



Ministry of Higher Education and Scientific  
Research University of Akli Mouhand Oulhadj, Bouira  
Faculty of Letters and Foreign  
Languages Department of English  
Language and Literature



**Investigating the Learners' Attitudes towards the  
English Language Integration in Higher Education**  
Case Study: Second Year Biological Science Students at the University  
of Bouira.

A Thesis Submitted to the Department of English Language and Literature -  
University of Bouira – in Partial Fulfillment for the Requirement of Master's  
Degree in

**Didactics and Applied Languages**

**Candidates**

- Hammoudi Melissa
- Mokhtari Amel

**Supervisor**

Mrs. Aimeur Roza

**Board of Examiners**

Dr. Djaadi Sara  
Mrs. Aimeur Roza  
Dr. Kerroum Fathia

MAB	University of Bouira
MAA	University of Bouira
MCA	University of Bouira

President
Supervisor
Examiner

**Academic Year**

2024/2025

## **Dedication 1**

To my parents, the roots of my existence and the wings of my ambition. Your love is my power, and your prayers are my shield. For you I say:

To my great supporter, your sacrifices and silent support have guided me throughout this journey, my father.

To the wonderful woman in this world, your love, encouragement, and endless prayers are the heartbeat of everything I achieve, my mother.

To my two precious sisters and their husbands, whose support has been a constant light along my path.

To my only brother Mohammed, my protector, my diamond shield and my shadow, your support has always been my greatest strength.

To my sweet little sister, whose love kept me going and to my little stars, Dania, Janna, Baraa and Taline.

To my beloved grandmothers, one whose memory inspires me every day, and one whose love guides me always. You are both forever in my heart.

To all my family, this work is for you.

To my partner and best friend Melissa, thank you for being my constant companion through every challenge and triumph

To my tulip flowers Katia and Hadjer, thank you for everything.

**Amel**

## **Dedication 2**

I dedicate this work to the memory of my dear grandfather, Iddou Arab, sometimes our heroes do not make it to the end, but they remain with us in every step we take.

To my grandmother, your prayers have been my shield, thank you for being my guardian through prayer and heart.

To my mother, a child's first teacher, your strength, sacrifice and unconditional love have been my greatest motivation. This achievement is as much yours as it is mine.

To my dearest aunt, Leila, who believed in me and stood by me with thoughtful guidance, thank you for being a second mother and a true friend.

To my uncles and aunt, Kada, Hafid and Nacira, you filled my days with warmth and laughter since childhood, thank you for your constant support.

To my sister, my fearless protector, my constant warmth and my lifelong cheerleader

To the extended members of my family, I am forever grateful for you.

To my partner and best friend, Amel, we began this journey together and we are finishing it together, I couldn't ask for a better company.

To my dearest friends, Katia and Hadjer, thank you for the lightness you brought into this journey, I am forever grateful for your presence in my life.

**Melissa**

### **Acknowledgement**

Above all, we would like to express our deepest gratitude to Allah for helping us in achieving and realizing this work. Every step of this journey was made easier through the strength, guidance, and patience granted by Allah.

We are deeply thankful to our dutiful teacher and supervisor, Mrs Aimeur Roza, for her guidance, insightful comments, and suggestions. Her rigorous attention to the details over the stage of this research significantly contributed to our development as researchers. The trust she placed in us and her constant encouragement were deeply motivating and truly appreciated.

Our special thanks to the members of the jury Dr. Kerroum Fathia and Dr. Djaadi Sara for accepting to read, review, and evaluate our work.

Our heartfelt thanks go to all the teachers of the Department of English at Akli Mohand Oulhadj University of Bouira, as their support, and valuable instruction have played an important role in shaping our academic journey

Finally, we would like to thank everyone who contributed to this work. Your support and encouragement have been deeply appreciated.

## **Abstract**

The present research aims at investigating the attitudes of learners towards integrating the English language in higher education. The case study of this research is second year biology students at the University of Bouira. It seeks to investigate how learners perceive the use of English in their academic context, the extent to which it influences their learning, and their expectations about the future of the English language in the Algerian higher education. This study was conducted using a mixed method approach, and data was collected through an online questionnaire. The findings reveal that learners hold contrasting attitudes towards the integration of the English language in higher education, they neither strongly support nor strongly reject the integration. Some of them recognized the academic value of English, while others remain uncertain about its impact on their learning experience. In the light of these findings, the present study recommends the gradual integration of English language in the Algerian educational system.

**Key words:** English language, language attitudes, higher education, integration of English language, biology students.

## ملخص

تهدف هذه الدراسة إلى التحقيق في مواقف المتعلمين تجاه إدماج اللغة الإنجليزية في التعليم العالي، وذلك من خلال دراسة حالة طلبة السنة الثانية بيولوجيا بجامعة البويرة. تسعى هذه الدراسة إلى استكشاف كيف يدرك الطلبة استخدام اللغة الإنجليزية في سياقهم الأكاديمي، ومدى تأثيرها على تعلمهم، وتوقعاتهم بشأن مستقبل اللغة الإنجليزية في التعليم العالي الجزائري. تم إجراء هذه الدراسة باستخدام منهجية مختلطة، حيث جُمعت البيانات من خلال استبياننا عبر الإنترنت. كشفت النتائج أن الطلبة يحملون مواقف محايدة تجاه إدماج اللغة الإنجليزية في التعليم العالي. وقد اعترف بعضهم بالقيمة الأكاديمية للغة الإنجليزية، في حين ظل آخرون غير متأكدين من تأثيرها على تجربتهم التعليمية. وفي ضوء هذه النتائج، توصي الدراسة بالإدماج التدريجي للغة الإنجليزية في النظام التعليمي الجزائري.

**الكلمات المفتاحية:** اللغة الإنجليزية، مواقف لغوية، التعليم العالي، ادماج اللغة الإنجليزية، طلبة البيولوجيا.

## **List of Abbreviations**

AHES: Algerian Higher Education System

EMI: English as a Medium of Instruction

EFL: English as a Foreign Language

MSA: Modern Standard Arabic

CL: Classical Arabic

AMHESR: Algerian Ministry of Higher Education and Scientific Research

ESP: English for Specific Purposes

## **List of Figures**

Figure 1: Presentation of the Participants Range of Age.....	25
Figure 2: Learners' Preferred Language.....	26
Figure 3: Learners' Level of Fluency in English.....	26
Figure 4: Language Use in Daily Life.....	27
Figure 5: Learners' Language Use across Academic and Daily Activities.....	27
Figure 6: The Usefulness of English.....	28
Figure 7: Students' Language Preferences for Learning Biology Lectures.....	29
Figure 8: Learners' Motivation for Learning English at University.....	29
Figure 9: Students' Language during Exams.....	30
Figure 10: Learners' Preferred Method to English Instruction in Biology.....	30
Figure 11: Learners' Opinion about Starting English Learning from Primary School.....	31
Figure 12: The Language Used by the Teacher during Lessons.....	31
Figure 13: The Language Used in Teaching Materials.....	32
Figure 14: The Attitudes of Students towards the Integration of English in Higher Education...	32
Figure 15: The Challenges that Hinder Students' Process of Learning English.....	33

## **List of Tables**

Table 1: Learners' Gender.....	25
--------------------------------	----



## **Table of Contents**

Dedication 1.....	I
Dedication 2.....	II
Acknowledgement.....	III
Abstract.....	IV
الملخص.....	V
List of List of Abbreviations.....	VI
List of Figures.....	VII
Table of Contents.....	VIII

## **General Introduction**

Statement of the Problem.....	02
Aims and Significance of the Study.....	04
Research Question and Hypothesis.....	06
Research Techniques and Methodology.....	06

## **Chapter one: literature review**

Introduction.....	07
I. General Definitions Concerning Language.....	07
I.1 Language Definition.....	07
I.2 Foreign Language.....	07
I.3 Global Language.....	07
I.4 English as a Global Language.....	08
I.5 English as a Foreign Language.....	09
I.6 Reasons for Learning English Language .....	09
II. Language Attitudes.....	10
II.1 Definition of Attitudes.....	10
II.2 Types of Attitudes.....	11
II.3 Components of Attitudes.....	11
II.4 Language Attitudes Definition.....	12
II.5 Importance of Attitudes in English Language Learning.....	12
III. The Linguistic Situation in Algeria.....	13
III.1 Arabic.....	13
III.2 Berber.....	14
III.3 French.....	14
III.4 English.....	15

IV. Integrating English in Higher Education.....	16
IV.1 Significance of Integrating English in Higher Education.....	16
IV.2 Challenges of Integrating English in Higher Education.....	17
Conclusion.....	18

## **Chapter Two: Research Design and Methodology**

Introduction.....	20
I. Methodology and Research Design.....	20
II. Sampling and Population.....	20
II.1 Population.....	20
II.2 Sampling.....	21
III. Data Collection Methods.....	21
III.1 The Questionnaire.....	21
III.1.1 Description of the Questionnaire.....	21
III.1.2 Types of Questions.....	22
IV. Data Analysis Procedures.....	22
Conclusion.....	23

## **Chapter Three: presentation of the Findings and Discussion**

Introduction.....	25
I. Presentation of the Questionnaire Findings.....	25
II. Discussion of the Results.....	33
III. Limitations.....	37
Conclusion.....	38
General Conclusion.....	39

## **Bibliography**

## **Appendices**



# **General Introduction**

## Statement of the Problem

Language plays a vital role among humans; it functions as a tool of communication in their daily lives useful for sharing thoughts and building social relationships. There has never been a language in the past spoken than English is today. It is widely spreading across the globe and is also the common tongue for many non-English speakers with two billion speakers all over the world. The role of English extends to education where it is used to transmit knowledge. In this regard, English has been adopted as a means of instruction in mostly all educational contexts. Nowadays, English is recognized as the lingua franca spoken not only by native speakers but also non-native speakers. It is the language of international communication, technology, economy and education. Therefore, due to its international state, English proficiency has become necessary.

As stated by David Crystal (2003, p.110), *"many nations have in recent years made English as an official language or chosen it as their chief foreign language in schools."* Many people in different parts of the world consider English as an important language that needs to be learned. In fact, the number of non-native English speakers is larger than the number of native speakers. Crystal (1997) describes it as "the global language". In Algeria, English doesn't possess the same status as it possesses in other countries of the world. However, in recent years, the Algerian government took the action of integrating English in different levels and domains. And now, English is gradually spreading in the country.

Due to the spread of English as an international language, the status of French has declined. As the necessity to cope with the world increased, Algeria began slowly shifting from French to English. The country realized the importance of the English language and how it is a key to the development in many fields. Even though English didn't gain an official status yet, and didn't reach the same importance and role as French in the national and social life of people in Algeria, there are still many efforts to integrate it in different fields across the country. Its use is increasing especially among young generation mostly due to the negative impression they have towards the French Language being the language of the colonizer and their view about English being the international language. According to Cordel (2014), in the recent time, it is obvious that the high number of youth among the Algerian population may affect the emergence of foreign languages like English, it can be the key for an active population that will be involved in the job market, especially in domains as tourism, industry and any other domains related to technology which needs the use of English.

Because of these increasing positive attitudes among the young generation along with the awareness of the status of English as the language of technology and development, the

Algerian government took an attempt to implement the use of English in all the levels of education including universities especially in important fields such as international trade, economics and science. They believe that teaching English in universities is important for both the students and the country's future. In this attempt of integrating English in Higher education, the students, who are concerned with this shift, should be taken into consideration.

As the interest of integrating English in Higher Education all over the world is increasing, the Algerian Higher Educational System (AHES) recently began integrating English into universities. The success of this integration greatly depends on the learners' attitudes. In learning a language, it is emphasized that students' attitudes must be taken into consideration. The attitudes that learners hold towards a language can either foster or hinder their learning process. As maintained by Fakeye (2010), the learners' attitudes are one of the most important factors that impact foreign language learning. The learners' attitudes can be defined as a set of feelings regarding the use of language and its position in society. As humans, it is normal and totally natural that our feelings have a huge influence on us. As far as learning a language is concerned, these feelings should be taken into account, since the attitudes of learners contribute to their success or failure in language learning. In this regard, Starks and Paltridge (1996, p.218) claim that: *"Learning a language is closely related to the attitudes towards the language."* Actually, the learners are also influenced by both their success and failure, in the sense that the learners may develop a positive attitude due to their success in the learning process or they may develop a negative attitude because of their failure. Thus, it is important to investigate learners' attitudes towards the English language and to know to what extent it influences their learning.

