary obstacles to effective implementation in language education often include language proficiency and pedagogical difficulties. It is recommended that teachers and students be provided with language support and appropriate pedagogical training. Furthermore, curriculum design should be tailored to match students; language proficiency levels, and teachers should receive training to use appropriate teaching strategies (Budiman et al., 2023) .

Conclusion

This chapter highlights three main viewpoints on attitude while providing insight into the concept. The affective, behavioural, and cognitive components that make up attitudes are how people perceive, assess, and evaluate an entity. In other words, attitudes are defined by a person's behaviours, emotions, and beliefs about an object, classifying it as pleasant or unpleasant.

Particularly, attitudes might change according to several factors that surround an individual. Additionally, these components contribute to creating and forming attitudes. Moreover, attitudes play a major role in the learning process, particularly concerning learning outcomes. This implies that students are more likely to achieve their learning objectives when they adopt a positive attitude toward their academic needs, influenced by their learning environment. Conversely, having a negative attitude can hinder their learning process and present challenges when they are learning.

CHAPTER
THREE

FIELD INVESTIGATION

Introduction

This chapter is devoted to the practical part of the study. It aims at investigating Students' attitudes and perceptions towards using English as a tool of instruction. Therefore, this chapter consists of students questionnaire to address the research questions, followed by an analysis and discussion of the findings. Additionally, it presents recommendations and pedagogical insights gleaned from the investigation.

3.1. Students Questionnaire

3.1.1. Sample Choice

The sample of the study includes 38 students who have been chosen randomly from 320 population of first year at the Department of Law at the University of 08 Mai 1954, Guelma. The reason for selecting first year students as a sample for conducting this study is because they are at the beginning of their academic journey, making them ideal for assessing the initial impact and effectiveness of EMI. Their experiences and challenges in adapting to EMI can provide valuable insights into the support systems and resources required for successful implementation.

3.1.2. Description of Student's Questionnaire

The questionnaire was primarily designed to uncover students' perspectives on using EMI. It consists of thirteen questions, covering various question types such as close-ended. Divided into two main sections: general information, and EMI . The First Section (Q1_Q2): entitled general information aims at identifying the respondents through gathering information about their English Level and how many years they have been studying it. The Second Section (Q3-Q13): focuses on EMI which is mainly intended to get a clear idea about the students attitudes

and perspectives towards using it as a tool of instruction.

Question (Q3) detects the degree of student's preparation to learn in English. Moreover, question (Q4) investigates the students' perception about the benefits that EMI provides. Question (Q5) has been asked to know what are the exact strategies that help students develop their academic skills. Furthermore, students were asked about the availability of adequate English materials for their courses (Q6). (Q7) investigates the areas where students might need additional support and Followed by the question dealing with the student's perspectives about balancing courses taught in English and their native language (Q8). (Q9) seeks to investigate students' perception about instructions given in English in comparison to the ones given in their native language. Furthermore, it aims at addressing students' opinions about the teachers' roles in facilitating the learning process of adapting to a new language (Q10). (Q11) was asked to state what strategies needed to minimize the language gaps, as well as the extent to which EMI promotes global Communication (Q12). The last question (Q13) aims to investigate students' attitudes toward learning EMI.

3.1.3. Administration of the Students' Questionnaire

This questionnaire was administered to first year students at the department of law at the University of "08 Mai 1954" on the 14th of May 2024, following one to one administration. This questionnaire was written in both English and Arabic to facilitate the comprehension process. Students were very cooperative and interested to know more about the tackled topic. The researchers were present and ready to explain any part that the students may find ambiguous or difficult to provide appropriate answers for them. The questionnaire has been answered anonymously inside the classroom at the beginning of the session with the authorization of their teacher of international law.

3.1.4. Analysis of Results and Findings

This section contains the analysis of the questionnaire results.

Section One: General Information

Q1: How many years have you been studying English?

