

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
Abdelhafid Boussouf University Center of Mila



Institute of Letters and Languages  
*Department of Foreign Languages*

Section: English Language

## **Teachers' Perceptions of Using English as a Medium of Instruction: A Case Study of Teachers of Science and Technology at the University Center of Mila**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by:**

- 1) Amani Chetibi
- 2) Sarra Matmat

**Supervisor:**

**Prof. Leila Bellour**

**Board of Examiners:**

Chairman: **Dr. Nihad Laouar**  
Supervisor: **Prof. Leila Bellour**  
Examiner: **Dr. Meriem Abid**

**Academic year: 2022/2023**

## **Dedication**

*To my dear parents for their endless love, support and encouragements.*

***Amani***

## **Dedication**

*This dissertation is dedicated to my dear family, my dear professor Leila Bellour and all my friends.*

**Sarra**

## Acknowledgements

We would like to express our wholehearted gratitude to our reverent teacher and supervisor **Prof. Leila Bellour** for the time and effort she spent correcting this work. We would like to thank her for encouraging our research and for sparing her valuable time whenever we approached her and for showing us the way ahead. We have truly been fortunate to be her students and supervisees. From the bottom of our hearts, we wish for her to achieve everything she wants in her professional or personal life.

We are also grateful for **Dr. Nihad Laouar** and **Dr. Meriem Abid** who kindly agreed to examine our dissertation and for the valuable advice they provided to make up for any flaws in our work.

Of course, we will never forget to thank **teachers of technology and science** at the University Center of Mila who kindly accepted to answer our questionnaire and did not hesitate to provide us with the needed information.

A special 'thank you' goes to our dear colleague **Mr. Saber Benchikh Le Hocine** for his valuable time and patience in helping us to collect the needed number of respondents to the questionnaire.

## Abstract

This study aims to determine teachers' perceptions of the importance of using English as a medium of instruction (EMI) in the Algerian higher education context. It attempts to see whether the implementation of this policy would gain great benefits or not. To determine teachers' perceptions, this study uses, as a research tool, a questionnaire designed for science and technology teachers at the University Center of Mila. Findings revealed that teachers are aware of the importance of using English as a medium of instruction (EMI) at the higher education level. Findings also suggested ways for the improvement of the use of English, as a medium of instruction, that this policy requires a thoughtful planning and preparation before its implementation, They also evinced that English will help the country to develop at all levels.

**Key words:** *English as a medium of instruction (EMI), the use of English at Algerian universities, the Algerian higher education context, teachers of science and technology.*

## **List of Abbreviations**

**CASLA** : Computer Application in Second Language Acquisition.

**CBI** : Content Based Instruction.

**CLIL** : Content and Language.

**EFL** : English as a Foreign Language.

**ESP** : English for Specific Purposes.

**EMI** : English as a Medium of Instruction.

**LPP** : Language Planning and Policy.

**NATO**: The North Atlantic Treaty Organization.

**Q** : Question.

**USA** ; United States of America.

## List of Tables

Table 01: Teachers' Professional Degree.....	34
Table 02: Teachers' Years of Experience.....	35
Table 03: Teachers' Level in English.....	35
Table 04: The Language Used by Teachers to Teach their Modules.....	36
Table 05: The Role of English in Improving Algeria's International Status.....	37
Table 06: The Role of English in Making Algeria More Open to the Outside World.....	38
Table 07: Teachers' Opinions about Whether English can Improve the Quality of Diplomas.....	39
Table 08: Teachers' Attitudes Towards Adopting English as a Medium of Instruction.....	40
Table 09: Students' Level in English.....	41
Table 10: Teachers' Opinions about Using English Instead of French.....	41
Table 11: Advantages of English for Students.....	42
Table 12: Providing Courses to Develop Teachers' level in English.....	43
Table 13: Teachers' English Training Lessons.....	44
Table 14: Teachers' Opinions about English Training Lessons.....	44
Table 15: The challenges of Adopting English as a Medium of Instruction.....	45

**List of Figure**

Figure 01: The List of Programming Languages. (Verma 2015).....10

Figure 02: Krashu’s Model of English Speaking Countries. ( Valpa 2020).....11

Figure 03: How The Top-Down VS The Bottom-UP Strategies work. ([Bottom-Up vs Top-Down Approach: What’s the Difference?], 2021).....19



## Table of contents

Dedication.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents.....	VIII

## General introduction

Statement of the Problem.....	1
Aims of the Study.....	3
Significance of the Study.....	3
Research Questions.....	3
Research Hypothesis.....	4
Means of the Research.....	4
Structure of the Study.....	4

## CHAPTER ONE: Using English as a Medium of Instruction

Introduction.....	5
1-The English Language and Globalization.....	5
1.1. Definition of the Globalization Phenomenon.....	5
1.2. The Relation of English with the Globalization Phenomenon.....	6
2-English as a Lingua Franca.....	7

2.1. Definition of the Term Lingua Franca.....	7
2.2. English as a Language of Sciences .....	8
2.3. English as a Language of Programming .....	8
3-The Future of English Language.....	10
3.1. Krashu’s Circles of English Speaking Countries.....	10
3.2. English as a Killer Language.....	11
3.3. Continuity of the English Hegemony .....	12
4-International Education and EMI Implementation.....	13
4.1. International University and Universal Education.....	13
4.2. The Origins of EMI.....	13
4.3. The EMI Around the World.....	14
4.4. The Characteristics of EMI Teacher.....	15
5-Language Planning and Policy.....	15
5.1. Definition of Language Planning and Policy (LPP).....	15
5.2. Stages of LPP.....	16
5.2.1. Diagnosis.....	16
5.2.2. Policy Formulation.....	17
5.2.3. Policy Implementation.....	18
5.2.4. Strategies to Language Implementation.....	18
I. Top-down Strategy.....	18
II. Bottom-up Strategy.....	19
5.2.5. Policy Evaluation.....	19
5.3. Factors that can Influence LPP Implementation.....	20
5.3.1. Political Factors.....	20
5.3.2. Cultural Factors.....	21

5.3.3. Economic Factors.....	22
6-Language Planning and Policy in Algeria.....	23
6.1. Language Education Policies and Practices in Algeria.....	23
6.2. Arguments Against the use of English in Algeria.....	25
6.3. Arguments Supporting the use of English in Algeria.....	27
7-Conceptual Framework of Different Approaches Similar to EMI.....	29
7.1. EMI- English as a Medium of Instruction.....	29
7.2. CLIL- Content and Language Integrated Learning.....	30
7.3. CBI- Content Based Instruction.....	30
7.4. CLIL-Content and Language Integrated Learning VS EMI-English as a Medium of Instruction.....	30
Conclusion.....	32

## **CHAPTERTWO: Data Collection and Analysis**

Introduction.....	33
1. Research Methodology.....	33
2. The sample.....	33
3. Description of the questionnaire.....	33
4. Analysis.....	34
5. Conclusion.....	47
6. Recommendations and Suggestions.....	48
7. Limitations of the Study.....	49
General Conclusion.....	50
List of References.....	52
Appendix.....	59

الملخص

Résumé

## **General Introduction**

### **Statement of the Problem**

Today in classrooms around the world, young people are interested in studying English. This interest in learning this language has increased to such an extent that English is now considered to be a global language. It becomes an international tool that helps individuals to communicate effectively despite their linguistic diversity. In this regard, Fung (2008, p. 2) stated that, “given that English has become the global language of science, non-English speaking countries are at a disadvantage”. Besides, the huge interest in English is related to its presence in different fields. Nowadays, scientists prefer to publish their works in English because it is the language that can transcend national boundaries and enhance the quality of research. Riccio (2012, p.9) commented: “We well know that a lion's share of the information on the Internet is in English”.

The spread of English has raised the curiosity of researchers to investigate its different aspects such as its use and status as a lingua franca, its teaching and learning around the world, and its functional roles in many fields. Regarding its global status as the lingua franca of science, one of the major roles that are given to English is being the medium of instruction (EMI) in higher education where teachers depend on it to deliver scientific subjects to learners. According to Richards (2022), the main purpose behind this policy is the internationalization of higher education as well as enabling students from different backgrounds to use one common language in their studies.

The adaptation of the EMI system by governments is just an international response to the globalization of education through English since they see it as a gate for new opportunities. Erling and Seargent (2013, p. 3) suggested that “because of its status as a global language and the associations it has in the public consciousness, English-language education policy has long played a role in national development initiatives”.

In Algeria, the concept of EMI is new for universities, and the Algerians used the French language in the education context for many years due to the impact of colonialism. However, with the daily changes that are happening in the world, adopting English becomes mandatory for the government to ensure better development for the country.

In this era of globalization, English is the sole language that serves as an international common language in all continents. Its teaching and learning becomes an obligation for all people to communicate appropriately in different situations. For this reason, in many contexts worldwide, utilizing English as a medium of instruction (EMI) policy in educational systems is gaining more popularity. As suggested by Richards and Pun, “motivation towards EMI, can be attributed to the status of English as an academic lingua franca, widely used in various disciplinary fields” (2022, as cited in Herwiana & Laili). Given the position of English and its power as a tool that bridges the world of knowledge, different universities around the world tend to adopt English as a medium of instruction (EMI) policy due to its vital role in enhancing the quality of education.

Shedding light on the Algerian teaching and learning context, the rise of using English as a medium of instruction (EMI) implementation at the higher education level was noticeably raised because of the events of the Algerian Popular Movement in 2019. The society supported the use of English as an alternative language to French since they wanted to remove everything related to the bitter memories of colonialism Benrabah (2013), justified the Algerians’ preference of English. He stated that “French is imperialist and colonialist for Algerians, English is at large a language of scientific knowledge in the world”. Also, as suggested by Belmihoub (2015), using English in the Algerian context is supposed to play an important role in creating linguistic peace and stability at the national level and help Algeria to be more linked with the outside world. The integration of English into the Algerian higher education level will impact positively future academic research and improve the quality of the

educational system (Rahmani, 2021, p. 11).

In the current study, we have examined the teachers' perceptions of using English as a medium of instruction, whether they are positive or negative. Furthermore, we have shown if the adaptation of English as a medium of instruction (EMI) in Algerian higher education is important and whether it would enhance the learning quality or not. In addition to this, through this questionnaire, we have uncovered their opinions regarding the role of the government to ensure the success of this policy.

### **Aims of the Study**

This study aspires to explore the attitudes of science and technology teachers towards the adaptation of EMI at the Algerian higher education context. Also, it aims to investigate the potential obstacles and advantages of this policy.