Bouchra Thamer and Fattouma Daham (2018\_2019) investigated the Learner's Attitude towards The English language. This study is conducted with learners of Abou Dhar El Ghifari Middle school as a case of study in Tiaret city. To gather data on this issue, the researchers used two tools; a questionnaire designed for learners and a semi- structured interview designed for teachers. The main results obtained reveal that learners show positive attitudes towards learning English and most of them prefer English to French. Also, teachers show positive attitudes towards English and confirm that their learners have positive attitudes towards learning English as well. Fayçal Saoudi (2022) investigated the implementation of English as the first foreign language in the primary cycle in Algeria. It explored the teachers' viewpoints, attitudes and suggestions on the most effective procedures of the implementation of English in the primary school. The researcher collected the data through a questionnaire of 17 quantitative and qualitative questions distributed

in two primary schools in Telerghma with the sum of 34 teachers. The results showed that teachers strongly supported implementing English as the first foreign language in primary schools.

At the level of Higher education, Ouafa Ouarniki (2023) explored teachers' perspectives on the implementation of English as a Medium of Instruction (EMI) in Algerian higher education institutions. The study adopted a qualitative approach. The data was gathered through semi-structured interviews with ten Algerian teachers in different universities and field of specialism. The findings revealed that although teachers support the idea of integrating English as a medium of instruction in Higher Education, they are also concerned about the challenges that may arise in the process.

These studies highlight the importance of attitudes in the learning environments. Indeed, there is some research on the exploration of students' attitudes, but they are rare, particularly in higher education, and they focus most on general preferences related to language. This study aims to fill this gap, shedding more light on this topic and contributing to new perspective.

### **Aims and Significance of the Study**

As mentioned before, the learners' attitudes play a vital role in determining the level of success in learning a language. It is believed that, if the teacher succeeds in determining students' attitudes towards the target language, the learning process would likely be successful. In Algeria, French has always been the second and foreign language since independence, spoken among its people in their daily life and taught in schools and universities. With the increasing awareness of the importance of English as a global language, there have been recent attempts to promote English in Algerian Higher Education. It is important to be aware of the attitudes of the learners towards this shift. Therefore, the aim of this study is to explore the attitudes of students towards integrating English in higher education in the biology department at the university of Bouira and to shed light on the importance of the attitudes in the process of learning a language. This study offers valuable insights into students' attitudes towards the integration of English in the tertiary level. Additionally, the results of this study will be beneficial for teachers for the sake of making pedagogical decisions and developing more effective strategies that enhance the quality of learning particularly and of education generally.

## **Research Questions and Hypotheses**

This study attempts to answer the following questions:

The main research question:

- What are the attitudes of learners towards integrating English in higher education?

Sub-questions:

1. To what extent does it influence their learning?
2. What is expected about the future of the English language in Algerian education?

Based on the previous questions and the background of the previous study, it is hypothesized that:

1. Students hold positive attitudes towards integrating English in higher education.
2. Implementing English in higher education can impact the quality of education positively.
3. English might replace French as the first foreign language in Algeria over time.

## **Research Techniques and Methodology**

In order to collect the needed information for this study, a case study on second year students of biological science of Akli Mohand Oulhadj in Bouira was adopted. These participants were specifically chosen as they are still in the process of transitioning to English which results in challenges. For this reason, their perspective is greatly relevant and important to the objectives of our study.

Data will be collected using a mixed method (quantitative and qualitative methods). The qualitative method helps the researcher gain an in-depth understanding of human behavior and gives the opportunity to generate new hypotheses. As mentioned by Kumar (2008, p.8), this type of research analyses the various factors which motivate people to behave in a particular manner, or which make people like or dislike a particular thing.

This research will employ a questionnaire which consists of both open-ended and close-ended questions to gather data concerning students' attitudes towards Integrating English in higher education. As reported by Dörnyei and Taguchi (2010), questionnaires are one of the most common methods of data collection in L2 research. Questionnaires are very popular since they are easy to construct, extremely versatile, capable of gathering a large amount of information quickly in such a way that is readily processable. This data collection method was favored as it is cost-effective and time saving; it lets the participants have enough time to answer the questions correctly and also honestly as they can maintain anonymity and confidentiality. The participants involved in this study are second year Biological Science students from the University of Akli Mouhand Oulhadj, Wilaya of Bouira.



# **Chapter one**

## **Literature review**



## **Introduction**

The aim of this chapter is to review the main concepts relevant to our research topic. It begins with discussing general definitions concerning language as well as advantages of foreign language learning. Then, it proceeds to cover aspects related to language attitudes such as its definition, types, components and its importance in English as a Foreign Language (EFL) context. In addition, it describes the linguistic profile along with challenges and significance of integrating English in higher education.

## **I. Section one: General Definitions Concerning Language**

### **I.1 Language Definition**

Language is universally known to be a means of communication through which humans give and receive ideas, knowledge and emotions. Scholars provide different definitions of language. Bloch and Trager (1942, p.5) define language as *“a system of arbitrary vocal symbols by means of which a social group cooperate.”* Additionally, Edward Sapir (1921, p.7) states that *“language is purely human activities and a non-instinctive method of communicating ideas.”* That is to say, language is unique to humans. Moreover, language plays a pivotal role in preserving and transmitting culture. Kramsch (2013, p.62) states that *“without language and other symbolic systems, habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena.”*

### **I.2 Foreign Language**

If a language is acquired through formal education or leisure activities and not spoken in the society where it is taught, it is considered as a foreign language. In fact, ‘Foreign’ in ‘foreign language’ can express a relationship between a person and a language, i.e., the language is ‘new’ or ‘foreign’ to an individual (Stern, 1983, p.17). It is also defined as *“a language which has no legal status within the nation”*. Consequently, it is a matter of personal choice whether to learn it or not. As asserted by Eddy (2011, p.12), *“a foreign language is a language that an individual chooses to learn voluntarily, usually after acquiring their first language. The primary motivation for learning a foreign language is often personal interest or career-related goals rather than direct interaction within the learner’s own community”*.

### **I.3 Global Language**

A global language is characterised not only by the number of people who speak it but also by how widely it is distributed and its influence in international institutions. As described by Crystal (2003), Global language is a language that is found and spoken universally. It is represented not only by the quantity of its local and second-language speakers but also by its land

distribution and its usage in global associations and strategic relationships. In his own words: *“Global language is a late 20th-century term that represents a language achieving a genuinely global status by establishing a specific role recognised in each nation.”* (Crystal, 2003, pp. 3–6). Therefore, a global language is a linguistic medium that attains extensive international implementation and acknowledgment, which functions as a principal instrument of communication across diverse linguistic and cultural communities. Tom McArthur (1998, p.512) suggests that *“a global language is one that functions as a lingua franca across different linguistic and cultural groups, facilitating communication in various domains such as diplomacy, science, and trade”*.

#### **I.4 English as a Global language**

No language fits the above definition as the English language does. English is widely recognized as the lingua Franca, i.e. the language people from different backgrounds uses to communicate with each other. It is spoken in almost every part of the world as a first language, second language or foreign language. It has a dominant position in many areas including science, business, technology and education, which has made the mastery of English crucially important. But the main question is "Why English?" David Crystal (2003, p.7) states that: *"Why a language becomes a global language has a little to do with the number of people who speak it. It is much more to do with who those speakers are."* This implies that the English language is the world's language due to the economic and political power of its native speakers. No language can achieve such a status without a strong power foundation, as highlighted by David Crystal (2003, p.7): *“Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, in the international stage, their language succeeds. When they fail, their language fails.”* It is also suggested that the widespread of English is due to its simple grammar and richness in vocabulary, making it easier for people to learn it. To gain a deeper understanding of the spread of English language throughout the world, the Indian linguist Kachru (1985) suggested three concentric circles representing the distribution of English:

- The inner circle refers to countries where English is spoken as a first or native language, such as the US, the UK, Ireland, Canada, Australia and New Zealand.
- The outer circle represents the countries that have British colonial ties where English is used as a second language, such as India, Malaysia, Singapore and others.
- The expanding circle involves countries where English is taught as a foreign language, mainly because of the international importance of the language. Examples include Algeria, Turkey, China, Japan and others.

## **I.5 English as a Foreign Language**

English as a Foreign Language (EFL) is a term used to describe the study of English in countries where it is not commonly spoken. As explained by Broughton et al. (1978, p.6): *“it is taught in schools, often widely, but it does not play an essential role in national or social life.”* EFL is associated with what the linguist Braj Kachru describes as "the expanding circle". Algeria is classified within this circle and fits an example of an EFL context where English is taught in schools but does not play a significant role outside the classroom. Thereby, Algerian learners are considered as EFL learners, such learners are likely to have an instrumental motivation for learning the foreign language. Broughton et al. (1978, p.6) note that:

The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.

This highlights that EFL learners might have various reasons to learn English, mainly practical.

In addition, EFL learners might face some challenges. According to Carter et al. (2001, p.2), *“In most EFL settings there is limited exposure to the language outside of the classroom, and often limited opportunity to use it.”* This statement suggests that students might struggle with motivation, self-confidence, and communication skills, which may develop negative attitudes towards the target language. Therefore, learners should be provided with the essential support to enhance their abilities, as well as create a carefully structured syllabus that balances between grammar and communication with the use of authentic materials. In this regard, Stern (1983, p.16) claims: *“a foreign language usually requires more formal instruction and other measures compensating for the lack of environmental support.”*

## **I.6 Reasons for Learning the English Language**

Learning a new language is not just about mastering words and grammar—it is a gateway to new cultures, ideas, and possibilities. As Kramsch (1998) emphasizes, language learning goes beyond linguistic competence; it involves gaining insight into new ways of thinking and understanding the world. Above all, learning English language is very common in different countries because it provides various benefits to its users. In fact, English is the most widely spoken language in the world. It is spoken as a first language in approximately 53 countries and

as a second language in over 118 countries (Crystal, 2003). English is commonly used as a lingua franca in global trade, diplomacy, science, aviation, computing, and tourism (Graddol, 2006, n.p). Proficiency in English allows individuals to communicate across cultures, fostering global friendships and intercultural understanding (Seidlhofer, 2011, p.7). EFL also grants access to a vast array of entertainment and online content, as many popular movies, TV shows, books, and songs are produced in English. Understanding English eliminates the need for translations or subtitles, and helps learners naturally improve their listening and reading skills (Richards, 2015). An estimated 565 million people use the internet daily, and about 52% of the world's most visited websites are in English (W3Techs, 2023). This means learning English gives people access to more online content and helps them to communicate with more people, whether for work or entertainment.

EFL learning strengthens the learner's mental abilities in several ways. First, it enhances memory and concentration, as learners must recognise new vocabulary, grammar rules, and pronunciation patterns. Additionally, learning a new language helps learners to switch between languages and adapt to different contexts more easily. Research from a 2012 Swiss Study shows that learning a new language changes the brain structures, impacting the parts of the brain responsible for memory, conscious thought and it can make individuals more creative (Martensson et al, 2012, p. 227).

## **II- Section two: Language Attitudes**

### **II.1 Definition of Attitudes**

The term "attitude" has been a central topic of research in the social sciences; However, its definition remains a subject of debate. Broadly speaking, attitude refers to an individual's predisposition to respond favourably or unfavourably to a person, object, or situation, shaped by experience, beliefs, and emotions. As a result, various theoretical perspectives suggest that attitudes are defined from different angles which lead to semantic disagreements and variations in the term's generality and specificity. In the context of language learning, researchers have proposed various definitions of attitudes, emphasising their role in shaping learners' motivation, engagement, and overall success in acquiring new language.