    A- 7years

    B- More than 7 years

Table 3.1

Student's Experience in Studying English

Options	Number	Percentage
7 years	27	71.05%
More than 7 years	11	28.94%
Total	38	100%

      As shown in the table 3.1, most of the sample (71.05%) answered that they have been studying English for 7 years, however, (28.94%) claimed that they have been studying it for more than 7 years. The precedent results entails that the students have a relevant experience in studying English.

Q2: How can you evaluate your current level in English?

A-Poor

B-Average

 c-advanced

Table 3.2:

Student's Level of Proficiency in English.

Options	Number	Percentage
Advanced	5	13.15%
Average	30	78.94%
Poor	3	7.89%
Total	38	100%

In this question, students were asked to evaluate their level in English. The majority of the students (78.94%) said that they have an average level. While few of them (13.15%) claimed that they have low level in this language. Only (7.89%) reported that they have advanced level in English. Overall, the results show that the majority of the informants are satisfied with their level in English and feel comfortable with their English skills, capable of managing their coursework as inferred from the large percentage who rate themselves as average or better. However, the results also underscore the need for ongoing support and resources to help those at lower proficiency levels and to encourage further improvement.

Section two: English as a medium of instruction

Q3: how prepared do you feel to learn subjects in English?

a-Very prepared

b-Somehow prepared

c-not prepared at all

Table 3.3:

Students Preparedness of Learning in English.

Options	Number of students	Percentage
Very prepared	12	31.57%
Somewhat prepared	22	57.89%
Not prepared at all	4	10.52%
Total	38	100%

Students were asked about how well students are prepared to learn subjects in English more than half (57.89%) of the respondents declared that they are somehow prepared. However, 31.57% claimed that they are very prepared to learn in English. A small number of the respondents (10.52%) chose not prepared; this implies that the larger number of the participants are ready to study in English and improve their level in it.

Q4: how do you perceive the benefits of EMI in enhancing academic outcomes?

a-EMI improves language proficiency

b-facilitates comprehension of academic content.

c-EMI provides access to a wider range of educational resources.

d-EMI prepares students for higher education and future career opportunities.

e-EMI promotes cultural exchange and global competency among students

Table 3.4:

The Benefits of English as a Medium of instruction

Options	Number of students	Percentage
A	19	50%
B	13	24.31%
C	1	2.63%
D	1	2.63%
E	4	10.52
Total	38	100%

As shown in the table 3.4, (50%) of respondents claimed that EMI improves language proficiency. This suggests that students see significant value in using EMI to enhance their linguistic skills. Moreover, (34.21%) of the informants reported that EMI help them to understand better academic content. This indicates that many students feel that learning in English can facilitate comprehension and engagement with their studies. While, only four students (10.52%) chose EMI promotes cultural exchange and global competency among students. While this is a relatively small percentage, it still highlights an important advantage. It suggests that some students appreciate how EMI can expose them to diverse perspectives and prepare them for interacting in a globalized world. In addition, (2.63%) said that EMI provides access to a wider range of educational resources. This might indicate that students either take this benefit for granted or do not fully realize the extent of resources available in English. Similarly, the same number of the participants (2.63%) reported that it prepares students for

higher education and future career opportunities. This suggests that this benefit is not widely acknowledged. This could be due to students focusing more on immediate academic needs rather than long-term career planning.

Q5: What strategies that would help you when learning academic subject in English?

a-using bilingual dictionaries or translation tools

b-engaging with English-speaking peers or study groups

c-watching educational videos or tutorials in English

d-reading English textbooks or articles alongside translated versions

e-seeking clarification from teachers or tutors

f-using language learning applications or online resources

Table 3.5:

Students' Most Used Strategies in Learning Academic Subjects in English.

