

The Reality of English Language Use Among Political Science Students: A Field Study of a Sample of Political Science Students at Badji Mokhtar University, Annaba

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Abstract:

This study aims to understand how political science students at Badji Mokhtar University in Annaba use English. It examines how much these students use English, how this use affects scientific research and university studies, and the difficulties they face in using the language. The goal is to develop proposals to overcome these difficulties. The study employed a survey methodology and an electronic questionnaire. The questionnaire included sections on general information, students' English language proficiency, the importance of English, students' habits of using English in their research, the impact of English use on students' scientific research, and the challenges and difficulties students face in using English. The study found that political science students at Badji Mokhtar University in Annaba use English to improve the quality of their scientific research and connect with the global academic community. This is because English is crucial in political science, and students show a strong desire to learn it.

Keywords: English language, university student, political science, Badji Mokhtar University in Annaba, Algeria

Introduction

The Algerian university system aims to integrate English into higher education by offering English-taught courses and providing language training for students and professors (Curle et al., 2024; Senouci & Gacem, 2024).

In recent years, Algerian universities have increasingly focused on teaching in English, demonstrating a greater interest in and encouragement of its use. This research paper presents findings from a field study of a sample of political science students at Badji Mokhtar University in Annaba. The study sheds light on the reality of English language use among political science students in Algeria, its impact on academic achievement and student motivation to learn the

language, and its importance within the Algerian university system (Aizawa & Rose, 2019; Curle et al., 2024; Macaro et al., 2019).

The relatively recent introduction of English-language instruction in Algerian universities, and the need for locally situated evidence about students' use of English at Badji Mokhtar University in Annaba, strongly justify this research. International research shows that English-medium instruction is context-dependent and that its linguistic and academic effects cannot be assumed to be consistent across institutions (Curle et al., 2024; Hampson & McKinley, 2026; Macaro et al., 2018). This is especially relevant because political science is an internationally oriented discipline in which students may need to engage with English-language scholarship. Therefore, what is the current state of English language use among political science students at Badji Mokhtar University in Annaba? This question leads to the following subquestions:

- What are the patterns and habits of English language use among political science students at Badji Mokhtar University in Annaba?
- What is the impact of English language use among political science students at Badji Mokhtar University in Annaba?
- What difficulties do political science students at Badji Mokhtar University in Annaba face in using English?

Based on the above, this research paper examines English language use among political science students in Algeria and its importance through a field study conducted at Badji Mokhtar University in Annaba. The study included a sample of undergraduate and master's students in political science. The paper addresses the following points. Situated within the literature on English-medium instruction, the study provides a descriptive account of a local political-science cohort. It documents reported patterns, perceived benefits, and perceived difficulties; it does not evaluate the causal effect of English-medium instruction:

- Conceptual introduction.
- Thematic and methodological procedures of the field study.
- Presentation of study data and conclusions.

Literature Review and Conceptual Framework

English-medium instruction (EMI) refers broadly to using English to teach academic subjects in settings where English is not the majority language. However, reviews show that EMI is not a single or uniform practice: programmes differ in the extent to which English, local languages, and language-support activities are combined (Macaro et al., 2018; Macaro, 2020). Internationalisation and the status of English as a global lingua franca have contributed to its expansion, but policy objectives often diverge from classroom practice (Aizawa & Rose, 2019; Macaro et al., 2019).

The evidence on outcomes is mixed and context-dependent. Recent syntheses identify English proficiency, vocabulary, engagement, self-efficacy, motivation, and academic self-regulation as relevant to EMI success, while direct comparisons do not justify assuming that

English-medium teaching automatically improves content learning (Aizawa et al., 2024; Feng et al., 2023; Lee et al., 2025; Soruç et al., 2024; Thompson et al., 2022).

The literature also treats multilingualism as a resource rather than a deficit. Global Englishes research questions native-speaker norms and calls for attention to the diverse uses of English in academic and professional communication (Rose et al., 2021). Research on translanguaging practices and Algerian higher education similarly cautions against treating English as a replacement for Arabic or French and highlights the value of students' full linguistic repertoires (Saidani & Belmihoub, 2026).

The international research environment creates both access and inequality. English can connect students to current publications and scholarly networks. However, language barriers increase the time, effort, and participation costs for non-native English speakers and can marginalise knowledge published in other languages (Amano et al., 2016, 2023; Abouzeid, 2021). Student perceptions of English's usefulness should therefore be read alongside proficiency, disciplinary literacy, institutional support, and unequal access (Muttaqin et al., 2022; Zhang & Pladevall-Ballester, 2021).

The Algerian context is particularly relevant. Recent studies describe the country's movement toward English-medium provision as emergent rather than complete, with tensions among policy ambitions, teacher preparation, curricular resources, Arabic, French, and English (Saidani & Belmihoub, 2026; Senouci & Gacem, 2024). The present study extends this discussion to political science students at Badji Mokhtar University by examining reported use, perceived importance, and perceived challenges through a descriptive questionnaire.

Conceptual Framework

English Language

Operationally, English is a global language that serves as a tool for international communication in political, economic, scientific, cultural, diplomatic, and other fields. For political science students who are nonnative English speakers, learning this language is essential, not only because it is a global language but also because it is an academic and scientific language that provides access to modern sources of knowledge. It enables them to read the latest publications, participate in scientific events, and keep up with global intellectual and political debates (Amano et al., 2016, 2023; Rose et al., 2021). The Department of Political Science at Badji Mokhtar University in Annaba teaches English through an English Language course that includes lectures and practical application, alongside expanded use of the language in students' studies through reading, writing, listening, and speaking.

Usage

Operationally, usage means employing language skills (listening, speaking, reading, and writing) in scientific and academic contexts. In this study, "usage" refers to how political science students use English in their university studies: reading references, writing research papers, giving presentations, and following political developments through international media (Macaro, 2020; Zhang & Pladevall-Ballester, 2021).

Political Science Students

Operationally, political science students are an academic group studying political science and international relations in the Department of Political Science at Badji Mokhtar University in Annaba. The bachelor's program includes a common core curriculum in the first and second years and two areas of specialization in the third year: Public Administration and Political Systems, and International Relations. The master's program includes two areas of specialization: Public Administration and Mediterranean Studies.

Thematic and Methodological Procedures of the Field Study

Study Objectives

- To investigate the importance of English among political science students.
- To highlight the quality of the university's educational programs and their contribution to English language learning.
- To identify the actual use of English among political science students and their level of proficiency.
- To uncover the difficulties students face in learning English.

Methodology

This study required a descriptive methodology appropriate for describing and analyzing English language use at the university and its importance within the Department of Political Science. The descriptive method is defined as a scientific approach to analysis and interpretation that describes the phenomenon under study and portrays it quantitatively by collecting, classifying, analyzing, and rigorously examining information about the problem (Shroukh, 2003, p. 147).

The specific nature of this study required the survey method, a research approach that involves collecting data from a study population or a sample of that population. The aim is to describe the phenomenon. This method employs various research tools to collect data from respondents, such as questionnaires, interviews, and observation. This study adopted it to understand English language use in the Department of Political Science at Badji Mokhtar University in Annaba. This was achieved by surveying the topic, providing a scientific explanation, analyzing the results, and drawing conclusions.