### **Significance of the Study**

The current study tries to investigate if the teachers of science and technology at the University Center of Mila will accept the shift from French to English especially that Algeria is a francophone country. French is the second used language. So, it might not be easy to abandon and change all the programs to English. However, in the last years, French is slowly losing its status. Many people recognize it as a dead language when it comes to the field of science. Therefore, the present research will hopefully provide a comprehensive insight into this issue based on teachers' perceptions and opinions about the use of English as a medium of instruction (EMI).

### **Research Questions**

For the purpose of this study, two research questions have been formulated:

- What are teachers' perceptions of using English as a medium of instruction ?
- What are the potential obstacles and hindrances of using English as a medium of instruction at the Algerian higher education level ?

## **Research Hypotheses**

- We hypothesize that teachers of science and technology have a positive attitude towards using English as a medium of instruction.
- We hypothesize that teachers of sciences find many difficulties and obstacles in using English as a medium of instruction.

## **Means of the Research**

In this study, we used a questionnaire to collect the needed information. This questionnaire is divided into three sections and contains 13 questions which help obtain the needed data for the completion of this work. The questionnaire is administered to 30 teachers of science and technology at the University Center of Mila. It is designed with the purpose of eliciting teachers' perceptions and expectations of adopting English as a medium of instruction at the higher education level.

## **Structure of the Study**

This dissertation is composed of two chapters. The first one makes the theoretical part and the second is devoted to the practical part of our research. The first chapter is about the status of English in this globalized era and how this pushed many countries to adopt English as a medium of instruction. Also, it explains how this policy can be implemented in a better way. The second or practical part consists of the analysis of the teachers' questionnaire to test the validity of our hypothesis.

# **CHAPTER ONE: Using English as a Medium of Instruction**

## **Introduction**

The world is witnessing a growing concern for the teaching and learning of English since it plays a significant role in the future of education. Nowadays, societies have become more aware of the variety of cultures that exist around the world and how they contact each other depending on one international language. As mentioned earlier, since learning English becomes mandatory for individuals, it would be more appropriate for the government to adopt English as a medium of instruction to ensure a better development. This chapter is set up to discuss the global status of English. It tackles many key issues related to this language. First, it gives a brief overview of the relationship of English with the globalization phenomenon. Then, it describes the notion of English as a lingua franca in different domains and the future of English. It also sheds light on factors influencing language in education policies, and then, it tries to relate them to the Algerian context. It particularly concentrates on the issue of English as the medium of instruction (EMI) in language policies, and it discusses the appropriate implementation of an educational policy.

## **1-The English language and globalization**

### **1.1. Definition of the Globalization Phenomenon**

Globalization is a widely used concept in different domains. It is a keyword that describes the connectivity of the world's culture, attitudes, economic and political systems. According to Steger, globalization can be defined as "the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions" (2013, p.7-8). These linkages between cultures all across the world led to the birth of the term "globalization," which has been discussed in a hundred of books, magazines and newspapers.

For many researchers, the appearance of the globalization phenomenon is due to the last change or development that starts at the end of the Cold War in 1989-91, which explains the wide use of technology and the spread of the Internet that paved the way to share knowledge, thoughts, and norms among people



from different parts of the world.

Globalization is just a new word for economic imperialism or the Americanization of the world, which uses policies that force all people to follow a specific system in order not to be isolated from others. The effect of American culture and business on nations outside of the United States of America, including their media, food, business methods, popular culture, technology, or political techniques, is known as Americanization. The latter's main aim is to integrate countries in one global economic system. It occurs through specific agents such as military institutions (NATO), and economic ones like The World Bank.

One of the main means of the globalization phenomenon is the Internet. The launching of the World Wide Web in 1992-93 was a milestone in the world's history that accelerates the speed of connection for everyone. According to Borcuch and Kackzor, "internet is perhaps the most visible aspect of globalization and in many ways its driving force" (2012, p.118). The Internet makes a big change in people's lives; through it, the old methods of communication such as sending letters and traveling to far places are replaced by new ones like Emails, short chats on messenger, and many other ways. The Internet enhanced the exchange of ideas and beliefs. It enables all persons to see different cultures and be affected by them.

## **1.2. The Relation of English with the Globalization Phenomenon**

One of the primary features of globalization is linguistic interconnection. Today, English is the world language that plays a vital role in different fields. The story of the widespread of this language started in the 17th and 18th centuries when a British colonizer forced the people in the areas under his control to speak the English language, imposing this language continued as the United States became a political and cultural superpower. Crystal (1997, p.24) stated that "Without a strong power base, of whatever kind, no language can make progress as an international medium of communication".

Another reason for English globalization is the easiness of its learning. This generation loves English more than other languages like French, Arabic or Latin, and it presumes that there is something inherently beautiful or logical about its structure. For example, English grammar is not complicated and its

pronunciation of words seems easy to everyone unlike the other languages that have rules for the feminine and masculine or contain hard letters.

English is the lingua franca of the 21<sup>st</sup> century; its learning become an international duty since it is one of the key elements that enable nations to grow and develop from all sides of life. According to Crystal (1997), “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (p.22). Different societies now use English as a second or third language besides their mother tongue, and there are ones who decided to abandon their local language and use English, instead, to achieve their communication needs. This is the case of many South African countries. Thus, learning English is one way to modernize and open up to the new world.

## **2-English as a Lingua Franca**

### **2.1. Definition of the Term Lingua Franca**

The term Lingua Franca originated in the middle ages in the 15th century when Arabic-speaking communities came into contact with Europeans and established a particular language for trade purposes. This kind of language is called pidgin, resulting from extended contact between groups of people with no language in common. According to Samarin (1987, p.371), “the term lingua franca, is usually taken to mean any lingual medium of communication between people from different mother tongues, for whom it is a second language”. This means that there are no native speakers in the lingua franca. It is a language that was developed for communicative needs and belongs to no one.

Concerning this era, English becomes an international lingua franca at the end of the cold war when the US defeated Russia and demonstrated its dominance over all the nations. After that, all the scientific works were in English, and the researchers were encouraged to publish their articles in English even if it is not their mother tongue. In addition, the US presented a large corpus such as the Vienna Oxford international corpus of English and held a series of conferences like the international conference of English as a lingua Franca. Consequently, the use of English today is extant and the number of English speakers is more than the natives themselves, which caused a loss in terms of accent and structure.

## **2.2. English as a Language of Sciences**

English now is the key to communication around the world. By mastering it, people will have more opportunities in the future. The history of the widespread English starts from the days when the British empire conquered most parts of the globe, and it continued as the US became the superpower in this era. English now is used in every field of life, and it is the language of science due to many reasons. From the end of the cold war, the US became the global leader in technology and research, and English develops its status by being the universal form of communication in scientific fields. Today, most countries abandon their native languages and adopt English because of its power and status. Moreover, now the majority of researchers prefer to publish their works in English since it will be acceptable universally more than if they publish it in another language. Hamel (2007, p.3) pointed out that “international periodical publications where more than 75 percent of the articles in the social sciences and humanities and well over 90 percent in the natural sciences are written in English”.

Teaching and learning English now is one of the main concerns in all world countries because they see it as a sign of development and power. Regarding its status as a globalized language, Crystal (1997) declared that “everyone speaks her or his own language and at the same time English as the only foreign language”. If the person knows how to talk and write in English, then he will have more opportunities in the future since English is a powerful tool that is used in every field of life. According to Malakolunthu and Rengasamy “English is the language of science. That it is the language we have to use if we wish to prepare our students for an international career in a globalized world” (2016, p.82).

## **2.3. English as a Programming Language**

A computer is considered the most important helpful machine to humans in this era. The history of this great invention is traced back to 1822 when the British philosopher Charles Babbage created the first mechanical computer. At that time, the computer was an analytical engine that helps to solve math operations. Later on, Ada Lovelace, daughter of the poet Lord Byron, who was a brilliant mathematician woman in the 1840s, continued to work on Babbage’s proposed mechanical computer, and she predicted that this machine can be used for various things and useful including science. Researchers in the field

continue to develop it and change the way the computer works until they launch this amazing machine that is capable to do different complicated things at once (Y Studios 2018).

After many years, during the 1960s, great interest has been devoted to the adaptation of computers as materials that help to assess the teaching-learning process of foreign languages. This field is named 'computer application in second language acquisition' (CASLA) which focuses on the idea of how computers can provide the best environment for learners through the different programs that enable them to master the language. Chapelle (2001, p.1) ,wrote "As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life." Studies about computer use in a foreign language were primarily in English since it was in the USA. All the software programs were developed mainly to learn English; "There are 23 million software developers worldwide in 2018. By 2023, they are projected to be 28 million. About 4.5 million of them are based in the U.S" (Y Studios, 2018). According to Wikipedia, almost all programming languages are developed in non-English speaking countries, but their structure is very similar to English. An example of that is python, Ruby, Java script and many other programming languages.

In addition to that, there is the famous Neural Network Translation that is currently employed by translation tools like Google Translate that works first to translate the initial language into English, and then translates that English to the target language in order to produce comprehensive texts. This explains why English is the preferred language in the programming field. It is the language of codes that is acceptable in computers.

**Figure 01:** The List of Programming Languages. (Verma 2015)



**3-The Future of English Language**

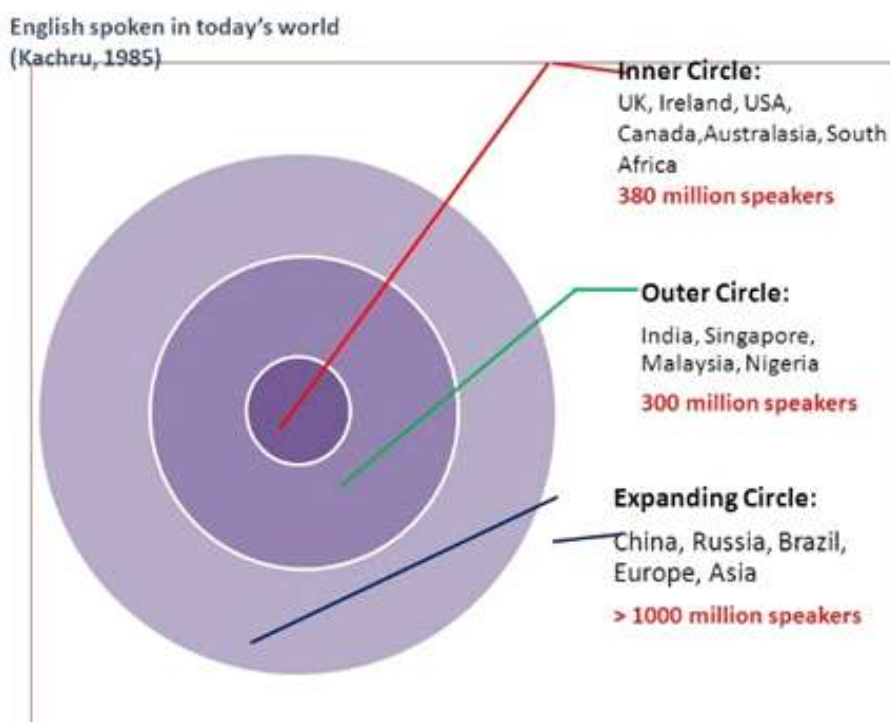
The constructive debate about the future of English always leads to many assumptions by linguists; they relate its status now to its natives’ history of wars, migration, and power. In today’s world, the future of English is based on the surrounding conditions and all the opinions will remain just speculations.

