

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

University of Tlemcen



**Faculty of Letters and Languages
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**ATTITUDES TOWARDS ENGLISH AS A MEDIUM OF
INSTRUCTION IN ALGERIAN HIGHER EDUCATION: A
CASE STUDY OF THE DEPARTMENT OF MEDICINE AT
TLEMCEEN UNIVERSITY**

Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for Master's degree in Language Sciences

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2024 – 2025

Declaration of Originality

I hereby testify that this research is my own work and that all what comes after is my personal contribution to the subject matter. This work has not been previously published or submitted to any university for the obtention of any degree. I also certify that this study contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Signature:

Dedication

To my beautiful parents, whose love and support are the foundation of everything I do.

To my wonderfully annoying and endlessly supportive siblings.

To my family as a whole, this is as much yours as it is mine.

To deadlines, the only reason this thesis actually got finished.

Acknowledgments

A big thank you to anyone who has contributed in any way in making this research see daylight.

Prof. Dendane, I appreciate your help and generosity for sacrificing part of your time and teaching session to support me in this study.

Prof. Negadi, my mentor, thank you for your assistance in this project, I am immensely grateful for five precious university years by your side.

Finally, I would like to thank the board of examiners for taking the time to read and evaluate my work.

Abstract

This study investigates how students and teachers in the Department of Medicine at the University of Tlemcen perceive the recent shift from French to English as a Medium of Instruction (EMI), a reform initiated by the Algerian government. It focuses on their overall attitudes, but also on how prepared they feel for such a transition. The research follows a mixed-methods approach. It combines two questionnaires, one addressed to students, the other to teachers, along with a group interview conducted amongst selected faculty members. The results point to broadly positive attitudes, especially from students who see English as a gateway to academic growth and better career opportunities. Still, several challenges arise such as limited English proficiency, lack of adequate training and weak institutional support. In the end, while the shift to EMI appears welcomed in principle, its success will depend on stronger, more targeted support at all levels including curriculum development, effective teacher training and language proficiency enhancement.

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List of Acronyms

CA Classical Arabic

EMI English as a Medium of Instruction

MSA Modern Standard Arabic

GENERAL INTRODUCTION

General Introduction

In recent decades, English has established itself as the dominant language of scientific communication and academic exchange, particularly in disciplines such as medicine and technology. Thus, under a rising trend, many countries adopt English as a Medium of Instruction (EMI) in their higher educational institutions to increase global competitiveness and visibility in academia. Algeria is one of the latest countries to join this trend by announcing a government decision that will gradually phase out French in scientific and medical faculties. Such reforms would translate into long-lasting impacts on the country's educational landscape. While the adoption of English promises increased access to up-to-date research and global collaboration, it simultaneously prompts concerns regarding institutional readiness, especially in a system long shaped by the legacy of French.

The decision to introduce EMI in Algerian medical education emerged abruptly, with very little transitional planning. So, it created a sense of urgency in institutions, amongst instructors and students. Therefore, understanding how these stakeholders at the local level perceive and react to this policy change becomes crucial. This study will focus on the Department of Medicine at Tlemcen University to investigate students' and teachers' attitudes towards EMI and how prepared they are to cope with English in their academic environment. This institution was chosen because of its direct relation to the national reform and also because of the researcher's proximity to the site, which allowed for an easier access to participants and data collection.

The core problem this study addresses is the uncertain impact of the sudden implementation of EMI on students and teachers in Algerian medical education. Although the decision reflects national ambitions for internationalisation, little is known about how well-equipped institutions are to make such a shift, especially in terms of language proficiency and pedagogical readiness. Therefore, the investigation sheds light on broader challenges facing EMI implementation in Algeria by focusing on a local setting.

The research is guided by the following questions:

1. What are medical teachers' and students' attitudes towards the implementation of English as the medium of instruction at the University of Tlemcen?

Hypothesis: Students' attitudes towards EMI are generally positive but tempered by concerns about their English proficiency, while teachers express mixed feelings about the shift to EMI, with enthusiasm for internationalisation but concern over implementation challenges.

2. To what extent are students and teachers prepared for the immediate implementation of EMI in medical studies?

Hypothesis: Neither students nor teachers feel prepared for the immediate implementation of EMI in medical studies. The lack of proficiency in English is a major obstacle to this abrupt transition.

Based on these questions, the study pursues the following objectives:

- To investigate the perceptions of students and teachers at the Department of Medicine regarding EMI
- To explore the challenges and perceived benefits associated with adopting English as the language of instruction
- To assess the preparedness of both groups in terms of language competence and instructional ability
- To offer practical recommendations to support a smoother transition to EMI at the University of Tlemcen.

This dissertation consists of two main chapters. In the first chapter, the related core literature is reviewed. It tackles an overview of Algeria's linguistic landscape and the status of English in education, recent reforms in language policy, and the theoretical framework that guides this study. The second chapter lays out the practical part of the research. It gives an outline of the methodology, presents findings from both questionnaires and the interview, discusses results in relation to research questions, and concludes with limitations and recommendations for further research.

CHAPTER ONE

Literature Review

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1.1. Introduction

This chapter builds the essential foundation for the present study. It highlights the historical, political and educational developments that have shaped the current linguistic situation in Algeria, focusing on medical faculties. It explores how language policy has evolved over time and how English is starting to play a more significant role in academic instruction and international collaboration. It also considers the challenges and opportunities that universities are facing during this shift. Along the way, it explores how both medical teachers and students feel about using English as a medium of instruction and explains Gardner and Lambert's (1972) Language Attitude Theory that supports the research. Together, these elements help to connect what has already been studied with the questions this project aims to answer.

1.2. The Algerian Linguistic Profile

Algeria's linguistic profile is rich. It reflects deep social, cultural, and historical layers. Several languages coexist and interact, each playing a specific role including daily communication and education. Arabic and Tamazight are both official languages, while French remains deeply rooted in society as a colonial legacy. English, though relatively new, is gaining prominence as a language of global communication and academic progress. These four languages shape the national linguistic landscape. Understanding how they relate is crucial, especially in education where language use and policy decisions carry weight.

1.2.1. Arabic

Arabic is Algeria's official and national language. It is central to the country's Islamic identity as the language of the Qur'an. In addition to holding religious significance, it is used in education, administration, and public communication. The three forms of Arabic present in the country are; Classical Arabic (CA), Modern Standard Arabic (MSA) and Algerian Arabic, locally known as Darija.

Referred to as Quranic Arabic, CA commonly fulfils religious functions. MSA is the formal, standardised variety used in schools and official settings, while Darija is the informal spoken variety used in everyday life. This contrast reflects a diglossic situation, where MSA serves as a high (H) variety for formal settings and Darija

serves as a low (L) variety for informal communication (Ferguson, 1959). Today, MSA is the main medium of instruction in public schools, besides French which still plays a strong role in higher education.

1.2.2. Tamazight

Tamazight, also known as Berber, is another official language in Algeria. It is spoken by a significant portion of the population, especially in Kabylie, Aurès and southern parts of the country. In North Africa, Tamazight has a long history that predates the region's Arabization. Following its recognition as a national language in 2002 and later as an official one in 2016, the Algerian government transitioned from monolingualism to state bilingualism, signalling a shift in language policy (Zahaf & Houcine Abid, 2017). Since its recognition, Tamazight has been further accepted and integrated into society, appearing in media and schools in areas where it is spoken natively. Yet, despite holding an official status, its use in daily life remains largely regional.

1.2.3. French

Algeria ranks third amongst Francophone countries, after France and the Democratic Republic of the Congo. It has around 15 to 16 million French speakers, some are fluent and others speak it partially. Together, they make up roughly 33% of the population (Organisation Internationale de la Francophonie, 2022).

French holds an important place in Algeria's linguistic profile. Yet, it has no official or national constitutional status, though it is recognised as the first foreign language. It came with colonisation (1830–1962), and despite Arabisation efforts after independence, it remains strong, dominates in higher education and shapes scientific research (Benrabah, 2004). Public attitudes towards it are often mixed which complicates the development of a cohesive linguistic identity.

1.2.4. English

English is recognized as Algeria's second foreign language after French. As a relatively new addition to the country's linguistic profile, English is rapidly gaining importance in Algeria, both in education and society, as the country shifts away from its historical reliance on French.

Older Algerians, particularly those educated during or shortly after the colonial era, tend to retain stronger attachments to French due to historical and professional exposure. In contrast, younger generations increasingly view English as a language of opportunity, technology, and international access, free from colonial connotations (Benrabah, 2013). The reception of English, therefore, varies across age groups and social backgrounds. This generational shift reflects broader societal transformations and a reorientation towards global rather than francophone connections.

1.3. English in Algerian pre-university education

Within the national educational system, English was taught primarily at the middle and secondary school levels. However, recent reforms have extended its presence into the primary stage, marking a significant shift in language education policy.

1.3.1. Status of English in the national curriculum

English has progressively taken on a larger role in Algeria's pre-university educational system over the years. Originally introduced at the middle school level in the 1990s, English remained a secondary foreign language behind French for decades. However, recent educational reforms have shifted its position in the national curriculum. As part of larger educational reforms intended to lessen reliance on French and keep the country updated with international linguistic trends, Algeria formally began teaching English in year three of the primary curriculum in 2022 (Associated Press, 2022). As Guerza and Nedjaï (2023) note, "The implementation of English language instruction in Algerian primary schools is a remarkable yet challenging reform that calls for careful consideration of teacher training, curriculum development, and logistical planning" (p. 608).

English is now taught across all three levels; primary, middle, and secondary, with the aim of preparing students for global communication and future academic or professional opportunities. Despite these ambitions, its implementation varies across regions due to differences in teacher availability, infrastructure, and local support.

1.3.2. Student Proficiency Levels

Introducing English at the primary level is an initiative that aims to build students' proficiency early on. Still, problems remain and progress is slower than expected. Rezig (2011) points out that many Algerian students even at the university level, struggle with English since they have been exposed to a teaching approach that heavily focuses on grammar and vocabulary, and neglects real communication. As a result, speaking and listening skills which matter most in real-life situations, are limited.

Furthermore, the Education Policy and Data Center (2018) reports that while a significant number of students are enrolled in primary, middle and secondary education, there is a lack of comprehensive data on English proficiency outcomes. Because of this gap, it is difficult to evaluate the success of the current English language programs and pinpoint areas that require development.

The introduction of English in primary schools is therefore a promising move. Yet, success depends on more than early exposure. The teaching approach needs to shift in a way that it balances both communicative practices and traditional grammar instruction. Teacher training and ongoing assessments are essential to adapt to the evolving educational landscape and meet students' linguistic needs effectively.

1.4. Language policy in Algerian higher education

Language policy in Algerian higher education has undergone several changes since independence, reflecting broader socio-political, cultural, and economic dynamics. The choice of language in academic settings has been a central concern, often balancing national identity with practical considerations.

1.4.1. Historical overview of language policy post-independence

After Algeria gained its independence from France in 1962, questions of language quickly moved to the centre of national debates. Arabic was chosen as the official language, seen as a way to reconnect with Algeria's Arab and Islamic roots and to turn the page on the long colonial past (Benrabah, 2007). Nevertheless, despite political efforts to implement Arabisation across education and administration,

French remained deeply embedded in many sectors, particularly in science and higher education, leading to a complicated and sometimes contradictory linguistic situation.

1.4.2. The dominance of French in higher education

Even though there was a strong political push to promote Arabic after independence, French continued to dominate. Many universities, including the ones that were newly founded, still relied on French as the main language for teaching technical and scientific subjects. Part of the reason for this was quite practical, as Benrabah explains "The transition to Arabic as the language of instruction in Algerian higher education was fraught with practical challenges, including the shortage of qualified Arabic-speaking instructors and the scarcity of textbooks and academic resources in Arabic" (Benrabah, 2014, p. 47).

French evolved from being only an educational tool to become a representation of academic achievement and career advancement. Many Algerians believe that proficiency in French is practically necessary to succeed in higher education and land a good career, which only serves to maintain French's solid position in the university system.