According to Gardner (1980, p.267), attitudes are the sum total of a man's instincts and feelings, Prejudice or bias, preconceived notions, fears, threats and convictions about any specific topic. In other words, attitude is not solely a cognitive construct but also encompasses the emotional significance individuals attach to specific things. Moreover, like many complex concepts, attitude has been widely discussed throughout history. It relates to an individual's psychology and influences their behaviour in social situations. In this sense, Allport (1935, p.810)

states that *“an attitude is a mental and neural state of readiness, organised through experience, exerting directive or dynamic influence upon individual's response to all objects and situations which with it is related”*. Besides, Katz (1960, p.165) reports that attitude is *“the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or an unfavourable manner”*. He stresses that attitudes shape how people perceive and react to different elements in their surroundings, influencing their opinions, emotions, and behaviours.

## **II .2 Types of Attitudes**

Attitudes can be divided into three types: positive, negative and neutral. A positive attitude is when people demonstrate a good view or response towards a person, a place or an object it means that they hold a positive attitude. Positive attitudes are important in academic and professional success since students with positive attitudes are usually motivated and learn from their mistakes. A negative implies feelings of dislike or hatred toward the attitude objects. Such type can significantly hinder progress in language learning as individuals focus more on the bad sides of the object than the good sides. A neutral attitude is another common type of attitudes. Individuals with neutral attitudes are indifferent, in other words, they cannot decide whether they have a positive or a negative attitude. Moreover, they do not show importance towards the attitude object, and they avoid showing emotions or reactions leaving it for others instead (Gasper.et al., 2019, p.7).

## **II .3 Components of Attitudes**

As it is generally accepted by many scholars such as Albert Ellis(1957), Zanna and Rempel (1988), Anita Wenden(1991), Eagly and Chaiken (1998) ,and Vishal Jain(2014), attitudes are composed of three components: Affective component (feelings/emotions), behavioural component(response/action), and cognitive component (belief/evaluation).The affective component refers to the individual's emotional reactions towards an object or a person. These emotions can be feelings of liking or disliking. For example, a person might feel happy, excited, or calm when thinking about a favorite hobby, which would influence their attitude towards it. Conversely, negative emotions such as anger, fear, or disgust might shape negative attitudes. The behavioral component is the individual's response or action towards something or someone (favourable or unfavourable). Put differently, it is the individual's behaviour that occurs as a result of their attitude. It is referred to as the behavioural component because the belief must lead to some kind of action (Ostrom,1969, p.128-130). For example, a person with a positive attitude towards environmental conservation may engage in activities such as recycling, reducing waste, and supporting eco-friendly policies. Similarly, a negative attitude toward smoking may lead to avoidance of tobacco products or advocacy for anti-smoking campaigns. Finally, the cognitive

component includes thoughts, beliefs, and knowledge that an individual holds about the object. It influences the way they evaluate the object as true or false, good or bad, desirable or undesirable. For example, if someone believes that exercise improves health, this belief would contribute to their overall positive attitude towards exercise (Eagly & Chaiken, 1993, p.22).

## **II .4 Language Attitudes Definition**

Language attitudes refer to people's feelings, beliefs, thoughts, and predispositions that they hold towards a particular language. Peter Garrett (2010, p.2) states that: *"people hold attitudes to language at all its levels: for example, spelling and pronunciation words, grammar, accent, dialects and languages. Even the speed at which we speak can evoke reactions"*. Attitudes are negative or positive. This can determine the student's view of the language as difficult or easy, simple or complex, important or unimportant. Abidin et al (2012, p.121-122) mentioned that the concept of student attitude can improve the process of language learning, affecting the nature of the beliefs and behaviour of students toward language in general, community, and culture and identifying student's tendency in acquiring language. Therefore, attitudes are the most important factors in the success of learning a language since they influence their performance in the learning process.

## **II .5 Importance of Attitudes in English Language Learning**

A person's behaviour is fundamentally driven by their attitude which means that it is hard for people to do things they dislike. Similarly, in EFL context, when students have positive attitudes towards English the learning process will likely be successful whereas if they have negative attitudes towards the language this may hinder their progress. Students come to class with different attitudes or none at all. With time, they will either develop a positive attitude or a negative attitude depending on the learning environment. Positive attitudes will lead students to like the language and encourage them to enjoy it as well as succeed. On the contrary, if they develop a negative attitude it will result in poor performance in English.

This highlights the importance of fostering a supportive and engaging classroom environment that can positively influence students' attitudes over time. Teachers play a central role in shaping learners' perceptions of the language through their teaching methods, feedback, and encouragement. When learners feel that their efforts are acknowledged and that they are making progress, they are more likely to maintain a positive outlook on the learning process. Moreover, attitudes are not only influenced by internal motivation but also by external factors such as peer interaction, access to engaging materials, and perceived usefulness of the language in real life. In the context of globalization, English is often viewed as a gateway to academic and professional

opportunities, which can further strengthen students' motivation and positive attitudes. Therefore, language educators must recognize the dynamic and influential nature of attitudes and strive to create learning conditions that nurture positivity and confidence. As Gardner (1985, p.10) and Brown (2000,p.168) explain, a learner's attitude can significantly affect the level of achievement, regardless of their aptitude, making attitude a key component in second language success.

### **III- Section three: The Linguistic Situation in Algeria**

As a result of historical, cultural and political factors, Algeria is considered as a linguistically diverse country where different languages are spoken and coexist side by side. It is a multilingual country where Arabic, Tamazight and French have long existed, in addition to English emerging in recent years. This complex linguistic situation makes it necessary to review Algeria's linguistic profile.

#### **III.1 Arabic**

The Arabic language is spoken across the Middle East and North Africa. It is one of the most significant languages and it holds a remarkable status among Arab-speaking countries since it is the liturgical language of Islam in which the Holy Quran was revealed. As mentioned by Chjene (1965, p.455): *"Arabic is a language of a revealed religion (lughat din samawi) and is here to stay as long as the Quran and Islam exist."* In Algeria, Arabic has been recognized as the official language of the country ever since its independence in 1962. It is also considered as the "mother tongue" which Algerians acquire as their first language. It is usually distinguished into 2 varieties: Modern Standard Arabic and Dialectical (colloquial) Arabic.

Modern Standard Arabic (MSA), commonly known as Fu-sha, is used in formal settings including education, the press, speeches and the media. MSA derived from Classical Arabic (CA), which is defined as the ancient form of Arabic used in pre-Islamic literature and the language of the Holy Quran (Rydin, 2013 p.4-5). Although they are often distinguished as two different varieties, MSA is simply a modernized form of CA that has gone through some changes. Djennane (2016, p.76) pointed out in his thesis:

An in-depth consideration of MSA would reveal that such linguistic system is no other than a simplified and modernized version of Classical Arabic. Both of them should be treated as close varieties instead of significantly different forms. The main difference relates to stylistics and vocabulary.

Dialectical or colloquial Arabic is used in informal settings and daily conversations in the streets. Arabic consists of multiple dialects spoken across different countries. Such dialects form a geographical continuum; the further we move from one point to another in a particular direction, the more noticeable the linguistic differences are. Within the same Arabic speaking country, there may exist a variety of regional dialects with slight significant differences at one or more levels of linguistic analysis (ibid). This reflects the situation of Algeria in which 58 wilayas use a different variety in their everyday conversation, referred to as Darja. It is the "low" variety used in oral everyday communication with no written form.

### **III.2 Berber**

Algeria's linguistic profile wouldn't be completed without Tamazight. It originated in North Africa and was established by the Algerian government as the national and official language of the country alongside Arabic after numerous conflicts. It is also the mother tongue of so many people in Algeria, sometimes both Arabic and Tamazight can be acquired simultaneously and considered both as the mother tongue.

Tamazight is divided into different varieties, which are named after their linguistic communities in which they are spoken. Djennane (2016, p.101) provided an overview of the major varieties found in Algeria:

- Kabylia (Takbaylit): is spoken in the north (East of Algiers). This variety counts the highest number of speakers across the country compared to other varieties. It is mainly spoken in four wilayas (states), namely Tizi Ouzou, Bejaia, Bouira, and Boumerdès.
- Shawi (Tashawit): is localized in the South-East of Constantine, mainly in Batna, Khenchla and Oum-El-Bouaghi.
- Shenwi (tachenwit): is a minority variety spoken in the Mountain of Chenwa (West of Algiers)
- Mzabi (Tamzabt): is localized in Ghardaïa and its surrounding agglomerations.
- Targui: is the language of Touareg, spoken in some remote spots of the Sahara like Ahaggar.

### **III.3 French**

In Algeria, French emerged from a colonial legacy but continues to shape the linguistic and cultural identity of the nation today. Despite gaining independence in 1962, French remains one of the most widely used foreign languages in Algeria. Its influence extends far beyond education; it is also present in the media, administration, economy, medicine, and daily conversation. It has a high level of prestige, especially in scientific research and technical fields, where French often replaces Arabic as the language of instruction. Moreover, The French language is spontaneously used in everyday speech by most Algerians, regardless of their education level, whether they are



educated or illiterate. According to Ait Habbouche (2013, p. 18) *“A great number of French borrowings, both adapted and non-adapted, can be attested in the verbal repertoire of many Algerian speakers”*. This phenomenon has resulted in widespread borrowing, with words like “taxi”, “chapeau”, “ballon”, “télévision” becoming part of the Algerian Arabic dialect.

### **III.4 English**

In today’s interconnected world, English has become more than just a foreign language; it has become a powerful tool for international communication, connecting people across borders, cultures, and disciplines. This widespread use and influence of English can largely be attributed to the forces of globalization, which have increased international communication. As a result, many Arab countries such as Egypt, Saudi Arabia, and the United Arab Emirates have adopted English as their primary foreign language, incorporating it widely into their educational systems and professional sectors (British Council, 2013). In contrast, English is considered as a second foreign language in Algeria. Despite this, the language holds significant prestige in Algerian society, with many individuals using it in their daily lives. Ennaji (2005, p. 115) proclaims, *“English has lately become even more popular due to the growing importance of information technology, namely satellite television and the internet”*. Algeria started to adopt English as a foreign language starting from the primary school in which president Abd El Madjid Taboune (2020) stated *“God willing, the decision will be implemented to bring Algeria into globalization. French is the spoils of war, but the international language is English”*. In higher Education, Algeria also promoted the use of English as a medium of instruction around the academic year of 2023-2024. This increasing visibility of English in Algeria is not limited to the educational sector but extends to various domains of public life, including business, media, and technology (Benrabah, 2014, p.49). Thus, English in Algeria is evolving from a classroom subject to a societal force, shaping the way Algerians communicate, learn, and interact with the wider world.

In summary, Algeria's history had a great impact on its language policies. Different languages are in competition with one another, each playing a distinct yet sometimes overlapping role. This linguistic diversity often led to debates and conflicts (Benrabah, 2003,p.52). With globalization, English adds another layer to the country's linguistic profile. While this open doors to various opportunities, it can also lead to new linguistic tensions and conflicts especially from groups who advocate sustaining the French Language as the first foreign language in the country. In the future, many debates may arise on whether English should replace French or not.

## **IV- Section four: Integrating English in Higher Education**

### **IV .1 Significance of Integrating English in Higher Education**

In today's global world and with the advancement of modern technology, English has emerged as the most widely spoken and dominant language at both national and international levels. It plays a significant role in many sectors, including medicine, engineering, politics, economics, and international relations. Brinton (2017, P77) highlights that the push toward internationalization is a key motivation for adopting English, aiming to make universities more globally competitive and capable of producing graduates who can meet international demands. Notably, its importance is particularly evident in the field of higher education, where English serves as a medium of instruction, research dissemination, and international collaboration.