Study Sample

The study population consisted of students from the Department of Political Science at Badji Mokhtar University in Annaba. The sample comprised 33 students. The questionnaire was administered electronically via a link sent to members of the study population for completion.

Data Collection Tools

This study used a questionnaire to collect data on English language use among political science students. The questionnaire comprised six sections: general information; students' English language proficiency; the importance of English; students' habits of using English in their research; the impact of English use on students' scientific research; and the challenges and difficulties students face in using English. The data collected from the questionnaires were tabulated and entered into the Statistical Package for the Social Sciences (SPSS).

Presentation of Study Data and Conclusions

General Information

Distribution of Sample Members by Educational Level

Figure 1

Distribution of Sample Members by Educational Level

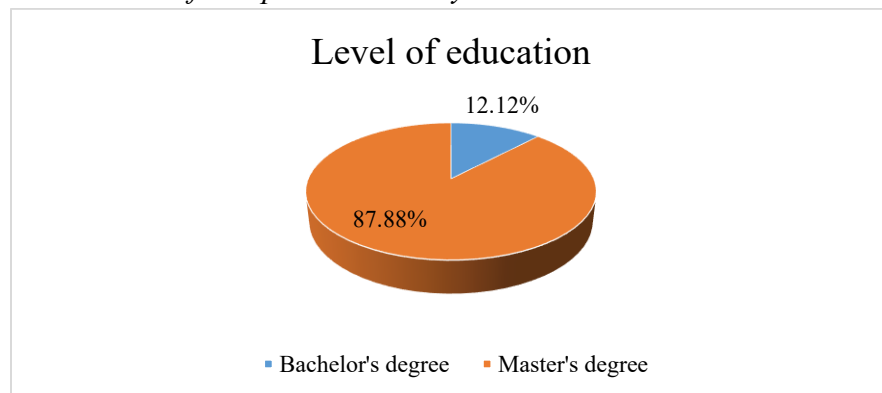


Figure 1 shows the distribution of sample members by educational level. The majority were bachelor's students (87.9%), while master's students accounted for 12.1%. This indicates that the field study focuses on bachelor's students' opinions. This disparity is because bachelor's students usually make up the largest group in most university disciplines.

Figure 2

Distribution of Sample Members by Gender

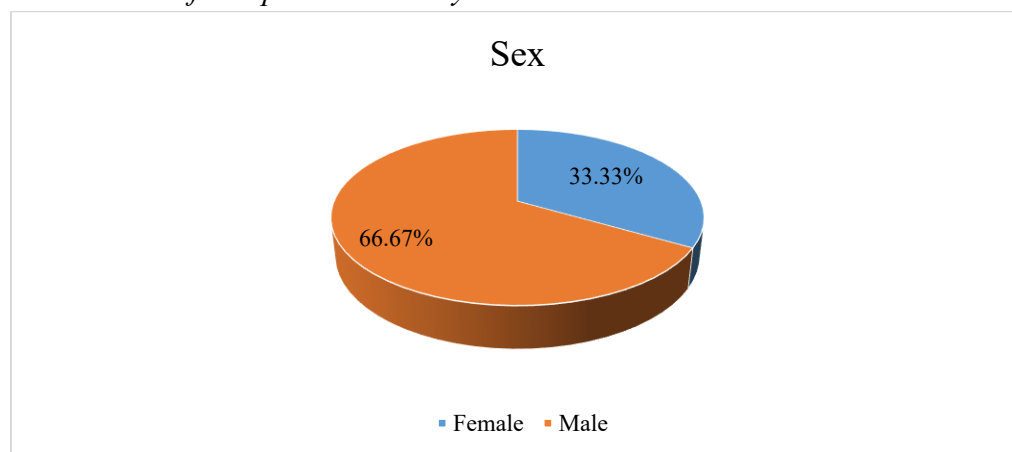


Figure 2 shows the distribution of sample members by gender: males accounted for 33.3%, and females accounted for 66.7%. The data indicate a clear difference between the sexes, as the percentage of females is almost double that of males. This reflects greater female participation than male participation in political science and is consistent with current trends in university education, which show high female enrollment.

Figure 3

Study of English Before University

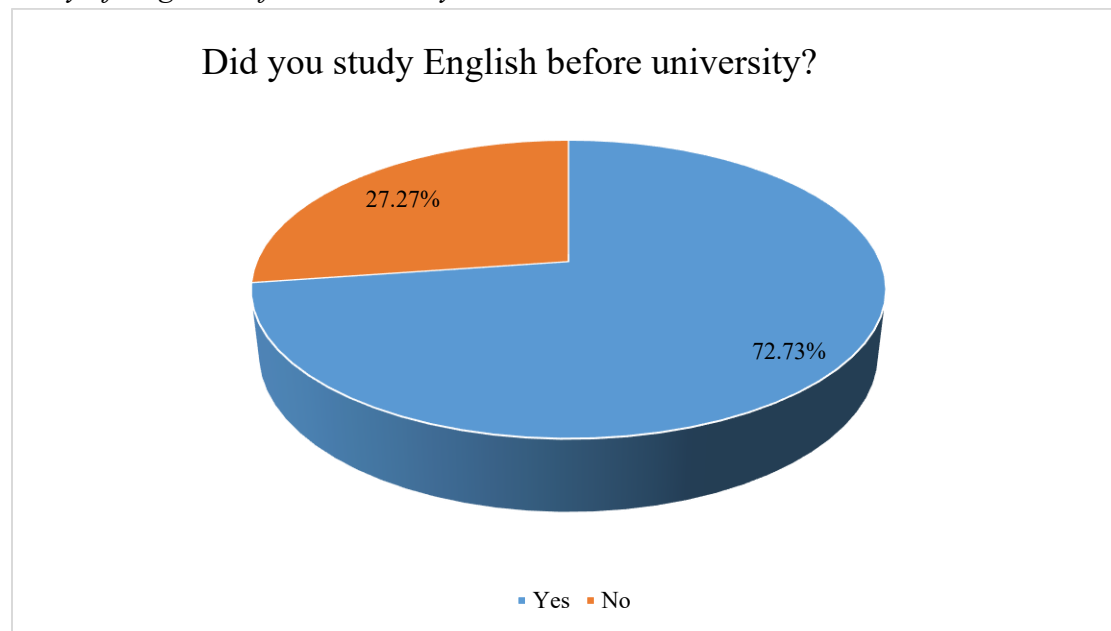


Figure 3 shows that 72.7% of respondents studied English before university, while 27.3% did not. This means that most students have a prior background in English, which will help them understand political science terms and concepts in English.