1.4.3. Recent government reforms to promote English

The Algerian higher educational system has demonstrated increasing interest in extending the use of English during recent years. The transition towards English in these institutions is commonly attributed to the global role of English in scientific and technological fields and international partnerships, although political factors provide a deeper explanation for this change. The historical relationship between Algeria and France continues to impact modern education since the use of the French language in universities stands as a reminder of past colonial control. The government's will to shift to English serves as a strategy to distance itself from colonial history and build a more distinct cultural and political identity (Benrabah, 2013).

Policy announcements in recent years have emphasised the ambition to make English a major language of instruction, especially in scientific and medical fields where international engagement is crucial. Even though Arabic remains central to national identity, and French still holds a powerful position, English is presented more

and more as a neutral, future-looking choice that may open up greater international opportunities. Nevertheless, turning political intentions into everyday practice within universities is proving to take far longer and become a much more complicated process than originally expected.

1.4.4. Current status of EMI implementation in Algeria

EMI is still a relatively new concept in Algeria. Nevertheless, its implementation in the last few years has moved from abstract policy discussions to concrete actions. Since 2019, the Ministry of Higher Education and Scientific Research has backed the shift. It called on universities to move from French to English progressively, and mainly in scientific and technical fields. Since then, pilot programs were introduced and some institutions began offering few modules in English. Medical faculties often led the way as the dominance of English in research made them the prioritised candidates.

Still, the progress has been uneven and lacks systematicity, with some universities advancing faster than others. For now, EMI remains more of a trial than a full transformation. Amara (2025) asserts that the readiness and commitment of universities towards adopting EMI vary, and that the shift is in its early stages. Nevertheless, even these limited initiatives indicate that a deeper change is being undertaken. It is a sign that Algeria is starting to remodel the language of its higher educational system according to both internal demands for reform and international trends.

1.5. English as a Medium of Instruction (EMI)

The adoption of English as a Medium of Instruction (EMI) is spreading fast. Many non-English speaking countries now follow this trend, especially in higher education, and Algeria is no exception. The shift is recent but visible and EMI is being introduced step by step.

1.5.1. Definition and Scope of EMI

English as a Medium of Instruction (EMI) refers to the use of English to teach academic subjects in settings where English is not the majority's official or native language (Macaro et al., 2018). As opposed to English language instructions, the

purpose is not to teach the language per se, but to teach content such as biology, law or engineering through English.

The use of EMI has expanded rapidly in recent years, particularly in non-Anglophone countries that are seeking to internationalise their higher educational systems and increase their access to global knowledge (Dearden, 2015). In many cases, EMI is introduced as part of broader reform purposes to enhance the global visibility and competitiveness of national higher educational systems. However, there can be significant variations in the implementation of EMI. In some contexts, it is applied to whole degree courses, in others, only to single modules or pilot courses. These are determined by the willingness of institutions to support English teaching and learning, both in terms of policy and practice.

1.5.2. Global trends and international perspectives on EMI

Even though English has long been the dominant language in academic and scientific work, especially in Anglophone countries, it was not until the late 20th century that educational institutions in non-English speaking countries really started to teach subjects in English. This shift has taken distinct shapes depending on national education policies, institutional resources, and local priorities.

EMI has been widely adopted in European nations such as the Netherlands, Finland and Germany, where some universities offer more Master's programs in English than in their native tongue (Wächter & Maiworm, 2014). Similarly, in parts of Asia such as China and South Korea, EMI is implemented to increase international student enrolment and improve global rankings (Galloway et al., 2020).

In an increasingly interconnected academic world, English has become the dominant language of publication, collaboration, and conference presentation, which in turn has pressured universities in non-Anglophone countries to adjust their instructional languages accordingly. Hence, EMI is not only a pedagogical trend but also a response to the broader economic and political ambitions of states striving for relevance in the global knowledge economy.

1.5.3. Challenges and Opportunities of EMI

While English as Medium of Instruction (EMI) offers access to global academic resources, it also unveils considerable challenges for both students and teachers. In many contexts, particularly in multilingual settings where English is neither the first nor the second language for most participants, instructors struggle to deliver subject content effectively due to limited proficiency in English, while students often feel overwhelmed by the linguistic demands (Nguyen et al., 2017).

These difficulties can lead to reduced engagement and learning outcomes. As Doiz et al. (2011) point out, "language-related problems in EMI are not trivial, since they can affect students' academic performance and self-confidence" (p. 352). Still, EMI has the potential to enhance students' international mobility and improve English competency when implemented with adequate institutional support (Galloway et al., 2020). In Algeria, where EMI is being piloted in medical faculties, such concerns have already emerged, signalling the urgent need for structured training and resource development.

1.6. Attitudes towards EMI in Algerian medical faculties

As English continues to gain ground in Algeria's higher educational system, its adoption as a medium of instruction (EMI) in medical faculties marks a significant shift. Understanding how this transition is received by key stakeholders, namely teachers and students, is essential for evaluating its feasibility and long-term impact. This section explores the initial implementation of EMI in Algerian medical faculties and reviews available studies that shed light on the attitudes and perceptions of those directly involved in the learning and teaching process.

1.6.1. Introduction of EMI in Algerian medical faculties

Amongst the different fields in Algerian higher education, medical faculties including medicine, pharmacy and dentistry, have been some of the first to experiment English as a medium of instruction. This choice is not accidental since medical sciences rely heavily on access to the latest research and developments, most of which are published in English. Amara (2025) notes that the initial phase of implementing English as a Medium of Instruction (EMI) in Algeria particularly

targeted medical and scientific faculties, reflecting the government's prioritisation of fields critical to international scientific communication and technological advancement.

Nevertheless, the transition has not been smooth. Indeed, many students and even instructors have struggled with English proficiency, especially when it comes to discussing complex medical topics. Moreover, there has been little specialized training to prepare teachers to have the skills to teach such difficult material in a foreign language. Because of these gaps, the shift has often felt uneven and sometimes frustrating for those involved. Even so, the move is still largely seen as an important trial, in other words, a way to test the waters before expanding English teaching to other parts of the university system.

1.6.2. Review of local studies on EMI attitudes in Algerian medical faculties

Although the adoption of EMI in Algerian universities is relatively recent, several studies have started to investigate how teachers and students view this shift. In the context of medical education, research remains limited but steadily emerging.

For instance, Allal (2021) investigated the status of English in Algerian medical faculties. Her findings indicated that despite the recognized importance of the language amongst the stakeholders, there were several challenges identified that might hinder the process of its implementation.

Additionally, Kadri's (2023) Master's research at the University of Bejaia, sheds light on how first-year medical students perceive the shift from French to English. The study showed that the students demonstrated strong motivation and readiness to study their subjects in English. Yet, despite their enthusiasm, they had limited English proficiency, highlighting the need for language training courses to improve their skills before transitioning to English-medium studies.

Similarly, Hamzaoui (2025) explored students' attitudes at the University of Tlemcen and reached similar conclusions. Students would rather continue their studies in French due to a perceived lack of English resources, qualified teachers, and also concerns about potential academic struggles. Therefore, they feel unprepared for

the sudden shift to English, indicating dissatisfaction with how the initiative was introduced. Collectively, these studies indicate that although Algerian medical students generally view EMI favourably, their worries about academic success and language proficiency are still prevailing.

Outside the medical domain, other studies have addressed EMI implementation in fields such as mathematics, computer science, biology, and commercial sciences, highlighting the diversity of institutional experiences across disciplines. Notably, though these studies provide insightful information about how students perceive EMI, more research is required to fully understand the perspectives of teachers who play a pivotal role in its implementation in the classroom.

1.7. Theoretical framework: Language attitude theory

Understanding how students and teachers perceive EMI requires a closer look at theories of language attitude, which help explain beliefs, feelings, and motivations behind language use. A key model comes from Gardner and Lambert (1972). It shows how attitudes shape language learning and also highlights the role of motivation, especially in multilingual contexts. Their theory introduces important concepts such as integrative and instrumental motivation, as well as the role of identity and social values when learning a new language.

1.7.1. Overview of Gardner and Lambert's (1972) theory

Gardner and Lambert built their socio-educational model while conducting a research on second language acquisition in Canada, where students were learning either French or English, depending on their background. Their goal was to determine why some learners succeeded more than others. Their findings showed that success often depended on how students felt about the language, its speakers and the learning experience itself. Their theory goes beyond grammar and vocabulary and shows that emotions matter. Language learning, they argue, is also about how it connects to personal goals and self-image.

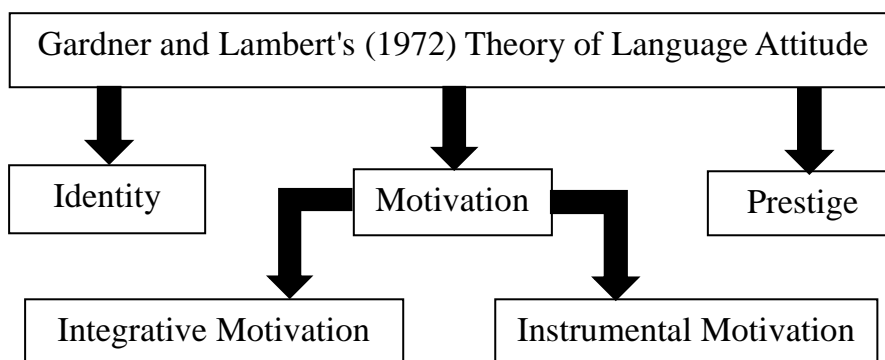
The model introduced two main types of motivation: integrative and instrumental. While these will be explained more fully in the following paragraphs, it is important to note that Gardner and Lambert saw motivation as a key link between

attitudes and actual learning outcomes. In their view, a learner who wants to connect with the culture of the language (integrative) or sees the language as a tool for success (instrumental) is more likely to put effort into learning it (Gardner & Lambert, 1972).

1.7.2. Key constructs: Motivation, identity and prestige

Figure 1.1

Conceptual Framework of the Language Attitude Theory



1.7.2.1. Integrative Motivation

Integrative motivation refers to an individual's desire to learn a language in order to connect with the culture, community, or people associated with that language. It is more than just learning words, it is about building relationships. In EMI contexts, students may see English not only as a tool for academic success, but as a bridge to join the anglophone medical and scientific community. Dörnyei (2009) noted that when learners have strong integrative motivation, the language becomes part of who they are and they engage in the learning process more deeply.

1.7.2.2. Instrumental Motivation

In contrast, instrumental motivation is practical and goal-driven. Learners focus on achieving specific results such as passing exams, getting jobs, or earning degrees. The aim is not to connect with a culture but to gain concrete profits from learning a language.

As Gardner (1985) explained, instrumental motivation can be especially prominent in educational contexts where language learning is linked to socioeconomic advancement. In EMI contexts, students may view English as a

necessary skill to access scientific literature or secure future medical opportunities. According to Galloway et al. (2020), "students' motivations to engage with EMI are frequently instrumental in nature, often tied to employability or access to global knowledge" (p. 401).

This kind of motivation can be effective especially in the short term, yet it may not create deep interest or long-term engagement as integrative motivation does. Still, both types are valuable, depending on learners' goals and experiences.

1.7.2.3. Identity

In language learning, identity refers to how people see themselves in relation to the language being learnt. Language shapes one's sense of self, carries emotions and can either support or challenge someone's self-image. Learners may accept or reject a language based on how well it fits their personal, cultural, or professional identity. In EMI environments, particularly in contexts where English is not the dominant language, learners may experience a tension between their native identity and the one that is implicitly expected of them when using English (Dearden, 2015).

1.7.2.4. Prestige

In sociolinguistic terms, prestige refers to the perceived status or value that a language holds within a particular society. In many post-colonial and multilingual societies, English has acquired a symbolic power where it is seen as the language of science, innovation, and international cooperation. As Galloway et al. (2020) put it, English often holds "symbolic capital" in education, giving students access to academic and professional opportunities (p. 402). So, learners may feel motivated to learn it because it is considered a language of power or global communication. This perceived prestige can greatly influence learners' motivation, even in the absence of a strong emotional or cultural connection.

1.7.3. Relevance to the Algerian EMI Context

In Algeria, Gardner and Lambert's (1972) theory may be used to explain how students and teachers react to the shift towards English as a Medium of Instruction (EMI). Many medical students, for instance, may view English as a means to access global knowledge or improve their career opportunities, which reflects instrumental

motivation. Others, though perhaps fewer, might be guided by integrative motivation, aiming at connecting with international scientific communities or English-speaking cultures.