**3.1. Krashu’s Circles of English Speaking Countries**

There are three types of English speakers in the world today, and in each country, the status of this language is different. According to Graddol ( 2000, p.10 ), “There are three kinds of English speaker: those who speak it as a first language, those for whom it is a second or additional language and those who learn it as a foreign language...those who speak English as a second or foreign language who will determine its world future”. This division was first known by Krashu (1985) who designed a circle chart which shows the categorization of countries in which English is used. The inner circle represents the original speakers of English like the British and the US. In the outer circle countries, “the use of English can be a highly more complex phenomenon, with each language serving a particular purpose.” (McKay, 2002, p. 35). An example of this category is India, the Philippines, and Singapore; in these multilingual communities, English is the second foreign language. People there use it in formal places, for daily communication, and for prestigious reasons to show that they are educated. For the expanding circle

countries, English is used mainly as a tool for wider communication across national and cultural boundaries. The English language status in these communities is the third or fourth language. McKay (2002) claimed that, “in such cases, English is used as the default language since no other alternative exists” (p.37).

**Figure 02:** Krashu’s Model of English Speaking Countries. ( Valpa 2020)



### 3.2. English as a Killer Language

Today, communities tend to adopt the English language in scientific, economical, and educational domains since they consider its adaptation as a way to prove that they are superior compared to other civilizations. Also, Phillipson (1992, p. 3), asserted that “English is functioning as a tool for imperialist relations and values”, The use of this language will make all the world countries follow the same ideologies and policies of development. This will lead to the disappearance of other languages and the dominance of English all over the world. Thus, English becomes a killer language. In this regard Skutnabb-Kangass pointed out :

Languages are today disappearing at a faster pace than ever before in human history. What happens is linguistic genocide on a massive scale, with formal education and media as the main concrete culprits but with the world's political, economic and military structures as the more basic causal factors. Big language turns into killerlanguages, monsters that gobble up others. (1994 qtd in Bellour, 2021).

The term killer language means the dominance of one language over the others. This can lead to a linguistic phenomenon called language genocide or murder. It happens when a speech community adopts a specific language and use it as a tool for communication. Like English now, it is the official language in many African countries despite the fact that in these communities English is a foreign language, but they prefer it and declare English as an official language. So, their native languages are killed.

### **3.3. Continuity of the English Hegemony**

The language that serves as an international common tongue in all continents was always related to the powerful nations that governed the world in a specific period of time. A perfectly fitting example is Arabic, which flourished through the spread of Islam that reached the Western territories like Spain today, and Eastern countries such as Pakistan. In these places, Arabic was used as a lingua franca of communication and science for over a hundred years. Also, Latin was the primary vehicle for scientific research in many countries in Europe due to the expansions of the Roman Empire in the 16th and 17th centuries. Chomsky (2021, 51:09-54:04), in this regard, said that: “Universal language is a matter of power”. He also asserted how literature and science were written in French and Germany before the second world war, but after it, all sciences are written in English since the US is the dominant power today. Graddol (2000, p26-28) estimated that English is definitely stoppable because of the always competition between the powerful countries in terms of technological and economical development. An example of these languages is Mandarin which is being impacted by the incredible raise of China in recent years. Now, it is the second spoken language in the world after English, and it is predicted to be the world's language in the future.

## **4-International Education and EMI Implementation**

### **4.1. International University and Universal Education**

From the past centuries, the term academia is said to be inherently international for it has always been related to the culture, traditions, and even language of the powerful nations that govern the world. Latin for example, was used in almost all of the European schools in the medieval period when the Roman Empire was controlling all of Europe. They established an education system based on the use of their language and prohibited the other local languages from being taught at school. After the fragmentation of the Roman Empire in the seventeenth century, Latin lost its place and was replaced by many languages such as French, German, and English that were used in academic settings.

In the mid-twentieth century, due to the spread of English and its great impact on all aspects of life, national European policies start to think about using a mutual tool for teaching and learning. At that time, the notions of ‘Universal education’ and ‘International University’ have come into play in order to make students use one language despite their linguistic diversity. McKay (2002, p.15) explained the tendency of individuals towards learning English as the only language besides their mother tongue due to its vital role in the growing global economy and because they consider it the major language for development.

### **4.2. The Origins of English as a Medium of Instruction**

The use of the EMI approach started in the British post-colonial countries where English is considered the official language that is used in formal situations rather than the native language of the community. In these places like India, Pakistan, and Ghana, when the colonial powers withdrew, they left their policies which were later adopted, and they are still applied now. The EMI approach is not an exception to colonial policies. At that time, these countries were obliged to follow it because they were weak and do not have any kind of knowledge; all sciences were in English, French, or German. Richards (2022, 01,22- 01,25) in that regard said that “English is a heritage of the colonial administration”.

Later on, the EMI was increasingly used at all levels of education in countries such as Sweden,



Holland, China, and Japan where normally English is just a second or a foreign language. Even though these countries are strong, and it was easier for them to use their mother tongue for teaching lectures, they choose the EMI approach because they want to internalize higher education and offer chances for students from different parts of the world to come and study academic subjects using one medium which is English.

### **4.3. The English as a Medium of Instruction Around the World**

With the requirements of this new era, the use of a mutual tool for communication becomes very much needed to facilitate everything in life. For that reason, many countries support the use of English in all fields and tend to apply EMI policy in the education context. A report by the British Council (Dearden, 2014, p.10) stated that EMI policy already exists in 55 non-Anglophone nations, including Japan, China, Turkey, Spain, Portugal, and South Africa. This shows that world countries tend to enhance the teaching of academic subjects through English since they consider it a common language for academic, scientific, and business communication.

In European countries, the process of internalizing education through English was the main aim of EMI, because it increases the intelligibility and harmony in European universities to support exchange programs among universities and attract students from different parts of the world to use a single international language in all their studies. In 2010, Coleman pointed out: “Although EMI is claimed to have not received enough consideration in Europe, its possibilities and expected benefits attracted several prestigious universities. As a result, numerous programs have been launched following the EMI trend”. Research is done by Ammon and McConnell (2002) in which they show different national European universities that resorted to EMI programs for many reasons. An example of these universities is France with 72 universities, Germany with 356 universities, and the Netherlands with 100 universities that apply for EMI. Following this, it was reported, in 2002, that all higher education institutions in Finland and Netherlands offer at least one English medium program which was at the time seen as normal rather than an exception (Suviniitty, 2012, p.94).

Asian universities also adapted to changes throughout the world. Seeing the benefits of the English

language, Kirkpatrick (2012, p.335) said: “Since 2009, Asean has decided to adopt English as its official working language”. According to Gardner (2015), the higher-ranking universities of Asia are currently offering distance education globally, while others are forming to offer global education, and particularly, Malaysian universities are offering pre-university English language training to students from different Asian countries. Moreover, Tsui (2017) reported that Taiwan has joined the world in establishing EMI curricula at the tertiary level. Further, a study done by Bolton and Botha (2020) showed that Asian countries such as Japan, Indonesia, China, Thailand, and Korea, and also Arabian nations like Saudi Arabia prefer to use EMI programs in all domains despite its difficulties and challenges, because they consider it as the best language that boosts their development.

#### **4.4. The Characteristics of EMI Teacher**

In the implementation of EMI, the main thing that is required from the teacher is to master the English language since through him the content will be delivered to learners. The teacher must be flexible and he should try different means to facilitate communication inside the classroom by using different strategies like codeswitching in cases when the learners cannot get the right meaning of difficult terms. In addition to that, EMI teachers should use different pedagogies that suit their learners’ needs. An example of that is to ask them at the end of the session if there is something they failed to understand, and in case students find difficulties in grasping some points in the lesson, the teacher should reformulate and explain it in a more clear way. Richards and Pun (2022) asserted that "learning through EMI depends on understanding and assimilating concepts, schemata, and knowledge that provide the content foundation of different academic subjects in the school curriculum such as math, science, or social studies" (p 4).

### **5-Language Planning and Policy**

#### **5.1. Definition of Language Planning and Policy (LPP)**

Language planning and policy is a fast-developing field in sociolinguistics. The discussion about it may start with the definition of the terms “language planning” and “language policy”. Linguists use them interchangeably to talk about the language systems that different governments around the world follow. In

fact, language planning and language policy are two distinct but connected ideas with certain similarities. They are two subjects treated as one.

Beginning with language planning, many linguists provide different definitions for this term. For example, Cooper (1989) defines language planning as "the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community" (p.8). On the other hand, Rubin and Jernudd (1971) described language planning as a 'normative intervention' by those empowered to decide, and who are guided by specialist sociolinguists whose research provides alternative courses of action.

The term language policy appears as an alternative to language planning. They are used interchangeably to refer to the same approach, 'Language policy can be defined as the combination of official decisions and prevailing public practices related to language education and use' (McGroarty, 1997, p.1). In simple words, language policies are bodies of ideas, laws and rules intended to achieve some planned language change. However, language planning focuses on the implementation of these plans (Jebali, 2020).

The two conceptions are related and interconnected, though they refer to the same category of approaches in different ways. LPP now serves as the standard abbreviation for language planning and policy. Language planning and policy now is the study of language in relation to economic, political, historical, sociological, and geographic contexts.

## **5.2. Stages of Language Planning and Policy (LPP)**

Language Planning and Policy includes many stages. Indeed, for Haddad and Demsky (1995, p.24), planning in educational policies in general comprises of four stages: diagnosis, policy formulation, policy implementation and evaluation. EMI policy seems to follow the same stages in the educational planning (as cited in Jebali, 2020, pp 18-24).

### **5.2.1. Diagnosis**

In the first stage, policymakers should take into consideration the global situation in which this plan will be implemented. According to Haddad and Demsky (1995, p.24), the analysis of the existing situation

is done by knowing the country's background, political context, economical context, and the needs of the education sector. The country's background represents the cultural norms and traditions of a society. Political context refers to the systems that are followed by the country. Economical context is the economic situation of the country. The needs of the education sector related to language should be adopted to promote the quality of learning.

