

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University center - Mila



Institute of Letters and Languages
Department of Foreign Languages
Branch: English

**Investigating Teachers and Learners' Perceptions of English as
a Medium of Instruction in Algerian Higher Education: A
Comparative Analysis**

**The Case of Computer Science Teachers and Master 1
Students at the University Center of Mila**

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

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Academic year

2023 - 2024

Dedication

In the name of Allah, this work is dedicated with heartfelt appreciation to:

My parents, thank you for always being my rock, my encourager, and my safe haven. Your sacrifices, guidance, and love are what made me the person I am today.

My brother Amir, thank you for always being there for me.

Myself, thank you for always staying strong. You've overcome challenges, embraced growth, and stayed committed to your goals.

My friends, and everyone who has helped me on this journey, your presence has been very important, and I would not have gotten this far without you. Thank you very much.

Maissa

Dedication

In the name of Allah, I dedicate this work to

My whole family, especially my parents, whose love and endless support are my foundation.

*A special tribute to my beautiful mother for her sacrifices, I wouldn't have made it this far
without her.*

*My sister Wissal and brother Amir, your belief in me has been a great strength. In memory
of my grandfather Tayeb, who was like a father to me, his wisdom and guidance continue to
inspire me every day.*

My supervisor Dr.Zourez for her efforts and guidance.

A special person, for whose support I am profoundly grateful.

Myself, for my hard work and dedication. To all my friends for being there for me.

These special names in my life I dedicate this simple work.

Rayane

Acknowledgements

In the name of Allah, The Most Gracious, The Most Merciful, all Praise is due to Allah alone, the Sustainer of the entire world.

We would like to take this opportunity to extend our sincere appreciation to our esteemed teacher and supervisor, Dr. Leyla ZOUREZ, for her invaluable time and efforts in reviewing and guiding. This work would not have been carried out without her. From the depths of our hearts, we extend our heartfelt wishes for her to reach all her professional and personal aspirations.

We are deeply grateful to the jury members, Dr. Fouad BOULKROUN and Dr. Salim BOUDAD for devoting their time to read and examine our dissertation. Their advice and feedback help us improve our work.

We are also grateful to computer science teachers and master's students at Mila University Center. Their participation in this work was very helpful and we appreciate it.

Abstract

In the last few decades, the Algerian Higher Education has shown a growing interest in English as a Medium of Instruction. This interest may have several reasons, but the most important are the desire to internationalize Higher Education, and to prepare students for the demand of the global work market. This study aims to investigate and compare computer science teachers' and master 1 students' perceptions toward the implementation of EMI in Algerian Higher Education. It seeks to answer the following questions: What are the perceptions of the teachers and the students of the department of computer science toward the implementation of EMI in Algerian Higher Education? How do the perceptions of teachers and learners differ regarding the implementation of EMI in Algerian higher education, and what factors contribute to these differences? and What are the potential challenges that both teachers and learners may face while using English instead of French? To collect the necessary data a qualitative method is used which is a questionnaire. Two questionnaires were designed for 35 master 1 students and 16 teachers from the department of computer science at Mila University Center. The results revealed that both teachers and learners have positive perceptions toward the implementation of EMI in higher education. They believe that despite all the challenges they have faced, EMI has a great impact on the quality of education; it affects students' carrier, and the government should make the necessary procedures to facilitate the transition from French to English.

Keywords: English as a Medium of Instruction, Teachers' and Students' Perceptions, Computer Science Department, implementation of EMI, Higher Education.

List of Acronyms

CS: Computer Science.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

ELF: English as a Lingua Franca.

EMI: English as a Medium of Instruction.

HE: Higher Education.

L1: First Language.

LPP: Language Planning and Policy.

MUC: Mila University Center.

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General Introduction

1. Background to the Study

English has undoubtedly established itself as a global language, influencing international communication, business, science, and popular culture. Today, English is considered the most used and learned language in the world; Crystal (2003) stated that English has emerged as a global language with an estimated 1.5 billion speakers, encompassing both natives and non-natives. This global spread has been fueled by the internet, international travel and the dominance of English in academic publications and the entertainment industry.

In the last few decades, English as a medium of instruction has gained great popularity all around the world. March (2006) stated that between 1995 and 2005, a large number of international education institutions expressed a significant interest in adopting English as a medium of instruction (EMI). According to Saidani and Afkir (2023), this spread could be attributed to various factors, such as the aim to further boost local competitiveness, internationalize higher education, enhance English proficiency, draw in international students, and move up the rankings.