Students' English Language Proficiency

Figure 4

Students' English Language Proficiency

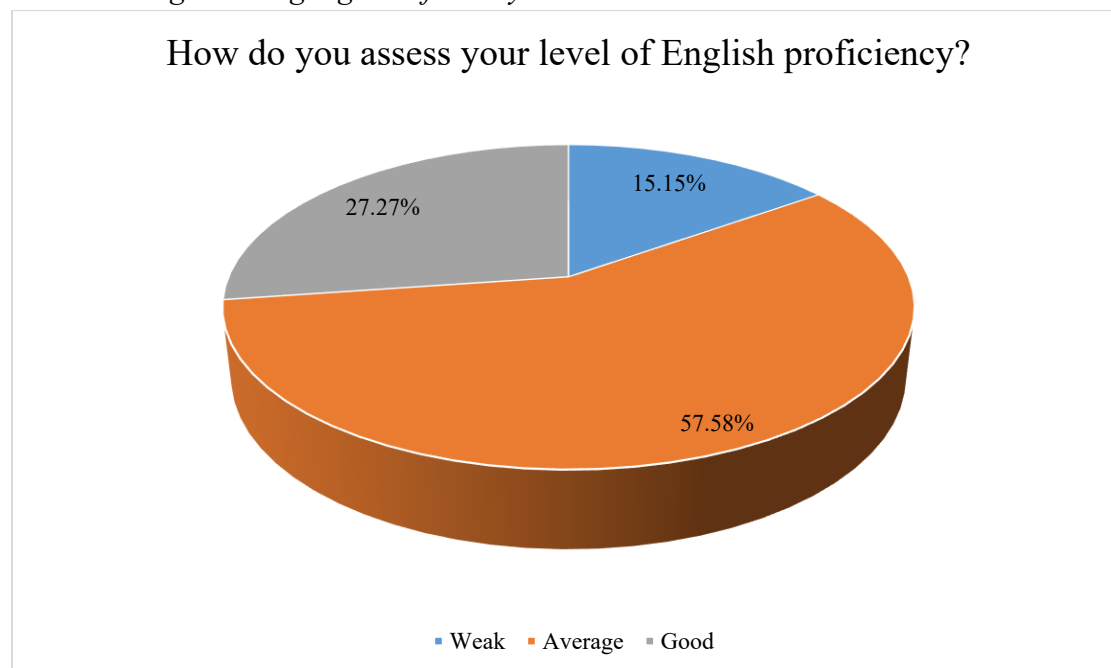


Figure 4 shows that 57.6% of respondents have an average level of English proficiency, 27.3% have a good level, and 15.2% have a weak level. This indicates that the majority have an average level of English proficiency and acceptable knowledge of the language. However, this is insufficient for effective use in academic research, especially in productive skills such as writing and speaking, and will affect their comprehension and use of English in their studies.

Table 1*Students' English Language Skills*

Skill	Rating	Frequency	Percentage (%)
Reading	Poor	3	9.1
	Average	10	30.3
	Good	13	39.4
	Very good	7	21.2
Writing	Poor	5	15.2
	Average	10	30.3
	Good	11	33.3
	Very good	7	21.2
Listening	Poor	2	6.1
	Average	7	21.2
	Good	19	57.6
	Very good	5	15.2
Speaking	Poor	6	18.2
	Average	17	51.5
	Good	9	27.3
	Very good	1	3.0

Table 1 shows that students' English language proficiency varies across basic skills. The results indicate that listening skills are the strongest, with over half of the sample (57.6%) achieving a "good" level and 15.2% achieving a "very good" level. In comparison, the percentage of those with weaknesses was almost negligible (6.1%). Reading skills were also at an acceptable level, with 60.6% of students achieving "good" or "very good" ratings, reflecting a notable ability to understand texts. Writing skills were relatively balanced, with students' levels ranging from "average" (30.3%) to "good" (33.3%), although 15.2% showed weaknesses, indicating some difficulties in written production. In contrast, speaking skills emerged as the weakest, with the

majority of students (51.5%) at the "average" level, while 18.2% showed weaknesses and a very small percentage (3%) achieved a "very good" level. Therefore, students have stronger receptive skills (reading and listening) than productive skills (writing and speaking), reflecting an urgent need to enhance practical training in oral and written communication (Feng et al., 2023; Soruç et al., 2024; Zhang & Pladevall-Ballester, 2021).

The Importance of English

Figure 5

The Importance of English in Political Science for Students

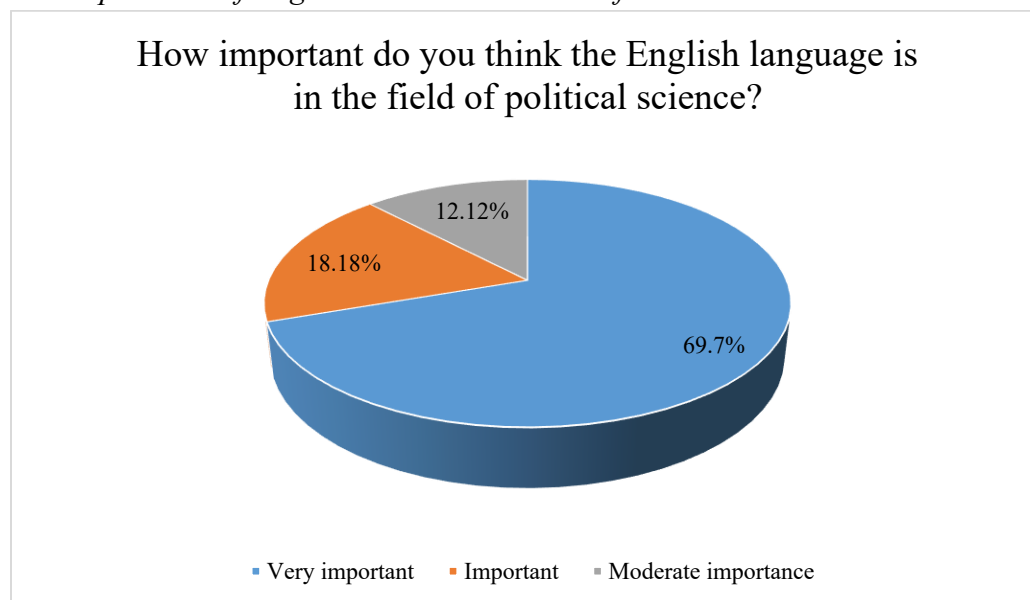


Figure 5 shows that 69.7% of respondents consider English very important in political science, 18.2% consider it important, and 12.1% consider it moderately important. This indicates that students recognize the importance and role of English in the field (Macaro et al., 2019; Senouci & Gacem, 2024).

Table 2

Reasons for the Importance of English in Political Science

Why is English so important in this field? (More than one option can be selected.)	Frequency	Percentage (%)
To understand foreign references	6	18.2
To follow international news and analysis	11	33.3
To participate in international conferences	6	18.2
To boost job opportunities	10	30.3
Total	33	100.0

Table 2 shows that 11 respondents (33.3%) consider English important in political science for following international news and analysis, while 10 respondents (30.3%) consider it important for enhancing job prospects. Six respondents (18.2%) selected understanding foreign references and participating in international conferences. These results demonstrate a growing awareness among students of the importance of English (Macaro et al., 2019; Senouci & Gacem, 2024).