The main step in this phase is doing a language needs analysis to diagnose and know the level of learners before implementing it in a real context. This analysis could be done through surveys or questionnaires to the target group in order to explore their strengths, weaknesses and opinions. Franks and Gessner (2013, p. 25) commented: "A language survey assists language planners in getting a more detailed picture of the overall health of the language from the whole community". Also, for the diagnosing process to be successful, the policymakers must understand the weaknesses of the existing situation which means that they have to do current policy analysis. This diagnosis will help to highlight the defects and deficiencies of the old method. According to Haddad and Demsky (1995, p.32), "this is sometimes called the 'acting out' approach whereby the policymaker seeks to adjust present difficulties rather than to anticipate future ones, thereby promoting incremental improvements".

### **5.2.2. Policy Formulation**

The first step in this phase is agenda setting, which is defined by Diallo (2006, p.71) as follows: "Agenda-setting is a conceptualization of language policy concerns, that is, a set of ideas explaining and describing the languages needs, formulating tentative solutions, elaborating procedures for their implementation, and spelling out systematic evaluation processes". The agenda-setting is considered as a formal and legal method for outlining and submitting the issues found during the diagnosis step. Its role is to show the language goals and objectives that will be achieved from the policy. After agenda setting, the policy planners and government should make the decision about the adequate conditions that should be provided to decide about the best alternative policy. For Diallo (2006, p.75), "the level at which the language in education will be received is absolutely part of the decision-making process". In this step, the solutions are also included in order to know how to deal with language challenges in real situations.

### **5.2.3. Policy Implementation**

In this phase, the policy will be implemented in real situations so that the actors such as teachers, heads of schools, and others are obliged to carry out the activities as empowered by official decision-makers. Diallo (2006, p.76) insisted on the participation of all actors in the teaching-learning environment for this policy to succeed. However, this phase is the most difficult one since it requires a lot of effort and care. Many nations, particularly developing nations, find the implementation stage of policies to be challenging and complex. This policy will remain theoretical and not applied in the real world, which means that it will be just ink on paper. For this reason, Diallo (2006) pointed out that the successful implementation of language policy depends on the competence of human resources and their availability. It depends on how well the administrative structure is organized and coordinated. He also insisted on the realism of the policy, that is, the country should have the financial, economic, human, and technological resources to implement the language policy already designed. He said that “The language policy should be realistic in nature and pragmatic in choice, e.g., it may not be realistic to envisage providing all the classrooms, and teachers, and designing curriculum for each and every language spoken in a multilingual country” (p.78).

### **5.2.4. Strategies to Language Implementation**

#### **I. Top-down Strategy**

In business field, the top-down approach is defined as “a strategy in which the decision making process occurs at the highest level and then communicated to the rest of the team” (Asana ,2021). Concerning the language teaching and learning context, a top-down approach involves the direct implementation of the language policy by the governments without taking into consideration the opinions of the professionals in the field such as teachers, linguists or professors. This method is criticized a lot, and it is considered as a failing approach since the authorities did not respect the needs of others. Also, this strategy ignored the social and political requirements to build up a good system. When applying it, the

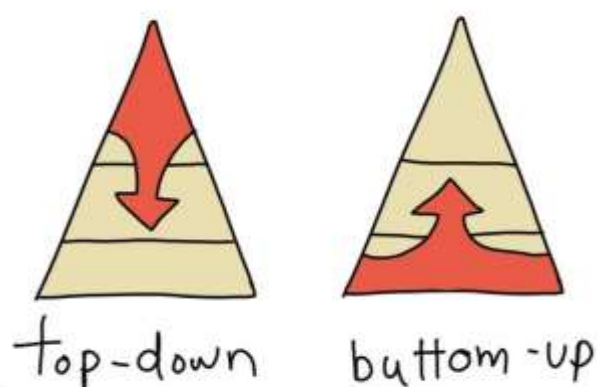
majority of teachers and learners will not be able to use the language perfectly, and this can lead to many problems. Sometimes, it is abandoned forever like what happened in Malaysia when they adopt EMI policy. Top-downers have been accused of seeing implementation as a purely administrative process, and they are either ignoring the political aspects or trying to eliminate them (Richards & Matland 1995, p3).

## II. Bottom-up Strategy

The bottom-up strategy is a totally different approach from the top-down. For Kaplan (1989), in this approach, the people who will use the language should have a say in how it is really planned and carried out, including students, parents, instructors, etc. Unlike the top-down advocates, the bottom-up strategy supports the viewpoints of the target population, and they try to study the linguistic situation before implementing any language policy. The influence of policy on the action of street-level bureaucrats must be evaluated in order to predict that policy's effect (Weatherley and Lipsky 1978). To conclude, in order for any language policy to be successful, it must serve the interest of the whole community and try to be tailored to their needs to achieve the wanted objectives in the end.

### Figure 03:

How The Top-Down VS The Bottom-UP Strategies work. ([Bottom-Up vs Top-Down Approach: What's the Difference?], 2021)



### **5.2.5. Policy Evaluation**

This stage is regarded as the last stage in the LPP process. Brown (1989, p.223) defined it as “The systematic collection and analysis of the relevant information necessary to promote the improvement of the curriculum, ..., and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved”. This phase indicates the achieved objectives, and the effects of the LPP, and it is concerned with the consequences and results that emerge at the end. Also, through the evaluation process, specialists will discover if the new language policy succeeded or failed. According to Gazzola, (2014), there are different steps that should be done in this specific stage formalizing the evaluation process as a series of coordinated steps. These steps are: defining evaluation criteria, choosing methods and tools, obtaining data and evaluating outputs and outcomes, examining the information obtained, and providing final judgment and conclusion. Evaluation, in language planning and policy, is a crucial task that must be carried out systematically, because the results will be used to monitor the ongoing language planning programs.

### **5.3. Factors that can Influence LPP Implementation**

Language planning and policy implementation can face many challenges. Since EMI is a kind of language policy, it seems to encounter the same difficulties.

#### **5.3.1. Political Factors**

In any country, to start using a specific language, the government should permit the use of it by establishing legal rules that enable people to adopt the language in different fields. We can say that language policy or planning is when linguistics meets politics. Nowadays, the political adaptation or planning of a language in a given country explains a rational attitude and a broad objective outlook toward life and socio economic development.

According to EL-Ghannam (1970 p.44-51), language planning is difficult for nations that have carried a tremendous burden from the past and have not yet attained complete political independence, but for developed countries, it is an easy task because they want to follow modernism in all fields. He suggested

that politicians in these countries consider education a powerful instrument in securing or realizing economic, social, and political superiority and that education quality makes it powerful.

The adaptation of any language policy will affect all the domains including economic, social, and even political. However, the most significant and definitive objective for language policies should continue to be the quality of education, and the advantage of the main teaching-learning process actors.

### **5.3.2. Cultural Factors**

The connection between language and culture has been a subject of extensive research by linguists and anthropologists for years. Everyone agrees that language is viewed as a cultural construct since it reflects the culture and serves as a mirror for it. Talking about the connection between language policies and cultures, Shiffman (1998, p.22) observed that language policies are not created. They are defined, rooted and developed based on cultural beliefs, values, and ideas. He believed that linguistic culture in most cases influences directly or indirectly language policies. So, language policy is primarily a social construct that rests on other conceptual elements such as belief systems, attitudes and myths of a specific community.

Generally, all third-world countries use the colonizers' language after independence. They did not just prefer it as a form of daily communication, but they declare it as the official language in schools. As in Algeria, Tunisia and Morocco, French is the second language, and it is adapted as a medium of instruction in education contexts despite the Arabic identity of these countries. It is related to colonialism, especially in African country where the policies of the colonial imperialists meant that European Languages such as English or French were used for communication and incorporated as the medium of instruction in schools of the former colonies. The same thing applies to the spread of English. Canagarajah (1999), described "English as the 'white man's burden', and it is undertaken for the improvement of uncivilized communities" (p. 56).

The relationship between language, culture, and language policies is a big issue and it was described by scholars like Philipson and Canagarajah by in terms of linguistic imperialism. In fact, this description was used a lot in recent LPP research which explains the role of language and the impact of its power in a



given society and its relation with the official systems of the governments. In fact, linguistic imperialism is can be considered as a sub-category of cultural imperialism. It merely discusses the reasons why some languages are utilized more frequently than others. According to Canagarajah and Ben Said (2011,p.1), “Linguistic imperialism refers to the imposition of a language on other languages and communities”. Philipson (2008), on the other hand, explains linguistic imperialism by the spread of English as a global language. He commented that ”linguistic imperialism is the process by which the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages”(p. 47).

In a nutshell, because every country in the world is now required to follow the same strategies and adhere to a certain set of procedures for their growth, languages and cultures all have to interact with one another using the same policies.

### **5.3.3. Economic Factors**

The planning for the use of any language policy is always related to the economic power of the countries since it needs a big effort and financial support from the government. As with any other choice or aspect of planning, making decisions related to language is not only subject to political and cultural factors, but it is also influenced by economic constraints. Fishman, Ferguson, and Gupta commented that,(1968) “language problems are often real problems of social and economic development” (p.180). Any country’s economic outlook affects how any language policy is put into practice because carrying out language planning projects involves expenses.

The best fitting example lies within African countries. Most African countries abandon language-planning projects before their completion due to insufficient funds. Every language policy needs basic components like teachers, payment, books, etc. The majority of poor countries fail to embrace a language policy or adopt it as a medium of instruction in schools because simply they cannot pay the price of the required resources and materials. So, expenditures on education are undoubtedly influenced by the power of the economy. From a different point of view, a language policy can have a positive influence on the economic situation of the country. Generally, it is expected that the quality of education helps to improve

the economic wealth of any nation. Today, many countries make investments in language policies that can greatly benefit their citizens. A higher level of education and linguistic proficiency is required for many vocations. Different policies regarding English, especially EMI policies, have consequently started to dominate education in many nations. In that concern, there are vast examples of countries to illustrate that adopt English for economic benefits; we can pick the example of Saudi Arabia, Qatar, and the Emirates. In these countries, English serves as a tool for daily communication more than Arabic and helped them a lot to enhance the quality of economic development. According to Belhiah and Elhami (2015), “As these countries have sought to diversify their rapidly growing economies away from oil, several academic institutions adopting the English language as the medium of instruction have come into existence over the past decade”. The last three decades witnessed an increasing in the use of English throughout Asian countries because they see it as an essential tool for advancing in social, technological, and economic spheres.