Moreover, Bradford (2013) declared that the number of academic programs offering EMI in non-Anglo sphere nations has dramatically spread because of international initiatives to make Higher Education (HE) systems more competitive on the world stage and to equip graduates for the global workforce. This trend put faculty members under additional strain, especially in nations like Algeria where English is not the first foreign language.

Furthermore, According to Belmihoub (2018) teaching English was commonly favored among students, who considered English a vehicle of economic opportunity and knowledge

acquisition. Similarly, Bouhmama and Dendane (2018) found that university students hoped English would replace French in scientific courses.

2. Statement of the Problem

English has developed globally since its first establishment as a world language in the twentieth century. It has gone from being an ethnically homogeneous standard language spoken by a small number of selected countries to becoming an international language spoken by an increasingly diverse range of speakers throughout the world (Galloway & Rose, 2018). Thus, one of English primary responsibilities in Higher Education is serving as a medium of instruction, where teachers use it to teach scientific subjects to learners. As a result, numerous non-English-speaking countries have implemented English as a medium of instruction in academic institution and Algeria is one of those countries.

Algeria is a country where the French language is considered as the first foreign language due to the historical influence of French colonization for over a century. The concept of EMI is totally new for both teachers and learners. In this case, implementing the English language as a medium of instruction in Higher Education will be a hard task that requires both time and effort. Belmihoub (2018) asserted that Algerians' interest in this international language has grown significantly since the 2000s. The demand has increased in recent years as more people have realized how crucial it is to study this language and also because it is frequently used as an instructional medium in social networks and the media. In Algeria, the use of the English language has begun to spread, particularly among educational institutions, teachers, and among students.

Policymakers in Algeria as well have recently shown an increasing desire to incorporate the English language as a medium of instruction and gradually increase its use. The first consequential decision made by the Algerian government in the field of education was the

adoption of English as a foreign language in primary schools in 2022. In higher education, they started using it as the principal teaching medium. Furthermore, teachers and students have been adapting to this change in educational policy, each with their own thoughts and viewpoints, and all the Algerian universities have recently been exposed to EMI. However, this implementation is new in Algerian Higher Education.

Despite its growing adoption, there is limited research on the specific challenges and benefits associated with EMI in computer science education. Furthermore, existing studies often overlook the comparative analysis of teachers' and students' perceptions, which is crucial for a holistic understanding of EMI's impact. This gap in the literature hinders the development of effective strategies for EMI implementation and support in Higher Education.

In the present study, an investigation and a comparison is conducted into the perspectives of both teachers and learners with regard to the implementation of EMI within the context of Algerian Higher Education. It aims to explore and compare the perceptions towards using EMI, whether positive or negative. Also, there are insights about the potential significance of adopting EMI.

The research employed structured questionnaires to reveal insights into participants' (both teachers' and learners') viewpoints concerning the challenges they faced while using EMI and how governmental intervention can help ensure the efficacy of this instructional policy. This study provides insights that can inform policy makers, educational institutions, and practitioners on how to optimize EMI practices to better meet the needs of both educators and learners in the computer science domain.

3. Aims of the Study

This study aims to compare the different perspectives of computer science students and teachers toward the adaptation of EMI in the Algerian education context. Also, it attempts to

figure out the difficulties that may face both of them. Besides, it sheds the light on the importance of integrating English in Higher Education.

4. Significance of the Study

The present study holds significant importance since it seeks to offer a complete awareness of the challenges connected with implementing EMI in Algeria. Also, it tries to explain why the Algerian authorities have expressed great concern about integrating English into their educational curriculum. Through this study, it is possible to gain important insight into teachers' and students' perceptions of the department of Computer Science at MUC. The results provide substantial data for curriculum development and decision-making, and it enable syllabus designers to make modifications so that syllabus will suit the needs of computer science learners. It serves as both a useful guide for improving Algerian language policies and a valuable resource for future research.

5. Research Questions

- What are the perceptions of the teachers and the students of the department of computer science toward the implementation of EMI in Algerian Higher Education?
- How do the perceptions of teachers and learners differ regarding the implementation of EMI in Algerian higher education, and what factors contribute to these differences?
- What are the potential challenges that both teachers and learners may face while using English instead of French?