Nevertheless, applying this theory in Algeria comes with difficulties. The local context is complex as the country already has multiple languages, each holding deep historical and political meanings. In this setting, attitudes towards English are shaped not just by personal goals, but also by questions of identity and post-colonial history. So, while Gardner and Lambert's model provides helpful insights, it does not fully capture the emotional and socio-political tensions linked to introducing English in a system long ruled by French.

In short, the theory offers a valuable lens. Yet, to truly understand the Algerian case, other perspectives need to be taken into consideration, i.e. the ones that recognise the country's unique linguistic history and institutional dynamics.

1.8. Conclusion

This chapter has reviewed the key aspects related to the implementation of English as a Medium of Instruction (EMI) in Algeria. It discussed the country's multilingual context, the place of English in the national curriculum, and recent higher education initiatives promoting changes in language policy. The growing role of EMI, especially in medical faculties, was also examined alongside the attitudes of students and teachers, based on limited existing studies. Finally, the theoretical framework of language attitudes was introduced to support the analysis of learners' and teachers' responses. This review sets the stage for the practical investigation that follows in Chapter Two.

CHAPTER TWO

Research Methodology and Findings

2.1. Introduction

2.2. A brief description of the study setting

2.3. Research Design

2.3.1. Participants

2.3.2. Research Instruments

2.4. Data Collection Procedures

2.5. Description of the Research Instruments

2.5.1. The Questionnaires

2.5.1.1. Medical Students' Questionnaire

2.5.1.2. Medical Teachers' Questionnaire

2.5.2. The Interview

2.6. Data Analysis & Interpretation

2.6.1. The Questionnaires

2.6.1.1. Medical Students' Questionnaire

2.6.1.2. Medical Teachers' Questionnaire

2.6.2. The Interview

2.7. Discussion of the Main Results

2.8. Limitations of the Study

2.9. Suggestions for Further Research

2.10. Conclusion

2.1. Introduction

This chapter presents the methodological framework and the main findings of the study. It outlines the research design adopted to investigate the attitudes of medical teachers and students at Tlemcen University towards the implementation of English as a medium of instruction (EMI). It begins by describing the research design, the participants involved, and the instruments used for data collection, which is followed by an explanation of the data collection procedures. The chapter then moves on to explain the methods used for analysing the data, both quantitative and qualitative. The findings of the study are then presented and discussed, followed by the study's limitations and suggestions for future research.

2.2. A brief description of the study setting

This study is carried out in the Faculty of Medicine at Tlemcen University, which includes the three disciplines of Medicine, Pharmacy and Dentistry. It pointedly targets the department of Medicine only.

2.3. Research Design

The research design employs a case study approach which is appropriate for the analysis of intricate phenomena in their natural environments (Yin, 2018). This approach suits best this research as it allows for an in-depth examination of the attitudes and preparedness of students and teachers regarding the implementation of English as a medium of instruction (EMI) in a specific institutional setting. The Department of Medicine at the University of Tlemcen was chosen for this study due to its participation in the national shift to EMI in medical education and its location which made it easier to access participants and conduct the study. Both quantitative and qualitative methods were used to collect and analyse data, through the use of online questionnaires with both students and teachers, and an interview with a group of medical teachers, which allowed for a more comprehensive exploration of the research questions.

2.3.1. Participants

The study involves two main groups of participants; medical students and medical teachers from the Department of Medicine at Tlemcen University. In total,

89 student responses were collected through the online questionnaire, while 13 responses were received on the teachers' side. Additionally, a group interview was conducted with several teachers, offering further qualitative insights into their perceptions on EMI. Participants were selected on the basis of availability and willingness to contribute to the study, with no specific sampling criteria beyond being part of the targeted department. The participants' identities were kept anonymous, and their responses were treated with confidentiality.

2.3.2. Research Instruments

To collect the necessary data, two types of research instruments were used: questionnaires and an interview. The questionnaires were developed separately for students and teachers. Still, both versions explore attitudes towards EMI and how prepared participants felt for its implementation. Each questionnaire included both closed and open-ended questions. This structure allowed participants not only to select options when answering but also to explain their views in their own words. The use of online distribution ensured wider accessibility and faster response collection.

Alongside the questionnaires, a semi-structured interview was conducted with a group of medical teachers, which naturally turned into a group discussion. This unexpected shift created a more open and engaging setting, where participants responded to one another and reflected more deeply on the topic.

2.4. Data Collection Procedures

The data collection process was carried out under time constraints, as the Algerian government's decision to shift medical education to English was announced only recently, in early April. Consequently, the research had to be conducted within a limited timeframe to capture initial reactions and perceptions from those directly affected.

A combination of online and in-person methods was used. The questionnaires for both students and teachers were created via Google Forms and shared through social media platforms commonly accessed by members of the Department of Medicine. Participants were clearly informed of the study's purpose, and their

confidentiality and anonymity were guaranteed. Consent was implied through voluntary participation.

As previously mentioned, a total of 89 student responses and 13 teacher responses were received. Although all responses were initially considered, some may be excluded during the analysis stage due to issues of relevance or completeness. Regarding the interview, arrangements were made with the assistance of an English teacher from the Department of English, who is responsible for teaching English to medical staff. A meeting was scheduled during one of the regular English classes for medical teachers. Although individual interviews were initially planned, time and availability constraints led the session to evolve naturally into a group discussion. The meeting took place in the Department of Pharmacy and lasted approximately 15 minutes.

With the participants' verbal consent, the discussion was audio-recorded for transcription and later analysis. Throughout the process, ethical considerations were carefully respected. Every effort was made to preserve participants' privacy, promote open and honest responses, and ensure that they felt comfortable expressing their views on the implementation of English as a medium of instruction.

2.5. Description of the Research Instruments

Two structured online questionnaires and one semi-structured group interview were used for this case study. Each instrument was carefully designed to target specific aspects of the research questions, allowing for both quantitative and qualitative insights into participants' attitudes and readiness concerning the implementation of English as a Medium of Instruction (EMI) in medical education.

It is important to note that although some of the questions across the questionnaires and the interview may appear repetitive, this was intentional. While questionnaire respondents may attempt to "portray the most socially acceptable or favourable version of themselves" (Mackey & Gass, 2016, p. 99), interviews, and particularly in group settings, tend to elicit more spontaneous and authentic opinions, allowing for a richer understanding of participants' real attitudes. As Patton (2015)

explains, interviews often "reveal the meanings people attach to their experiences in ways that standardised instruments cannot" (p. 426).

2.5.1. The Questionnaires

The designs of both questionnaires followed the recommendation of Krosnick and Presser (2010), who stress that "questionnaires should include clear, concise questions that directly address the research aims and are comprehensible to the target population" (p. 266).

2.5.1.1. Medical Students' Questionnaire

The structure of the students' questionnaire included:

- The title of the work alongside a short introductory paragraph which presents the topic, explains the purpose of the research, invites the participants to answer the questions anonymously and shows appreciation for their collaboration.
- The questions ranked from general to specific, and from close-ended to open-ended.

The questionnaire consisted of exactly 13 questions divided into three main sections.

- The first section gathered background information, including year of study, gender and future career goals (questions 1, 2 and 3).
- The second section focused on students' exposure and experience with the English language, such as their self-rated proficiency and whether or not they took additional courses (questions 4 and 5).
- The final section which also included open-ended questions, investigated students' opinions on EMI, including whether they supported the shift, felt prepared for it, and what challenges they anticipated (questions 6 to 13).

This layout allowed for a helpful assessment of both students' linguistic capabilities and their reactions to the language policy shift.

2.5.1.2. Medical Teachers' Questionnaire

The teachers' questionnaire is identical to the one of students, both in terms of structure and sections, yet it was tailored to reflect the teaching context and policy implications from the instructors' point of view.

The structure included;

- The title of the work alongside a short introductory paragraph which presents the topic, explains the purpose of the research, invites the participants to answer the questions anonymously and shows appreciation for their collaboration.
- The questions ranked from general to specific, and from close-ended to open-ended.

The questionnaire consisted of 14 questions divided into three main sections;

- The first section gathered information on their gender, professional status and their language of instruction (questions 1, 2 and 3).
- Section two tackled language proficiency and teaching practice matters (questions 4 and 5).
- Section three which also contains open-ended questions, investigated the teachers' pedagogical challenges, institutional preparedness, and views on the policy implementation (questions 6 to 14).

Both versions of the questionnaires combined closed-ended and open-ended items. The closed-ended questions were either structured as yes or no, Likert-scale or multiple-choice statements aimed at capturing general trends in attitudes, levels of agreement and self-reported readiness. The open-ended questions on the other hand, allowed participants to express their thoughts more freely and to provide explanations or personal insights beyond the fixed choices.

2.5.2. The Interview

The purpose of the session was introduced to the medical teachers before the interview was conducted, in an opening statement where they gave their consent to be recorded.

The interview itself consisted of seven open-ended questions, covering key areas such as medical education background, English language proficiency, opinions on EMI, perceived preparedness, suggestions for pedagogical approaches and implementation strategies. While the interview evolved into a group discussion, the semi-structured format was maintained, ensuring that all key topics were addressed. For Gill et al. (2008), semi-structured interviews offer "flexibility in exploring complex attitudes, beliefs, and experiences while maintaining a degree of comparability across participants" (p. 292).

As previously mentioned, the overlapping themes between the questionnaires and the interview were intentional. This dual approach was planned to detect differences, if any, between how teachers presented themselves in writing and how they discussed the same issues in a spontaneous group environment.

A sincere appreciation for the interviewees and their contributions, as well as for the English teacher, was mentioned at the end. A full account of the responses is presented in the following section of data analysis.

2.6. Data Analysis & Interpretation

This section presents the processes of data analysis and interpretation, which are essential for understanding the findings of the study. Both quantitative data from the questionnaires and qualitative insights from the teachers' interview are examined. Together, these processes help provide a comprehensive understanding of the current readiness and perceptions surrounding EMI in medical studies at the University of Tlemcen.

2.6.1. The Questionnaires

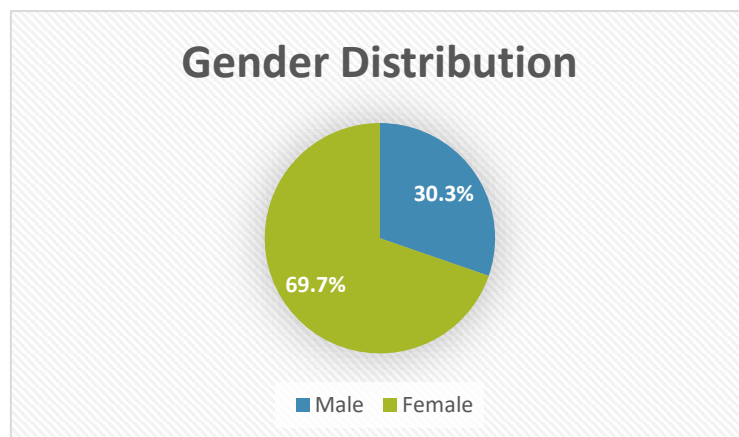
2.6.1.1. Medical Students' Questionnaire

Section One: Background Information

Item 1. Gender

Table 2.1 *Students' Gender Distribution*

Gender	Number	Percentage
Male	27	30.3%
Female	62	69.7%
Total	89	100%

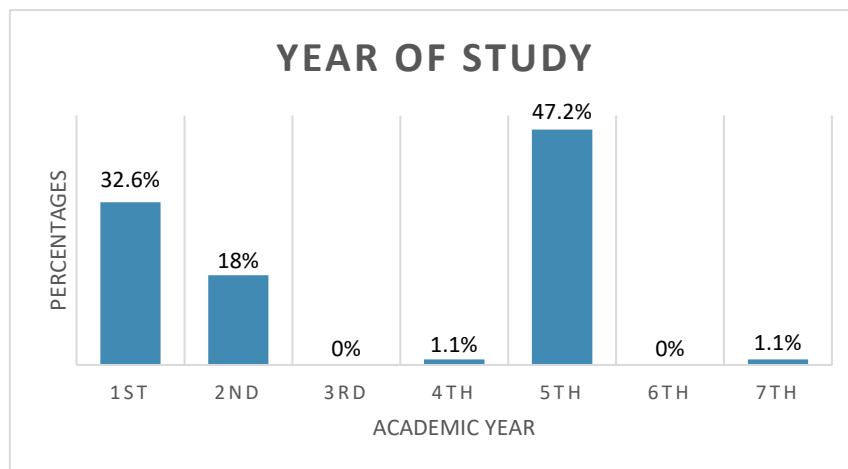
Figure 2.1*Pie Chart of Students' Gender Distribution*

The initial item in the student questionnaire sought to identify the gender distribution of the participants. Out of the 89 total respondents, 30.3% identified as male, while a significantly larger proportion of 69.7% identified as female. This suggests that female students represented the majority within the sample, a pattern that may correspond to the general demographic composition of the Department of Medicine at the University of Tlemcen.