Options	Number of students	Percentage
A	6	15.78%
B	10	26.31%
C	15	39.74%
D	1	2.63%
E	3	7.89%
F	3	7.89%

Total	38	100%

The most popular strategy among students is watching educational videos or tutorials in English, with 37.21% of informants choosing this method. This indicates a preference for visual and auditory learning aids to understand course material. Whereas, only 15.78% of students use bilingual dictionaries or translation tools. This suggests that while some students find these resources helpful, they are not the primary strategy for most. Furthermore, A small percentage (7.89%) of students seek clarification from teachers or tutors. This low percentage might imply that students either feel comfortable with the material presented in English or prefer other methods of assistance. Similarly, 7.89% of students use language learning applications or online resources. This shows some interest in using technology for language improvement but not as a dominant strategy. Finally Reading English textbooks or articles alongside their translated versions is the least favored strategy, with only 2.63% of students engaging in this practice. This could indicate that students find it less effective since they are used to fast and easy ways. Finally, the results suggests a preference for direct and engaging learning tools over traditional or translation-based methods

Q6: Are there sufficient resources available in English for your course?

a-yes

b-No

c- I haven't explored enough to determine the availability of resources in English for

my course.

Table 3.6*:*

Students Opinion about the Availability of English Resources for their Course

Options	Number of students	Percentage
A	23	60.52%
B	13	34.21%
C	2	5.26%
Total	38	100%

According to the results represented in Table 3.6, a significant majority of respondents (60.52%) believe they have sufficient English resources for their courses. This suggests that most students feel adequately supported by the available materials in English. While (34.21%) of the respondents said that they do not have enough resources in English. This indicates that they may be struggling due to a lack of adequate English materials, highlighting a potential area for improvement in resource provision. However, only (5.26%) of students stated that they have not explored enough to determine the availability of resources in English for their course. This suggests that a few students may be unaware of the resources available to them, possibly indicating a need for better communication or resource orientation. Thus, the results indicate the need for continued efforts to ensure adequate resource provision and awareness among all students.

Q7: what are specific areas where you feel additional support is needed for EMI implementation?

A-Vocabulary development

b-language fluency

c-Grammar instruction and sentence structure

d-Pronunciation

e-Reading comprehension and text analysis

f-Writing skills

g-Speaking and presentation skills

h-Listening comprehension and note-taking abilities

i-Cultural understanding

Table 3.7*:*

The Areas Needing Additional Support for EMI Implementation

Options	Number of students	Percentage
A	9	23.68%
B	4	10.52%
C	12	31.57%
D	3	7.89%
E	2	5.26%
F	1	2.36%
G	3	7.89%

H	2	5.26%
I	2	5.26%
Total	38	100%

As seen in table 3.7. (31.57%) of the informants declares that EMI implementation is needed in grammar instructions and sentence structure. In addition, (23.68%) said it is vocabulary. However, just (10.52%) claimed that EMI implementation is recommended in language fluency. While (7. 89%) think that it is pronunciation. Similarity. (7. 89%) stated that it is needed in speaking and presentations skills. Reading comprehension and text analysis, listening comprehension and note taking abilities, as well as cultural understanding were found to be equal with percentage of (5.26%). while only 2.63 % said that EMI implementation is needed in writing skills. This indicates that the majority of the participants believe that EMI implementation is more needed in the grammar and the in the structure of the sentence to achieve the language comprehension.

Q8: Do you believe there should be a balance between courses taught in English and courses taught in Arabic?

a- Yes

b- No

Table 3.8:

Students Opinions on Balancing English and Arabic courses in Educations

Options	Number of students	Percentage
Yes	26	68.42%
No	12	31.57%
Total	38	100%

As indicated in the table 3.8, A significant majority of students (68.42%) expressed the opinion that there should be a balance between courses taught in English and courses taught in Arabic. This indicates the students' preference for a mixed approach that integrates both languages in the curriculum, likely reflecting a desire for flexibility in education. On the other hand, (31.57%) of students believe there should not be a balance between Arabic and English courses. This minority opinion suggests a preference for either more emphasis on one language over the other or separate tracks for education in each language

Q9: How do u perceive the quality of instructions in English compared to instructions in your native language?