Figure 6

The Importance of English Proficiency

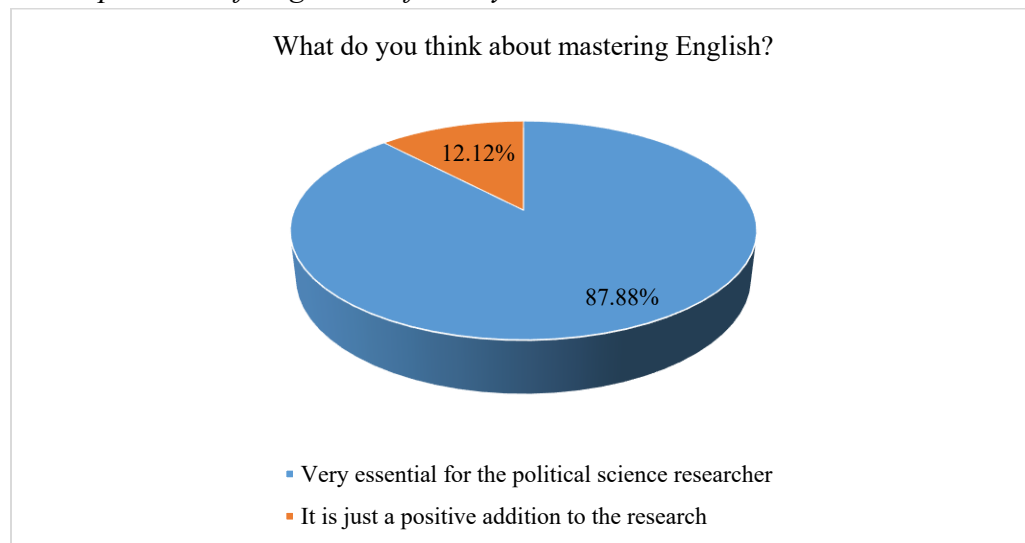


Figure 6 shows that 87.9% of respondents consider English proficiency essential for political science researchers, while 12.1% believe it is merely a positive addition to research, given that university instruction is in Arabic. Most students emphasized the need for English proficiency. This indicates their commitment to mastering the language and their recognition of its crucial role in political science research as a language of international science and scholarship (Amano et al., 2016; Macaro et al., 2019). This will positively affect political science students' use of English at Badji Mokhtar University in Annaba. Respondents provided the following justifications:

- Understanding English-language references and following international news.
- English is the language of science and the language of our time.
- English is the language of science and a global language, and references in the field are in English.
- Modern studies in political science are conducted in English. Political science is an Anglo-Saxon discipline, so English is essential.
- English is very important to us because it broadens the horizons of communication for political science researchers with the world and allows them to access information more quickly.
- Because of the abundance of English-language references, it opens up wide horizons for you globally.
- Because any field requires English.

- Because, as mentioned previously, it helps in analyzing and understanding researchers' analyses, as well as in understanding references and participating in conferences.
- Because it reigns supreme among languages.
- Because it enhances opportunities for study and scholarships, international communication, and professional skills.

Students' Habits of Using English in Their Research**Table 3***Extent of English Language Use in University Studies*

How often do you use English in your university studies?	Frequency	Percentage (%)
Always	7	21.2
Sometimes	19	57.6
Rarely	5	15.2
Never	2	6.1
Total	33	100.0

Table 3 shows that 19 respondents (57.6%) sometimes use English in their studies, seven (21.2%) always use it, five (15.2%) rarely use it, and two (6.1%) never use it. These percentages reflect students' tendency to use English only when academically necessary and their lack of regular practice, which limits the development of their language proficiency. This is because the language of instruction at the university is Arabic. It also indicates their reliance on Arabic-language resources and their use of English only when needed. However, some students always use English, indicating daily use and reliance on it in their studies (Macaro, 2020; Zhang & Pladevall-Ballester, 2021).

Table 4*Reliance on English-Language Resources in Research Preparation*

To what extent do you rely on English-language references when preparing your research?	Frequency	Percentage (%)
Always	6	18.2
Sometimes	11	33.3
Rarely	10	30.3
Never	6	18.2
Total	33	100.0

Table 4 shows that 11 respondents (33.3%) selected “sometimes,” and 10 respondents (30.3%) selected “rarely,” while six respondents (18.2%) selected “never” and “always.” This is because the language of instruction at Badji Mokhtar University in Annaba is Arabic. It also

indicates that students rely on Arabic-language references that are easily accessible and understandable, which will affect the nature of the information they obtain.

Table 5*Types of Documents or Sources Used in English*

What types of documents or sources do you use in English?	Frequency	Percentage (%)
Academic articles	11	33.3
Books	9	27.3
Official reports and publications	2	6.1
Videos and lectures	3	9.1
I do not use any English sources	8	24.2
Total	33	100.0

Table 5 shows that 11 respondents (33.3%) rely on academic articles in English, nine (27.3%) use books in English, and eight (24.2%) use no English-language sources or references. Three respondents (9.1%) rely on videos and lectures in English, and only two (6.1%) use official reports and publications in English. These results indicate that political science students most often use academic articles and books, reflecting a strong academic trend toward relying on scientific references in English despite limited language proficiency. The variety of English-language references used reflects students' increasing openness to international academic content (Amano et al., 2023; Zhang & Pladevall-Ballester, 2021).

Table 6*Use of English in Daily Life*

How often do you use English in your daily life?	Frequency	Percentage (%)
Daily	6	18.2
Several times a week	15	45.5
Rarely	10	30.3
I never use it	2	6.1
Total	33	100.0

Table 6 shows that 15 respondents (45.5%) use English several times a week, 10 (30.3%) rarely use it, six (18.2%) use it daily, and only two (6.1%) never use it. This suggests that students use English outside academic contexts. Although students are exposed to the language, their use of English remains linked to research needs, and they rely mainly on Arabic.

Table 7*Contexts in Which English Was Used*

In what contexts is English most often used?	Frequency	Percentage (%)
Online communication	6	18.2
Watching movies or listening to music	15	45.5
Academic study and research	6	18.2
Work or training	6	18.2
Total	33	100.0

Table 7 shows that 15 respondents (45.5%) use English when watching movies or listening to music. Each of the other contexts, namely online communication, academic study and research, and work or training, accounted for six respondents (18.2%). This shows that students are exposed to English in daily life outside academic contexts, although a considerable group uses it for scientific and practical purposes.

Table 8*Preference for Political Content in English or Another Language and Reasons*

Do you prefer political content in English or another language? Why?	Frequency	Percentage (%)
Yes, I prefer English.	26	78.8
I do not prefer English.	7	21.2
Total	33	100.0

Table 8 shows that 26 respondents (78.8%) prefer political content in English, while seven (21.2%) do not. Those who do not prefer it studied in Arabic and French before university and are not proficient in English. However, most prefer political content in English, perhaps because they want academic and professional openness and recognize that English is the language of our time.

Table 9*Reliance on Translation When Reading English Texts*

Do you rely on translation when reading English texts?	Frequency	Percentage (%)
Always	9	27.3
Sometimes	17	51.5
Rarely	3	9.1
No, I understand directly	4	12.1
Total	33	100.0

Table 9 shows that 17 respondents (51.5%) selected “sometimes,” nine (27.3%) selected “always,” four (12.1%) selected “No, I understand directly,” and three (9.1%) selected “rarely.” Students rely on translation when reading English texts because of limited mastery of English grammar, weak linguistic competence, incomplete understanding of political science terms in English, a habit of thinking in Arabic, and a lack of continuous English language practice (Abouzeid, 2021).