6. Research Means

In this research, the means of investigation will involve administering two distinct questionnaires, one tailored for teachers and another for master 1 learners within the Computer Science department at the University Center of Mila. The participants, comprising

teachers and learners, ensuring a sample from various of experience and academic backgrounds. for the teacher questionnaire, we anticipate reaching approximately 16 teachers, while the learners' questionnaire will be distributed to 35 students.

7. Structure of The Study

This research is divided into two main chapters, the first represents the theoretical part of the research and the second is the practical one. The first chapter is about Using English as a Medium of Instruction, it is divided into two sections; the first section deals with English as a Medium of Instruction, while the second is about teachers' and students' perceptions towards the implementation of English as a Medium of Instruction in Higher Education.

The second chapter is a practical framework, data collection and analysis. This chapter deals with the interpretation, analysis, and interpretation of the collected data from the questionnaires targeted to both teachers and students.

Chapter one: Using English as a Medium of Instruction

Introduction

Using English as a Medium of Instruction in Higher Education has become more widespread around the world, reflecting the global interaction of education and the diverse connectivity between different communities. This chapter is divided into two main sections. The first, deals with English as a Medium of Instruction. It mainly covers the definition and development of EMI, highlighting its benefits. Moreover, it discusses the main challenges faced by both teachers and learners. At the end, it mentions also the significance of implementing EMI in Algeria Higher Education. Furthermore, this section shed the light on the position of English as a lingua franca, the examination of the historical evolution of the linguistics diversity in Algeria. Also, it touches upon the context of language planning and policy. Meanwhile, the second section focuses on the process of perception. It aims to gain knowledge about perceptions by highlighting its definition, process, components, and forms. Furthermore, this investigation covers the factors that influence perceptions, and finally, it deals with both teachers' and students' perceptions toward the implementation of EMI in Higher Education.

Section One: English as a Medium of Instruction

1. The Position of English as a Lingua Franca

The way we use language has a great impact on how we interact, perceive, and connect with others. Over time, the necessity for effective communication between individuals speaking different languages was the reason behind the development of a lingua franca. The term "lingua franca" itself originates from a Mediterranean pidgin language used for trade and diplomacy in the Middle Ages. English's position as a lingua franca has significant worldwide effects for commerce, education, communication, and culture, so it is important to Understand

the dynamics of English as a lingua franca. It highlights the complexities of intercultural communication and the evolving nature of language in a multicultural society.

1.1 Definition of Lingua Franca

Most individuals have a rough understanding of what this term means, along the line of "a widely spoken language connects people from various countries". In fact, a lot of good definitions exist:

- "a shared language of communication used between people whose main languages are different". (OxfordLearnersDictionaries.com)
- "a language used for communication between groups of people who speak different languages" (dictionary.cambridge.org)
- "a medium of communication between peoples of different languages" (TheFreeDictionary.com)
- Zikmundová (2016) describe the lingua franca as a contact language used by persons who do not share a first language. It is typically considered to refer to the second (or subsequent) language of the speakers.

1.2 English as a Lingua Franca

In January 2012, certain foreign publications reported on a change in the foreign code of science language, scientists start to publish their works in English instead of Latin, even if the previous inventions are still named in Latin. Mauranen (2006) stated that the English's journey to become the lingua franca of the world began in the era of Elizabeth I, but it had already secured a foothold as far as Africa in the 14 century.

According to Robi and Xu (2018) scholars and academics in the subject commonly use the term "English as a lingua franca" (ELF) to describe the following. First, it refers to an intercultural communicative situation in which speakers from various language and cultural backgrounds communicate using English. Second, it refers to the communication tactics or

practices used by the speakers in intercultural communicative environments. Third, it is an area of inquiry in applied linguistics that advocates the following (Robi and Xu 2018):

- English has developed to accommodate multilingual users, allowing them to work effectively in international communication settings.
- English, as a lingua franca, is not a generally recognized model of communication, but rather a heterogeneous set of linguistic practices and cultural behaviors that change across contexts, influenced by globalization and linguistic cultural backgrounds.
- English, as an international lingua franca, should be accepted in its own right, regardless of native or non-native varieties. Ownership is shared among all users, with access to linguistic and cultural resources being a key focus.

Moreover, English has become the world's main language, surpassing all previous contenders. At the moment, around 375 million people speak English as their mother tongue, another 375 million people speak it as a second language, and 750 million people utilize it as a foreign language (Graddol, 1997). According to Seidelhofer (2011), ELF plays on two different level “localized” and “global.