To sum up, language policies are not chosen at random. Additionally, it cannot be viewed as a pure language phenomenon. Indeed, creating a language plan or policy is a hard procedure. As it is seen above, a spectrum of political, economic, and social issues influence its implementation. Indeed, those elements are interconnected. Political, economic, and cultural factors are inextricably linked. Language policies can be thought of as such because language is a product of social, cultural, historical, and political factors. Because it has a significant impact on a country’s economic, political, and sociocultural structure, choosing a particular language policy, including the English as a medium of instruction, is a sensitive issue, especially in developing nations. At both the individual and societal levels, they help a country to form its identity.

## **6-Language Planning and Policy in Algeria**

### **6.1. Language Education Policies and Practices in Algeria**

It is very important to give a brief sketch of the historical development of the language policies in Algeria, especially in the educational context. Firstly, language planning activities in Algeria were more complex than in the other two Maghrebi countries. After the three countries of Maghreb got independence,

Tunisia on 20 March 1956, Morocco on 2 March 1956, and Algeria on 5 July 1962; the Algerians showed intransigence in recovering both language and identity. Algeria has come out as Gordon (1978, p.151) described it as “the most vociferous in proclaiming its Arab Muslim identity”. After independence, Algeria applied a linguistic instruction policy known as “Arabization” which was implemented in the 1960s. Its main goal is to build education on Arabic as the medium of teaching since it deviates from everything that is related to French culture and becomes more assertive of the Arabic personality and identity. In Algeria, the importance of Arabic lies in the fact that it is the language of the Quran, the Hadith, and so many religious books. It also preserves the Arabo-Islamic identity and maintains the unity of the nation (Bellour, 2021, p.6). However, this policy failed because some Western-educated citizens prefer French and consider it as more modern and adequate as a language of technology; they were anti-Arabization. After that, the Algerian government takes serious measures toward bilingualism; it holds a whole schooling reformation with a return to Arabic-French bilingualism in schools.

The Algerian government began to review its educational system and its education policies after the election of its former president Abdel-Aziz Bouteflika in April 1999. He was known for his criticism of the education system before his election. He used the term ‘doomed schooling system’ many times in public to describe the situation of education in Algeria (Benrabah, 2007, P 5). Bouteflika’s inauguration as president in 1999 signaled a new era in the implementation of these demands for extensive educational reforms. In May (1999), he declared: “it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English”. (Le matine 1999 cited in Berrabah, 2007, p.27). However, the president was aware of the opinions of the previous authorities and the national rejection of Algerians of the idea of institutionalized francophonism; he said: “Algeria does not belong to francophonism but there is no reason for us to have a frozen attitude towards the French language which taught us so many things and which at any rate opened (for us) the windows of the French culture” Morsly (2004:181 as cited in Benrrabah, 2007 p.28). Because it makes it easier to teach scientific subjects, which necessitates terminologies lacking in Arabic, French became the language of instruction and teaching scientific subjects. French is now the second foreign language in the country. Students start studying it from the

third year level in the primary school until the last year in high school.

Yet it is worth mentioning that Algerians also want to adopt English and use it in official contexts more than French. First, it helps to forget everything related to colonialism, and second, it makes Algeria more open to the outside world. The issue of adopting EMI was considerably raised during 2019 in the events of the Algerian National Popular Movement. Actually, at the beginning of the year 2023, current president Abd-elmadjid Tebboune declared that English will be taught as the second foreign language at the primary school besides the French language (EL- shorouk – 20 June 2022). This policy aims to internalize the use of English in all domains in the future. But, in the Algerian context, the concept of EMI is not new to universities (Jacob, 2019). Three universities in Algeria have already made their curriculum available through EMI. The first one is the province of Boumerdes' Institute of Electrical and Electronic Engineering, which has been operational since 1976. The two others are the National School of Mathematics and the National School of Artificial Intelligence, both of which have been operational since 2021 and they are located in Algiers city.

The current LPP practices in Algeria have been criticized for various and different reasons, especially regarding the EMI policy implementation. Medfouni (2020) stated that: “there are already some short medium-term strategies, which are put in place by the former Minister of Higher Education and Scientific Research Tayeb Bouzid, for enhancing the status of English in Algeria in order to prepare for the potential implementation of EMI”( pp. 6-7). However, he commented that introducing EMI needs a good plan, and it should be based on a longitudinal analysis and investigation of the current situation of language practices. Besides, Gherzouli (2019, p.42) talked about what the government needs to do in order to ensure the development of English; he said: “As to English, the development of this language needs more than a ministerial order. It needs a rigorous language planning”.

## **6.2. Arguments Against the Use of English in Algeria**

In Algeria, the use of English will help the country to develop, but some people were against its adaptation; they claim that it will bring a set of disadvantages at all levels. First, Algerians used the French language from the period of colonialism. They use it everywhere even in their daily communication; so,

French becomes a main component that represents the Algerians' identity. Even if they hate France and they try to abandon everything related to it, it is the first foreign language in the country that is used as a medium of instruction at universities and its learning is an obligation for people. A report by the French National Assembly, "Parliament", classified Algeria in the category of a "Francophone country" (...), considering that more than 20 percent of Algerians actually speak French, indicating that Algeria is not a member of the International Organization of Francophonie, but "the language spoken in Algeria Is French!" (EL-Shorouk online, 2015). Also, Algerians after years of their independence, realized that adopting French is important since it serves as a tool to open up to the world's economy and, for them, to meet the demands of globalization. In that regard, president Abd-el Aziz Bouteflika commented: "For Algeria, I will speak French, Spanish, and English, and, if necessary, Hebrew" (El Watan, 2000, p.23 qt in Benrabah 2005). Interestingly, Benrabah (1999), attempted in the mid-1990s to replace French with English in fourth grade. However, this experimental program failed as most parents chose French over English. He speculated that one reason for parents' rejection of English was their perception that French was easier to acquire in Algeria and was more useful for socioeconomic prosperity.

Another reason that makes the English language implementation in Algeria hard is people's low level in this language. As mentioned, Algerians are unfamiliar with English because they use French or their dialect, which is a form of low Arabic in daily communication. Thus, they reject all languages, including English, and Algeria becomes a bilingual country that uses Arabic or French in the education context. Teachers and students consider English as a barrier to critical thinking and understanding of academic subjects. This is why language policymakers promote the use of the mother tongue as a language of instruction and believe that it is better to facilitate the teaching-learning process for them. For Sakati (2016, p.45), "the mother tongue as a language of instruction facilitates mutual communication between the teacher and learners. Effective communication leads to better teaching on the part of teachers and better learning for learners".

Furthermore, the cause behind the absence of the English language in the Algerian education context is perceived to be the big foundations that this policy needs from the government. Due to the massive

investments required, notably in teacher preparation and the provision of educational materials, EMI policy is not widely embraced in developing nations. A conducted research (Kouicem, 2019), about English education policy in Algeria, shows that the adaption of English is a truly brave political decision in the country, and it needs a substantial budget to ensure adequate teaching quality (p18).

### **6.3. Arguments Supporting the Use of English in Algeria**

As in the rest of the globe, English was used in Algeria, to enable better communication and greater access to knowledge for students, workers, researchers, and other groups. Algerian decision-makers attempt to adopt the use of English at all levels of education despite the fact that it is either Arabic or French that is the language of teaching. This is because English plays a crucial role in practically all sectors. In this regard, Zughoul (200, p.122 as cited in Benyounes p.22) commented:

“In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled.”

Some researchers think that the widespread belief that English in Algeria is “ethnicized” and “neutral,” in that it is not associated with any religious, regional, or historical connotations that make it less threatening, is responsible for the positive attitudes toward English. It is also thought to play a significant role in fostering linguistic peace and stability at the national level while connecting Algerian civil society with that of the rest of the world (Belmihoub, 2015; Jacob, 2019). English is useful today and is believed by Algerians to be important for better lives and international opportunities. It functions better in several contexts such as in the oil and gas industry, in international and local diplomatic and business communication, at the level of universities and in media, press, and other fields.

From a social point of view, the wide use of social networks such as Facebook by Algerian youths, contribute to the spread of English. They created pages to learn it and communicate with the natives. This actually provided opportunities for locals to learn how to speak in English. An example is the page named “I’m DZ and I speak English”, it was created in 2013 and comes with a total number of 203.000 followers.

Also, personal pages run by English graduate students witnessed an increase in the last years like the page “Nasri Anglais”, created by Nasri Mouhamed. Its main aim is to facilitate English lessons to bachelore students, and the page named “Bilal English”, first launched in 2020 with an estimated number of followers more than 2000. Also, university students opened clubs in order to help their friends of different branches to learn English like the Facebook page named “English Club univ Mila”. These kinds of online pages helped the Algerians a lot to know the vital role of English and learn it in a short period of time. Additionally, the new International Algerian channel “AI 24 News” launched in 2021, alongside the second channel of the Algerian Public Television Corporation, provides daily broadcasting in English to local and foreign audiences. The journalists of this channel are always delivering the news in three languages: Arabic, French, and English. It is the first channel in Algeria that used English in TV official shows.

Furthermore, there was an increasing growth in reading books in English among the Algerians. A publishing company named “Scarlett Letter House”, was established by an Algerian couple and its main objective is to translate Arabic works, especially Algerian books into English. Moreover, it aims to deliver all of the current English classics and the freshly released works of various genres in English from all over the world to the expanding Anglophone population in Algeria, particularly to Algerian English students and teachers. There are two stores of this company; one in Annaba city and the other in the capital Algiers (Belaref and Mhamdia, 2022, p.26-27).

At the university level, English is introduced in many departments’ curricula, as a main module in which students are required to take exams in order to succeed. Also, different universities provided ESP courses for teachers to help them learn English. The manager of telecollaboration and communication research Redouane Belkhiri (2023) declared that “it will an obligatory for university teachers to have a license degree in the English language” (EL-nahar online 2023). He claimed that this step would help teachers to master the English language and study all its aspects to make them teach different subjects in a good way. Besides, the minister of higher education created a Facebook page named ‘The National Commission for Supervising and Monitoring the Implementation of the English language training

programs for lecturer-researchers and Doctoral Students'. Its main aim is to help doctoral students and researchers of different branches to study and learn English.

To conclude, Algerians tend to adopt English because they realize its importance as the language of modernization and science. It is the gate to the development and prosperity of the country.

## **7-Conceptual Framework of Different Approaches Similar to EMI**

In order not to fall into a terminological dilemma, in this section, we are going to define some terms which seems to have the same meaning. At the end, we will clarify the difference between English as a medium of instruction and Content and language integrated learning:

- EMI (English as a medium of instruction)
- CLIL (content and language integrated learning).
- CBI (content based instruction).