Item 2. Year of study

Figure 2.2

Bar Graph of Student's Academic Year of Study



This question aimed to identify the academic levels of the student participants. The data indicate that nearly half of the respondents (47.2%) were in their fifth year of medical studies, followed by 32.6% in the first year. Second-year students accounted for 18% of the sample. By contrast, only one student each reported being in the fourth and seventh years. Interestingly, no responses were received from students in the third or sixth years, which could be attributed to limited engagement or inaccessibility of the questionnaire. Overall, the distribution reflects strong participation from both early and advanced students, with a notable dominance of fifth-year respondents.

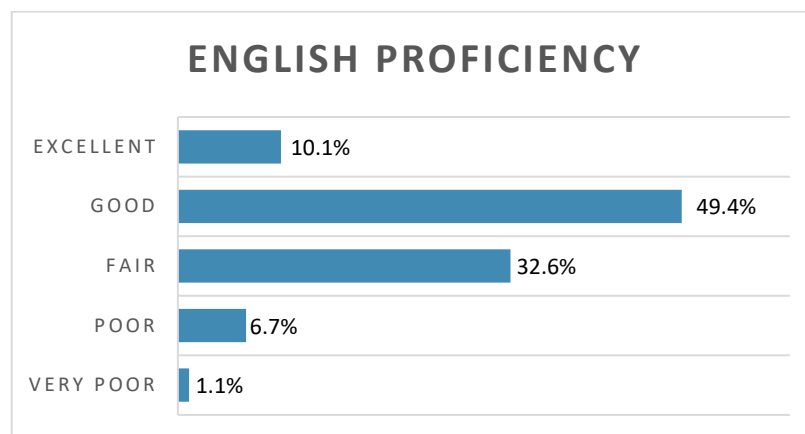
Item 3. Future career goals

Figure 2.3*Pie Chart of Students' Future Career Goals*

The responses to this question reveal a variety of aspirations amongst medical students. They show that 42.7% of students are interested in international opportunities, either working (24.7%) or studying (18%) abroad. In contrast, 21.3% plan to work in Algeria, while 36% remain undecided. This diversity in goals may influence students' motivation to learn English, particularly for those aiming for careers or studies overseas.

Section Two: Relation to the English Language

Item 4. Self-rated English proficiency

Figure 2.4*Bar Graph of Students' Self-Rated English Proficiency*

Most students rated their English level positively, with 10.1% describing it as excellent, 49.4% as good, and 32.6% as fair. Only a small minority reported poor (6.7%) and one person rated very poor proficiency. Overall, this suggests a moderate level of self-reported competence, though not necessarily strong enough to handle complex academic content in English.

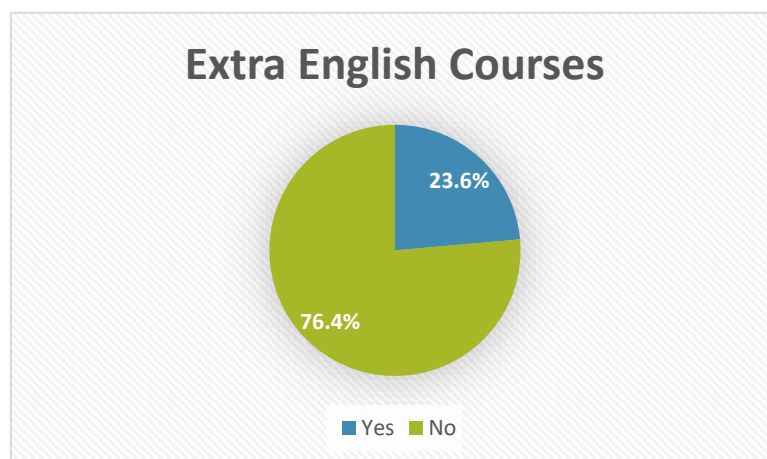
Item 5. Extra English courses

Table 2.2 *Additional English Courses*

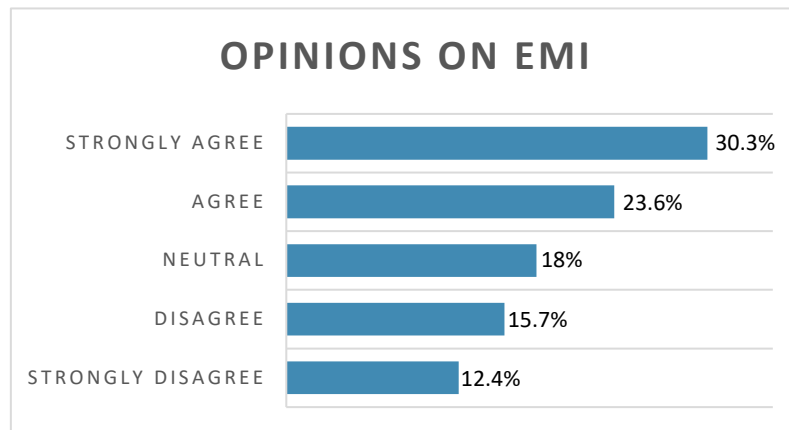
Extra Courses Taken	Number	Percentage
Yes	21	23.6%
No	68	76.4%

Figure 2.5

Pie Chart of Students' Additional English Courses



Most respondents (76.4%) stated that they had not taken any additional English courses beyond the standard curriculum, whereas only 23.6% reported doing so. This suggests that for the majority of students, exposure to English is largely limited to formal education, which may influence their confidence and familiarity with using English in academic settings.

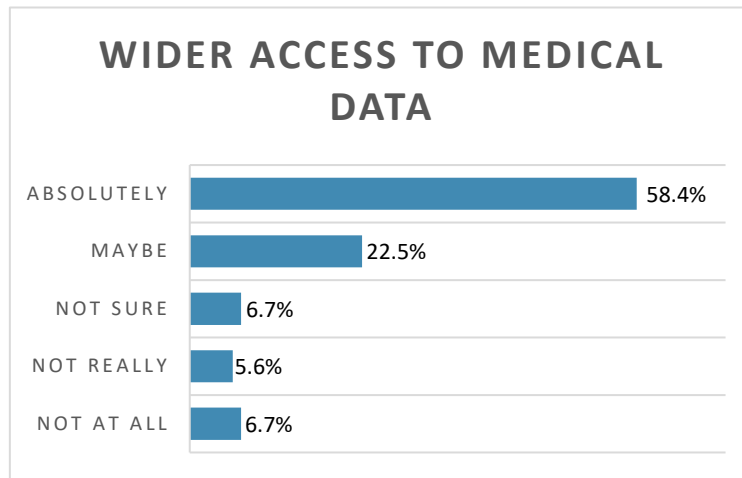
Section Three: EMI Attitudes**Item 6. Opinion on the decision to implement EMI in medical studies****Figure 2.6***Bar Graph of Students' Opinions on EMI*

Most students expressed positive attitudes towards the use of English as the medium of instruction. Specifically, 30.3% strongly agreed with the policy, and 23.6% agreed. This suggests a generally favourable reception. However, 18% of respondents chose a neutral stance. This may indicate uncertainty, hesitation, or a lack of strong opinion. On the opposite end, 15.7% disagreed, while 12.4% strongly disagreed. Although support for the policy is evident, these figures reveal that a notable portion of students still have concerns or doubts about the transition.

Item 7. The potential of English to provide wider access to medical knowledge and international research

Figure 2.7

Bar Graph of the Potential of English to Provide Wider Access to Medical Data

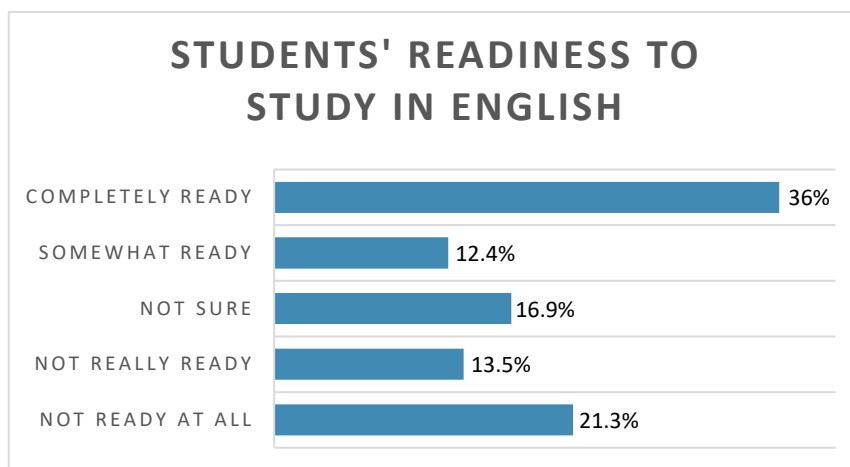


An overwhelming majority of students acknowledged the value of English in accessing global medical content, with 58.4% responding "Absolutely" and 22.5% selecting "Maybe". Only a small fraction expressed uncertainty or doubt, 6.7% were unsure, 5.6% responded "Not really", and 6.7% answered "Not at all". These results suggest that most students view English as a gateway to broader academic and scientific opportunities in medicine.

Item 8. Readiness to study medical courses in English

Figure 2.8

Bar Graph of Students' Readiness to Study in English

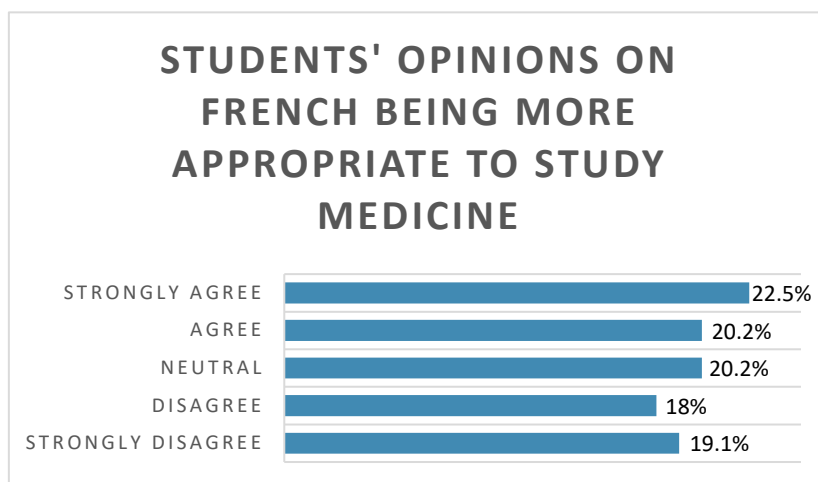


Student responses reveal a mixed sense of preparedness for full EMI implementation. While 36% claimed to be completely ready and 12.4% somewhat ready, a notable 16.9% were uncertain. On the other hand, a considerable part felt unprepared, with 13.5% selecting "Not really ready" and 21.3% "Not ready at all". These figures reflect that although a part of the student body feels confident, a significant portion has doubts or lacks readiness for an abrupt transition to EMI.

