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| Journal Name: | [**Journal of Education, Society and Behavioural Science**](https://journaljesbs.com/index.php/JESBS) |
| Manuscript Number: | **Ms\_JESBS\_141655** |
| Title of the Manuscript: | **English as a Medium of Instruction for Science: Teacher and Student Perspectives** |
| Type of the Article | **Original Research Article** |

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| PART 1: Comments | | |
|  | Reviewer’s comment **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | **Author’s Feedback** (It is mandatory that authors should write his/her feedback here) |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | The manuscript addresses a relevant topic for the scientific and educational community by analysing the perceptions of secondary school students and teachers in Morocco regarding the use of English as a Medium of Instruction (EMI) in science and the challenges associated with French. These findings may inform language-in-education policies and teaching practices in multilingual contexts. | I would like to clarify that the participants in this study were upper secondary science track students (first year of upper secondary secondary scienceecond Year of Baccalaureate) and teachers of three levels, teaching biology, chemistry, physics and mathematics. |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | The current title does not fully reflect the scope of the study as it only mentions English and does not address the challenges with French or the inclusion of both students' and teachers' perceptions. A more representative title could be: English as a Medium of Instruction for Sciences and Challenges of French in Moroccan High Schools: Teacher and Student Perspectives. | science and second yeary inclusive and informative. However, for length consideration, I suggest: English as a medium of instruction: a perspective-based study in Moroccan high schools. |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | The abstract is complete, but it could be slightly shortened and should conclude with a sentence that clearly indicates the main contribution of the study. | The abstract is revised and shortened without excluding the necessary information required for a research abstract. Thank you for the comments. |
| Is the manuscript scientifically correct? Please write here. | The study design is adequate, but further precision is needed:   * Clearly specify the characteristics of student participants (age, academic grade, whether they belong to one course or several, and whether informed consent and parental assent were obtained). * Provide details on teachers (what subjects they teach, number of courses, and whether they implemented EMI in their classes). * Identify the specific science subjects where EMI was applied (Biology, Physics, Chemistry, etc.) rather than using the generic term "sciences." * Include a Procedure section explaining the study setting, sequence of activities, content covered, number of sessions, and duration of each session. * Revise the instrument: the reported Cronbach’s alpha (0.603) is low and does not provide solid support for internal consistency. The author should review the instrument, consider item analysis, and explain why this value is acceptable. * Provide more information on the validation of the instruments, as currently only reliability is reported. It is important to explain how content and construct validity were ensured (e.g., expert review or pilot testing). * Although the section is labeled “Results and Discussion”, it mainly presents findings without adequately linking them to previous research. The discussion should be enriched by contrasting results with existing literature, highlighting similarities, differences, and possible explanations. * The content of the recommendations and implications section should be written as a single cohesive paragraph and should also include the study’s limitations. * There are two main issues with references:  1. **In-text citations** are not in alphabetical order as required by APA 7; they appear to follow a chronological sequence. 2. Many entries in the **reference list** are not formatted according to APA 7th edition. The author should carefully review and correct the format for all references. | The participants of this study were students of high school from common core (upper secondary) to secondary baccalaureate. These students are all enrolled in the science stream, ranging in age from approximately 16 to 20 years. (This is added and explained in the revised manuscript).The teachers in the study are signed to teach the levels the students represent. They teach biology, chemistry, physics and mathematics. These subjects are taught equally in terms of the number of sessions per week, which is four sessions each week, except for math, which receives 5 sessions a week. One session lasts for 1 hour. Currently, these subjects are taught using french language.  * Thank you very much for the remarks, about the procedure, i have referred to as follows in the revised manuscript: { T*he study was carried out over 3 weeks during the 2024-2025 academic year. Science-track students from Common Core to Second Year Baccalaureate completed a short online questionnaire that took about 4 minutes to complete. The purpose of the study was clearly stated at the start of the form. Notably, the students were reached through teachers and administrations, and their participation was completely voluntary. Teachers were contacted through school administrations and personal networks. They participated in individual interviews conducted either virtually or in person, each lasting between 30 and 40 minutes. All data collection was scheduled flexibly to fit participants' availability.*} * I acknowledge that the reported Cronbach’s alpha of 0.6 is below the conventional threshold of 0.7 for a strong internal consistency. However, it is worth noting that the questionnaire was primarily for exploratory purposes and included a combination of open-ended and scaled questions with greater emphasis on qualitative insight than on standardised psychometric measurement. Also, because the questionnaire included open-ended questions and thematic items addressing varied aspects of language attitude and instructional challenges, some variability in responses was expected. With this mixed format, it was challenging to conduct a full item analysis; we carefully had piloted for clarity, and items were designed to reflect the study’s research questions. I have provided the rationale in the revised manuscript and added a brief explanation and evidence to justify the reported reliability coefficient. * The recommendation and implication section is written as paragraph and includes the limitations associated with this study. * The references are revised and edited. |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.** | Hsu, C. C., del Mar Sánchez Pérez, M., & Su, C. S. (2025). Integrating Bilingualism in Chilean Higher Education for Health Sciences: A Synergy of Problem-Based Learning, Linguistic, and Content Mastery. *English Teaching & Learning*, 1-33. | The added references:Abdnour, S. (2025). The Impact of Video Games on the Vocabulary Size of EFL Learners in Morocco. The *International Journal of Applied Language Studies and Culture, 9–11*. <https://doi.org/10.34301/alsc.v8i1.47> Alalou, A. (2017). The question of languages and the medium of instruction in Morocco. *Current Issues in Language Planning, 19*(2), 136–160.<https://doi.org/10.1080/14664208.2017.1353329>  Syomwene, A. (2021). Graduate students’ perspectives on challenges encountered in research work in higher education: The Kenya experience. *Journal of Scientific Research and Reports, 27*(7), 45-52. [10.9734/jsrr/2021/v27i730410](https://doi.org/10.9734/jsrr/2021/v27i730410) |
| Is the language/English quality of the article suitable for scholarly communications? | Yes, the English quality is generally suitable for scholarly communications, although some long sentences could be simplified and minor repetitions reduced for greater clarity. | I have revised and shortened the possible number of sentences and have paraphrased paragraphs, as well as edited the section of introduction where redundancy is prominent |
| Optional/General comments |  |  |

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| **PART 2:** | | |
|  | **Reviewer’s comment** | **Author’s comment** *(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in details)* | This study has no ethical issues; all the participants were informed about the purpose of the study and participated voluntarily, and their anonymity and confidentiality were fully respected. The study did not involve any sensitive questions or interventions that could cause harm. No formal ethics board approval was required during the study process, but all ethical standards for research involving human subjects were carefully respected. |