### **7.1. EMI- English as a Medium of Instruction**

English as a medium of instruction EMI, is defined by Dearden (2015, p.4) as follows “EMI is the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. In a simpler way, EMI is the integration of English in all areas of study to teach and learn non-linguistic subjects. It is based on the idea of using English as a vehicle for delivering the subject matter to the students without following the classic system of learning a language. Dearden and Macro (2016) described EMI as “an umbrella term for academic subjects taught through English. EMI is an approach that mainly focuses on subject-content mastery, it doesn't aim at improving the language skills of students but instead, they learn the language in an implicit or incidental way. Brown (2014) suggested that his research about offering EMI content classes in Japan at the university level, “EMI programs may include bridge phases with explicit language learning and assessment components for students before they begin taking EMI content classes”. Also, the primary goal of integrating EMI programs is to internalize higher education. According to Earls (2014), “Internationalization is now seen as a key component in the survival of higher education institutions”. So, adopting EMI will help to increase the efficiency of the teaching/learning process and assess learners to be



more open to the outside world.

## **7.2. CLIL- Content and Language Integrated Learning**

The content and language-integrated learning CLIL method of instruction dates to the middle of the 1990s in Europe. In the same vein, this term was initially used by David Marsh in 1994. According to Coyle, Hood, and Marsh (2010), “content and language integrated learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p.1). The CLIL approach to education blends language and subject learning by planning for, promoting, and assessing both so that it gives the opportunity for students to master the language and the subject content at the same time.

## **7.3. CBI- Content based Instruction**

Content-based instruction CBI is an approach used to teach a second language. In it, teaching is organized around the content or information which the student will acquire, rather than the linguistic content or another type of syllabus. CBI is defined as “the teaching of content or information in the language being learned with a little or no direct or explicit effort to teach the language itself separately from the content being taught” ( Karhanki as cited in Richards & Rodgers, 2001, p.204 ). Also, Brinton, Snow, and Wesche (2003, p.2) defined CBI as “the current study of language and subject matter, with the form and sequence of language presentation dictated by content material”. In CBI, learners study in real situations related to the content.

## **7.4. CLIL-Content and Language Integrated Learning VS EMI-English as a Medium of Instruction**

Although EMI and CLIL are both approaches to teaching that require the use of a second language to teach academic subjects, but they are different in many ways. First, EMI follows a different strategy, and this is what makes it a unique or suitable approach that helps the students to reach their objectives .In it, the science subjects are taught in English without a direct focus on learning the language rules and

grammar; instead, delivering the content in English is the main aim. In addition, EMI and CLIL diverge from each other in another aspect. In CLIL, instructors can use any language to teach; the most important thing to note is that this language must be additional to learners. However, in EMI, teachers use just the English language to explain different modules to learners. Moreover, the instructors at EMI, frequently, do not consider themselves to be language teachers. Their goal is to only teach the subject matter in English. The responsibility for linguistic issues falls on ESP teachers. However, in CLIL the objective is both to learn the language in a very good way and also to understand the subject matter.

## **Conclusion**

Adopting English as a medium of instruction policy will always play an important role in enhancing the quality of education. By depending on English and teaching it to students and teachers, they will be able to gain more knowledge and help them to have better opportunities in the future. In Algeria, due to the complex linguistic situation, the French language has been used at all levels. However, this language loses its status globally which makes it obligatory for the government to replace it with English. Now, all universities around the world adopt English as a medium of instruction to make it easier for students to use one language. So, Algeria should be open to the changes and adopt English as a medium of instruction at the higher education level. Algerian universities are, indeed, aware of the importance of English as a medium of instruction policy, but its implementation needs a big preparation before using it in real contexts.

## **CHAPTER TWO: Data Collection and Analysis**

### **Introduction**

So far, we have presented a literature review about English as a medium of instruction and how this policy could be implemented better at the Algerian universities. The next step of this research is its practical part. This chapter is devoted to the presentation, analysis, and discussion of the data obtained from the teachers' questionnaire.

This research was carried out at the University center of Mila at the Institute of Science and Technology. It aims to demonstrate the teachers' perceptions of the use of English as a medium of instruction while delivering scientific subjects to learners.

### **1. Research Methodology**

The instrument used in the present study is the questionnaire. The items of the questionnaire were directed to university teachers of science and technology with the aim of eliciting from them their perceptions on the use of English as a medium of instruction.

### **2. The Sample**

The sample of this study consists of 30 university teachers of science and technology from the University Center of Mila. Their ages are different; there are novice ones but the majority are old, and they have a long experience in teaching at the university. Most of the teachers have a doctorate degree, whereas the others have just a master or a magister degree.

### **3. Description of the Questionnaire**

Teachers were handed a questionnaire which is divided into 3 sections, and 13 questions. Each section is meant to achieve a specific objective. Most of the questions are close-ended requiring one to choose a "yes" or "no" answer, or to pick up the appropriate answer from a list of choices. Sometimes, they are required to put in a suggestion if they have one. The questionnaire contains one open-ended question. Section one is about the subject matter background, and it consists of four questions. The second section is composed of 3 questions. It aims to investigate teachers' attitudes towards using the English language as a

medium of instruction. The third part of the questionnaire is made up of 7 questions. This part intends to look into the teachers' opinions about implementing English as a medium of instruction at the Algerian higher education level.

#### 4. Analysis

##### Section one: Background Information

In the first section, science and technology teachers at the University center of Mila answered the first four questions concerning their background information, their academic degree, years of teaching experience, the level they currently have in English, and the language they use inside the classroom.

##### Q1: What academic degree do you hold?

**Table 01:** *Teachers' Academic Degree*

Option	Frequency	Percentage
<b>a-Master</b>	<b>2</b>	<b>6.66%</b>
<b>b-Magister</b>	<b>4</b>	<b>13.33%</b>
<b>c-Doctorate</b>	<b>24</b>	<b>80%</b>
<b>d-Other degrees</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

As shown in Table 01, the majority of the respondents (80%), representing twenty-five teachers out of thirty, hold a Doctorate degree. Four teachers (13.33%) hold a Magister degree while only two teachers (6.66%) hold a Master degree. Concerning other degrees, no one of the teachers has other kinds of diplomas. The responses, in general, indicate that most of the teachers have high academic degree.

## Q2: How long have you been teaching at the University?

**Table 02:** *Teachers' Years of Experience*

Option	Frequency	Percentage
[1-5]	15	50%
[6-10]	9	30%
[11-15]	5	16.66%
[25-30]	1	3.33%
<b>Total</b>	<b>30</b>	<b>100%</b>

The second question's results appear in Table (02). The question targets informants' university teaching experience. It is indicated that fifty teachers (50%) have been teaching at the university for less than six years (1-5 years). Nine teachers (30%) report that the period they have spent teaching at university range from six to ten years. One teacher (3.33%) answered that he has a long period of teaching (25-30 years). The remaining five teachers (16.66%) are said to have a long experience too in the field of teaching going for more than ten years (11-15 years).

## Q3: Which level in English do you currently have?

**Table 03:** *Teachers' Level in English*

Option	Frequency	Percentage
a-Beginner	7	23.33%
b-Intermediate	23	76.66%
c-Advanced	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

In the third question, teachers are asked to evaluate their level in English. Results showed that twenty-three teachers (76.66%) of the sample have an intermediate level in English, whereas seven teachers (23.33%) opted for the beginner level. No one answered that he/ she has an advanced level in

English.

The overall findings indicate that the majority of teachers have a good level in this language, maybe because they received courses in English or they learned it by reading articles and books since they are required to publish their works in English. So, they can use it as a medium of instruction inside the classroom. Also, they will be able to improve their level better with the coming years through the implementation of English as a medium of instruction policy in real contexts.

#### **Q4: Which language have you been using to teach your module?**

**Table 04:** *The Language used by Teachers to Teach their Modules*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-English</b>	<b>0</b>	<b>0%</b>
<b>b-French</b>	<b>22</b>	<b>73.33%</b>
<b>c-Arabic</b>	<b>0</b>	<b>0%</b>
<b>b-c</b>	<b>8</b>	<b>26.66%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

When asked about the language used by teachers inside the classroom, the majority of them (73.33%) answered that they use just the French language, whereas (26.66%) said that they depend on French and Arabic to deliver information to the learners. Teachers who opted for the French language have a long teaching experience with it; that's why they feel more comfortable when using it instead of Arabic and one main reason is that they received their education in French at the university. The results suggest that the science modules cannot be taught in Arabic since there are specific terms understandable just in French.

For the remaining teachers who use Arabic and French interchangeably, it is because of the impact of society since here, in Algeria, people use code switching from Arabic to French in daily communication in order to make the listener understand better. Besides, most of the students in rural areas have a low level in French; that is why teachers resort to Arabic to facilitate the subjects to the learners.

However, we notice a total absence of the English language, which is not used along with the French

language as a language of instruction. This is probably because teachers and learners are not familiar with it, and this will make it hard for them to adopt English directly, they need first to be prepared through the suitable courses in order for them to develop their level in the language. In fact, though they publish articles in English, they might lack self-confidence to use this language to teach their students.

## **Section Two: Teachers' attitudes towards English**

In the questionnaire, instructors' perspectives on English were examined in the second section of the study. First, they were asked if the use of English will help to improve the international status of Algeria. Then, there is a question about the role of English in making the Algerians more open to the outside world. There is also another question about the importance of English for students' diplomas.

**Q1: The use of English helps to improve the international status of Algeria better than French language.**

**Table 05:** *The role of English in improving Algeria's international status*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Agree</b>	<b>25</b>	<b>83.33%</b>
<b>b-Disagree</b>	<b>1</b>	<b>3.33%</b>
<b>c-Undecided</b>	<b>4</b>	<b>13.33%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

This question is concerned with the teachers' attitude towards English, generally, and if they see it as a powerful tool that helps to develop the status of the country. The results in the Table 05 showed that twenty-five teachers (83.33%) out of thirty agree about this idea, whereas four teachers (13.33%) opted for "disagree" which means that they did not choose their side. The remaining teacher (3.33%), said that he does not agree.

The majority of the sample showed their agreement because they believe that English is better than French, and all countries around the world use it to enhance their development and to show their power. So, teachers are aware of the big role that English plays in today's world, and they know that it's better for



Algeria to adopt English in all domains not just education.