Item 9. Most appropriate language between French and English for studying medicine in Algeria

Figure 2.9

Bar Graph of Students' Opinions on French Being More Appropriate to Study Medicine

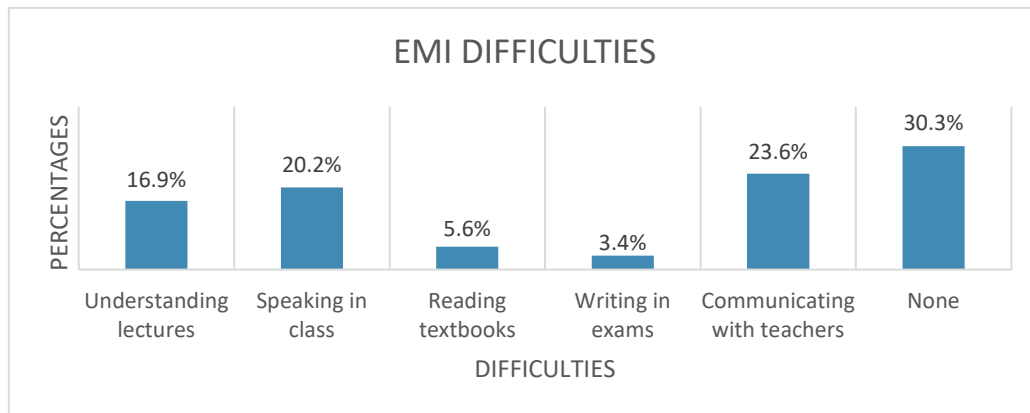


Student responses to this item were relatively balanced, reflecting a diversity of views. About 42.7% either strongly agreed (22.5%) or agreed (20.2%) that French remains more appropriate as the language of instruction. In contrast, 37.1% either disagreed (18%) or strongly disagreed (19.1%) with this idea, while 20.2% adopted a neutral position. These figures suggest that although support for EMI is growing, French still retains a certain relevance. This may be due to its long-standing role in medical education, as well as the continued reliance on French language materials and institutional habits.

Item 10. EMI difficulty expectations

Figure 2.10

Bar Graph of Students' EMI Difficulty Expectations

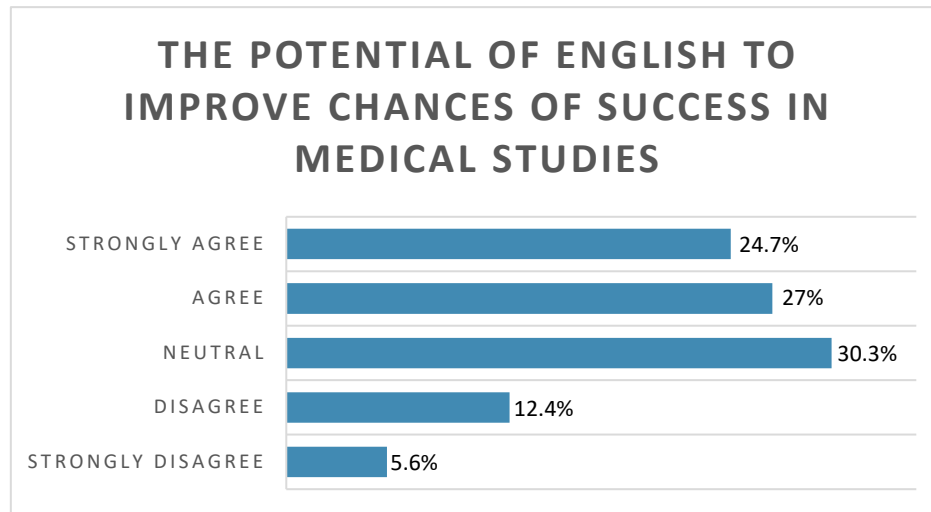


Students' responses highlighted a range of anticipated challenges. The most frequently mentioned difficulty was communicating with teachers (23.6%), followed by speaking in class (20.2%) and understanding lectures (16.9%). Fewer students pointed to problems with reading textbooks (5.6%) or writing in exams (3.4%). Notably, 30.3% reported that they expected no significant difficulties. This suggests a degree of confidence amongst a portion of the student body. Still, the variety of concerns expressed calls for tailored support to help students navigate different dimensions of English use in academic settings.

Item 11. The potential of English to improve chances of success in medical studies

Figure 2.11

Bar Graph of the Potential of English to Improve Chances of Success in Medical Studies



Student responses were somewhat divided on this point. Over half of the participants held a positive view, with 24.7% strongly agreeing and 27% agreeing that EMI could enhance their chances of success. However, a notable portion (30.3%) remained neutral, possibly reflecting uncertainty about the impact of language shift on academic performance. Meanwhile, 12.4% disagreed and 5.6% strongly disagreed, indicating scepticism or concern. These results suggest a cautiously optimistic outlook amongst the majority, though not without reservations.

Item 12. The preferred language for medical studies and why

The twelfth question in the student questionnaire was open-ended and aimed to explore participants' language preferences for medical studies, along with the reasons underlying their choices. Out of the total 89 student respondents, only 74 provided an answer to this question, meaning that 15 students (16.9%) did not answer it at all. Amongst these 74 answers, 11 (approximately 12.4%) were excluded from the analysis due to irrelevance, incompleteness or lack of a clear justification, for instance some respondents merely stated the preferred language without elaboration. Consequently, a total of 63 responses (representing 70.8% of the full sample) were retained and subjected to qualitative analysis and interpretation.

Amongst these 63 valid responses, the majority of students expressed a clear preference for English as the language of instruction. Most justified this choice by highlighting the international status of English, its role as the language of science, and its importance for future career opportunities abroad. A few also cited personal comfort with English or described it as more engaging. In contrast, students who preferred French mainly did so for reasons of continuity and familiarity, explaining that they had studied in French throughout their higher education so far and were more comfortable with it. Some also pointed to the practical use of French in hospitals and local medical settings. A small number advocated for a gradual transition from French to English, while one student expressed a preference for Arabic, describing it as the "most accurate language". Overall, the responses reflect a strong leaning towards English, though concerns over preparedness and the current dominance of French remain significant for some.

Item 13. Suggestions for an easier transition to EMI in medical studies

The thirteenth and final item in the student questionnaire was open-ended. It invited participants to share their suggestions on how the shift to English as a Medium of Instruction (EMI) in medical studies could be made easier. Out of 89 students, 78 responded, providing a high participation rate of around 87.6%. That said, not all responses were usable, several were either too vague or off-topic to contribute meaningfully to the analysis. These included "I don't know", "None", "Good" and similar unclear statements, which amounted to approximately 11 responses (14.1%). After filtering these out, the remaining 67 responses (75.3% of the total sample) were examined for relevant themes.

Most students stressed the need for good preparation and support before fully switching to EMI. They suggested offering intensive English courses, especially focusing on medical terms, and introducing English gradually instead of all at once. Many students also felt that teachers should receive training to teach well in English. Access to useful resources like textbooks and bilingual materials was seen as important during the transition.

Some students raised concerns about fairness, pointing out that those with weaker English skills might struggle. They recommended inclusive approaches, such as bilingual teaching or extra help in French or Arabic, especially in the early years.

Finally, several students hoped that EMI would help with international opportunities and better careers. They were generally positive about the change but stressed that it must be carefully planned to maintain educational quality. Overall, the responses showed cautious optimism mixed with practical worries about how the change will be managed.

2.6.1.2. Medical Teachers' Questionnaire

Section One: General Information

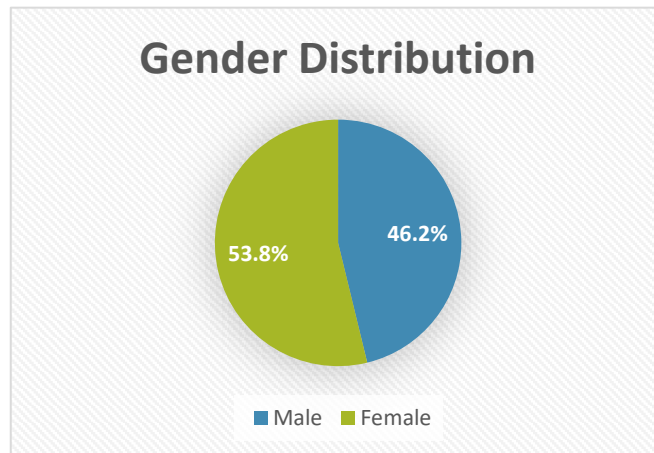
Item 1. Gender

Table 2.3 *Teachers' Gender Distribution*

Gender	Number	Percentage
Male	6	46.2%
Female	7	53.8%
Total	13	100%

Figure 2.12

Pie Chart of Teachers' Gender Distribution

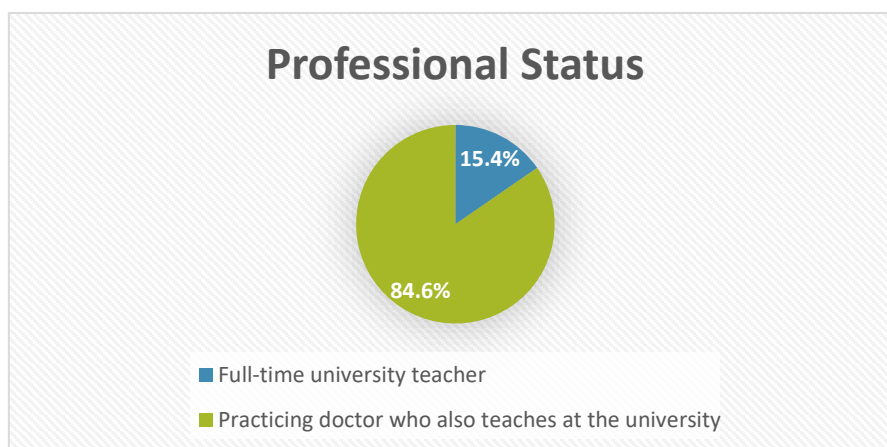


Amongst the 13 medical teachers who took part in the study, their gender distribution was relatively even. Female participants formed a slight majority at 53.8%, while males made up 46.2%. Although the sample size is small, this near balance offers a reasonable foundation for capturing varied perspectives on English as a Medium of Instruction (EMI) from both male and female educators.

Item 2. Professional status

Figure 2.13

Pie Chart of Teachers' Professional Status

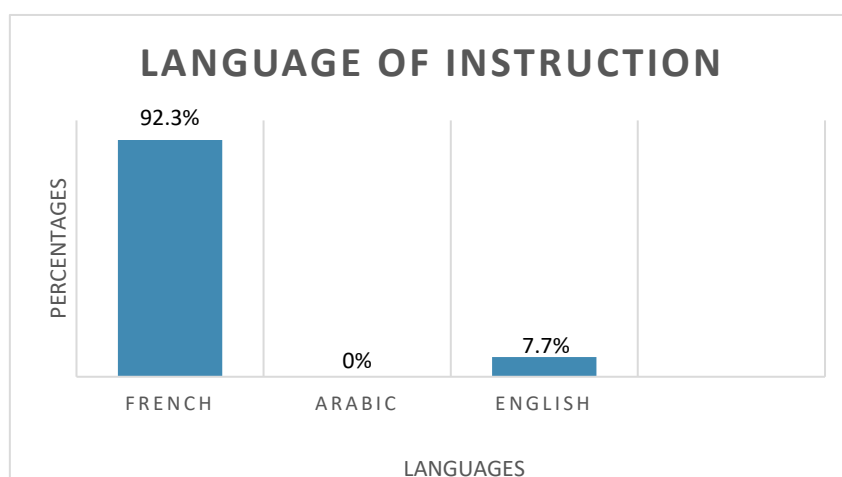


The majority of the participating teachers (84.6%) identified themselves as practicing doctors who also teach at the university, while only 15.4% described their status as full-time university teachers. This distribution may highlight that the medical faculty's teaching staff are primarily healthcare professionals with teaching responsibilities on the side. Such a profile may influence their views on EMI, particularly in relation to time constraints, training needs, and the practical applicability of English in both clinical and academic settings.

Item 3. Language of instruction

Figure 2.14

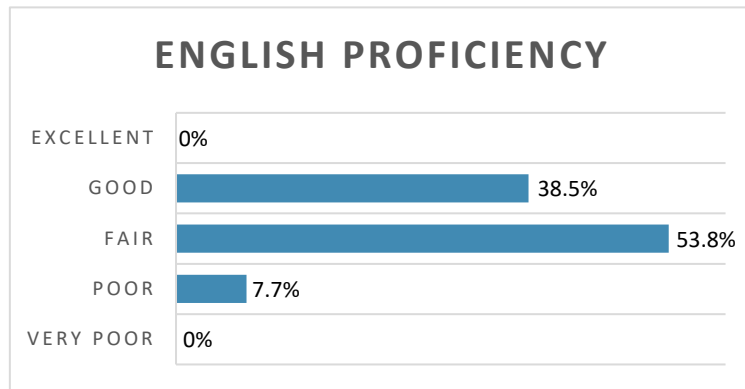
Bar Graph of Teachers' Language of Instruction



A clear majority of the participating teachers (92.3%) indicated that they had completed their medical education in French. Only one respondent (7.7%) reported having studied in English. Interestingly, none of the teachers had pursued their medical training in Arabic. This result reflects the historical dominance of French in Algerian medical education and underlines the linguistic context in which most teachers were trained.