In recognition of these benefits, Algeria has taken significant steps toward integrating English into its higher education system. In July 2019, the Algerian Ministry of Higher Education and Scientific Research (AMHESR), led by Taib Bouzid, conducted an online survey for the Algerian academic community to assess the degree of support for promoting English in higher education. Out of total of 94,741 respondents, 94.3 % agreed with the idea of enhancing the use of English in the field of higher education and scientific research (Echoroukonline, 2019). This strong support shows that the Algerian academic community is increasingly aware of the importance of English in today's education. Moreover, English helps students and researchers access information from around the world and take part in international conferences, publications, and research projects. Additionally, English as a medium of instruction fosters critical thinking and provides students with exposure to diverse academic traditions and methodologies, enriching their educational journey (Kachru, 1992, p.2).

The significance of English in higher education also extends to the professional world. In many sectors, including business, medicine, engineering, and law, English is the primary working language, which means that graduates with strong English skills are better positioned to succeed in their careers, especially in multinational organizations and international markets. In conclusion, integrating English in higher education is an important step toward fostering global engagement. It empowers students with the linguistic and cognitive tools needed, to live in a more connected world and to promote innovation, cross-cultural understanding, and broader professional opportunities.

#### **IV .2 Challenges of Integrating English in Higher Education**

As many benefits as integrating English in higher education may bring, it is not without challenges. The main challenges that may arise from this process are Language proficiency, pedagogical challenges and curriculum design (Ouafa Ouarniki, 2003, p.179). First, both the students and teachers should have the necessary language proficiency in order to successfully engage in the classroom. In most EFL cases, English is only used in the classroom environment;

thus, students and teachers don't fully master the language skills to use English effectively. Ouarniki (2023, p.197) argues that: *“If language proficiency is lacking, it can lead to misunderstandings, difficulty understanding course content, and overall dissatisfaction with the learning experience.”* Language proficiency is of utmost importance in order to guarantee a favourable teaching/learning environment.

Second, challenges may occur at the level of pedagogical training. Instructors may lack the appropriate pedagogical techniques and training for the purpose of teaching in English. In light of language pedagogy in EFL contexts, Carter and David (2001, p.2) state that:

Teaching is also complicated by the fact that teachers are usually non-native speakers of English who may lack the opportunity to use the language or lack confidence in using it. In such situations, it is important for materials to provide the sort of rich and diverse linguistic input that EFL learners encounter in the world beyond the classroom.

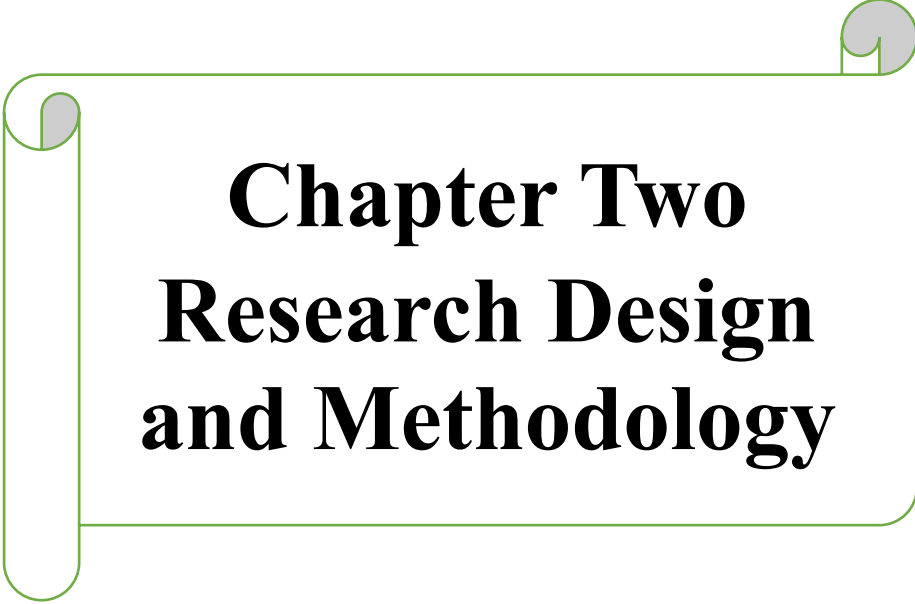
This implies that, the lack of language proficiency and exposure to the language makes it crucial for teachers to carefully design materials that compensate for the limited exposure to the language in the real world. The teachers must be trained to deliver courses in English, use different strategies and techniques and adapt them according to what is most effective to their students.

Lastly, the curriculum is the backbone of the educational process which guides the whole learning process; hence, it requires careful planning. Curriculum development should focus on the language and terminology that is specific to a certain field and students' language requirements. In addition, the curriculum should be designed according to students' levels (Hutchinson and Waters, 1987, p.100).

Overall, the process of integrating English into higher education isn't so simple. It demands detailed planning and support to all the people involved in this process, including teachers, students and administrators. This process is not only about switching languages, as indicated by Li (2019, p.63): *“English as a medium of instruction is not a simple process of replacing the medium of instruction. Instead, it involves a complex set of changes in the educational system that impact teacher, students and administrators.”*

## **Conclusion**

This chapter has provided the main theoretical points related to this study. It has discussed general definitions concerning language, and then it defined the term attitude along with its components and types. It has also shed light on the linguistic situation in Algeria characterized by the interplay of different languages. Finally, the study has highlighted that the integration of English can offer both challenges and opportunities. Overall, this chapter built on previous research related to the topic to emphasize its relevance.



## **Chapter Two**

# **Research Design and Methodology**

## **Introduction**

This chapter presents the methodological framework adopted for conducting the current research. It provides a comprehensive overview of the research design, population and sampling techniques, the instrument used to gather data, and the methods employed to analyze that data. The central focus of this study is to investigate second year biology students' attitudes towards integrating the English language in higher education at the University of Bouira. To achieve this goal, a case study approach was employed using both quantitative and qualitative methods through a semi-structured questionnaire, with greater emphasis placed on the quantitative method. The data was collected and analyzed through Google forms. The procedures described in this chapter are intended to ensure the reliability and validity of the research findings by clearly explaining how participants were selected, how data was collected, and how it was analyzed.

## **I.Methodology and Research Design**

A research design is a strategy employed in order to answer a research question using empirical data. The purpose of this study is to investigate the learners' attitudes towards integrating the English language in higher education. Hence, the case study is selected as it is the most appropriate research design to gain an in-depth knowledge of real-world subject. Gomm, Hammersley, and Foster (2002, p.3) states that: "*Case study refers to research that investigates a few cases often just one, in considerable depth.*" Concerning the research method, this study utilized a mixed-method incorporating both quantitative and qualitative methods. A questionnaire was distributed as a means of collecting data.

## **II.Sampling and Population**

In this research, the case study is concerned with random sampling of second year students from biology department at the university of Bouira which consists of 112 students. The total number of the target population is 225 students. The questionnaire was sent online in April, and out of the total, only 88 respondents completed and returned it.

### **II.1 Population**

Population is defined as the entire group of individuals, events, or items that are relevant to a particular research study. It represents the whole group from which the researcher aims to draw conclusions. Babbie (2009.p199) states that: "*population is the theoretically specified aggregation of study elements.*" Thus, researchers must gain accurate information about the target

populations' attitudes, behaviours, and the contextual factors that may influence their perceptions and responses within the study. In this study, the population consists of second year SNV faculty students at the University of Bouira, with a total number of 225 students.

## **II.2 Sampling**

Kothari and Garg (2014) define sampling as the process of selecting representative elements from a given population that will form the sample. A sampling frame is a list comprising all the units of the sample of a given population. It constitutes the entire population that is of interest to the researcher (ibid). Furthermore, sampling refers to the technique of choosing a representative group from a large population, enabling researchers to draw conclusions about the whole population without studying every individual. Similarly, according to Creswell (2012) *“sampling is the process of selecting individuals from a population so that the selected group represents the larger population from which they were chosen”*. The sample of this study consists of 112 randomly selected second year biology students from the University of Bouira, out of whom 88 responded to the questionnaire.

## **III.Data Collection Methods**

The data was gathered using a questionnaire. It was sent online to the students of biological science in the university of Bouira via Google Forms with the help of the head of the department. It was also posted on Facebook groups of the SNV faculty in Bouira. 87 students out of 112 answered the questions; it was difficult to reach this number as some students were not interested in answering.

### **III.1 The Questionnaire**

A questionnaire is a research instrument used to collect data about the participants' knowledge and opinions. It consists of a set of written questions and is commonly used for its advantage of quick, cheap, and efficient ways to gather multiple information from a large sample of people. McLeod (2018) defines it as *“a set of uniform questions, known as items and follow a static structure for the purpose of gathering individual data on one or more particular areas.”*

#### **III.1.1 Description of the Questionnaire**

The questionnaire used in this research combined different types of questions divided into 3 sections. The first section consists of questions about personal information and language background. The second section is about students' opinions about the importance of English. The last section aims at gathering information about students' opinions about the integration of English in higher education as well as the challenges students face while learning English and their

suggestions about the future of English in Algeria. The questionnaire was translated into Arabic to ensure that all participants could fully understand the questions and respond accurately.

### **III.1.2 Types of Questions**

The questionnaire contained 18 questions of two different types: closed-ended questions, and open-ended questions. Closed-ended questions ask the respondent to choose an answer from a limited set of options. The respondent has no room for elaboration. He/she just marks the answer. According to Oppenheim (1992), a closed question is one in which all the possible answers are provided by the researcher. Open-ended questions are "those which allow the respondents to answer in his own words, without being restricted by pre-set choices" (ibid). This means that the respondent has the freedom and opportunity to express his own ideas without limiting the answer.

### **IV.Data Analysis Procedures**

As previously mentioned, in order to analyze the data this study adopted the "mixed method approach": a combination of qualitative and quantitative data analysis. Combining the two methods allows the strengths of one method to compensate for the weaknesses of the other, providing a profound understanding and a complete picture of a phenomenon. While both methods were used, quantitative analysis was more emphasized to help measure learners' attitudes and gain a comprehensive and clear comparison.

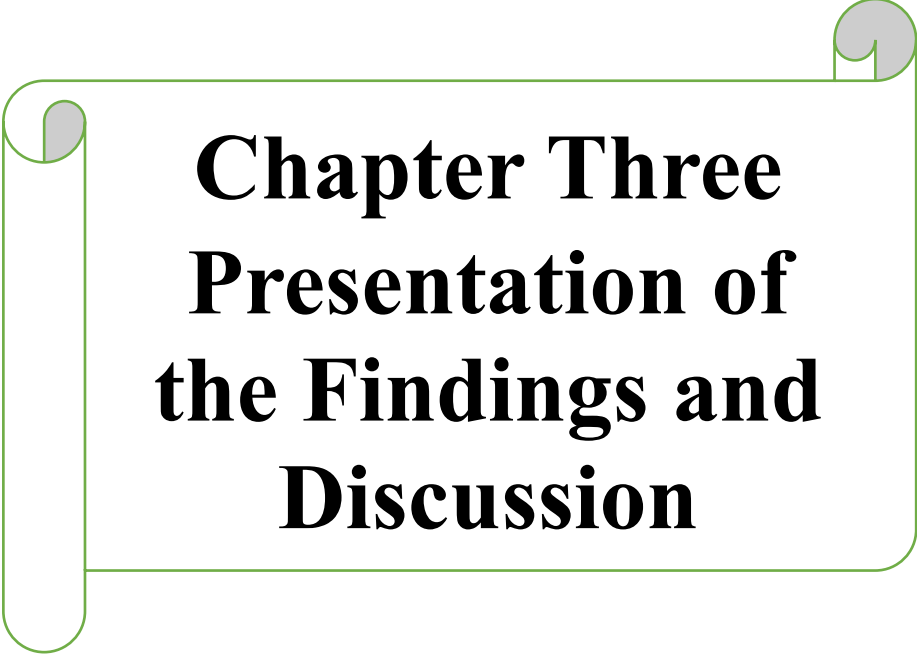
Quantitative research, as the name suggests, is about quantity. It focuses on numerical data that is analyzed statistically. The results are reported through graphs, tables, charts, etc. Quantitative analysis enables researchers to identify patterns, correlations, and causal relationships with a high degree of statistical confidence. This type of analysis is reliable and makes it possible to analyze a large amount of data quickly.