At the local level, English serves as a lingua franca to bring people together. In a country with multiple languages spoken, this role of English is well recognized in countries such as Ghana. This nation is a multilingual country with over 80 languages spoken by various ethnic groups, so making English the official language unites people of some other major languages of this country.

Yet, at the global level people from different nations use English as a means of communication. ELF functions on the global level as a language uniting people from different countries/of different first languages.

2. English in Multilingual Algeria

Algeria is a multilingual and multicultural nation in North Africa. Its size is more than 2 million km², and its population is over 38 million. Algeria has to contend with a complicated linguistic environment, just like other multilingual countries. Its colonial heritage, varied social structure, and attempts to satisfy demands for language across the globe are the causes of its complexity. Algeria's language diversity has been shaped by colonial history, creating social and linguistic issues.

2.1 History of the Linguistic Diversity in Algeria: "A Socio-historical Perspective"

A history of invasions and conquests has left a lasting legacy of a rich linguistic profile in Algeria. With so many different cultures blending together to make Algeria one of the multilingual countries that have a complex linguistic background, this complicated historical background has irrevocably changed the nation's character. The history of Algeria can be divided into three main periods: pre-colonial era, French colonialism, and post-independence. Algeria's pre-colonial era was marked by so many invasions, which led to a transformation of identity. Belaidi (2020), states that Algeria has always maintained continual interaction with neighboring countries due to its physical location and historical background. These exchanges permit the use of various languages. From "Phoenician" to "French colonization," a series of diverse settlers (including "Roman," "Byzantine," "Vandal," "Arabic," "Ottoman," and "Spanish") had successively been living in North Africa for centuries, particularly in the region that is now known as Algeria.

The first inhabitants were the Amazigh, or Berbers. For ages, Algeria was vulnerable to invasions by Phoenicians, Romans, Vandals, and Romanized Byzantines before Islamo-Arabo-Berbers and Ottoman took over. As the Berbers were governed by several invasions, it is said that these invasions had an impact on the local language due to the contact they had with different civilizations. Furthermore, Benrabah (2014) declared that the Phoenicians brought their Carthaginian dominion to the Berbers, and it lasted for around seven centuries.

After the Phoenicians, and according to Chami (2009), during Roman times, North Africa was occupied for a period of six centuries, leading to the complete assimilation of the local population, called "Romanization." Most Berbers learned Latin because it was used in court and government. However, according to Ennaji (2005), the influence of Latin was short-lived because the Romans focused on trade rather than their language and identity. Unlike large cities, where bilingualism and multilingualism are the norm, rural areas retain their own language and speak only a single language. Following the Roman Conquest, the nation was invaded for around a century by both the Vandals and the Romanized Byzantines Benrabah (2014).

One of the most influential invasions in the history of Algeria was the Arab Conquest. Algeria, along with most of North Africa, was invaded by Arab armies in the seventh century. This invasion was a component of the larger Islamic growth. Arab armies seized many lands, including Algeria. The invasion profoundly influenced the region's culture, language, and religion by causing it to become more Arabized and Islamic. However, Benrabah (2014) claims that although Arabic gained significance in Algeria following the Arab invasion, Berber was not entirely supplanted by Arabic. Even 13 centuries after the Arab invasion, until the French arrived in 1830, around half of Algerians spoke solely Berber. In an attempt to increase its power in North Africa, Spain invaded Algeria in the sixteenth century. The invasion took place within the broader framework of European nations contending for dominance over trade routes and lands. The two famous Ottoman corsairs who plied in the Mediterranean Sea were known as the Brothers Barbarossa: Khayreddin Barbarossa and his brother Aruj Barbarossa. They helped the Algerians repel the Spanish invasion by offering support. The Ottoman Empire finally intervened in Algeria as a result of the Barbarossa brothers' engagement. The Ottomans saw a chance to strengthen their position against European countries and increase their influence in the area. As a result, the Ottomans

militarily interfered, sparking the Ottoman invasion and the eventual establishment of Ottoman rule over Algeria.