Table 10*Use of Applications or Tools to Learn or Improve English*

Do you use apps or tools to learn or improve your English?	Frequency	Percentage (%)
Yes	24	72.7
No	9	27.3
Total	33	100.0

Table 10 shows that 24 respondents (72.7%) answered "yes," while nine (27.3%) answered "no." This may be attributed to students' desire to learn English and their reliance on self-study, given the widespread availability and accessibility of English language learning applications and tools. Table 11 lists the applications students used.

Table 11*Applications Used by Students*

Duolingo and British Council
Duolingo and istoria
Duolingo, British Council podcast, coffee break with english
Google
Dictionaries and television
Programs on YouTube and Duolingo
Duolingo or Listen to Podcasts

Table 12*Reliance on English-Language References in Research*

Do you rely on English-language references in your research?	Frequency	Percentage (%)
Yes	14	42.4
No	19	57.6
Total	33	100.0

Table 12 shows that 14 respondents (42.4%) rely on English-language sources, while 19 (57.6%) do not. This is attributed to students' weak English language skills and difficulty understanding and accurately translating political terminology into Arabic.

Those who responded affirmatively justified their reliance on English sources as follows:

- Because they are rich in information.
- The sources are more up-to-date.
- The information is more precise, especially since definitions in political science are often imprecise, and literal translations can sometimes convey inaccurate meanings.
- The availability of new issues and topics, and current, specialized information.
- The abundance and accuracy of sources across various topics, and the large number of reliable academic researchers writing in English.
- The lack of sufficient Arabic sources.

Respondents believe that the difference between relying on Arabic-language sources and sources in other languages lies in the following:

- English sources are more beneficial.
- English is preferable because it is readily available and up-to-date.
- English contains more information.
- Other languages are more numerous and intellectually richer than Arabic, where we rarely find thinkers writing original content in political science. Arabs tend to rely solely on translation, unlike other countries, especially Western ones.
- References in other languages contain more up-to-date and useful information than Arabic.
- Arabic references in the field of political science are few, and their topics are somewhat outdated, unlike English.
- Foreign references offer a wider variety of information.

Table 13

Conducting Research in English

Have you ever done research in English?	Frequency	Percentage (%)
Yes	18	54.5
No	15	45.5
Total	33	100.0

Table 13 shows that 18 respondents (54.5%) answered "yes," while 15 (45.5%) answered "no." This reflects their attempts and desire to learn and study in English, even though the language of instruction is Arabic.

19. Were you able to present it to the professor and students in English?

Figure 7

Presenting a Research Paper in English to Students and Professors

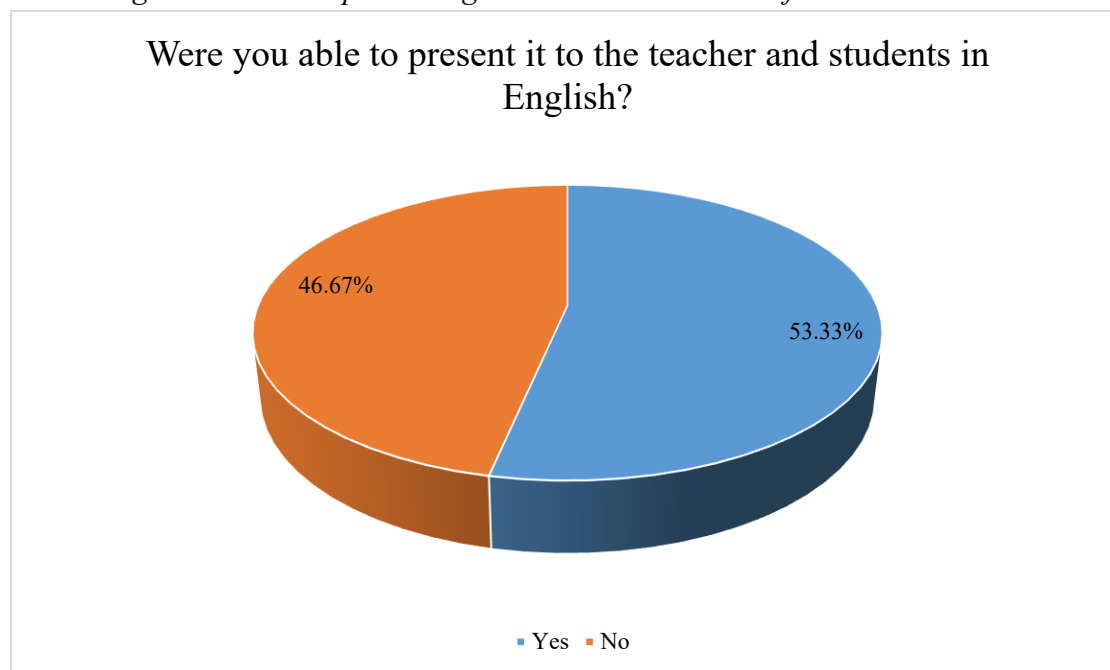


Figure 7 shows that 53.33% of respondents answered yes, while 46.67% answered no. The results show that more than half of the students can speak or present in English in front of others, indicating an acceptable level of confidence and linguistic proficiency. This result also reflects a disparity in students' linguistic competencies, calling for stronger practical and oral English instruction in political science through activities such as oral presentations and group exercises (Soruç et al., 2024; Thompson et al., 2022).

Table 14

Students' Opinions on the Usefulness of Presenting Research in English

Was this helpful to you and your colleagues?	Frequency
Yes	23
For me, yes; I do not know about them.	1
It was a good experience, and the research was somewhat enjoyable.	1
Yes, to my colleagues, I do not think	1
Total	26

Of the 26 responses reported in Table 14, 23 were "Yes" to whether presenting research in English was beneficial to the respondents and their colleagues. The remaining three responses were qualifying comments. These predominantly positive responses reflect students' desire to study in English despite limited interaction.