Unlike quantitative research, qualitative research gathers non-numerical data (words, images, etc). The results can be presented through words, texts and images and can be organized into themes or categories. It is used to analyze the data collected through open-ended questions from the questionnaire. In this study, both qualitative and quantitative data were collected through Google Forms, which allowed the researcher to review students' responses and analyze them by identifying common ideas and opinions. The responses were then organized and presented using visual tools such as graphs and figures generated by the platform. The qualitative method is suitable to gather rich detailed data and contextual insights, and it also helps the researcher engage with participants in a meaningful way. Hence, it is useful to gather and analyze data concerning the attitudes and opinions of people about a specific topic. As a consequence, combining quantitative and qualitative methods offers a comprehensive understanding of a subject and it enhances the validity and reliability of the research conclusion.



## **Conclusion**

This chapter of the dissertation has introduced the methodology that has been adopted for the purpose of this research. First, it defined the research design employed to answer the research question. Then, it has presented a description of both the population and sample. Furthermore, it has presented the method of data collection which consists of a questionnaire. To conclude this chapter, it explained the data analysis procedures.



## **Chapter Three**

### **Presentation of the Findings and Discussion**

## Introduction

This chapter presents the analysis of students' responses to a questionnaire designed to investigate their attitudes towards integrating English language in higher education, particularly in the field of biology. Each question is introduced individually followed by its figure and its corresponding analysis.

### I. Presentation of the Questionnaire Findings

#### 1. Section One: Personal Information and Language Background

**Question One:** what is your gender?

Options	Number	Percentage
Male	17	19,5%
Female	71	80,7%

**Table 1: Students' Gender**

The above table shows that 70(80,5%) of the respondents are females whereas only 17(19,5%) are males.

**Question Two:** What is your age?

**Figure 1: Presentation of the Participants Range of Age.**

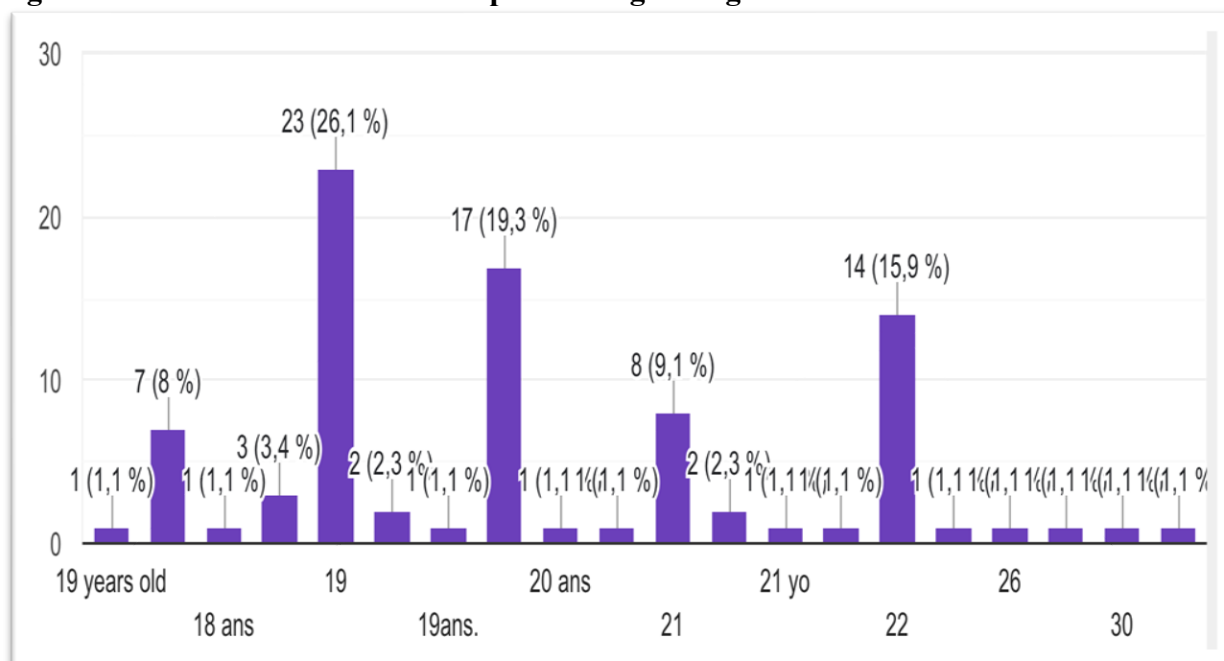
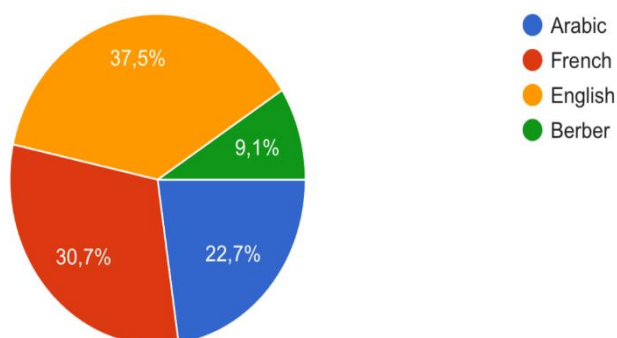


Figure 2 demonstrates that the participants in this study represented various age groups. 11 (12,5%) respondents' out of 88 are 18 years old, 71(80,5 %) aged between 19-22 years old, and only 5 respondents' range between the ages of 23-30 years old. This indicates that the study sample is diverse in age and includes both younger and older people who have different attitudes towards the integration of English language in higher education.

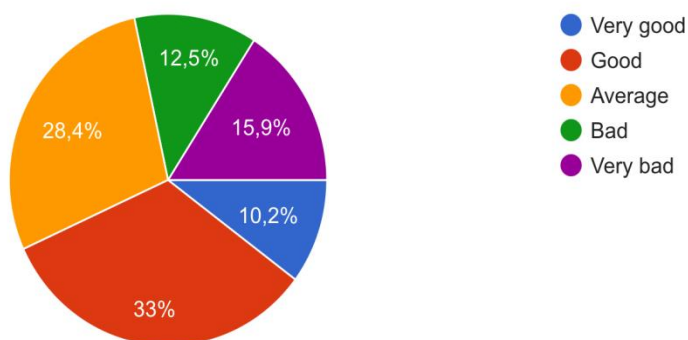
### Question Three: Which language do you prefer?



**Figure 2: Learners' Preferred Language**

The figure illustrates language preferences of the 88 respondents. The majority of participants 33 (37, 5%) indicate a preference for the English language, French was the second most preferred language, chosen by 27 (30.7%) of the respondents. Arabic followed with 20 (22.7%), while only 9.1% of respondents selected Berber as their preferred language.

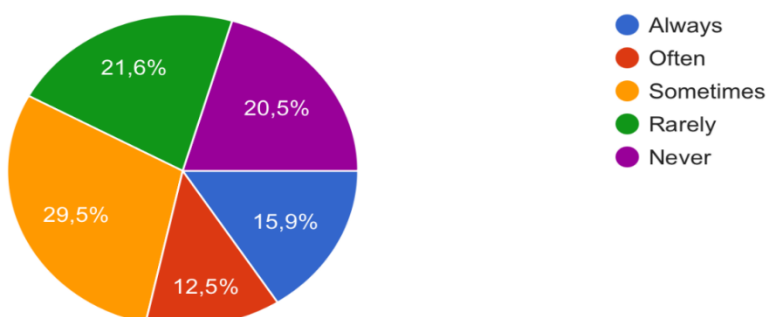
### Question Four: what is your level of fluency in English?



**Figure 3: Learners' Level of Fluency in English**

The figure presents the learners level of fluency in English language. Out of 88 respondents, the largest proportion 29 (33%) rated their level as “Good”, followed by 25(28,4) who considered their fluency as “Average”. Only 9(10%) reported a “very good “level of fluency, while 11(12, 5%) considered their level of fluency to be “Bad”. Notably, 14(15, 9%) of the respondents described their fluency as “Very bad”.

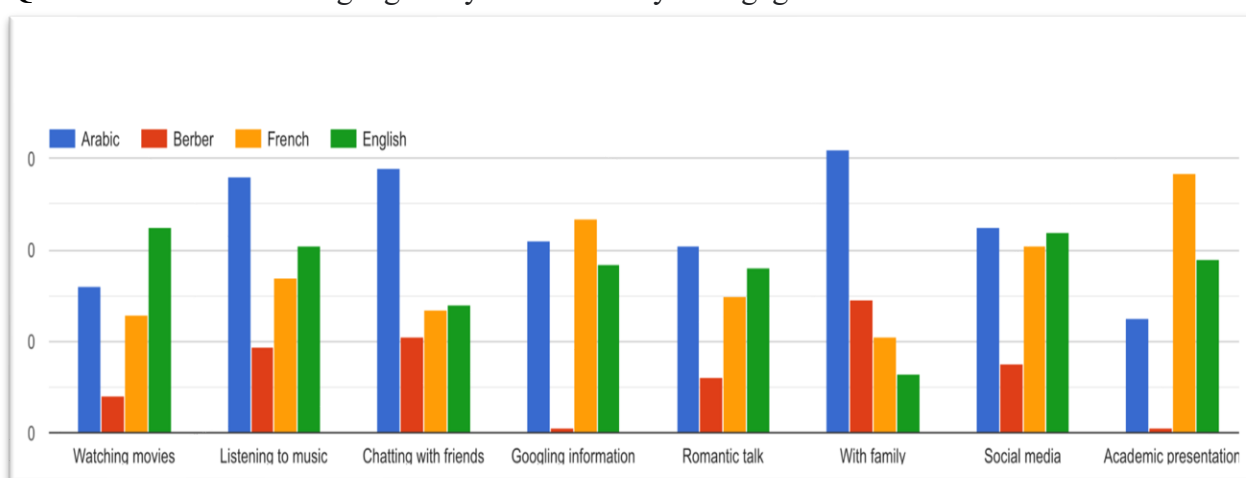
### Question Five: How often do you use English in your daily life?



**Figure 4: The Frequency of Using English in Daily Life**

Learners were asked about their use of the English language in their daily lives. According to the above figure, the majority of the respondents 26(29, 5%) use English “sometimes”, while 19(21, 6%) said they “rarely” use it. A smaller portion 18(20, 5) indicate that they “never” use English in their daily life. Meanwhile, 14(15, 9%) reported that they “always” use it and 11(12, 5%) mentioned that they “often” use it.

**Question Six:** Which language do you use when you engage in these activities?



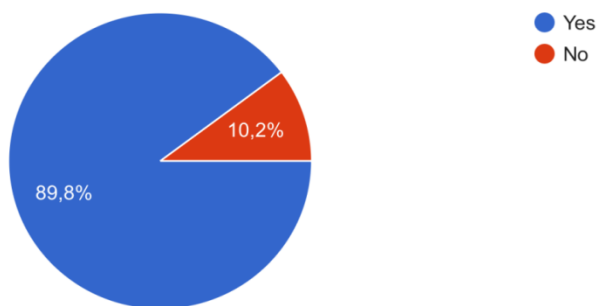
**Figure 5: Learners' Language Use across Academic and Daily Activities**

The figure presents the distribution of language use among 88 respondents across various daily and academic activities. It is shown that the majority of respondents 45(51, 5%) watch movies in English, 32(36,4%) in Arabic, 26(29,5) in French and 8(9,1%) watch them in Berber language. In the context of listening to music, English emerges as a prominent choice, with 41 respondents (46.6%). Arabic, however, ranks slightly higher, with 56 respondents (63.6%) which reflect its cultural relevance. French is also considerably used by 34 respondents (38.6%), while Berber remains the least selected, with 19 respondents (21.6%). In chatting with friends, Arabic is clearly chosen by 58 respondents (65.9%), and English is chosen by 28 respondents (31.8%), French 27 respondents (30.7%) and Berber by 21 respondents (23.9%). Regarding googling information, French is the prominent language used by 47 respondents (53, 4%), Arabic is used by 42(47, 7%), English is chosen by 37(40, 0%) and Berber is selected by 1 respondent (1, 1%). In more personal domains such as romantic talk, Arabic is the most used language by 41 respondents (46, 6%), Then English is selected by 36(40, 9%), French is used by 30 respondents

(34.1%), and Berber 12 respondents (13.6%). In communication with family, Arabic is overwhelmingly dominant, used by 62 respondents (70.5%), with Berber used by 29(33, 0%), French by 21(23, 9%), and English by 13 respondents (14,8). As for social media usage, the distribution is more balanced where Arabic is selected by 45 respondents (51.1%), English by 44 respondents (50.0%), and French by 41 respondents (46.6%), while Berber lags behind with 15 respondents (17.0%). Finally, in academic presentations, French is the most frequently used language, reported by 57 respondents (64.8%). English follows with 38 respondents (43.2%), Arabic with 25 respondents (28.4%), and Berber with just one respondent (1.1%).