Section Two: Relation to the English Language

Item 4. Self-rated English proficiency

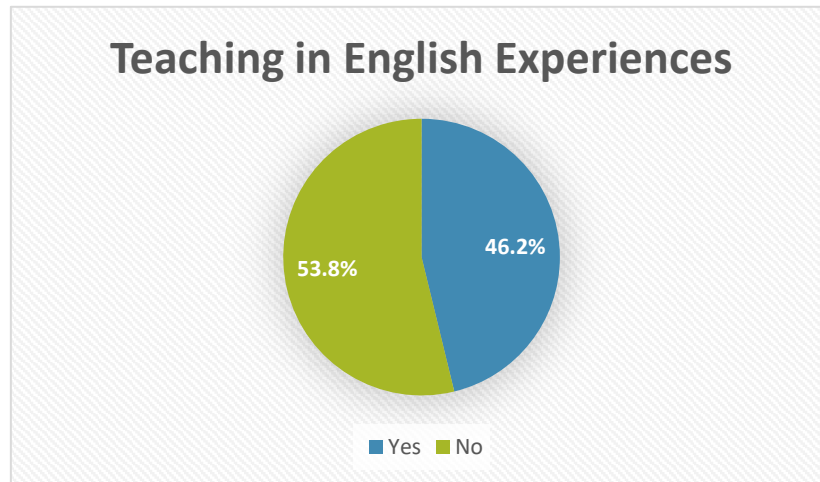
Figure 2.15*Bar Graph of Teachers' Self-Rated English Proficiency*

More than half of the teachers (53.8%) rated their proficiency as fair, while 38.5% considered it good. Only one respondent (7.7%) described his/her level as poor, and none selected "excellent" or "very poor". These results suggest that while a majority of participants possess a basic or intermediate command of English, few feel highly confident in their abilities.

Item 5. Teaching in English experiences

Table 2.4 *Teaching in English Experiences*

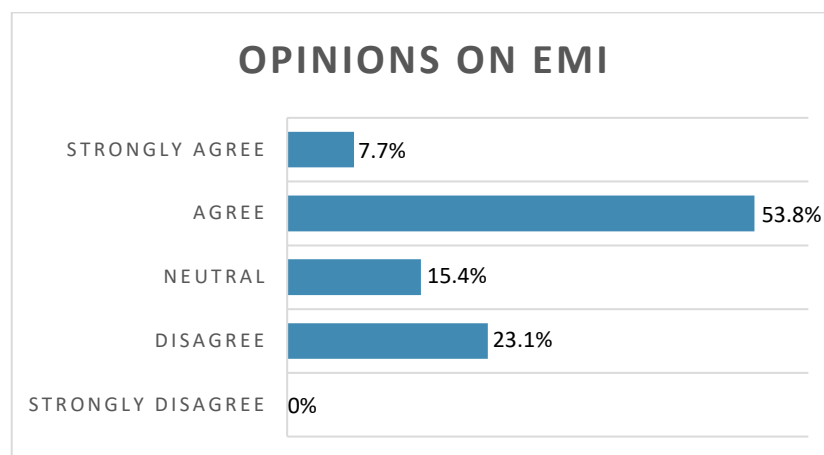
Taught English Courses	Number	Percentage
Yes	6	46.2%
No	7	53.8%

Figure 2.16*Pie Chart of Teachers' Experiences in Teaching in English*

Nearly half of the surveyed teachers (46.2%) reported having taught at least one course in English, while the remaining 53.8% had not. This relatively even split indicates a degree of exposure to English-medium teaching amongst the participants, although a slight majority still lacks direct experience in this area.

Section Three: EMI Attitudes

Item 6. Opinion on the decision to implement EMI in medical studies

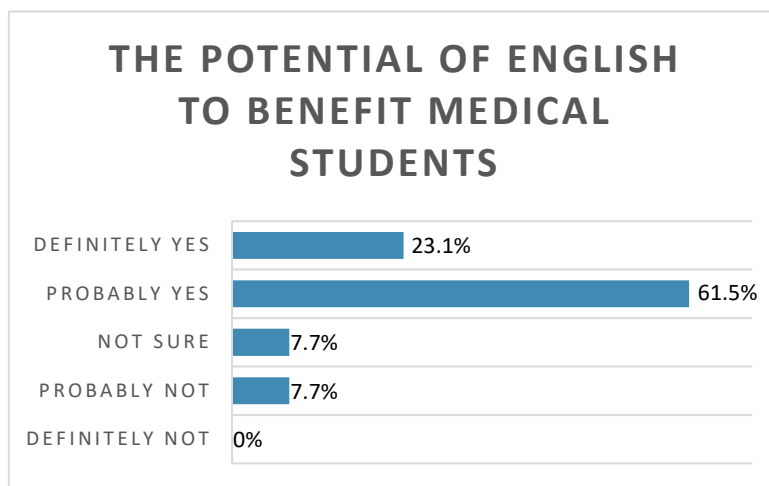
Figure 2.17*Bar Graph of Teachers' Opinions on EMI*

Most respondents expressed a favourable view on introducing English as the medium of instruction in medical education. More than half (53.8%) agreed, while one participant (7.7%) strongly agreed. Still, some showed hesitation as 15.4% adopted a neutral stance, which may suggest uncertainty and doubt. Additionally, 23.1% disagreed with the reform, though no respondent expressed strong opposition. Overall, the findings point to a generally positive orientation amongst teachers, though with a degree of caution regarding how the reform might unfold in practice.

Item 7. Opinions on the potential of English to benefit medical students

Figure 2.18

Bar Graph of Teachers' Opinions on the Potential of English to Benefit Medical Students

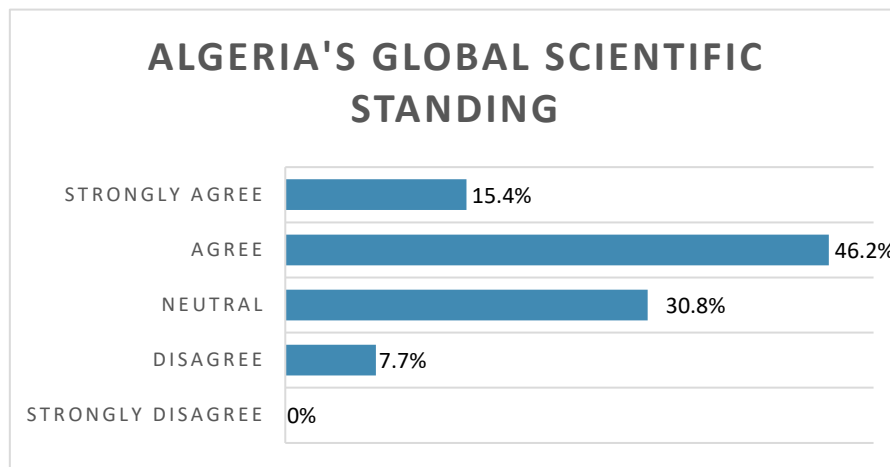


Most teachers believed that studying medicine in English would benefit students. Specifically, 23.1% responded "Definitely yes", and a further 61.5% chose "Probably yes". This reflects a broadly optimistic view of EMI's advantages, such as better access to international knowledge, greater academic mobility, and improved career opportunities. However, a small minority expressed doubt, one teacher (7.7%) was uncertain, and another (7.7%) was somewhat sceptical, likely due to concerns about students' readiness or the difficulties of transitioning. Overall, the responses reveal a hopeful yet cautious confidence in EMI's potential benefits for learners.

Item 8. Perceived impact of EMI on Algeria's global scientific standing

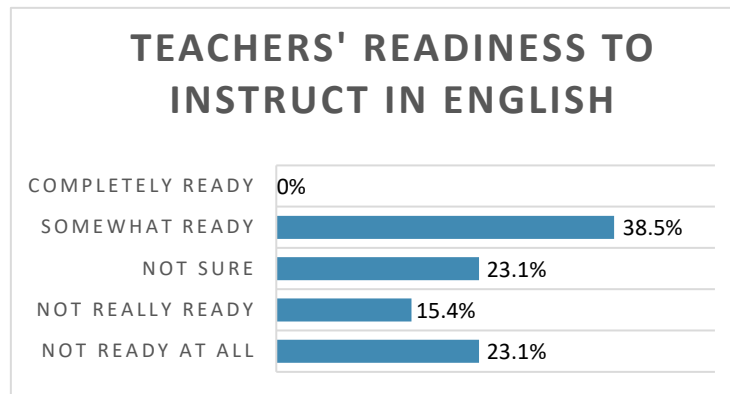
Figure 2.19

Bar Graph of the Potential of English to Improve Algeria's Global Scientific Standing



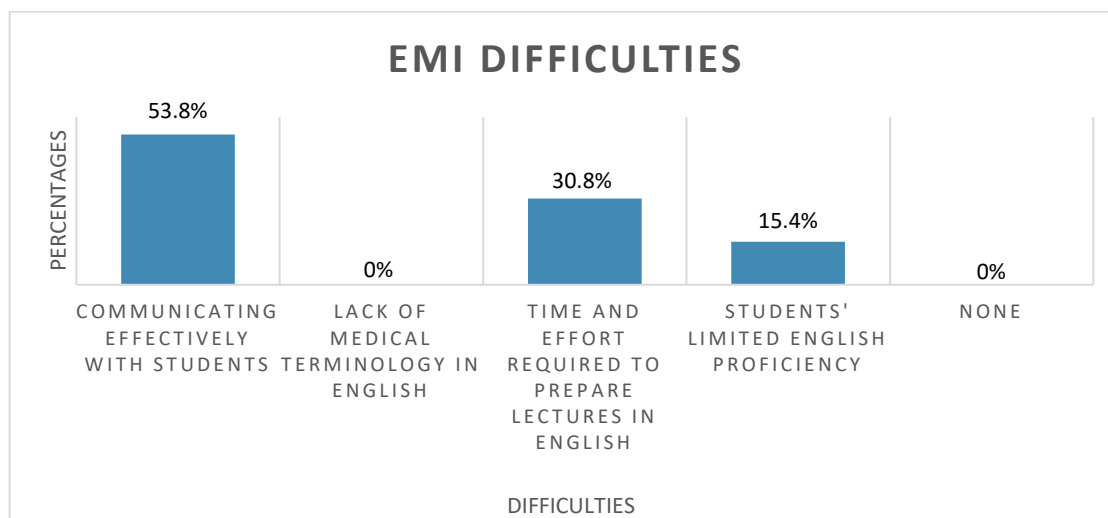
Most teachers viewed EMI as a potentially positive step towards improving Algeria's visibility and integration into the global medical and scientific community. A combined 61.6% either strongly agreed (15.4%) or agreed (46.2%) with this perspective, suggesting optimism about the internationalising effect of English in medical education. Nevertheless, a notable 30.8% maintained a neutral stance, indicating either uncertainty about the reform's outcomes or a preference to observe developments before forming a clear opinion. Only one respondent (7.7%) expressed disagreement. This distribution reflects a general belief in the global advantages of EMI, though not without a degree of caution or doubt amongst some educators.

Item 9. Readiness to instruct medical courses in English

Figure 2.20*Bar Graph of Teachers' Readiness to Instruct in English*

None of the participants felt completely ready to deliver their courses in English, suggesting a general lack of full confidence amongst the teaching staff. While 38.5% stated they were "somewhat ready", indicating a degree of willingness or partial preparedness, 23.1% remained uncertain about their readiness. Meanwhile, 15.4% reported they were not really ready, and another 23.1% admitted being not ready at all. Overall, the responses point to a widespread feeling of limited preparedness amongst teachers, which may pose significant challenges to the smooth implementation of EMI in medical studies unless appropriate support and training are provided in advance.