Figure 8

Courses in English in the Department

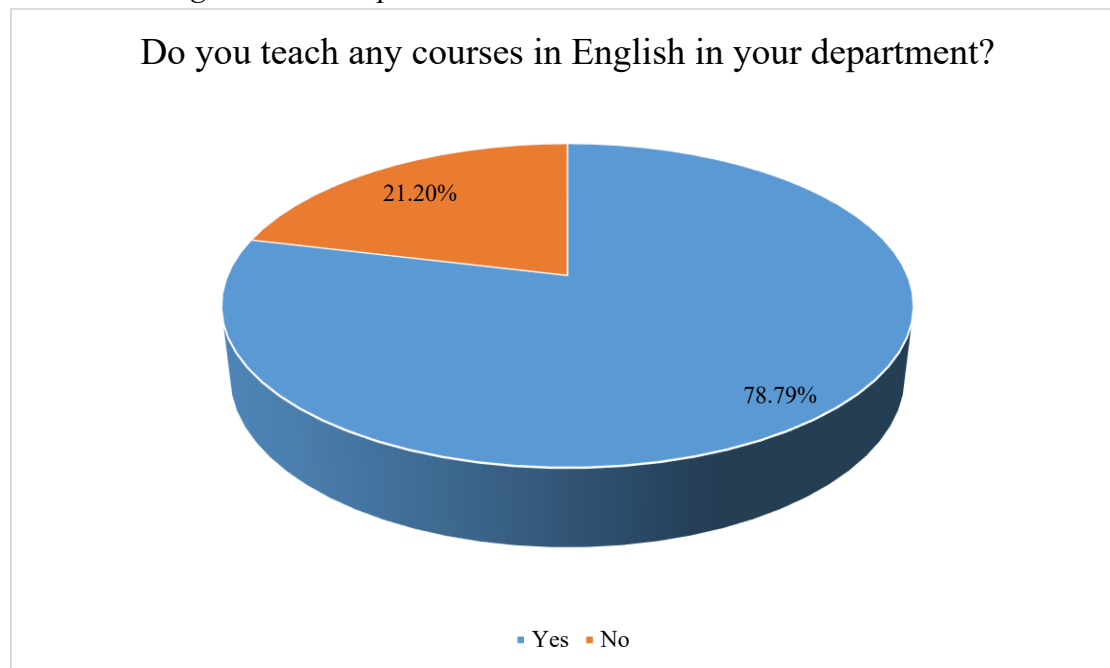


Figure 8 shows that 78.79% of respondents answered yes, while 21.2% (seven respondents) answered no. This may be due to the gradual introduction of English-taught courses at Badji Mokhtar University in Annaba, starting at the bachelor's level.

Table 15

Weekly Time Allocated to Studying English

How many hours per week are allocated to studying English?	Frequency
1.5 h	33
Total	33

Table 15 shows that the time allocated to studying English in the Department of Political Science at Badji Mokhtar University in Annaba is one 1.5-hour session per week. Table 16 presents students' opinions on whether this is sufficient.

Table 16

Students' Opinions on the Adequacy of the Time Allocated to English

Do you think this is enough?	Frequency
Yes	1
No	32
Total	33

Table 16 shows that most students believe the 1.5 hours per week allocated to studying English is insufficient. This necessitates increasing the allocated time because foreign language learning and teaching require practice (Dang et al., 2023).

Table 17*Students' Evaluation of the Teaching Method*

What is your assessment of the teaching method?	Frequency	Percentage (%)
Very good	2	6.1
Good	21	63.6
Average	10	30.3
Total	33	100.0

Table 17 shows that 21 respondents (63.6%) consider the teaching method good, 10 (30.3%) consider it average, and only two (6.1%) consider it very good.

Table 18*Students' Views on the Usefulness of the Teaching Method*

Do you think this method is useful for students, or should it be modified?	Frequency
Classes should be held in person.	1
Yes, it is useful.	10
It needs to be modified, and the hourly volume of this language needs to be increased	7
It can be better	6
It should be modified	5
It needs to be changed immediately	1
Total	30

Table 18 contains 30 responses: 10 expressed satisfaction with the current teaching method, deeming it beneficial, and 20 expressed dissatisfaction in various ways; seven called for modifying the method and increasing the time allocated to English language instruction. One respondent preferred in-person classes. Another felt the teaching method should be revised, a point that sector officials should consider. Given that a significant number of respondents share this view, the issue must be addressed with the seriousness it deserves. Table 19 outlines the shortcomings of the current teaching method (Aizawa & Rose, 2019; Dang et al., 2023).

Table 19

Shortcomings of the Teaching Method

If you choose the second option, what are the shortcomings?	Frequency
Distance learning does not yield good results, and most students are not paying attention	15
Low hourly volume	14
Lack of knowledge and reading	1
Total	30

Table 19 shows that shortcomings in English teaching methods include remote delivery, limited student attention, insufficient allocated time, and limited reading and research among students. Table 20 presents respondents' suggestions for improvement (Curle et al., 2024; Dang et al., 2023).

Table 20

Suggestions for Improving English Teaching

What do you suggest to improve it?	Frequency
Add more teaching hours	16
I suggest developing a distinctive program, designed by professors with sufficient experience and aligned with international standards.	1
The teaching should be in person.	12
Focus on topics related to the field of political science	1
Total	30

Table 20 presents 30 responses suggesting improvements to English teaching. Of these, 16 called for increasing the allocated time and adding English language classes, while 12 suggested in-person teaching. One respondent suggested including topics from the specialization, and another suggested developing a program with international standards led by experienced professors. Students also suggested teaching English according to their levels (Curle et al., 2024).

Table 21

Following Websites and Social Media in English for Universities, Professors, Publications, News, and Scholarships

Do you follow websites, pages, social media networks, etc., in English?	Frequency	Percentage (%)
Yes	22	66.7
No	11	33.3
Total	33	100.0

Table 21 shows that 22 respondents (66.7%) answered yes, while 11 (33.3%) answered no. This indicates that most students are interested in following English websites, web pages, and social media networks. It also indicates the diversity of sources students use to learn English. Table 22 provides examples of these sources.

Table 22*English Learning Resources*

If the answer is yes, can you give some examples?	Frequency
foreign policy	2
learning Eng	2
Some influencers, BBC News.....	2
The university also offers scholarships for people studying abroad	1
Some websites and travel agencies that grant visas, whether for study, tourism, or residency.	1
National university pages for scholarships and competitions	1
Thinkers and politicians like Trump and other presidents, channels like Al Jazeera, BBC, France 24 and other news channels.	1
News sites	20
Noam Chomsky, Oxford University, Donald Trump, former Canadian Prime Minister Justin Trudeau, Barack Obama, Senator Berry Sanders, Fox News, CNN, etc	3
Total	33

Table 23*Languages Students Use for Study, Research, and Reading*

What language(s) do you use for study, research, and reading?	Frequency
German	2
Arabic	11
French	7
Spanish, Italian, Japanese	1
English	9
I mastered Turkish more than any other language	1

What language(s) do you use for study, research, and reading?	Frequency
Spanish	1
I speak only a little English, and I hope to improve and use other languages such as German, Spanish, and Italian.	1
Total	33

Table 23 shows the diversity of languages that political science students at Badji Mokhtar University in Annaba use for reading and research. Although the questionnaire asks about languages in addition to Arabic, 11 students listed Arabic. Nine students listed English, seven listed French, and two listed German. One additional respondent reported speaking a little English and hoping to improve and use other languages. Other responses mentioned Turkish, Spanish, Italian, and Japanese.

The Impact of English Use on Students' Scientific Research

Table 24

The Impact of English Use on Research Quality

Does using English affect the quality of the research?	Frequency	Percentage (%)
Yes	25	75.8
No	8	24.2
Total	33	100.0

Table 24 shows that 25 respondents (75.8%) answered "yes," while eight (24.2%) answered "no." This indicates that English use affects research quality and that English is important in scientific research. Table 25 presents students' justifications (Aizawa et al., 2024; Lee et al., 2025).