The French are one of the conquering nations that had a significant influence on Algeria's linguistic makeup. The linguistic environment of Algeria was profoundly influenced by French colonization. From 1830 to 1962, Algeria was under French colonial rule, and during that time, French emerged as the primary language of government, academia, and business. As a result, French became widely used by Algerians, especially the wealthy and those living in cities. The colonists firmly felt that their language and culture were superior because they were influenced by linguistic views prevalent in the nineteenth century. They went after the original languages and produced Native elites think they have no civilization or history. During this brainwashing process, colonists denigrated Algerian languages by using derogatory labels like "dialect," "patois," and so forth. The geographer Onésime Reclus, for instance, stated that Berber and Arabic people had "a passion for terrible guttural sounds that resemble vomiting" (Reclus 1886, cited in Benrabah 2014, p.44). But while Berber languages continued in rural regions, Arabic continued to play an important role as the language of culture and religion alongside French. Arabic is still the major language used for everyday communication, while French is also spoken extensively, particularly in formal contexts. Algeria's sociolinguistic profile and sociocultural history have been largely influenced by French colonialism. As cited in Berrabah (2013): "...the French proposals were to finance the field of education which was obviously suspicious in the eyes of the Algerians. Clearly, the offer had backward strategies; either to Christianize the learning population or, as a perennial target, spread the French culture and language to achieve a complete control"(p.271).

Berrabah, in his analysis of Algeria's post-independence educational system, highlighted the appalling conditions that existed at the time, which had a severe impact on the country. French became the primary language of instruction at all levels as the country moved toward a

multilingual framework. Algeria became multilingual in the early 1960s as a result of French being the predominant language of instruction in elementary and secondary institutions. French was widely utilized in education, even at colleges and universities. As a result, Algeria found itself in a scenario where communication and education took place in several languages across a variety of linguistic channels, including French.

2.2 English in Multilingual Algeria

As accurately noted by Berger (2002) language education policies in Algeria are the most serious challenge of Algeria in its current and unstable situation. Language, and language use in education in particular, has always been a contentious, delicate, and nuanced topic in Algerian history. Politics and prevailing ideologies have further exacerbated the situation. The Minister of Education faced pressure from the pro-arabization camp at the start of the 1990s to postpone French language instruction in the Fundamental School once more. The Minister placed English on the same footing as French, notwithstanding the lobbyists' dissatisfaction (Laib, 1993). According to (Benrabah, 2007c), Algeria underwent a dramatic educational revolution in 1993 when fourth graders in and around the capital city of Algiers were offered the choice of English or French as their foreign language.

The government's view that English had to be introduced to students at an early age since it was an international language that allowed access to science and technology was the driving force behind this decision. Opponents countered that this action was a step toward increased Arabization, possibly removing Algeria's French and severing its cultural ties to Francophone countries while also putting Algeria closer to the English-speaking Middle East (Benrabah, 2007b); however, the majority of students choose French, defying the government's intention (Benrabah, 2007a). Belmioub (2015), hypothesized that since French has been spoken in Algeria since 1830, the parents of these students may have believed it would be simpler for their kids to learn the language. Their decision may also be explained by

the fact that, at the time, English was hardly ever needed for employment; instead, most positions required fluency in Arabic and/or French. This could possibly be the reason why the English option was never made mandatory nationwide.

Despite its failure in the 1990s, English has seen significant changes in Algeria, and the country's policy leaders are working to improve its standing. Nonetheless, several viewpoints contest this one. According to Miliani (2000), the nature of English instruction in Algeria is evolving, and changes to its pedagogical approaches were not motivated by a need to meet an immediate need or a public demand. Despite these advances, the perception of English remains that of a foreign language with a fixed social rank, despite the attempts of educational and political institutions to change this image. It implies that social factors will persist in superseding political and educational initiatives, implying that despite English language promotion attempts, it will remain a foreign language.

3. English as a Medium of instruction

English has become the worldwide language, used extensively in science, technology, academic pursuits, and international communication. This shift in perception has affected individuals worldwide, making communication essential for globalization. English is now the key to communication in nearly all nations. Its importance as a universal language in academia makes it the primary venue for discussing research findings and academic talks. Thus, the government's adaptation of the EMI system is a reaction to the globalization of the English language

3.1 EMI Definition

The term English as a medium of instruction refers to the instructional strategy of teaching subjects in a language other than the language commonly used in a particular field. EMI has gained popularity in the international education system due to the increasing demand

for English proficiency in education and profession. Many academic researchers have investigated and described EMI.