Item 10. EMI difficulty expectations

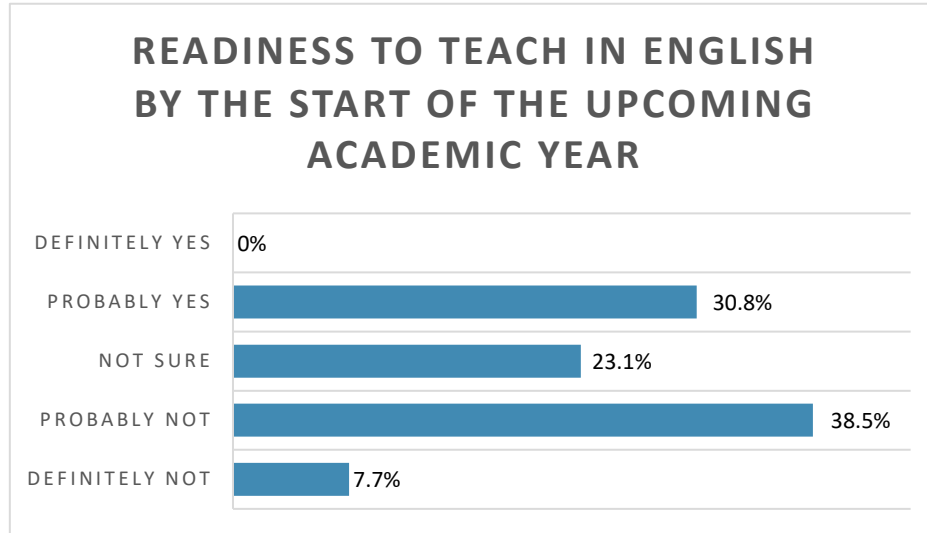
Figure 2.21*Bar Graph of Teachers' EMI Difficulty Expectations*

The majority of respondents (53.8%) identified effective communication with students as their primary concern. This indicates that teacher–student interaction could be significantly affected if either group lacks sufficient English proficiency. Interestingly, none of the teachers cited a shortage of medical terminology in English as a difficulty. This may point to a sense of confidence in their subject knowledge or trust in the availability of appropriate instructional resources. Meanwhile, 30.8% pointed to the significant time and effort needed to prepare lectures in English, which highlights the additional charge of work EMI could entail. Another 15.4% expressed concern over students' limited English proficiency, indicating that learner readiness is also a perceived barrier. No teacher selected "none", confirming that all participants expect at least some form of challenge with EMI implementation.

Item 11. Readiness to teach in English by the start of the upcoming academic year

Figure 2.22

Bar Graph of Teachers' Readiness to Teach in English by the Start of the Upcoming Academic Year



None of the teachers expressed full confidence to teach in English by the start of the upcoming academic year, as 0% selected "definitely yes". A minority (30.8%) stated they would "probably" be ready, while 23.1% were uncertain. Notably, a larger portion showed hesitation, with 38.5% indicating they were probably not ready and one teacher (7.7%) choosing "definitely not". These responses reveal a general lack of preparedness and reflect concerns about the speed of the EMI implementation. The data suggest that, despite some degree of optimism, a significant number of teachers do not feel sufficiently equipped for a sudden transition to English-medium teaching.

Item 12. The timing of the possibility to teach in English

In this open-ended question, and amongst the 13 responses, one irrelevant answer (Yes) was filtered out. The remaining responses revealed a general agreement that a successful shift to EMI would require time and rigorous preparation. Several participants estimated that teaching in English might become feasible within a timeframe ranging from two to six years, with some specifying "in 2 years", "2030" or "perhaps after five or six years". Others expressed that the question of readiness is less about a specific timeline and more about ensuring adequate training and support

for both teachers and students. A number of respondents highlighted the importance of strengthening English instruction from the early levels of education and emphasised the need for professional development, particularly in medical vocabulary and communication skills. A few also mentioned the necessity of immersive language experiences, such as "linguistic stays" and the upgrading of the teaching staff's proficiency. Overall, the responses reflect a shared view that EMI could be a future possibility, but only with careful planning, adequate time, and investment in language training.

Item 13. The needed training or support teachers need in order to adapt to EMI

Teachers offered a variety of thoughtful suggestions regarding the training or support required for adapting to English as a medium of instruction. A common thread amongst the responses was the call for focused English language training, specifically tailored to medical contexts. Several participants highlighted the importance of mastering medical terminology, improving pronunciation, and developing effective communication skills, rather than engaging in general grammar instruction. Interestingly, although many emphasised the need for training in medical English, none had previously selected "lack of medical terminology" as a difficulty in question 10. This contrast may reflect a subtle inconsistency between their perceived challenges and their articulated training priorities. Several participants proposed specialised workshops, customised training sessions, and even language immersion experiences again, such as stays in English-speaking countries. Others stressed the value of practical tasks, including simulated lesson delivery and communication-based activities. One teacher suggested integrating communication exercises into standardised curricula. Some highlighted the difficulty of transitioning to English after years of studying and teaching in French, suggesting that the shift would require a progressive and well-supported approach. While most focused on linguistic preparation, one respondent pointed to deeper systematic issues, arguing that governance and motivation are central challenges, not just language. Overall, the responses indicate a strong recognition of the need for comprehensive, structured,

and motivational training programs, tailored to the realities of EMI in Algerian medical education.

Item 14. Perceived advantages of switching to English in medical education

The responses to the final open-ended question revealed a strong agreement amongst teachers regarding the potential advantages of adopting English in medical education. Most participants highlighted the global role of English as the dominant language of medical literature, research, and scientific communication. They viewed the shift as a way to broaden access to international resources, participate more effectively in global conferences, and stay updated with recent advancements in the field. Some teachers also mentioned the benefits of greater academic visibility and enhanced career opportunities, especially in relation to publishing and professional development. A few respondents noted that English could help improve Algeria's integration into the international medical and scientific community, aligning it with global standards. However, not all responses were optimistic; two teachers expressed scepticism, suggesting that the current context in Algeria is not convenient for such a shift, though they did not dismiss its future potential. Overall, the responses reflected a generally positive perception of EMI's long-term benefits, while still hinting at present-day limitations.

2.6.2. The Interview

The group interview with medical teachers revealed a mix of cautious support, critical reflection, and practical concern regarding the implementation of English as a medium of instruction (EMI). While most participants acknowledged the potential value of EMI, they expressed strong reservations about the timing and readiness for such a reform. The agreement was that the decision was premature, with several teachers calling it "a bad decision" or "precocious", and suggesting a delay of at least two years. None of the participants felt fully ready to teach in English at present, though some admitted they could manage English PowerPoint presentations. This aligns with the findings from the questionnaire, where none of the respondents claimed to be completely ready to teach in English.

The discussion also showed variation in confidence, with most teachers rating their English as "better in comprehension than in speaking". Importantly, they unanimously agreed on the need for specialised training, not only to improve general English proficiency, but also to develop the ability to teach effectively in the language.

Suggestions for facilitating the transition often centred on a gradual and phased implementation. Some teachers proposed beginning with basic modules and focusing initially on first-year students. Others recommended rolling out EMI progressively over several academic cycles. This cautious approach appears rooted in a desire to prevent undue pressure on both students and staff during the early phases. Overall, the discussion conveyed a readiness to embrace change, yet only if accompanied by proper training, thoughtful preparation and a clearly defined long-term plan.

While the questionnaire and interview generally revealed similar views amongst teachers, some differences were observed. In the questionnaire, many teachers appeared cautiously optimistic about EMI, with most agreeing that it could benefit students. However, during the group interview, their tone was more critical, with several describing the reform as rushed and unrealistic. Although some had previously indicated they were "somewhat ready" to teach in English, none expressed real confidence when speaking openly. Another inconsistency emerged regarding language training; no one identified "lack of medical terminology" as a major difficulty in the questionnaire, yet it was highlighted during the interview as a key area needing support. These contrasts suggest that teachers may have felt more comfortable expressing their concerns in the group discussion, where they could speak freely and elaborate on their answers.

2.7. Discussion of the Main Results

This section discusses the main findings in relation to the research questions and hypotheses. The study aimed at exploring the attitudes of medical students and teachers towards EMI and their level of preparedness for its implementation. Drawing on Gardner and Lambert's (1972) theory, which distinguishes between instrumental and integrative motivation, the results show a largely instrumental orientation. Both

groups recognised the practical benefits of EMI but expressed concern over language proficiency and the pace of the reform.

Student responses revealed generally positive attitudes towards EMI, with many highlighting benefits such as access to scientific knowledge, career opportunities and international study. This reflects a strong instrumental motivation, as defined by Gardner and Lambert (1972). However, despite this enthusiasm, many students reported low readiness, with several expecting difficulties in understanding lectures and classroom communication. These findings support the first hypothesis: students are optimistic but held back by concerns about their English language skills.

Teachers showed more caution. While many agreed with EMI's benefits in the questionnaire, the interview revealed deeper concerns, especially about timing and institutional preparedness. None felt fully ready to teach in English, and most expressed uncertainty about their oral proficiency. Their support for EMI appeared mostly instrumental, i.e. linked to professional advancement, but still limited by practical barriers. This confirms the second hypothesis: teachers may accept EMI in principle, but do not feel prepared for immediate implementation.

Both students and teachers raised similar concerns about EMI, particularly regarding readiness and language support. While students were more optimistic, both groups highlighted the need for gradual implementation and targeted training. Teachers were especially vocal about classroom challenges and the lack of structured preparation. These shared concerns reveal a gap between policy ambition and institutional reality, and suggest that motivation alone, though it is clearly present, is not enough without proper support.

In conclusion, the results confirm both research hypotheses. Students expressed positive but cautious views on EMI, while teachers acknowledged its value yet voiced practical concerns. These findings clearly address the research questions by outlining current attitudes and levels of preparedness at the University of Tlemcen. Viewed through Gardner and Lambert's theoretical lens, the instrumental motivation of both groups is evident, but limited by challenges such as language competence and lack of

training. Without gradual implementation and adequate support, positive attitudes alone may not be enough to ensure a successful EMI transition.

2.8. Limitations of the Study

Like any research project, this study faced several limitations that should be acknowledged. First, the time constraints placed significant pressure on the data collection process, as the fieldwork had to be conducted between April and the end of May. This limited the scope of participant engagement and made it difficult to organise additional interviews or meetings. Secondly, although a student interview was initially planned and the questions were prepared, it could not be conducted due to overlapping with exam periods. Given that students at the Faculty of Medicine sit for exams nearly every two weeks, finding a suitable time became unmanageable. As a result, the study lacks the qualitative depth on the student side that was achieved with the teachers. In addition, the relatively small sample size for teachers (13 participants) and the fact that the interview evolved into a group discussion rather than individual interviews may have influenced the nature of the responses. Despite these challenges, the combination of questionnaires and qualitative input from the teacher discussion still provided valuable insights into attitudes towards EMI and perceived readiness.

2.9. Suggestions for Further Research

Based on the findings and limitations of this study, several recommendations can be made to support the successful implementation of English as a medium of instruction (EMI) in Algerian medical education. First, both students and teachers would benefit from structured language training, with a focus on medical English terminology, academic communication and classroom interaction. These courses should be introduced well before EMI is officially adopted and tailored to the specific needs of medical faculties.

At the institutional level, the reform should be approached gradually and with caution. Rather than rushing to apply EMI, it would be more practical to allow time for proper adaptation. Authorities are also advised to consult educational experts, prioritise the needs of teachers and students, and avoid making decisions driven solely

by political motives. Putting people's learning and teaching conditions first is key to any sustainable language policy. Moreover, teacher training programs should be prioritised through workshops, immersion opportunities and accessible bilingual resources.

For future research, it would be valuable to conduct continued studies that follow the effects of EMI over several academic years. This study was limited in its ability to capture students' spoken perspectives, largely due to time constraints. To address this gap, future research should consider incorporating qualitative methods such as semi-structured interviews with students. Such approaches would likely provide more nuanced understandings of their views including emotional responses, perceived difficulties and personal expectations. Moreover, including formal assessment tools such as tests, to assess both teachers' and students' English proficiency, would provide more objective, accurate and reliable data to base the analysis on. This would help to avoid relying solely on their assumed and self-rated levels in the language. Last, extending the scope to include cross-faculty or interregional comparisons could offer a broader and more representative view on EMI implementation across Algerian universities.