**Q2: From your point of view, will the use of English make Algeria more open to the outside world?**

**Table 06:** *The role of English in making Algeria more open to the outside world*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Yes</b>	<b>28</b>	<b>93.33%</b>
<b>b-No</b>	<b>2</b>	<b>6.66%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

As shown in Table 06, the vast majority of teachers (93.33%) agreed that the use of English will help Algeria to be open to the outside world. They explain that English is spoken worldwide. It is used by all countries, and it is the language of sciences today. They said it makes it easier for students to find everything related to their studies, and it enhances their communication with foreign universities to collect different kinds of knowledge related to their scientific fields. Also, using English will help to enhance development and improve the status of Algeria compared with other countries since it has a great value all over the world.

Teachers also suggested that English will improve every field in Algeria including education, because of research works are published in English. Teachers consider that all these will help the country in order not be isolated from the world. On the other hand, 6.66% of the respondents answered with “no”. According to them, the use of French is enough because it is a language of science too and Algerians are using it since the independence period. So, they are not obliged to change the language. These teachers might have found it difficult to use English as a medium of instruction. They also might have a deep love for the French language and culture.

**Q3: English will make the students' diplomas more accepted internationally than French.**

**Table 07:** *Teachers' opinions about whether English can improve the quality of diplomas*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Agree</b>	<b>24</b>	<b>80%</b>
<b>b-Disagree</b>	<b>4</b>	<b>13.33%</b>
<b>c-Undecided</b>	<b>2</b>	<b>6.66%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

In this question, teachers are asked to reveal their opinions about whether English will make the students' diplomas more accepted internationally than French. Twenty-four (80%) of the informants opt for 'yes' which means that they agree. For those teachers, English has a better status compared to French. So, learners who are fluent in it will have more opportunities to work outside the country. Also, they emphasize that English is recognized internationally and all universities around the world now require foreign learners to succeed in TEFL or ELIETS tests. Moreover, teachers assert the importance of English, and they consider it as an international language that is found in all sciences. Teachers believe that if learners can't speak English today, then their dreams will crumble to dust.

The other four teachers (13.33%) said that they disagree with this opinion. They claim that language is just a means to communicate and not to improve the quality of diplomas since not all universities accept the use of English. They said if you want to study outside, there are universities like in Turkey and Germany that required the learning of their native language and they ignore if the learner can speak English since they believe it is not a criteria for being accepted. The remaining two teachers (6.66%) are undecided, and they are not sure about the validity of this opinion maybe because they do not have the enough information about the system of universal universities.

### Section Three: The implementation of English as a medium of instruction in the Algerian higher education level

**Q1: It is better to use the English language in Algerian universities as a language of instruction.**

**Table 08:** *Teachers' attitudes towards Adopting English as a Medium of instruction*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Agree</b>	<b>23</b>	<b>76.66%</b>
<b>b-Disagree</b>	<b>3</b>	<b>10 %</b>
<b>c-Undecided</b>	<b>4</b>	<b>13.33%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Almost all teachers accept the use of English as a medium of instruction policy due to its vital role in increasing the quality of education in Algeria. The results presented in Table 08 show that twenty-three teachers (76.66%) out of thirty respondents agreed on using this language because they are completely aware of the importance of English especially in scientific fields.

On the other hand, three teachers (10%) were against the adaptation of English as a medium of instruction. Also, four teachers (13.33%) opted for the c box which means they are undecided or not sure. Those seven teachers answered in a previous question in 'section one' that they have a low level in English; So, it will be hard for them to use it as a communication tool to deliver knowledge to their learners. Also, they think that it will be difficult for students to understand English while they are used to the French language.

**Q2: Generally, how do you rate your students' level in English?**

**Table 09:** *Students' Level in English*

Option	Frequency	Percentage
<b>a-Low</b>	<b>22</b>	<b>73.33%</b>
<b>b- Average</b>	<b>8</b>	<b>26.66%</b>
<b>c- High</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

When invited to rate their students' level in English, most of the teachers (73.33%) assume that their students' level is "Low". Eight teachers (26.66%) claim that they deem students' level in English to be "Average" instead. Those teachers assume that this generation loves English more than French that's why teachers said that learners have an average level in it.

On the other hand, from teachers' answers, we can see that Algerian students don't have a good level in all foreign languages generally, because most of them ignore these languages which are important indeed. Teachers' evaluation was a result of what they see always when using French with the learners. They can notice that students have a bad level in foreign languages, and it will be so hard for them to understand their teachers' lessons if they are delivered in English. Students need first to be prepared through suitable courses and lessons.

**Q3: Do you think that the use of English language instead of French is beneficial for technology and science learners?**

**Table 10:** *Teachers' opinions about using English instead of French*

Option	Frequency	Percentage
<b>Yes</b>	<b>30</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 10 shows clearly that all the respondents opt for “yes” in answering the above question; one hundred percent of the subjects claim that they see the use of English as more beneficial for science learners than the French language.

**If yes, please say why?**

**Table 11:** *Advantages of English for students*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-It helps them to find different information and authentic sources related to their studies</b>	<b>2</b>	<b>6.66%</b>
<b>b- It increases the quality of their learning</b>	<b>0</b>	<b>0%</b>
<b>c- It motivates them to learn</b>	<b>0</b>	<b>0%</b>
<b>d- It increases their knowledge</b>	<b>2</b>	<b>6.66%</b>
<b>e- It facilitates the learning process</b>	<b>0</b>	<b>0%</b>
<b>Others</b>	<b>0</b>	<b>0%</b>
<b>a-b-e</b>	<b>8</b>	<b>26.66%</b>
<b>a-b-c-d-e</b>	<b>18</b>	<b>60%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Through devising this item, attention is directed toward the advantages of using English instead of French from the viewpoints of teachers. Two respondents (6.66%) report that English will help students more to find different information and authentic sources related to their studies. Other two teachers

(6.66%) claim that English will increase the learners' knowledge.

As the results show, eight teachers (26.66%) opt for multiple boxes a-b-e, which means that they see English as a tool to promote the quality of education and learning in Algeria. Also, they consider it as the best language that provides learners with different and authentic sources. However, more than half of the informants (60%) believe that all the provided suggestions are the advantages of using English instead of French in studying and learning scientific subjects.

Actually, It was obvious that the majority of teachers will choose all the options listed above since they know that the adaptation of English will bring many benefits not just the mentioned ones. It's the world's language that helps both teachers and learners to be more knowledgeable about everything and find different sources related to their studies.

**Q4: The adaptation of English as a medium of instruction requires the government to provide teachers with courses in English to help them develop their level in the language.**

**Table 12:** *Providing courses to develop teachers' level in English*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Agree</b>	<b>26</b>	<b>86.66%</b>
<b>b- Disagree</b>	<b>1</b>	<b>3.33%</b>
<b>c- Undecided</b>	<b>3</b>	<b>10%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Participants in this study were if they agree that the government is required to provide them with courses in English in order to develop their level in the language.

The results presented in Table 12 showed that twenty-six (86.66%) of the 30 respondents agreed that the government should provide them with English courses, first, before implementing English as a medium of instruction in real contexts. This is because teaching by means of English language is a hard task for science teachers, especially that they are used to teach in French.

Teachers also consider it as a mandatory step for the successfulness of this policy in Algeria, and they

are not required to waste time and money in private schools to improve their level while there are free courses provided by the government at their universities. On the other hand, one teacher (3.33%) said that he does not agree with this suggestion since they can study in private schools. The remaining three teachers (10%) answered that they are not sure yet.

**Q5: Have teachers received training lessons to use English as language of instruction?**

**Table 13:** *Teachers' English training lessons*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>16</b>	<b>53.33%</b>
<b>No</b>	<b>14</b>	<b>46.66%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

The results in Table 13 suggest that more than half of teachers (53.33%) answered with “yes” which means that teachers indeed received training lessons in the English language. These lessons may be received in private schools since teachers are required to have a good level of in this language today in order for them to publish their works and communicate with universities from different parts of the world. Nevertheless, fourteen teachers (46.66%) said that they have never received training lessons in English because they did not use it a lot and French is enough for them in local usage. One possible reason that these teachers might already have a good level in English.

**If yes, do these lessons meet your needs?**

**Table 14:** *Teachers' opinions about English Training Lessons*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>12</b>	<b>75%</b>
<b>No</b>	<b>4</b>	<b>25%</b>
<b>Total</b>	<b>16</b>	<b>100%</b>

The question is designed for the teachers who opted for the “yes” answer in the previous question. Therefore, the total number of respondents concerned with it is sixteen rather than thirty.

When asked to justify, four teachers (25%) said that the lessons did not meet their needs. Those teachers might have received training lessons that focus on the form of the language which means that they are required to master every aspect of English including grammar, phonology, and syntax while they are not obliged to learn all of these. The aim is just to teach them how to understand different scientific terms in English without a direct focus on how to use the language perfectly.

Twelve other teachers (75%) opt for “yes” showing that the training lessons meet their needs. Indeed, those teachers received good training lessons that focus on both mastering the language and the content of the subject matter at the same time. This method is called content and language integrated learning. By following it, the teachers will have the opportunity to learn everything they need when using the language to study or to teach the students. It focuses on both language and scientific content.

**Q6: From your point of view, what are the potential challenges of having English as a medium of instruction in the Algerian higher education context?**

**Table 15:**

*The challenges of adopting English as a medium of instruction policy*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>a-Lack of teachers' proficiency in English language</b>	<b>2</b>	<b>6.66%</b>
<b>b- Lack of learners' proficiency in English language</b>	<b>3</b>	<b>10%</b>
<b>c- Lack of support from the government</b>	<b>0</b>	<b>0%</b>



<b>d- It needs a big change in curriculums and ways of teaching</b>	<b>2</b>	<b>6.66%</b>
<b>Others</b>	<b>0</b>	<b>0%</b>
<b>a-b</b>	<b>3</b>	<b>10%</b>
<b>b-c</b>	<b>1</b>	<b>3.33%</b>
<b>a-b-c-d</b>	<b>19</b>	<b>63.33%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

In this question, we tried to list the challenges that can face the policy of using English as a medium of instruction in Algeria. The results presented in Table 15 showed that two respondents (6.66%) report that lack of teachers' proficiency in English is one of the obstacles that can hinder the success of adopting this language.

Three other teachers (10%) assume that the lack of learners' proficiency in English is the prominent obstacle that prevents the use of English in the Algerian teaching and learning environment. Two other respondents (6.66%) said that the implementation of English as a medium of instruction will lead to a significant change in the curriculums and ways of teaching, and it is better to continue with French.

Also, three informants (10%) opt for a and b choices, meaning they focus on the lack of language skills for both students and teachers. One respondent (3.33%) said that it is because of the weak level of English language for learners and lack of support from the Algerian government that just want to adopt this policy without any preparation for it.