This term has many meanings, from its use as a means of communication to its status as a platform for educational teaching. Understanding these different perspectives is important to evaluate their effectiveness in the learning environment. According to Dearden (2014), EMI is an evolving global phenomenon that affects the learning environment and all levels of learning. Based on this idea, EMI has spread throughout the world and is used in many areas and levels. According to Hellekjaer (2010), EMI is considered a practice in which subjects other than English, such as politics, physics or medicine, are taught to students who speak English as a foreign language. It is also often taught by non-native English teachers. In other words, EMI is the process of teaching subjects such as politics, physics and medicine in English to students whose native language is not English. It is worth noting that most of the teachers teaching these courses do not speak English as a native language. Further definitions of EMI is given:

- "At the notion of EMI, which is defined as an educational system where content is taught through English in contexts where English is not used as the primary, first, or official language"(Rose & McKinley, 2018, p. 114). Rose and McKinley define EMI as a teaching method that teaches English to students even if it is not a second language or first language in a particular environment. In other words, even if the main language in the region or country where education is received is English, mathematics, science and history courses are given in English.
- 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 "(Dearden, 2014, p.2). As Dearden describes it, EMI is a program where English is the primary

language of instruction. Describes the practice of teaching subjects in English (other than English) in places where most people do not speak English as their first language.

- Similarly, Tsui (2013) defines EMI as a situation where English is the main language and most teachers and students are non-native speakers of English but use English as the main language. Tsui describes EMI as the most common English teaching practice in education, even though the majority of students and teachers do not speak English as a native language. It talks about using EMI even though the native language is not English.
- According to the findings of Cummins and Davidson (2007), EMI occurs when academic content is taught to students in a language other than their native language. This content focuses on teaching the curriculum to students in a language other than their first language when that language serves as the main medium of instruction. These findings also place emphasis on the fact that EMI is a type of bilingual education and that students must be fluent in both their first language and the language of instruction.

The complexity of English as a medium of instruction in the field of education highlights the significance of taking into account all of its facets, from pedagogical strategies to language proficiency, to maximize its application in the learning environment.

3.2 Development of EMI

Today the English language is a living proof of how dynamic human communication is. With humble Anglo-Saxon beginnings, English has evolved over centuries, incorporating vocabulary from Latin, French, German, and many other languages. These days, technology connects individuals from all origins and cultures by bridging geographic divides and acting as a universal language. Its extensive use has made it easier to communicate internationally and established it as a major player in technology, business, and academia. The use of English

as a teaching language in educational institutions across the globe is one of the most notable examples of this influence. This phenomenon illustrates how English is increasingly seen as a means of communication as well as a doorway to information. This Indo-European language has shifted from a vernacular to national language to an international code. English as a teaching language has a complicated past that has been shaped by numerous global concerns. Many scholars have forecast the expansion of the English language over time and offered arguments for their forecasts.

Pitman (1873) validated his predictions that English will become the language of the future by stating that "since the British Empire spans about a third of the earth's area and British subjects account for nearly a fourth of the world's population" (p. 289) During the British colonial expansion in the 17th and 18th centuries, English became the official language of many new countries and the language of administration, law, and education. Crystal's (2003) assessment reveals that English expanded globally from colonial actions to independent states, becoming the official language of formal communication and education in post-colonial countries like Ghana, and India. This was due to colonial conquerors' demands for English-based formal schooling structures and laws. Furthermore, during the late nineteenth and early twentieth centuries, when the British Empire was at its peak, the English language use had seen a big rise, and in the middle of the twentieth century, national European governments began to examine the use of a shared instrument for teaching and learning as a result of English's widespread use and major influence in many sectors of society.

So English was introduced as a higher education language throughout Europe in the 1990s, and considerable developments have occurred since then. According to Tsou and Kao(2017),it "has found fertile ground in continental Europe"(p. 7) primarily in Northern Europe. English continued to be widely used in the post-colonial era because of its links to

higher education, the economy, and international communication. English became an official or secondary language in several former colonies, further cementing its status. In many countries of the world English has emerged as a medium of instruction. These countries are using English as a language of instruction instead of their native language, even though teaching in these countries would be considerably easier in their own languages. One of the most significant reasons that many of these nations have chosen to use it as their primary foreign language in the classroom in recent years is education. In light of the foregoing discussion, and according to Macaro et al. (2018), it is now widely acknowledged that EMI is expanding quickly in higher education and in the majority of the world's nations.