Table 25

Students' Justifications for the Importance of English in Scientific Research

How so?	Frequency
It gives value to it	1
I believe English lends research an air of accuracy and credibility because it transmits ideas directly from sources and thinkers.	10
Enriching one's knowledge base and discovering new meanings	6
Language is merely a means of conveying information	1
The information in English is very rich and valuable.	1
Making the research one of the most beautiful research	1
Depth of analysis, novelty of topics, abundance of information.	1
The amount of information and its accuracy.	3

How so?	Frequency
By attracting a large amount of information, sometimes not found in Arabic-language references	1
It offers richer references	1
The research is outstanding, and the student is proficient	1
Research is easier in Arabic to convey the idea effectively	1
It provides accuracy, modernity, and good analysis.	5
Total	33

Table 26

The Positive Impact of English Use in the Field of Study

Has using English in your field of study had a positive impact?	Frequency	Percentage (%)
Yes	31	93.9
No	2	6.1
Total	33	100.0

Table 26 shows that 31 respondents (93.9%) answered "yes," while only two (6.1%) answered "no." This indicates that most students believe using English in their studies has a positive impact. Table 27 presents the types of impact students identified (Feng et al., 2023; Soruç et al., 2024).

Table 27

Types of Positive Impact of English

What type of impact is this?	Frequency
superiority	1
I discovered a lot of new words (especially political terms)	1
To become familiar with new issues in political science, and to learn the most important analytical approaches in the field.	5
Learning about and understanding world events	1
Improving research quality	4
Intellectual and cognitive development and stimulation of the brain to analyze.	1
Developing the mind matters because, scientifically speaking, someone who learns languages has a better mind than someone who doesn't, and it also helps you improve your culture with new information.	1
Learn more English	2

What type of impact is this?	Frequency
Diversity increased knowledge	2
Perhaps the ability to discuss with political science students outside of Algeria.	1
Ease of communication	5
More job opportunities	2
Understanding political science terminology in English	6
Acquiring new cultures	1
Total	33

Table 28

Benefits of English Use in Scientific Research

In your opinion, what are the benefits of using English in scientific research?	Frequency	Percentage (%)
Accessing the latest studies	12	36.4
Developing academic skills	10	30.3
Connecting with the global academic community	11	33.3
Total	33	100.0

Table 28 shows that 12 respondents (36.4%) believe using English in scientific research provides access to the latest studies, 10 (30.3%) believe it helps develop academic skills, and 11 (33.3%) believe it enables communication with the global academic community. These findings reflect the many benefits of using English in scientific research (Aizawa et al., 2024; Lee et al., 2025).

Challenges and Difficulties in Students' Use of English

Table 29

Difficulties Students Face in Using English

What are the main difficulties you face in using English?	Frequency	Percentage (%)
Weakness in grammar and vocabulary	13	39.4
Fear of speaking in front of others	6	18.2
Difficulty in understanding political terminology	10	30.3
Lack of educational resources	4	12.1
Total	33	100.0

Table 29 shows that weaknesses in grammar and vocabulary ranked first among the difficulties students face in using English (39.4%), followed by difficulty understanding political terminology (30.3%), fear of speaking in front of others (18.2%), and a lack of educational

resources (12.1%). Table 30 presents the methods students mentioned for overcoming these difficulties (Macaro, 2020; Saidani & Belmihoub, 2026).

27. What methods do you rely on to overcome these difficulties?

Table 30*Methods Used to Overcome Difficulties in English Use*

What methods do you rely on to overcome these difficulties?	Frequency
Listen to English podcasts, write down new vocabulary, review it, and try to use it in real life	2
Willpower is the only solution in this situation; I must cultivate it.	1
Talking to myself	1
Grammar training	4
Continuous learning.	3
Practice in front of a mirror and speak loudly, repeating the texts several times.	1
Developing listening and reading skills.	5
Study and read more about political science.	4
English support lessons	12
Total	33

28. What are your suggestions for improving the use of English in the field of political science?

Table 31*Suggestions for Improving English Use in Political Science*

Suggestion	Percentage (%)
Organizing training workshops	45.5
Teaching courses in English	39.4
Student and academic exchange programs	9.1
Encouraging the use of foreign references	6.1

Table 31 presents students' suggestions for improving English language use in political science. Organizing training workshops ranked first (45.5%), followed by teaching courses in English (39.4%), student and academic exchange programs (9.1%), and encouraging the use of foreign references (6.1%) (Saidani & Belmihoub, 2026).

Students' suggestions for improving English language use included:

- Encouraging the use of foreign references;

- Teaching courses in English;
- Student exchange programs;
- Organizing training workshops.

Study Results

The field study of English language use among political science students at Badji Mokhtar University in Annaba yielded the following results:

- Analysis of the preceding tables and figures reveals that the field study primarily focused on undergraduate students, who constituted a significant majority compared with master's students. The research findings therefore primarily represent this group's views.
- The results also showed that women predominated in the sample, accounting for approximately two-thirds, confirming the strong presence of female students in political science and international relations at Algerian universities.
- Regarding English, the results showed that the majority of students consider it an essential scientific language that enables them to follow foreign research and references, engage with global intellectual output, and participate in international conferences, as well as understand specialized terminology.
- Based on the above, it can be concluded that English is a fundamental pillar in the education of political science and international relations students. Developing linguistic proficiency in this field enhances their research and communication skills and supports their integration into the global academic and diplomatic sphere.
- The study indicated the use of English among political science students at Badji Mokhtar University in Annaba.
- Most students have a prior background in English, which will help them understand the terminology and concepts related to political science in English.
- The majority of students have an average level of English proficiency, which will affect their comprehension and use of English in their studies. Their proficiency also varies across basic language skills.
- Students are aware of the importance of English in the field of political science, including understanding foreign references, following international news and analyses, participating in international conferences, and enhancing their career prospects.
- The majority of students expressed the necessity of mastering English, indicating their commitment to the language and their recognition of its crucial role for political science researchers as the language of science. This will positively affect English use among political science students at Badji Mokhtar University in Annaba, especially since political science is an Anglo-Saxon discipline.

- English is very important for students because it broadens political science researchers' opportunities for communication, enables them to access information more quickly, and opens up wider perspectives on the world. It also supports analysis and understanding, as well as understanding references and participating in conferences. Furthermore, there is a wealth of English-language references. Any field of study requires English because it is the language of science and a global language, and discipline-specific references are primarily in English.
- Some students use English daily and rely on it in their studies. Students who presented research papers in English generally considered the experience beneficial.
- There is a variety of English-language resources available to political science students at Badji Mokhtar University in Annaba.
- Students' use of English is linked to research needs, and they primarily rely on Arabic.
- Students use English in several contexts, most notably for online communication, watching films or listening to music, academic studies and research, and work or training.
- The majority of students prefer political content in English, perhaps due to their desire for academic and professional openness and their awareness that English is the language of our time.
- Students' reliance on translation when reading English texts stems from their limited English grammar and language proficiency, their lack of understanding of all political science terminology in English, their habit of thinking in Arabic, and the absence of consistent English practice.
- Students are eager to learn English and are increasingly self-reliant, given the widespread availability and accessibility of English language learning applications and tools.
- Speaking was the weakest of the four assessed language skills, whereas listening was the strongest. This highlights the need to strengthen students' oral interaction and dialogue skills.
- The weekly English language study time in the Department of Political Science at Badji Mokhtar University in Annaba is limited to 1.5 hours, which is insufficient.
- The shortcomings of the English teaching method include the remote nature of the lessons, the lack of student engagement, the limited class time, and the students' limited reading and research experience.

Students suggest increasing teaching hours, adding English language classes, and providing in-person instruction. They also suggest incorporating topics from their specialization and having experienced professors develop a curriculum that meets international standards.