  A- High quality

  B- Equal

  C- Low quality

  d- Haven't noticed a difference in the quality of instruction between English and my native language

Table 3.9

Students' opinion about the quality of instructions in English compared with instructions in Arabic.

Options	Number of students	Percentage
A	3	7.89%
B	19	50%
C	5	13.15%
D	1	2.63%
Total	38	100%

As indicated in the table3.9, The largest group of students (50%) believe that courses delivered in English are equal in quality to those delivered in Arabic. This suggest that students find both languages equally conducive to learning. However, a minority (13.15%) of students perceive a lower quality of instruction when courses are delivered in English compared to Arabic. This perception is often attributed to their own proficiency level in English which can affect their understanding and overall learning experience. Moreover, A small percentage (7.89%) of students believe that the quality of instruction in English is high. This suggests that this minority feels comfortable with English and may benefit from the perceived advantages of EMI. While only one student (2.63%) reported not noticing any difference in the quality of instruction between English and Arabic. This indicates that for some students, the medium of instruction does not significantly impact their perception of instructional quality

Q10: how do you perceive the role of teachers in facilitating the language learning process in English Medium Instructions environment?

A- Teachers contribute positively (positive)

b- teachers has minimal role in facilitating the language learning process (neutral)

b- Teachers do not effectively facilitate the language learning process(negative)

Table 3.10

Teacher's Role of Using EMI

Options	Number of students	Percentage
A	27	71.05%
B	8	21.05%
C	3	7.89%
Total	38	100%

Table3.10, Clearly represents the majority of students (71.05%) believe that teachers play a positive role in facilitating their understanding of English. This suggests that most students feel supported and encouraged by their teachers, who are effectively helping them. However, a significant minority (21.05%) feel that teachers have only a minimal role in facilitating their understanding of English. This indicates that while these students may find some benefit from their teachers, they might be relying more on self-study, or other resources. While only (7.89%) of the students perceive that teachers have a negative influence on their learning process. This could be due to various factors such as teaching methods, or communication issues.

Q11: what strategies do you imply to minimize the language gaps and enhance understanding in subjects taught in English?

A- I actively engage in language practice outside of class, such as reading

English books or watching English videos.

b- I seek clarification from teachers or classmates when I encounter language

barriers during lessons.

e-I use online resources.

c- I take notes in both English and my native language to aid comprehension

d- I try to expand my vocabulary by learning new words regularly

Table 3.11:

Strategies to Minimize Language Gaps and Enhance Understanding in English-Taught Subjects

Options	Number of students	Percentage
A	4	10.52%
B	13	34.21%
C	13	34.21%
D	2	5.26%
E	6	15.78%
Total	38	100%

The results obtained reveal that the most prominent strategy identified by students for enhancing understanding in subjects taught in English is seeking clarification from teachers or classmates when encountering language barriers, with (34.21%) of participants choosing this method. This suggests that students value direct, interactive support to resolve their language difficulties during lessons. An equal percentage of students (34.21%) rely on online resources to enhance their understanding. This indicates that students are proactive in using digital tools

and materials to supplement their learning. Moreover, (15.78%) of the participants focus on expanding their vocabulary by regularly learning new words. This indicates that students are aware of the foundational role of vocabulary development in mastering academic content in English. While, only (10.52%) of students engage in language practice outside of class, such as reading English books or watching English videos. This indicates that students take additional steps to involve themselves in the language behind the classroom

Q12: to What extent do you believe English medium instructions promotes global communication and collaboration in academic and professional context?

To a great extent —————-somewhat————————neutral———————hinders it

Table 3.12:

 The Impact of EMI on Global Communication and Collaboration in Academic and Professional Contexts

Options	Number of students	Percentage
A	28	73.61%
B	10	26.31%
C	0	0
D	0	0
Total	38	100%

according to the results in the table above, most of the sample (73.68%) stated that applying EMI has a great extent, while the rest of them (26.31%) claimed that it is somewhat

important for communication, and no one chose neutral. Students' answers reflect students awareness of the importance of using EMI.