## 2. Section Two: Students' Opinions about the Importance of English.

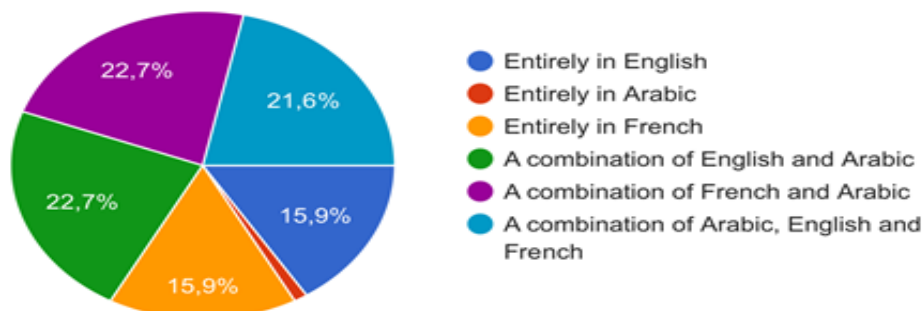
**Question Seven:** Do you think studying English is beneficial?



**Figure 6: The Usefulness of English.**

The results demonstrate that 89,8% (corresponding to 79 participants), believe that studying English is beneficial, arguing that it is a global language as well as the language used for communication between groups of people from different countries which makes the mastery of English nowadays mandatory. Whereas 10, 2% (corresponding to 9 participants), consider studying English not beneficial, this might be justified by their lack of competence in the language.

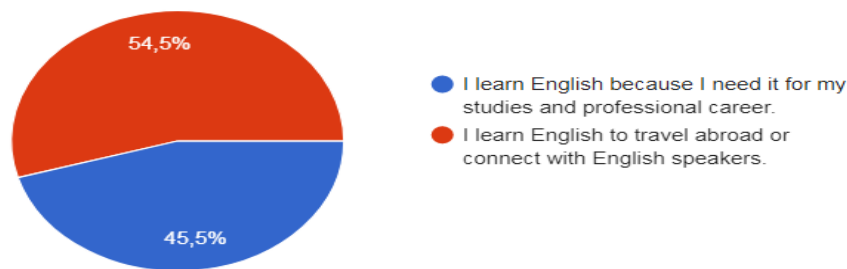
**Question Eight:** Do you prefer biology lectures to be taught entirely in English Entirely in Arabic, entirely in French, a combination of English and Arabic, a combination of French and Arabic, or a combination of Arabic, English, and French.



**Figure 7: Students' Language Preferences for Learning Biology Lectures**

The above figure reveals clear language preferences among biology learners. The most favoured options were a combination of “English and Arabic” and “combination of English and French”, each chosen by 20 respondents (22, 7%). A notable number of respondents 19 (21.6%) expressed a preference for a “A combination of Arabic, English, and French”. Meanwhile, monolingual preferences were less common. Only 15.9% preferred instruction “entirely in English”, and the same percentage selected the option of “Entirely in French”. Finally, no respondents choose the option of “Entirely in Arabic”.

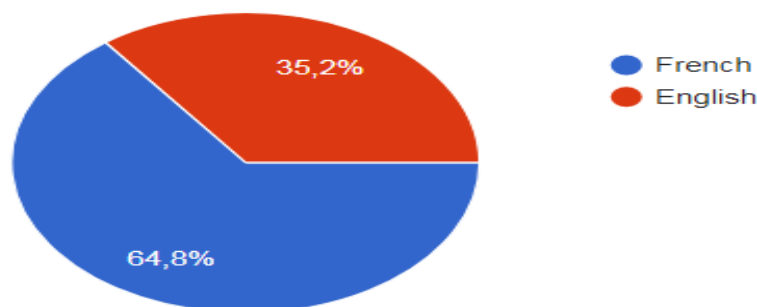
**Question Nine:** What motivates you the most to learn English at university?



**Figure 8: Learners’ Motivation for Learning English at University**

Based on the above figure responses, it is indicated that learners are primarily motivated to learn English for both personal and academic/professional reasons. The majority of respondents 48(54, 5%) stated that their main motivation for learning English is “to travel abroad and communicate with English speakers”. Meanwhile, 40(45.5%) of the respondents said that they learn English because they need it in their studies and professional careers.

**Question Ten:** During exams, do you choose the subject written in French or English? Why?

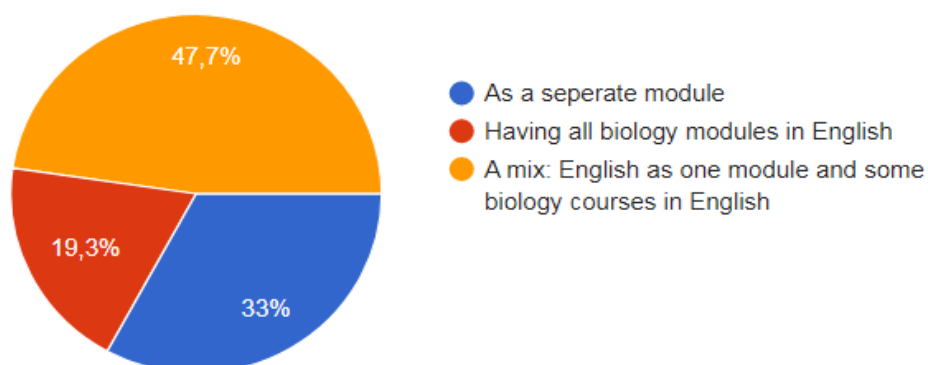


**Figure 9: Students’ Language during Exams**

The results reveal that 64,8% (57 participants) choose the subject written in French during exams, some of which argue that they understand more French than English since they are used to it and are able to express themselves better with it while others stated that their choice is due to

the fact that teachers explain the lessons in French. On the other hand, 53, 2% (31 participants) choose the subject written in English explaining that it's easier than French.

**Question Eleven:** Do you prefer to study English as a separate module, having all biology modules in English or as one module and some biology courses in English?



**Figure 10: Learners' Preferred Method to English Instruction in Biology.**

The above figure shows the different preferences learners have regarding how English should be integrated in biology studies. It has been demonstrated that 42 respondents (47, 7%) selected a preference for a mix approach, where English is taught as a separate module in addition to being used in some biology courses. Approximately 29 respondents (33%) preferred studying English as a separate module, while 17 respondents (19, 3%) preferred to have all biology modules in English.

**Question Twelve:** Would you have preferred to start learning English from the primary school?



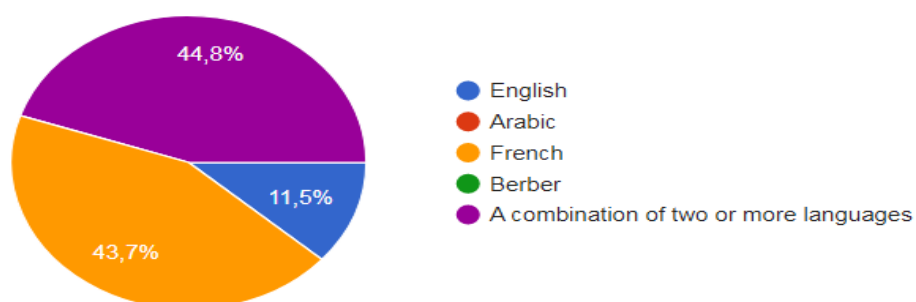
**Figure 11: Learners' Opinion about Starting English Learning from Primary School.**

The figure illustrates the learners' responses to the question: "Would you have preferred to start learning English from primary school?" All respondents answered "Yes," representing nearly 100% of the sample.

### **Section Three: Students' Opinions about the Integration of English in Higher Education**



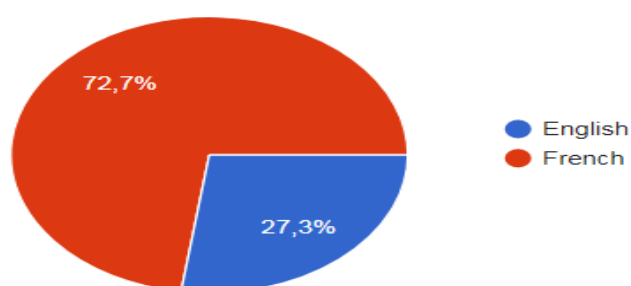
**Question Thirteen:** which language does the teacher use to explain the lesson?



**Figure 12: The Language Used by the Teacher during Lessons.**

This figure shows that the majority of respondents 39(44, 8%) indicated that teachers use a combination of two or more languages, followed closely by French which was reported by 38 respondents (43, 7%). Only 10 respondents (11, 5%) selected English, while Arabic and Berber were not selected at all.

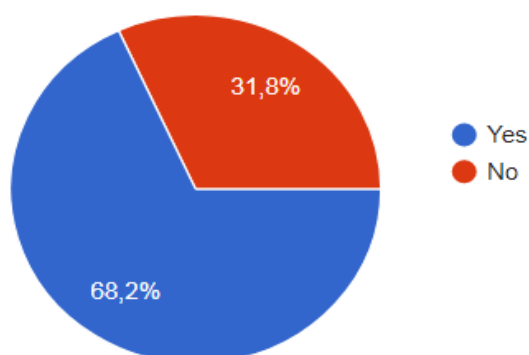
**Question Fourteen:** Which language do the teachers use in their teaching materials?



**Figure 13: The Language Used in Teaching Materials.**

The results reveal that French is the dominant language regarding teaching materials, seeing that 72,7% (64 participants) selected French while the remaining 27,3% (24 participants) answered English.

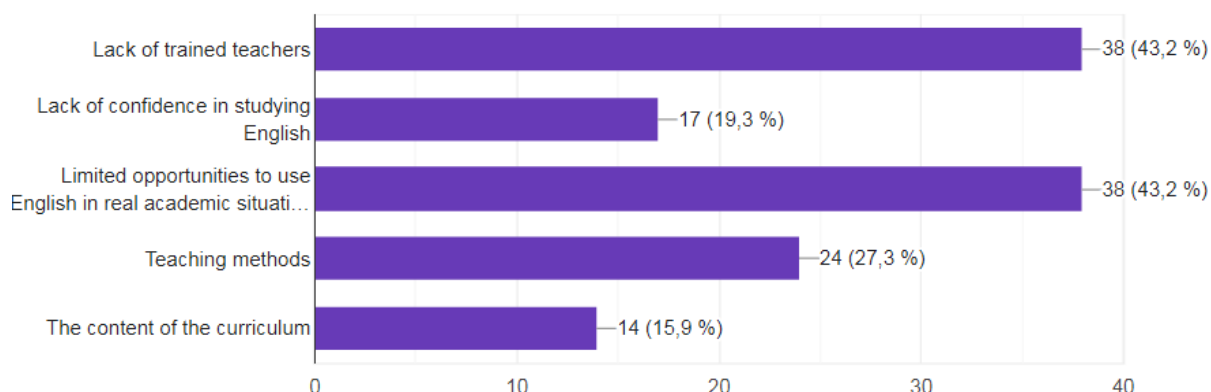
**Question Fifteen:** Do you support the integration of English in higher education?