3.3 Benefits of EMI

English as a medium of instruction is becoming a major global trend in education, especially in non-Anglophone countries, where it is quickly gaining popularity in educational institutions across the globe. A significant transformation is observed with the adoption of English as the medium of instruction, especially in higher education. English is being taught more and more in academic topics, including physics, math, geography, and medicine, demonstrating the language's rising status as the standard in higher education. This occurrence emphasizes how important it is to use the English language well in order to access opportunities, resources, and knowledge in a world where connectivity is growing. To prepare students for success in a globalized society, institutions are responding to this change by modifying their curricula and instructional approaches.

According to a British Council report (Dearden, 2014), 55 non-Anglophone countries, including South Africa, China, Japan, Turkey, Spain, and Portugal, already have an EMI policy in place. This shows how global nations improve using English in academic instruction since it is widely accepted as a common language for business, scientific, and academic communication. And because of its significance, educators, administrators, and legislators in

some nations are championing EMI as a badge of honor for the modern world, which views EMI as a way to internationalize education. Graddol (2006) highlighted that in order to give an institution's development more alternatives, English is employed as an educational medium of instruction. In addition, the majority of nations use English as an international language for business, diplomacy, education, communication, technology, and international organizations. Many nations concur that English should be used as a universal language.

Furthermore, with many nations adopting it as a universal language of communication, English functions as an international language in a variety of fields, including commerce, education, diplomacy, technology, and international organizations. There are many benefits that EMI provides for both students and educational institutions. First, by utilizing English, a language that is widely acknowledged as the medium of teaching, educational establishments enable proficient communication and cooperation amongst teachers and students. For instructors, EMI provides teachers with several advantages. It opens doors for individuals to get greater local employment opportunities, engage in multicultural and multilingual communities, travel overseas, engage in teaching mobility both locally and overseas, and become familiar with Western culture (Galloway et al., 2017).

EMI provides students with a number of advantages. Coleman (2006) states that these advantages include improved English language skills among students and job advancement through enhanced mobility and study abroad options. Similar to Coleman (2006), Kasteen (2013, as cited in Chapple 2015, p.3) asserted that EMI can improve students' academic performance, sharpen their critical thinking skills, and increase graduates' chances of landing a better career. They are very interested in this period of internationalization and globalization. Because English is used in so many different disciplines, its widespread use has sparked a great deal of interest in the language. Because English can cut across national barriers and improve the quality of publications, scientists now prefer to publish their works

in this language. Riccio (2004) commented: “We well know that a lion’s share of the information on the Internet is in English”(p. 9).

As noted by Riccio, the fact that a sizable amount of material on the Internet is available in English suggests that English predominates in online content; thus, EMI offers access to an abundance of resources, the majority of which are available in English, such as research papers, academic literature, and online tools. Coleman (2006) advocated that in order to gain international recognition, educational institutions have recently been encouraged to implement EMI. Therefore, higher education institutions all around the world are compelled to enact EMI policies due to various motivating forces. Their application of instructional English is thought to be a way to meet the objectives and demands of globalization. Wanphet and Tantawy (2018) state that EMI is used as a globalization strategy in higher education. Because of this, one important effect of international colleges, particularly with regard to internationalization, is the use of English as the main language of instruction for all study programs.

4. Challenges of Implementing EMI in Algerian Higher Education

Teaching English as a foreign language has increasingly become a universal demand. The prevalence of EMI is growing globally, especially in Higher Education. Tang (2020) stated that Higher Education institutions are becoming more and more eager to provide undergraduate and graduate programs in English. Furthermore, the teaching of English as a foreign language is always a challenging task. When it comes to places where English serves just a limited purpose, teaching and learning become more important and time-consuming.

4.1 For Teachers

According to Vu and Burns (2014), teachers face four major challenges when they start using English, including teachers’ language abilities, students’ proficiency, appropriate methods, and inadequate resources.

First, teachers are reported to experience linguistic difficulties. They struggled to communicate themselves by paraphrasing, seeking words, and refining statements. These factors can have a negative impact on student learning, including reduced subject coverage and knowledge loss.

The second challenge for EMI teachers is a search for effective pedagogy. Wilkinson (2005) found that the use of EMI by Dutch subject professors resulted in reduced communication and lower educational quality because of insufficient oral language skills. To eliminate this problem, he suggests that EMI can lead to effective content learning if instructional techniques are adapted. Other studies shed light on students' language abilities. Kyeyune (2010) observed communication difficulties in Ugandan classrooms due to pupils' limited English ability.

The final challenge causing implementation problems is limited resources. Kaplan (2011) examining Several Asian nations' language policies conclude that "funding for textbooks, teacher training, and normal programs are all inadequate" (p. 318).