Q13. What are the benefits of using English as a medium of instruction?

A-I can access educational materials from anywhere making learning more convenient.

B-I can communicate easily with foreigners

C-I can learn at my own pace, which helps me grasp concepts better.

D- I can write in English to achieve worldwide attention

E-I can develop essential literacy skills vocabulary that are valuable in today's world

Table 3.13:

Students Awareness about the Benefits of using English as Medium of Instructions.

Options	Number of students	Percentage
A	10	26.31%
B	4	10.52%
C	2	5.26%
D	17	44.73%
E	5	13.15%
Total	38	100%

According to the results of the table above, some of the students (26 .31%) assumed that EMI helps them to access articles and language material. Furthermore, (13.15%) declared that

using EMI allows them to develop their literally reviews. While other (10.52%) declared that it helps them to communicate easily with foreigner. Only two students saw that the use of EMI helps them to write in English to achieve worldwide attention. This might reveal that they are motivated to use English. They recognize the benefits of using EMI which has many advantages.

3.1.5.   Summary of Results and Findings of Student's Questionnaire

The gathered data from the analysis of the questionnaire reveals many things. First, the findings of the questionnaire indicate that the major number of participants have experience in studying English. It is also noticed is that the majority of students (above 50%) are prepared to learn in English which indicates that they are ready to evaluate yet to improve their level since most of them are aware of its benefits. However, when they have been asked about the most used strategy to learn academic subjects in English, the majority (37%) selected watching education tutorial in English due to its accessibility, versatility, and ability to provide engaging, multimedia-rich content , if compared with reading textbooks and articles. Moreover, vast majority of students (68%) agreed on providing balance between courses taught in English and courses taught in Arabic which reflects students' desire for a well-rounded education that respects their linguistic and cultural diversity while also preparing them for academic and professional success in a global context. Also, students attitudes were shown when they were asked about the perceived benefits of EMI with (44%) majority agreed on how EMI helps them to grasp terminology in their studies. This entails that the students are aware about the advantages that EMI provides which is in a way or another will motivates them to actively engage in EMI courses and develop their language skills for academic and professional success.

3.2. Pedagogical Implications

This study has investigated the students' attitude towards the use of EMI . The findings from the students' questionnaire contributed to achieve a set of pedagogical implications. The

subsequent lines outline various implications for teachers, faculty members, and guidance for learners.

3.2.1. Teachers' implications

_ Teachers need to achieve a high level of English proficiency. This requires ongoing professional development, language courses, and possibly certifications in English proficiency. _teachers need to adapt their teaching methods to ensure that content is comprehensible for students with varying levels of English proficiency. This includes using visual aids and simplifying complex concepts.

_It is recommended for teachers to make their students aware of the concept of EMI and its implementation. They might provide their students with examples of subjects taught in English to show how it works in practice and in order to get a clear picture of what it is like to learn in an EMI environment.

_Teachers should motivate students to actively participate in an EMI environment, since the participants agreed upon the importance of EMI in the development of their communication skills as well as their vocabulary. This can be achieved by incorporating interactive activities like group discussions, debates, and creating a supportive classroom atmosphere where students feel comfortable using English

3.2.2. Implications For Students

_It is recommended for students to recognize the significance of EMI in their educational path by actively engaging with the language both inside and outside the classroom. This includes participating in discussions, asking questions, and seeking clarification from teachers when needed. Which contribute to their overall English proficiency .

_Interacting with English speakers from around the globe to improve their proficiency.

3.2.3. Implications for Faculty Members

the decision makers have the responsibility to integrate English language learning with academic content. This could include extra help for students who are learning English, and making sure that the things they need to learn are easy for them to understand, even if English isn't their first language.