#### Figure 14: The Attitudes of Students towards the Integration of English in Higher Education

The data indicate that the majority of students consisting of 60 participants (68, 2%) support the integration of English in higher education. Meanwhile, 28 of them (31, 8%) are against this integration.

**Question Sixteen:** What are the challenges you think hinder your process of learning English?



**Figure 15: The Challenges that Hinder Students' Process of Learning English.**

The above figure shows that 43, 2% (38 participants) stated that lack of trained teachers and limited opportunities to use English in real academic situations is what hinders their English learning process, 27, 3% (24 participants) argued that the issue is in the teaching methods, 19, 3% (17 participants) said that they struggle with lack of confidence in studying English, while 15, 9% (14 participants) said that the problem is the content of the curriculum.

**Question Seventeen:** What is your opinion about the status of English in Algeria? Should it be given more importance? Why?

The majority of the respondents stated that English didn't yet achieve the status it deserves and that it should be given more importance in Algeria. Many students described English as a global language, emphasizing its role in science, research, education, and the job market. They noted that most modern books, studies, and online courses are in English, and that proficiency in the language can enhance career prospects and access to international opportunities. Some also pointed out that English is more widely used than French around the world and argued for its stronger integration into the educational system, particularly at the university level.

**Question Eighteen:** Do you have any suggestions about the successful integration of English in Algerian higher education?

In response to this question, students offered many suggestions to support the successful integration of English in Algerian higher education. Many emphasized the need for well-trained teachers capable of delivering lessons in English and suggested starting English instruction from the primary school. Others recommended a more practical approach to teaching, focusing on real-life usage rather than heavy grammar instruction. Several participants proposed gradual integration. Other opinions included encouraging research in English, establishing partnerships with foreign institutions, creating English language centers on campus, and promoting student participation in English-speaking activities and exchange programs.

## **II. Discussion of the Results**

### **Section one: Personal Information and Language Background.**

The first section of the questionnaire was dedicated to students' personal information and language background. The results collected from questions 1 and 2 indicated that females show a greater interest in learning English language compared to males. This tendency may be attributed to their stronger motivation to engage with global academic and professional opportunities where English is often required. The participants' age varied from 19 to 30 years old. The majority of them aged between 19 to 22 years old, which shows that younger generation are the most interested in learning English, likely because they are more exposed to the language through digital media, social platforms, and modern educational resources. Furthermore, the results revealed that in non-academic settings, students prefer the English language (question 3), highlighting its growing status outside the classroom.

Concerning the fourth and the fifth questions, the responses reveal that students are aware of their English proficiency and its use in their daily lives. In terms of fluency, the majority of participants rate their level between good and average which indicates that this reflects a general confidence in using English, likely due to exposure through formal education. However, the responses from those with low fluency suggest that they still need for additional support. In terms of daily use, the results reveal that English is not yet fully integrated into their everyday communication. The results of question six reveals the complex linguistic dynamic of Algeria discussed in the literature review (p. 22-24). English is gradually gaining ground especially in entertainment and digital activities but still competes with Arabic and French in other domains. Arabic is used in social and familial contexts due to cultural and emotional significance, while French, a remnant of the Algerian colonial history, remains present in academic context.

The findings of this section suggest an increasing interest regarding English, especially among younger generation. However, historical and sociocultural factors still shape language preferences and practices.

### **Section two: Students' Opinions about the Importance of English.**

As for section two, it was designed to collect data about students' opinions about the importance of English. The findings show that students are aware of the importance and benefits of English (question 07) since it is both the global language and the lingua franca, reinforcing the significance emphasized in the literature review where English is described as a key to academic and professional achievement. Students associate English with broad communication opportunities, access to information and international integration, reflecting Crystal claim that English has become the global language because of its widespread use in the media, communication and education (2003, p.90-120).

According to question 08, there is an equal preference for English and French among students as 22, 7% preferred biology lectures to be taught in a combination of English and Arabic and the same percentage showed a preference towards a combination of French and Arabic. This illustrates the transitional state of language preference in Algeria, where English is emerging, yet French still retains a stronghold. The results of question 09 revealed that students have an integrative motivation to learn English indicating a personal interest towards the language and a desire to connect with English speakers rather than perceiving it as a tool for academic and professional achievements. This corresponds to Gardner and Lambert concept of integrative motivation (1972) which highlights that learners' attitudes towards a language are driven by emotional and cultural affinity rather than practical goals. The findings further suggest that learners are more familiar and comfortable with French within the academic context preferring the exam written in French over the one written in English (question 10).

In addition, the answers to question 11 showed that the majority of learners favoured English to be taught as both a separate module and some biology courses in English suggesting that they view English important both as a distinct subject and as a tool for their academic field.

### **Section three: Students' Opinions about the Integration of English in Higher Education.**

Concerning the last question in this section, all participants prefer they had started learning English from the primary school demonstrating that early exposure to a language is crucial to reduce future learning difficulties and shape positive attitudes towards the language. This preference mirrors Lenneberg; critical period theory (1967). The linguist emphasized that

early exposure to language, usually between the ages of two and puberty, results in a better language development and ease of acquisition.

The last section of the questionnaire aimed at exploring students' opinions about the integration of English in higher education. Questions 13 and 14 demonstrate that not only learners are more comfortable with the use of French but also teachers reinforce this inclination as they tend to explain lessons and provide materials in French, supporting the findings in the literature review regarding French strong position in the Algerian educational sphere.

Question 15 and 16 indicate that the majority of students (68, 2%) support the integration of English in higher education which suggests a largely positive attitude towards the role of English in higher education. Yet, the presence of the 31, 8% who are against illustrate that resistance and uncertainties remain present. This resistance, as question 16 suggests, is first and foremost due to lack of trained teachers and limited opportunities to use English in real academic situations along with some other challenges namely lack of confidence, teaching methods and the content of the curriculum. This confirms the challenges discussed earlier in the literature review and supports the idea that structured planning, teacher training and the consideration of students' needs and readiness in this implementation are essential for success.

The results of question 17 indicate that the majority of students believe that English should be given greater importance in Algeria, especially in higher education. Their arguments can be summarized as follows:

- English is a global language.
- Yes, because it is the language of science economy and research many modern books and studies are written in English also most online courses are in English today, many jobs need people who speak English well. That's why learning it helps you find better work and connect with the world
- It improves the quality of education.
- Giving English a stronger presence in education especially in universities can help Algerian students access cutting-edge research, participate in international collaborations, and improve their career prospects both locally and abroad.
- The whole world uses English and not French. If we want to travel to other countries, we must be fluent in the English language. Therefore, it must be integrated into everything, and it is very easy.
- I believe English should be given more importance in Algeria. It is the most widely spoken international language and is essential for accessing global knowledge, scientific research, and job opportunities. Giving English more importance would help

Algerian students and professionals connect with the world and stay updated with global developments in various fields.

-It helps us develop our skills and talents and chat with friends who come from other continent discover more places, we use it for our studies.

This shows a growing awareness of the practical value of English language and potential to enhance learning opportunities, addressing the second research question which explores the extent to which the integration of English influences their learning.

The findings of this question further support the second hypothesis which proposed that the integration of English positively impacts the quality of education. This highlights the need to strengthen its presence within the educational system to better support students' academic and career goals. When it comes to the last question,

Learners' suggestions were as follows:

- Teachers should be trained to teach in English.
- To start learning English from primary school.
- It should be taught practically not just theoretically. The curriculum should emphasize authentic language usage rather than grammar memorization because it leads to boredom and hatred of the language.
- Encourage publishing and conducting research in English. Create partnership with foreign universities to organize various training sessions.
- It is better to implement it from the start of the university journey and not second or third year.
- Relying on one language in teaching. The exam topics and teaching materials should be in English.
- Integrating it slowly and gradually.
- Put a module of English at the first years.
- Give the students key words that they can later need or use.
- Include it in some modules not all.
- Integrating English is a beneficial move but for the upcoming generation who have been exposed to English since primary school. It also gives time to prepare and train teachers to master the language and present the lesson clearly and effectively.

The answers to the last question reveal that learners believe English should be given more importance in Algeria and that its successful implementation is more likely with the next generation who studied it from the primary school. This reflects a forward-looking perspective that aligns closely with the research question 03, which explores expectations about the future

of English in Algerian education. It also supports the third hypothesis, which suggests that English might eventually replace French as the first foreign language in Algeria over time.

On the whole, the findings revealed that students have contrasting attitudes towards the integration of English in higher education. While they are aware of the growing importance of English and the inevitable shift towards it, many students still find it intimidating often relying on French in the academic setting, a language they have been exposed to since childhood and the one still used by teachers. This addresses the first research question, which intended to identify students' attitudes towards Integrating English in higher education. Even though the first hypothesis predicted positive attitudes, the results suggest that learners have a more neutral attitude. Many learners expressed a stronger support for the integration of English for the upcoming generation. Thus, there is still an evident difficulty adapting to this integration, both from students and teachers. This requires a gradual and well-planned integration to ensure that learners are equipped with the necessary tools and comfort needed for their success.

### **III. Limitations of the Study**

As the case of many investigations, this study encounters several limitations during its preparation. First, the data collection process was time consuming, primarily due to the frequent absence of second year biology students. It took a significant amount of time to the participants and collects enough responses which delayed the progress of the research.

Another limitation was the difficulty in finding a large number of respondents because not all students were available. In addition, there was a lack of academic resources related to the topic, mainly because the integration of English in higher education especially in scientific fields like biology has not been widely studied in the Algerian context.

### **Conclusion**

This chapter has presented the results of the data analysis and offered an overall interpretation of the main findings.

On the whole, the findings revealed that students have contrasting attitudes towards the integration of English in higher education. While they are aware of the growing importance of English and the inevitable shift towards it, many students still find it intimidating often relying on French in the academic setting, a language they have been exposed to since childhood and the one still used by teachers. Thus, there is still an evident difficulty adapting to to this integration, both from students and teachers. This requires a gradual and well-planned integration to ensure that learners are equipped with the necessary tools and comfort needed for their success.

## **General Conclusion**

Recently, the Algerian government began to show interest towards the English language, integrating it in different educational systems including higher education. However, the attitudes of learners towards this initiative were still undetermined. This study aimed at investigating learners' attitudes towards the integration of English in higher education. It aimed at answering three main questions: What are the attitudes of learners towards integrating English in higher education? To what extent does it influence their learning? And what is expected about the future of the English language in Algerian education? Moreover, this study proposed three main hypotheses: students hold positive attitudes towards integrating English in higher education, implementing English in higher education can impact the quality of education positively; English might replace French as the first foreign language in Algeria over time.

The findings of the study did not support the first hypothesis. While the study expected positive attitudes, the results indicated neutral attitudes. The results obtained from the questionnaire reflected a gap between the recognition of English as a necessity to cope with the world, and a difficulty to engage with it confidently in academic settings. Learners demonstrated an admiration for the language outside the classroom, and reluctance within the classroom, often due to the strong familiarity with French which remains the dominant medium of instruction. Furthermore, while they support the integration of English and recognize its importance in the present world, many believe that its successful integration is for the upcoming generation who had the advantage of learning it from primary school. The second hypothesis was strongly supported as the majority of participants trust that English impacts the quality of education positively. They proposed various reasons such as English is a global language, the lingua franca and the language of research and science. It helps them in both their professional careers and personal lives. However, although the majority of learners supported the integration of English in higher education, they also encounter different challenges. The main challenges are lack of trained teachers and limited opportunities to use English in real academic situation. Another underlying challenge is that learners were not exposed to the language at an early age, which they believed it would have facilitated this transition. The third hypothesis, which proposed that English might replace French as the first foreign language in Algeria over time, was supported by the findings. The majority of participants emphasized the growing importance of English, describing it as a global language, the language of science, research, and international communication. Furthermore, many students expressed a preference for English over French, believing that it offers more opportunities for academic and professional advancement. A significant number of students stated that they felt more motivated to learn English than French as they perceived English to be more



useful. In addition, the participants have emphasised that the future generation is likely to develop a stronger interest toward English, particularly as the language becomes increasingly accessible through media, education, and technology. They believed that with early and consistent exposure, future learners will not only prefer English but will also be better equipped to use it confidently in academic and professional contexts.