2.10. Conclusion

This chapter presented the research design, data collection tools, and the main findings of the study. The results showed that while both students and teachers see the benefits of EMI, especially for academic and professional growth, many feel unprepared for its immediate implementation. Students were mostly supportive but uncertain about their English level, whereas teachers expressed more hesitation and stressed the need for proper training and a gradual approach. Overall, the findings confirmed the study's hypotheses and highlighted the need for careful planning and support to ensure a smooth EMI transition.

GENERAL CONCLUSION

General Conclusion

This dissertation attempted to explore the attitudes and readiness levels of medical students and their teachers at Tlemcen University concerning the new government decision in Algeria to adopt English as a medium of instruction (EMI) in medical education. It holds great significance and timeliness, as it will further affect the language policy in higher education institutions in Algeria, curriculum development, teacher training, and student learning outcomes.

This mixed-methods study, involving the administration of questionnaires to students and teachers as well as a group interview with teaching staff, sought to answer two main research questions: What are medical teachers' and students' attitudes towards the implementation of English as the medium of instruction at the University of Tlemcen? And to what extent are they prepared for its immediate implementation in medical studies? Results indicate that though a good number of participants demonstrate positive views about the concept of EMI, in most cases their enthusiasm is overshadowed by practical concerns. Students support the reform since it opens more opportunities for medical knowledge, research, and career opportunities globally. However, most have confessed that their English skills are not strong, particularly academically, and whether they could follow a course offered entirely in English remains ambiguous.

Teachers, meanwhile, offered more cautious and critical perspectives. A few saw the long-term benefits of the use of English in medicine, but the majority of them said they did not feel comfortable teaching in that language because of a lack of proper training and support from the institutions. Many argued that the decision was introduced too abruptly and called for a gradual and carefully planned implementation. These findings align with Gardner and Lambert's (1972) framework of instrumental motivation, where both students and teachers appeared motivated by the practical advantages of English rather than by cultural or integrative reasons. Additionally, they confirmed both research hypotheses:

1. Students' attitudes towards EMI are generally positive but tempered by concerns about their English proficiency, while teachers express mixed

feelings about the shift to EMI, with enthusiasm for internationalisation but concern over implementation challenges.

2. Neither students nor teachers feel prepared for the immediate implementation of EMI in medical studies. The lack of proficiency in English is a major obstacle to this abrupt transition.

The study also revealed important areas for consideration at the policy and institutional levels. The lack of readiness amongst both learners and instructors suggests that language planning should prioritise gradual adaptation, expert consultation, and inclusive decision-making. Such support mechanisms, including medical English training, bilingual resources and structured teacher development will help make EMI an improvement in educational outcomes rather than a mere additional touch on an already demanding academic environment.

The study has limitations in time and the inability to interview students. Valuable insight is nonetheless provided into perceptions on EMI and the challenges ahead. It is hoped that these findings can lead to a more thoughtful and sustainable approach to language reform in Algerian higher education.

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APPENDICES

Appendix A : Student Questionnaire

Student Questionnaire

This questionnaire aims at exploring the attitudes of medical students on the implementation of English as a medium of instruction (EMI) in their studies. You are kindly invited to answer the following questions. Your answers will remain anonymous and will be used for academic purposes only. Thank you for your collaboration.

1. Gender Male Female

2. What year are you currently in?

1st 2nd 3rd 4th 5th 6th 7th

3. What are your future career goals?

Work in Algeria Work abroad Continue studies abroad Not sure

4. What is your level in English?

Excellent Good Fair Poor Very poor

5. Have you ever taken any extra English courses outside of school? Yes No

6. Do you agree with the decision to implement English as the medium of instruction in medical studies?

Strongly agree Agree Neutral Disagree Strongly disagree

7. Will English help you access more medical knowledge and international research?

Absolutely Maybe Not sure Not really Not at all

8. Do you feel ready to study all your courses in English?

Completely ready Somewhat ready Not sure Not really ready

Not ready at all

9. Do you think French is still more appropriate than English for studying medicine in Algeria?

- Strongly agree Agree Neutral Disagree Strongly disagree

10. What difficulties do you expect with EMI?

- Understanding lectures
- Speaking in class
- Reading textbooks
- Writing in exams
- Communicating with teachers
- None

11. Will EMI improve your chances of success in medical studies?

- Strongly agree Agree Neutral Disagree Strongly disagree

12. Which language would you prefer for medical studies?

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Why?

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.....
.....

13. What can be done for an easier transition to EMI in medical studies?

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Appendix B : Teacher Questionnaire

Teacher Questionnaire

This questionnaire aims at exploring the attitudes of medical teachers on the implementation of English as a medium of instruction (EMI) in their field of study. You are kindly invited to answer the following questions. Your answers will remain anonymous and will be used for academic purposes only. Thank you for your collaboration.

1. Gender Male Female

2. What best describes your professional status?

Full-time university teacher

Practicing doctor who also teaches at the university

3. In which language did you complete your medical studies?

French Arabic English

4. What is your level in English?

Excellent Good Fair Poor Very poor

5. Have you ever taught a course in English? Yes No

6. Do you agree with the decision to implement English as the medium of instruction in medical studies?

Strongly agree Agree Neutral Disagree Strongly disagree

7. Do you think students will benefit from studying medicine in English?

Definitely yes Probably yes Not sure Probably not Definitely not

8. Do you think EMI will improve Algeria's position in the global medical and scientific community?

Strongly agree Agree Neutral Disagree Strongly disagree

9. Do you feel personally ready to deliver all your courses in English?

- Completely ready Somewhat ready Not sure Not really ready
 Not ready at all

10. What difficulties do you expect when teaching in English?

- Communicating effectively with students
 Lack of medical terminology in English
 Time and effort required to prepare lectures in English
 Students' limited English proficiency
 None

11. Are you ready to teach in English by the start of the upcoming academic year?

- Definitely yes Probably yes Not sure Probably not Definitely not

12. When will teaching in English be possible?

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13. What kind of training or support do you think teachers need in order to adapt to EMI?

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.....
.....

14. What are the advantages of switching to English in medical education?

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Appendix C: Teacher Interview

Teachers' Semi-Structured Interview Questions

This interview aims at exploring the attitudes of medical teachers on the implementation of English as a medium of instruction (EMI) in their field of study. You are kindly invited to answer the following questions. Your answers will remain anonymous and will be used for academic purposes only. Thank you for your collaboration.

1. Where did you study medicine?
2. What was the language of instruction in your studies?
3. How would you rate your level of English proficiency?
4. What do you think about the decision to implement English as the medium of instruction in medical fields?
5. Do you feel ready to teach in English now?
6. Do you feel the need to be trained to teach in English?
7. What teaching methods do you suggest to ensure that the teaching you are going to provide is effective?

Appendix D: Transcription of the Interview

NB: The Consent to record the interview was taken prior

Researcher: This interview aims at exploring the attitudes of medical teachers on the implementation of English as a medium of instruction (EMI) in their field of study. As you certainly know, the government has decided to shift medical education from French to English, so I will ask you questions on your opinions on this matter as teachers. Your answers will remain anonymous and will be used for academic purposes only.

First question; where did you study medicine?

Teachers: All in Tlemcen

Researcher: What was the language of instruction in your studies?

Teachers: All French

Researcher: How would you rate your level in English?

Teacher 1: Good

Teacher 2: I understand more than I speak

Teacher 3: For me I understand more

Teacher 4: I can understand better than speaking

Teacher 5: We can read English, understand it, but to speak and fluently, it is not very easy

English Teacher: And this is what they are learning with me.

Researcher: Now, delving right into the topic, what do you think of the decision to implement English as the medium of instruction in medical fields? Do you agree, do you disagree?

Teacher 1: It's a bad decision

Teacher 2: I disagree

Teacher 3: It is precocious, we need more time to prepare

Teacher 4: It's a good idea

Teacher 5: Yes, but we need more time to prepare ourselves to teach

Teacher 6: Ourselves and the students

Teacher 7: But not this year, perhaps in 2 years

Researcher: Speaking of timing, do you feel ready to teach in English now? If they tell you "You have a class, go teach in English", are you able to do so?

Teacher 1: Yes

Teacher 2: No

Teacher 3: Not yet

English Teacher: Maybe there are different opinions

Teacher 4: We are ready perhaps to prepare PowerPoints in English

Teacher 5: We can explain in English, yes.

Teacher 6: It would take us time to find the right words or terminology

Teacher 7: Perhaps the title in English, but the content no

Researcher: Can you raise your hands, those who are ready?

Teacher 3: Nobody is ready

Teacher 4: Perhaps Kamel, he's modest and humble

English Teacher: There are some teachers who have already started trying to teach in English

Teacher 5: Because they had a level better than us when we started

English Teacher: This group has a B2 level, and they're going to be C1 next year

Teacher 1: I think some disciplines are more difficult to teach than others

Researcher: You mean modules or disciplines as in medicine or pharmacy?

Teacher 1: No, modules in medicine

English Teacher: For example, what do you think about Anatomy and Physiology? Which we saw.

Teacher 2: I think Anatomy is easy than Physiology, and Pathology is even easier

Teacher 3: Fundamental modules are easier

Researcher: Next question, do you feel the need to be trained to teach in English?

Teachers: All said yes

Researcher: But not to just learn the language, but to teach in that language

Teacher 1: To practise

Teachers: All said yes

Researcher: All right. Last question, what teaching methods do you suggest to ensure that the teaching you are going to provide is effective? What solutions can you suggest for a smoother transition from French to English?

Teacher 1: First one; to have more time

Teacher 2: Teach only fundamental modules at first

Teacher 3: And only first years

Teacher 4: Start to change the level of English of students in school, because how can I teach in English if they don't understand. My level is bad, and my students' is even worse

Teacher 5: I suggest we start in 2025, all modules, only with first years

Teacher 3: which means that these students of next year will have English as a medium of instruction, and then they move on to the second year. But the second year of this year, they are doing it in French

Teacher 6: We can start only with first years, and we'll have six years to improve our English.

Teacher 7: We prepare the generations of students gradually

Teacher 5: Students in the fifth year, they did four years in French, you can't change their learning systems

English Teacher: Well, I think it will be like the Arabization process, which they started with the first years in primary school and then with the following year etc, up to the baccalaureate

Researcher: That was it! Thank you so much for your collaboration.

ملخص

تتناول هذه الدراسة آراء واستعدادات طلبة وأساتذة الطب بجامعة تلمسان بشأن تطبيق اللغة الإنجليزية كلغة للتدريس. وفي ظل الإصلاحات الوطنية الأخيرة، تُظهر النتائج عمومًا مواقف إيجابية تجاه التدريس بالإنجليزية. ومع ذلك، تبقى بعض القيود، خاصة فيما يتعلق بمستوى إتقان اللغة والدعم المؤسسي المتوفر. تشير هذه النتائج إلى ضرورة التخطيط الجيد والاستعداد الكافي لضمان نجاح تطبيق اللغة الإنجليزية في التعليم الطبي بالجزائر.

Summary

This research explores the attitudes and readiness of medical students and teachers at the University of Tlemcen regarding the implantation of English as a Medium of Instruction. In light of recent national reforms, findings in general indicate a fairly positive attitude towards EMI. However, concerns prevail, mainly on language proficiency and the level of institutional support available. These results highlight an explicit demand for careful planning and adequate preparation for a successful implementation of EMI in Algerian medical education.

Résumé

Cette recherche examine les attitudes et la préparation des étudiants et enseignants en médecine à l'Université de Tlemcen concernant l'introduction de l'anglais comme langue d'enseignement. Dans le contexte des récentes réformes nationales, les résultats montrent, en général, une attitude plutôt positive envers l'enseignement en anglais. Toutefois, certaines contraintes persistent, surtout en ce qui concerne le niveau de maîtrise de la langue et le soutien offert par les établissements. Ces conclusions soulignent le besoin clair d'une planification soignée et d'une préparation adéquate pour réussir l'implémentation de l'anglais dans l'enseignement médical en Algérie.