_as well to reassess their curricula to ensure they align with EMI principles. This might include ensuring cultural relevance that resonate with Algerian students

_ updating course objectives, materials, and assessment methods to facilitate effective EMI implementation

_ offering technical support to assist in the use of digital tools and resources for delivering EMI. This may include Access to digital libraries, e-books, and academic journals in English to support course work and research.

_ providing access to language labs equipped with computers, language learning software, and audio-visual materials to practice listening, speaking, reading, and writing in English,

_developing Interactive modules and courses specifically designed to improve academic English skills

By addressing these pedagogical implications, Algerian higher education institutions can create a supportive environment that facilitates the successful adoption and implementation of EMI, enhancing both teaching and learning outcomes.

3.3. Future Recommendations

By achieving the specific objectives outlined in this study, the present researcher has identified new perspectives for future research. It is proposed that future researchers may conduct longitudinal studies to track the progress and outcomes of students engaged in EMI over several years to better understand its long-term impact. This type of research allows researchers to gather comprehensive data on how students adapt to and benefit from EMI over their entire academic journey.

_further studies can be also done on exploring the role of technology in supporting EMI, such research involves understanding how various digital tools, online resources, and platforms can facilitate the effective implementation of EMI within the Algerian educational system. Moreover, researchers may conduct their studies on comparing the experiences and outcomes of EMI in Algeria with those in other countries with similar linguistic and educational contexts. This involves examining how these countries have implemented EMI, the challenges they faced, and the results they achieved. This comparative analysis can provide valuable insights and best practices that can inform and improve EMI strategies in Algeria.

3.4. Limitations of the Study

Undoubtedly, research conduction encounters obstacles and difficulties that act as barriers to its successful completion. The current study is no exception, as various limitations constrained its progress. First, the study had been conducted within a limited time frame, along with the psychological condition of the researcher created additional challenges during the conduction of this study. Second, when attempting to access to the students with the intention of having their answers, some of them refused to answer the questionnaire leaving the papers empty Furthermore, the research focused only on students' attitudes, yet the perspectives of teachers on how EMI influences their teaching and pedagogy remain unaddressed.

Conclusion

Throughout this chapter, the researcher has analysed and discussed the results obtained from the students' questionnaire, aiming to answer the research question, test the hypothesis, and achieve the related objectives. Accordingly, the obtained results from the students" questionnaire have revealed that first year license students of law faculty showed a positive

attitude toward the use of English as a tool of instruction. In addition to that, students possess a

strong awareness of the benefits of EMI in the development of their English proficiency level.

GENERAL
CONCLUSIONS

GENERAL CONCLUSIONS

Concluding remarks:

The present dissertation attempts to investigate first year LMD student's attitudes towards the use of EMI. English is an international communication tool, it holds a pivotal role in the learning process across diverse educational contexts worldwide, in the Algerian context many universities devoted efforts to ensure including English in their curriculum, not only as a general exploration of the language but rather by implying it in the teacher student interaction in Classrooms.

Both opportunities and challenges are shown by the investigation of EMI in Algeria higher education institutions in the first chapter. The implementation of EMI necessitates careful consideration of pedagogical and linguistic variables, even though it promises improved language competency, global involvement, and academic success.

To fully realize the promise of EMI in Algeria, it is crucial to address the language needs of both educators and students, guarantee sufficient support and resources, and align EMI programs with educational goals.

The concept of attitude is explained, and three primary points of view are highlighted in the second chapter. People perceptions, assessments, and evaluations of an entity are the emotive, behavioural, and cognitive components that comprise their attitudes. Stated differently. Attitudes are determined by an individual's actions, feelings, and convictions regarding an item, categorizing it as agreeable or disagreeable. In particular, a person's attitudes may alter depending on a variety of external circumstances. These elements also have a role in developing and shaping attitudes. Furthermore, attitudes are quite important in

the learning process, especially when it comes to learning objectives.