- Using English in their studies has a positive impact on students, and English is also essential for scientific research.
- Among the most prominent difficulties students face when using English are weaknesses in grammar and vocabulary, fear of public speaking, difficulty understanding political terminology, and a lack of educational resources.

- Suggestions for improving students' use of English include organizing training workshops, teaching courses in English, encouraging the use of foreign references, and promoting academic and student exchange programs.

Discussion

The findings show a coherent pattern: students value English because it provides access to international references, news, and academic communication, yet their reported use is often occasional and mediated by Arabic and translation. This pattern aligns with research describing English as a gateway to global scholarship while warning that access is uneven and language barriers remain consequential (Amano et al., 2016, 2023; Macaro et al., 2019). This survey documents students' perceptions; it does not establish that English itself improved research quality.

The reported contrast between stronger receptive skills and weaker speaking, together with reliance on translation, also fits evidence that academic success in EMI depends on proficiency, disciplinary literacy, and learner engagement rather than on exposure to English alone (Feng et al., 2023; Muttaqin et al., 2022; Soruç et al., 2024; Zhang & Pladevall-Ballester, 2021). The students' emphasis on terminology, grammar, vocabulary, and oral confidence therefore supports targeted academic-English and discipline-specific support.

Students' concerns about limited hours, remote delivery, and the need for workshops and in-person teaching should be read as institutional and pedagogical concerns, not simply as individual deficits. Research on EMI implementation reports policy–practice gaps and stresses teacher preparation, ongoing professional learning, and context-sensitive design (Aizawa & Rose, 2019; Curle et al., 2024; Dang et al., 2023).

The multilingual responses in this study complicate an English-only interpretation. Recent Algerian research shows that English, Arabic, and French coexist within changing higher-education practices and that translanguing resources can support participation and disciplinary learning (Rose et al., 2021; Saidani & Belmihoub, 2026; Senouci & Gacem, 2024). Supporting English should therefore not require treating Arabic or French as obstacles.

Finally, the positive perceptions reported in Tables 24 and 26 should be interpreted as students' views within this local descriptive sample. The study is based on an electronic questionnaire and does not include a control group, longitudinal proficiency measures, or direct tests of research quality. Its contribution is therefore diagnostic: it identifies reported needs and priorities that can inform locally grounded language support and future comparative research (Hampson & McKinley, 2026; Lee et al., 2025; Macaro et al., 2018).

Conclusion

This descriptive study shows that political science students value English as a route to international scholarship and see benefits for research. However, limited proficiency, reliance on translation, and limited instructional time shape their reported use. The findings support additional, discipline-relevant practice and institutional support while leaving causal evaluation for future research.

Recommendations

Based on theoretical and applied research, the following recommendations are made:

- English is currently the language of science and is of great importance, especially in the field of political science, as it enables researchers to communicate with the global academic community. It represents an academic and intellectual necessity.
- The number of hours dedicated to teaching English in the Department of Political Science should be increased.
- The English language course should be taught in person.
- Students should be encouraged to use English-language resources.
- English language training courses should be offered to students.

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Appendix

The Reality of English Language Use Among Political Science Students: A Field Study of a Sample of Political Science Students at Badji Mokhtar University, Annaba

Annaba, date: ____/____/2025

This study aims to determine the extent to which political science students use English and to highlight the difficulties associated with using the language, in order to propose solutions.

Please note that the information you provide will be used for scientific purposes only, and the names of students who complete the questionnaire will not be disclosed.

Section 1: General Information

1. Educational level:

- Bachelor's - Master's

2. Gender:

- Male - Female

3. Did you study English before university?

- Yes - No

Section 2: Students' English Language Proficiency

4. How would you rate your English language proficiency?

- Very good

- Good

- Average

- Weak

5. How would you rate your proficiency in the following skills?

Table A1

Ratings of English Language Skills

Skill	Poor	Average	Good	Very good
Reading				
Writing				
Listening				
Speaking				

Section 3: The Importance of English

6. In your opinion, how important is English in the field of political science?

- Very important - Important - Moderately important - Not important

7. Why is English important in this field? (More than one option can be selected.)

- To understand foreign references
- To follow international news and analyses
- To participate in international conferences
- To enhance job opportunities
- Other:

8. Do you believe that proficiency in English is:

Essential for a political science researcher?

Simply a positive addition to the research?

Of no additional value?

- How do you justify this?

Section 4: Students' Habits of Using English in Their Research

9. How often do you use English in your university studies?

- Always
- Sometimes
- Rarely
- Never

10. To what extent do you rely on English-language sources when preparing your research?

Always

Often

Sometimes

Rarely

Never

11. What types of documents or sources do you use in English?

- Academic articles - Books - Official reports and publications - Videos and lectures - I do not use any English sources

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

- Daily - Several times a week - Rarely - Never

13. In what contexts do you most often use English?

- Communicating online - Watching movies or listening to music
- Reading news or articles - Academic study and research
- Work or training - Other.....

14. Do you prefer political content in English or another language? Why?

- Yes, I prefer English
- No, I prefer another language

Because

15. Do you rely on translation when reading English texts?

- Always - Sometimes - Rarely - No, I understand directly

16. Do you use any apps or tools to learn or improve your English?

- Yes, please list them:

- No

17. Do you rely on English-language sources for your research?

- If yes:

Why do you rely on English-language sources?

.....
.....

What is the difference between relying on Arabic-language sources and sources in other languages?

.....
.....

18. Have you ever conducted research in English?

Yes

No

19. Were you able to present it to the professor and students in English?

Yes

No

- Was it beneficial to you and your classmates?

20. Do you teach any courses in English in your department?

Yes

No

- How many teaching hours are there per week?

- Do you think this is sufficient?

- How would you rate the teaching method?

Very good

Good

Average

Poor

- Do you think this method is beneficial for students, or should it be modified?

- If you choose the second option, what are the shortcomings?

.....
.....

- What do you suggest to improve it?

.....
.....

21. Do you follow websites or social media platforms in English for information about universities, professors, publications, the latest news, scholarships, etc.?

Yes

No

- If yes:

Can you give some examples?

22. In addition to Arabic, which is the primary language of instruction for political science in our country, what other language(s) do you use for studying, research, and reading?

Please list them:

Section 5: The Impact of English Use on Student Research

23. Does using English affect the quality of research?

Yes

No

How so?

24. Does using English in your field of study have a positive impact?

Yes

No

What type of impact is this?

.....
.....

25. In your opinion, what are the benefits of using English in scientific research?

Access to the latest studies

Development of academic skills

Enhanced publication opportunities

Communication with the global academic community

Other:

Section 6: Challenges and Difficulties Students Face in Using English

26. What are the most prominent difficulties you face in using English?

- Weakness in grammar and vocabulary

- Fear of speaking in front of others

- Difficulty understanding political terminology

- Lack of educational resources

- Other:

27. What methods do you rely on to overcome these difficulties?

.....
.....

28. What are your suggestions for improving English language use in the field of political science?

- Organizing training workshops
- Teaching courses in English
- Encouraging the use of foreign references
- Student or academic exchange
- Other:

Finally, I sincerely thank you for completing this questionnaire and for the information you provided.