To conclude, the results showed that Algeria is no exception of the worldwide recognition of English as the global language. However, the process of integrating English in higher education is not as easy as it may seem, it requires time, effort and patience. In the light of this, this study proposes the following suggestions for the successful integration of English in higher education:

1- Training teachers to teach in English. For years, Algerian teachers have taught in French and suddenly found themselves required to teach in English. This sudden transition hinders the quality of teaching. Hence, structured teaching programs are mandatory so that teachers will be well-prepared and equipped with the necessary skills to teach in English.

2- Adopting one single medium of instruction, in this case, the English language. The use of both English and French creates confusion and inconsistency leading learners to depend on French due to habit and familiarity. Thereby, relying on one language as the medium of instruction ensures full immersion and transition to English.

3- Strengthening the foundation of English in the primary school. As seen with French, early exposure to language plays an important role in shaping learners' confidence and overall attitudes over a language. Therefore, special importance must be given to English instruction from early stages of education in order to build the necessary language skills before reaching university.

4- A well-structured curriculum that gradually increases the complexity of content. It must include both general language proficiency and English for Specific Purposes (ESP) relevant to the learners' field. The curriculum should also encourage practical language use rather than passive content reception.

For further research, we recommend investigating the teachers' side. Similarly to learners, teachers struggle with this transition to English often due to lack of training. Another suggestion is conducting similar studies on different cities throughout Algeria. The city of Bouira is just a small part of this country, and conducting similar studies on other cities would provide more generalizable insights and identify regional differences that could inform policy makers in the process of the integration of English.



# **Bibliography**

- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *Handbook of Social Psychology* (pp. 798–844). Worcester, MA: Clark University Press.
- Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and current issues. *Language Policy*, 6(2), 225–252.
- Benrabah, M. (2014). Competition between four “world” languages in Algeria. *Journal of World Languages*, 1(1), 38–59.
- Best, J&khan, j. (1989). *Research in Education*, englewoodchifss (NJ), prentice Hall.
- Bloch, B., & Trager, G. L. (1942). *Outline of linguistic analysis*. Linguistic Society of America.
- Brinton, D. M. (2017). The role of English in higher education. In K. Csizér & M. Kontra (Eds.), *English in higher education* (pp. 11–26).
- British Council. (2013). The English effect: The impact of English, what it’s worth to the UK and why it matters to the world. Retrieved from <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>
- Broughton, G., Brumfit, C., Flavell, R. (1978). *Teaching English as a foreign language*. (2nd edition). London and NY: Routledge & Kegan Paul.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Longman.
- Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
- Chejne, A. G. (1965). Arabic: Its significance and place in Arab-Muslim society. *The Middle East Journal*, 447-470.
- Cordel,A.S.(2014) *Diffusion de l’anglais dans le monde*.Ph.DThesis,university of Grenoble.
- Creswell, J .( 1994) .*Research Design : qualitative and quantitative approaches*.(thousand
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Crystal,D.(1997). *English as a Global Language*.Cambridge University Press.
- Crystal,D.(2003). *English as a Global Language* (2nd Ed). Cambridge University Press.
- Djennane, T. (2016). *Language planning and education issues in Algerian higher studies: Attitudes towards Arabic and French in scientific streams*. Unpublished Doctoral thesis. Tlemcen University.
- Dörnyei, Z. & Taguchi, T. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. 2nd Edition. Uk: Routledge.

- Eagly, A. H., & Chaiken, S. (1993). *The psychology of Attitudes*. Harcourt Brace Jovanovich College Publishers.
- Eagly, A. H., & Chaiken, S. (1998). Attitude structure and function. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *the handbook of social psychology* (4th ed., pp. 269–322). McGraw-Hill.
- Echoroukonline (2019), 94 thousands say yes
- Eddy, P. A. (2011). The effect of foreign language study in high school on verbal ability as measured by the scholastic aptitude test-verbal. *Modern Language Journal*, 65(1), 85-94.
- Ellis, A. (1957). Rational psychotherapy and individual psychology. *Journal of Individual Psychology*, 13(1), 38-44.
- Ennaji, M. (2005). *Multilingualism, cultural identity, and education in Morocco*. Springer.
- Fakeye,D.(2010). Students’ personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*,22(3),205-211.
- Fasold, R. W., & Connor-Linton, J. (Eds.). (2006). *An introduction to language and linguistics*. Cambridge University Press.
- Gardner, R. C. (1980). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gomm, R., Hammersley, M., & Foster, P. (2000). *Case study method: Key issues, key texts*. SAGE Publications.
- Graddol, D. (2006). *English next*. British Council.
- Habbouche, A. K. (2013). *Language Maintenance and Language Shift among Kaby speakers in Arabic Speaking Communities: The Case of Oran*. Master thesis. Oran university.Retrieved from: <https://www.researchgate.net/publication/306031490>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Jain, V. (2014). 3D Model of Attitude. *International Journal of Advanced Research in Management and Social Sciences*, 3(3).
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk and H. Widowson (Eds.), *English in the world: Teaching and learning the language and literatures* (p. 11-36). Cambridge: Cambridge University Press.
- Kachru, B. B. (1992). *The Other Tongue: English Across Cultures* (2nd ed.). University of Illinois Press.

- Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24(2), 163–204.
- Kramch, C. (1998). *Language and Culture*. Oxford University Press.
- Kramsch, C. (2013). *Language and culture*. Oxford University Press.
- kumar, C.R. (2008). *Research Methodology*. New Delhi: APH publishing Corporation.
- Li, D. C. S. (2019). English as a medium of instruction: Voices from Hong Kong.
- Mårtensson, J., Eriksson, J., Bodammer, N. C., Lindgren, M., Johansson, M., Nyberg, L., & Lövdén, M. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage*, 63(1), 240–244.
- McArthur, T. (1998). *The English languages*. Cambridge University Press.
- Ostrom, T. M. (1969). The relationship between the affective, behavioral, and cognitive components of attitude. *Journal of Experimental Social Psychology*, 5(1), 12-30.
- Ouarniki, O. (2023). Exploring teachers' perspectives on the implementation of English as a Medium of Instruction (EMI) in Algerian higher education institutions: Challenges and opportunities. *Afak for Sciences Journal*, 8(3), 176–192.
- President Tebboune's quote referenced in Algerian news outlets, e.g.: APS (Algerie Presse Service). (2022, August). President Tebboune affirms importance of English in primary schools. Retrieved from <https://www.aps.dz>.
- Richard, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
- Ryding, K. C. (2005). *A reference grammar of Modern Standard Arabic*. Cambridge University Press.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. New York: Harcourt, Brace & Company
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
- Septiara, F. A. (2018). *Students' Language Attitude*. Universitas Muhammadiyah Purwokerto.
- Starks D, Paltridge B. 1996. A note on using sociolinguistic methods to study nonnative attitudes towards English. *World Englishes*. 15(2):217\_224.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford University Press.
- Teachers' Perspectives on the Implementation of English as a Medium of Instruction (EMI) in Algerian Higher Education Institutions: Challenges and Opportunities to the adoption of English in universities,
- W3Techs. (2023). Usage of content languages for websites. Retrieved April 7, 2025, from [https://w3techs.com/technologies/overview/content\\_language](https://w3techs.com/technologies/overview/content_language).

Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.), *the social psychology of knowledge* (pp. 315–334). Cambridge University Press.



# **Appendices**

## Appendix 1

### Learners' Questionnaire

Students' Questionnaire:

Dear Students,

This questionnaire is conducted to gather information about the attitudes of first year biology students at the University of Bouira about the integration of English in higher education. We kindly ask you to answer the following questions honestly and thoroughly. The answers you will provide will remain anonymous and only used for academic purposes. Tick (✓) for the appropriate answer and provide a complete statement where necessary. We appreciate your time and efforts to answer the questions.

Thank you

#### Section One: Personal Information and Language Background

##### 1. Gender:

هل انت؟

Male. ☐ Female ☐

##### 2. Age:

كم عمرك؟

..... years old

##### 3. Which language do you prefer?

ما هي اللغة التي تفضلها؟

English ☐ French ☐ Arabic ☐ Berber ☐

##### 4. What is your level of fluency in English?

ما هو مستواك في اللغة الانجليزية؟

- Very good ☐
- Good ☐
- Average ☐
- Bad ☐
- Very bad ☐



### 5. How often do you use English in your daily life?

كم مرة تستخدم اللغة الانجليزية في حياتك اليومية؟

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

### 6. Which language do you use when you engage in these activities?

ما هي اللغة التي تستخدمها عند القيام بالأنشطة التالية؟

	Arabic	Berber	French	English
Watching Movies				
Listening to Music				
Chatting with Friends				
Googling Information				
Romantic Talk				
With Family				
Social media				
Academic Presentation				

### Section Two: Students' Opinions about the Importance of English

#### 7. Do you think studying English is beneficial?

هل تعتقد أن تعلم اللغة الانجليزية مفيد؟

Yes ☐ No ☐

Justify:.....

**8. Do you prefer biology lectures to be taught in:**

هل تفضل أن تدرس محاضرات البيولوجية:

- Entirely in English ☐
- Entirely in Arabic ☐
- Entirely in French ☐
- A combination of English and Arabic ☐
- A combination of French and Arabic ☐
- A combination of Arabic, English, and French ☐

**9. what motivates you the most to Lear English at university?**

ما الذي يحفزك أكثر لتعلم اللغة الإنجليزية في الجامعة؟

- a. I learn English because I need it for my studies and professional career ☐
- b. I learn English to travel abroad or connect with English speakers ☐

**10. During exam do you choose subject written in:**

خلال الامتحانات، هل تختار الموضوع المكتوب بـ

English ☐ French ☐

Why?.....

**11. Do you prefer to study English:**

- As a separate module ☐
- Having all biology modules in English ☐
- A mix: English as one module and some biology courses in English ☐

**12. Would you have preferred to start learning English from primary school?**

هل تفضل لو تعلمت الإنجليزية من المرحلة الابتدائية؟

Yes ☐ No ☐

**Section Three: Students' Opinions about the Integration of English in Higher Education**

**13. Which language teachers use in their teaching materials?**

ما هي اللغة التي يستخدمها الاستاذ لشرح الدرس؟

English ☐  
Arabic ☐  
French ☐

Berber ☐

A combination of two or more languages ☐

**14. Do you support the integration of English in higher education?**

ما هي اللغة التي المستخدمة في وسائل التدريس (الكتب، المراجع، أدوات...)

Yes. ☐ No ☐

**15. What are the challenges you think hinder your process of learning English**

هل تؤيد إدماج اللغة الإنجليزية في التعليم العالي؟

- . Lack of trained teachers ☐
- . Lack of confidence when studying English ☐
- . Limited opportunities to use English in real academic situations ☐
- . Teaching methods ☐
- . The content of the curriculum ☐

**16. Would you have preferred to start learning English from primary school?**

ما هي الصعوبات التي تعيق تعلمك للغة الإنجليزية؟

Yes ☐ No ☐

**17. What is your opinion about the status of English in Algeria? Should it (status) be given more interest ? Why?**

ما رأيك في مكانة اللغة الانجليزية في الجزائر؟ هل تعتقد أنه ينبغي إعطاؤها اهتماما أكبر؟ لماذا؟

.....

**18. Do you have any suggestions for the successful integration of English in Algerian Higher education?**

هل لديك أي اقتراحات لنجاح إدماج اللغة الإنجليزية في التعليم العالي الجزائري؟

.....

Link :

[https://docs.google.com/forms/d/e/1FAIpQLSc8TI0R\\_nkISyzSPvw34qUOyBu1kNtRL4adV5f6pJZ5R0nHXQ/viewform?usp=header](https://docs.google.com/forms/d/e/1FAIpQLSc8TI0R_nkISyzSPvw34qUOyBu1kNtRL4adV5f6pJZ5R0nHXQ/viewform?usp=header)