The third chapter dealt with the analysis of the results of the student's questionnaire. Pointed out some limitations and suggested a few pedagogical implications.

Finally, it suggested that when students take a positive approach to their academic demands, impacted by their learning environment, they have a higher chance of achieving their learning objectives.

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APPENDIX

Students 'Questionnaire

Investigating Students' Attitudes toward the Use of English as a Medium of Instruction

Dear students

You are kindly invited to answer This questionnaire which tries to investigate Students' Attitude Toward English Medium Instruction. Please read each question carefully and provide your responses. Please be assured that all responses provided in this survey will be kept strictly confidential. The data collected will be used for research purposes only. Your honest and thoughtful feedback is highly appreciated and will greatly contribute to the success of this study.

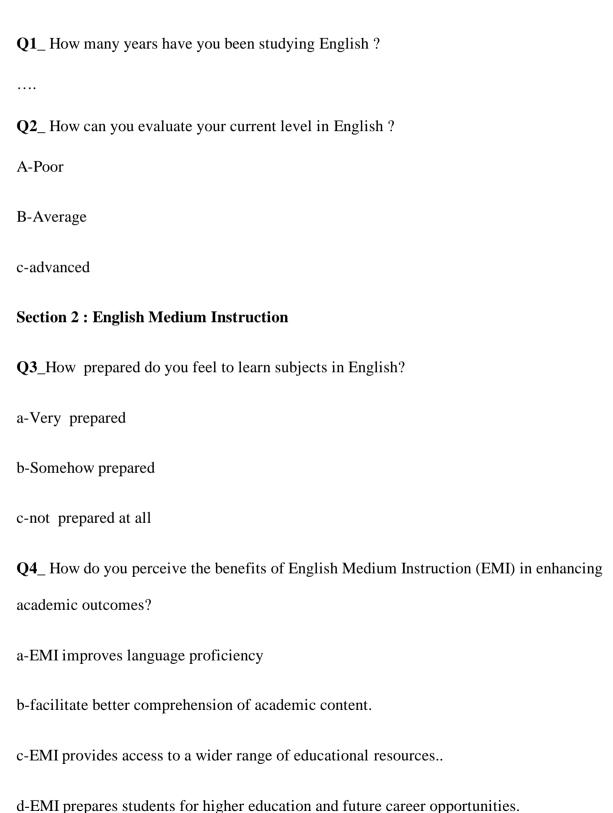Thank you in advance.

Ms. Zerage salsabil

Ms. Labadla Hadjer

Department of English

University of 8 Mai 1945, Guelma

2023/2024

Section 1: General Information

Q1_ How many years have you been studying English ?

….

Q2_ How can you evaluate your current level in English ?

A-Poor

B-Average

c-advanced

Section 2 : English Medium Instruction

Q3_ How prepared do you feel to learn subjects in English?

a-Very prepared

b-Somehow prepared

c-not prepared at all

Q4_ How do you perceive the benefits of English Medium Instruction (EMI) in enhancing academic outcomes?

a-EMI improves language proficiency

b-facilitate better comprehension of academic content.

c-EMI provides access to a wider range of educational resources..

d-EMI prepares students for higher education and future career opportunities.

e-EMI promotes cultural exchange and global competency among students

Q5_what strategies that would help you when learning academic subjects in English

a-using bilingual dictionaries or translation tools

b-engaging with English-speaking peers or study groups

c-watching educational videos or tutorials in English

d-reading English textbooks or articles alongside translated versions

e-seeking clarification from teachers or tutors

f-using language learning applications or online resources

Q6_are there sufficient resources available in English for your course with its options ?

a-yes

b-No

c-I haven't explored enough to determine the availability of resources in English for my course.