However, more than half of the teachers (63.33%) believe that this policy will encounter all the challenges suggested above because Algeria did not provide the needed materials or methods before implementing it. So, the government has to provide everything for both teachers and learners.

**Q7: Please, feel free to add any comments or suggestions concerning this subject:**

This is meant to elicit teachers' further suggestions concerning the issue of adopting English as a

medium of instruction at the Algerian higher education level. Only five teachers happen to contribute some comments.

They assert that Algerian universities should adopt English as soon as possible due to its vital role in increasing the quality of education and its development. Also, teachers show their acceptance of using English as a medium of instruction and believe that it is more beneficial than French since English is the language of modernity as they described it. However, they said that having English as a medium of instruction requires the government, first, to prepare the needed materials and budget for the success of this policy as well as provide teachers and learners with suitable ESP courses that help them to learn English easily and in a short period of time.

Besides, they recommend that the learning of English should be initiated from primary schools in order to build a good level for future learners and to prepare them on education system based on the use of the English language only.

## **5. Conclusion**

This research was conducted by giving questionnaires to thirty science and technology teachers at the university center of Mila to examine their perceptions regarding the implementation of English as a medium of instruction at the Algerian higher education level. Teachers' responses were divided into sections related and interconnected with each other. The findings of the first section give us some background information of teachers including their degrees, teaching experience, their level in English, and the language teachers use to deliver knowledge to their learners inside classrooms. The majority of them hold a Doctorate degree and worked for years at the university.

Teachers answered that their level of English is average, but they rely more on French to teach scientific modules. The findings of the research revealed that teachers have positive attitudes towards English since they know it is recognized internationally, and it plays an important role in the development of Algeria in all fields. Besides, they showed that this language will contribute to increasing the value of the Algerian diplomas compared to other good universities around the world. Most of the teachers agreed on this point.

Moreover, results showed that the overwhelming majority of teachers accept the use of English as a medium of instruction at universities, and they said that it is more beneficial for science and technology learners than French due to a lot of reasons. Teachers agree upon the same advantages and suggested that the use of English will help students to find authentic sources and information. It increases the quality of education, it motivates them more, and facilitate the learning process for them. However, teachers claim that learners have a bad level in this language. So, the adaptation of English needs first to prepare students by following suitable strategies and lessons.

Furthermore, the data obtained from the teachers' questionnaire allow us to see that the whole respondents are prospecting some challenges for English as a medium of instruction if the government did not provide both teachers and learners with courses in English to ensure the success of this policy. Teachers said that they received training lessons in English but not the majority of them agreed that these lessons meet their needs, and they emphasize the point that the government has to prepare everything for this policy before its implementation in real contexts.

## **6. Recommendations and suggestions**

On the basis of our study findings, these are some suggestions and recommendations that will make the implementations of EMI as a successful one:

**1-**The government should help teachers to develop their levels in English before implementing EMI English as a medium of instruction in real contexts. Since the teachers used to deliver the lessons in French or Arabic languages, it is a hard task for both teachers and their learners to start using English directly. They should first focus on enhancing their level in this language.

**2-** It is also recommended that the government provides the needed resources and budget for this new policy to implement it in the right way without problems. Moreover, those who are in charge should take into consideration the mutual languages used in classrooms and try to raise the awareness of teachers and learners about the universal status of English.

**3-**For Students, they need to be encouraged to study English by making it a fundamental module. This will help them enhance their level in this language.

4- The study of needs analysis is required before giving any courses to science and technology teachers.

5- Science and technology teachers should be taught English by competent ESP teachers.

## **7. Limitations**

In the course of carrying out the present study, several difficulties are confronted. The most prominent of these is the problem encountered in the process of collecting the data needed for the practical part of the research. A large number of teachers were out of reach because they are always busy. Thus, we were obliged to contact their students in order to help in collecting the needed number of respondents. In addition, one major limitation of the current study is the lack of time because this kind of topics needs a lot of effort and get more reliable data and find solutions to the current problems that are found in the implementations of EMI.

## General Conclusion

Nowadays, the dominance of English as the lingua franca of academic and scientific research had led to a remarkable spread of adopting English as a medium of instruction at higher education level. This policy aimed to internalize the system of education; in other words, to make all the universities around the world use only one language which is English. The concept of EMI emerged first in the British former colonies where it was used as the first or the second language. These poor countries adopted English because they have no other choice. After that, this policy becomes popular since the USA becomes a political and cultural superpower today.

English as a medium of instruction policy is implemented due to many reasons whether political or economic, and it is seen as the best language for development. Concerning the Algerian higher education context, and building upon the nature of EFL teaching and learning in Algeria along with the Algerian policy of teaching English, this study used a questionnaire designed for science and technology teachers. It aimed to explore their attitudes towards the adaptation of English as a medium of instruction, also to examine the potential advantages and obstacles of this policy.

The first chapter, is the theoretical framework of this study. The first section introduced English and its relation to the globalization phenomenon, which means its status globally. Also, the term of English as a lingua franca, how it becomes the language of sciences, and the future of English were discussed. In the coming sections, the focus turned to English as a medium of instruction policy, its origins, the strategies that ensure its success, and how it is adopted around the world.

The second chapter, which constitutes the practical part, analyzes and discusses teachers' questionnaire which revolves around teachers' perceptions towards the implementation of English as a medium of instruction at the Algerian higher education level. Results of the study have concluded that teachers strongly believe in the importance of this policy and the number of advantages that it brings to the development of the educational system. However, they also add that the implementation of English as a medium of instruction is not an easy task, and it will face a

number of challenges since most of teachers and students have a low level in this language. So, the Algerian government has to provide everything to ensure the success of English in real situations.

All in all, we can say that the use of English as a medium of instruction is a mandatory condition for the development of education in Algeria, and all Algerians are required to learn this language in order for them to lead this nation to the highest peaks of prosperity and development.

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## Appendix

### Teachers' Questionnaire

Dear teachers,

You are kindly asked to devote some of your valuable time to respond to the present questionnaire which attempts to explore the current situation of adopting the English language as a medium of instruction in Algeria, particularly, in higher education. It investigates your perceptions of this policy.

Please, put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions.

#### Section one: Background Information

1. What academic degree do you hold?

a. Master       b. Magister       c. Doctorate       d. Other degrees

2. How long have you been teaching at the university?

.....

3. Which level in English do you currently have?

a. Beginner       b. Intermediate       c. Advanced

4. Which language have you been using to teach your module?

a. English

b. French

c. Arabic

#### Section two: Teachers' attitudes towards English

1. The use of English helps to improve the international status of Algeria better than the French language.

a. Agree       b. Disagree       c. Undecided

2. From your point of view, will the use of English make Algeria more open to the outside world?

Yes       No

Please justify,

.....

.....

.....

3. English will make the students' diplomas more accepted internationally than French.

a. Agree       b. Disagree       c. Undecided

Please, justify:.....

.....

.....

### **Section three: The implementation of English as a medium of instruction in the Algerian higher education level**

1. It better to use the English language in Algerian universities as a language of instruction.

a. Agree       b. Disagree       c. Undecided

2. Generally, how do you rate your students' level in English?

a. Low       b. Average       c. High

3. Do you think that the use of English language instead of French is beneficial for technology and science learners?

Yes

No

If yes, please say why:

a. It helps them to find different information and authentic sources related to their studies

b. It increases the quality of their learning

c. It motivates them to learn

d. It increases their knowledge

e. It facilitates the learning process

f. All of the above

f.Others

.....

.....

.....

4. The adaptation of English as a medium of instruction requires the government to provide teachers with courses in English to help them develop their level in the language.

a. Agree       b. Disagree       c. Undecided

5. Have teachers received training lessons to use English as a language of instruction?

Yes,       No

If yes, do these lessons meet your needs?

Yes       No

6. From your point of view, what are the potential challenges of having English as a medium of instruction in the Algerian higher education context?

a. Lack of teachers' proficiency in English language

b. Lack of learners' proficiency in the English language

c. Lack of support from the government

d. It needs a big change in the curriculums and ways of teaching

e. All of the above

f.Others

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.....

.....

7. Please, feel free to add any comments or suggestions concerning this subject:

.....

.....

.....

**Many Thanks for Your Collaboration**



## ملخص

تهدف هذه الدراسة الى تحديد تصورات المعلمين لأهمية استخدام اللغة الإنجليزية كوسيلة للتعليم في سياق التعليم العالي الجزائري. وتعتمزم على معرفة ما إذا كان تنفيذ هذه السياسة جيدا ام لا، واستكشاف تصورات المعلمين حول تبنيها. لجمع آراء المعلمين، اعتمدت هذه الدراسة على استبيان مصمم لمعلمي العلوم والتكنولوجيا في المركز الجامعي ميلة. وقد كشفت النتائج ان المعلمين يدركون أهمية استخدام اللغة الإنجليزية كوسيلة للتعليم على مستوى التعليم العالي. علاوة على ذلك، تظهر إجابات المعلمين ان هذه السياسة تحتاج إعداد كبير قبل تنفيذها. اقترحت النتائج أيضا طرقا للخطوات الصحيحة لتطوير استخدام اللغة الإنجليزية في الجامعات الجزائرية وذكرت ان اللغة الإنجليزية ستساعد البلاد على التطور في جميع المجالات.

*الكلمات المفتاحية اللغة الإنجليزية كوسيلة للتدريس، استخدام اللغة الإنجليزية في الجامعات الجزائرية، سياق التعليم العالي الجزائري،*

*مدرسو العلوم والتكنولوجيا.*

## Résumé

Cette étude vise à déterminer les perceptions des enseignants d'importance d'utiliser la langue anglaise comme une langue d'enseignement (ALE) dans le contexte de l'enseignement supérieur algérien. Il s'agit de voir si l'implantation de cette politique est bien ou non, aussi d'explorer les perceptions des enseignants de l'adopter. Et pour connaître les perceptions des enseignants, cette étude s'appuie sur un questionnaire faite pour les enseignants de sciences et technologie du centre universitaire de Mila. Les résultats ont relevé que les enseignants sont conscients de l'importance d'utiliser la langue anglaise comme une langue d'enseignement au niveau d'éducation supérieur. Sans oublier, les réponses des enseignants montrent que cette politique nécessite beaucoup de préparation avant sa implémentation et sa mise en ouvre. Les résultats ont également suggéré des méthodes pour améliorer l'utilisation de l'anglais dans les universités algériennes correctement. Puis, ils mentionnent que la langue anglaise va aider le pays à se développer en tous les niveaux.

**Mots clés :** *L'anglais comme langue d'enseignement (ALE), l'usage de l'anglais dans les universités algériennes, le contexte de l'enseignement supérieur algérien, les enseignants de science et de technologie.*