Q7_ what are the specific areas where you feel additional support are needed for EMI implementations

A-Vocabulary development

b-language fluency

c-Grammar instruction and sentence structure

d-Pronunciation

e-Reading comprehension and text analysis

f-Writing skills

g-Speaking and presentation skills

h-Listening comprehension and note-taking abilities

i-Cultural understanding

Q8_do you believe there should be a balance between courses taught in English and courses taught in Arabic ?

A-Yes

B-No

Q9_ How do you perceive the quality of instruction in English compared to instruction in your native language?

A- quality

B-Equal

C-Low quality

D-Haven't noticed a difference in the quality of instruction between English and my native language

Q10_ How do you perceive the role of teachers in facilitating the language learning process in English medium instruction environment ?

A-Teachers contribute positively (positive)

B-teachers has minimal role in facilitating the language learning process (neutral)

C-Teachers do not effectively facilitate the language learning process(negative)

Q11- What strategies do you employ to minimize the language gaps and enhance understanding in subjects taught in English?

A-I actively engage in language practice outside of class, such as reading English books or watching English videos.

B-I seek clarification from teachers or classmates when I encounter language barriers during lessons.

C-I use online resources.

D-I take notes in both english and my native language to aid comprehension

E-I make an effort to expand my vocabulary by learning new words regularly

Q12_To what extent do you believe English Medium instruction promotes global communication and collaboration in academic and professional context?

To a great extent —————-somewhat————————neutral——————————hinders it

Q13- Read the following sentences and declare whether you agree or disagree with each:

	Agree	Disagree
I can access educational materials from anywhere, making learning more convenient.		
i can communicate easily with foreigners		
I can learn at my own pace, which helps me grasp concepts better.		
i can write in english to achieve worldwide attention		

I can develop essential literacy skills vocabulary that are valuable in today's world		

ملخص

تعمل اللغة الإنجليزية كلغة عالمية تسهل التواصل والتعاون وتجعل الوصول إلى مجموعة واسعة من المعلومات أسهل. إن استخدامه على نطاق واسع كوسيط تعليمي يعزز الفرص التعليمية. لا يستخدم طلاب قسم القانون اللغة الإنجليزية كأداة للتعليم، بل يتعرضون فقط لقواعدها وقواعدها ومفرداتها ومصطلحاتها. لذلك، تهدف الدراسة إلى التحقيق في مواقف الطلاب تجاه استخدام اللغة الإنجليزية كوسيلة للتعليم. تم استخدام طريقة كمية وصفية من خلال إدارة استبيان منظم للطلاب في قسم القانون بجامعة قالمة كعينة من الدراسة. علاوة على ذلك، تشير النتائج إلى أن الطلاب أظهروا مواقف إيجابية تجاه استخدام اللغة الإنجليزية كوسيلة للتعليم. لذلك، تشير هذه الدراسة إلى بعض الآثار التربوية على الطلاب والمعلمين وأعضاء هيئة التدريس من أجل تطبيق اللغة الإنجليزية كوسيلة للتعليم في مؤسسات التعليم العالي الجزائرية.

Résumé

L'anglais est une langue mondiale qui facilite la communication et la collaboration et facilite l'accès à un large éventail d'informations. Son utilisation généralisée comme moyen d'éducation améliore les possibilités d'éducation. Les étudiants du département de droit n'utilisent pas l'anglais comme un outil éducatif, ils sont seulement exposés à ses règles, règles, vocabulaire et terminologie. Par conséquent, l'étude vise à étudier les attitudes des étudiants envers l'utilisation de l'anglais comme moyen d'éducation. Une méthode quantitative descriptive a été utilisée en administrant un questionnaire structuré pour les étudiants du département de droit de l'Université Qalma comme échantillon d'étude. En outre, les résultats indiquent que les élèves ont montré des attitudes positives envers l'utilisation de l'anglais comme moyen d'éducation. Par conséquent, cette étude se réfère à certaines implications éducatives pour les élèves et les enseignants. Personnel enseignant pour l'application de l'anglais comme moyen d'éducation dans les établissements d'enseignement supérieur algériens