4.2 For Learners

Bradford (2016) proposed four categories of challenges found in EMI: linguistic challenges, cultural challenges, structural challenges, and identity-related (institutional) challenges.

First, linguistic challenges are those related to language issues. Students frequently find it challenging to understand lecture material provided in English. Students studying in English as a medium of instruction often face difficulties comprehending academic literature written in English because of their limited proficiency in the language.

Then we have cultural challenges, which are described as a mismatch between the traits and expectations of students from different countries and those from the inside (Bradford, 2016). The EMI lecturers' and teachers' experiences have a significant impact on cultural

issues. Bradford (2016) claims that some Japanese lecturers felt pressured to change their methods, which could impact Spolsky's theory's identification force and national ideologies. Perhaps this type of cultural conflict is less of a cultural difficulty than those involving interaction with local instructors.

The EMI program faced structural obstacles pertaining to overall program coherence. These challenges included a dearth of EMI courses and the incapacity of support staff to collaborate with a diverse population. Several studies assume that very high proficiency levels are necessary to learn EMI courses, yet with little or no institutional help to attain such levels.

The last one is identity-related institutional, in which its difficulty pertains to the external perception of the EMI program, including its identity, professors, and student enrollment. (Bradford, 2016).

5. Language Planning and policy

Language policy and language planning (LPP) are two related concepts; they are two sides of the same coin. Indeed, Linguists use them interchangeably to talk about the language systems that different governments around the world follow.

5.1 Definition of LPP

language planning was first used by Haugen (1966), who described it as all deliberate actions intended to alter the linguistic behavior of a speech community. In other words, it is a purposeful and deliberate linguistic alteration intended to address specific linguistic problems or implement specific reforms. Consequently, it will either motivate or discourage individuals from speaking a specific language.

in the other hand, language policy is known by The creation of laws, rules, and official stances pertaining to language usage and the distribution of linguistic resources by a government or other political entity is referred to as language policy (Orman, 2008). In

another way, it can be described as a collection of laws that a nation enacts to safeguard, advance, support, or oppose the usage of a particular language.

6. Significance of Implementing EMI in Algerian Higher Education

Being a universal language, English is essential for educational accessibility. The main things that have improved the methods and applications and motivated teachers, parents, and students to use the English language in school education despite their fear of the potential loss of their native tongues are access to educational opportunities, career development, and a vast reservoir of knowledge and technology. The growing demand for English in the global market and advances in science and technology have a significant impact on education in public schools in non-English-speaking nations (Coleman, 2006).

According to Coleman (2011) English is also essential for “increasing employability, facilitating international mobility, unlocking development opportunities, accessing crucial information, and acting as an impartial language,”. Therefore, it is undeniable that EMI is linked, either directly or indirectly, to the socioeconomic reality that English is required for further education and jobs in the global economy. By highlighting the role of EMI, Kalpan(2023) contends that EMI is viewed as a way for socioeconomically marginalized groups to gain linguistic capital, which is thought to grant access to the global economy. Wang (2009) also concluded that EMI provides ESL and EFL students with a strong platform for achieving their academic and professional objectives.

In addition, most non-native speakers and developing country governments hope to improve their standing by implementing English in the workplace, media, trade, education, and organizations. By exposing students to a variety of academic cultures and viewpoints and developing their critical thinking abilities, EMI can raise the standard of Higher Education in Algeria. Additionally, EMI can give Algerian academics the chance to publish their work in prestigious journals, engage with global academic and research networks, and travel the world

to attend conferences and seminars. Finally, implementing EMI can promote Algeria's economic development and inclusion in the global market by providing graduates with English language fluency, boosting the country's competitiveness. Therefore, to prepare graduates for the 21st-century labor market and academic world, Algerian universities must engage in English language instruction and integrate EMI into their curricula. (Ouarniki2023)

Section Two: Teachers and Students' Perceptions about the Implementation of EMI in Higher Education.

1 Definition of Perception

One of the most essential components of human cognition is perception. People create meaning, develop beliefs, and navigate their environment through perception. This complex cognitive process produces a wide range of interpretations and understandings by integrating sensory data with prior knowledge, cultural influences, and personal biases. Perception refers to the way we view, comprehend, or interpret something. Perception, in this context, refers to a person's subjective knowledge or interpretation of a circumstance, idea, thing, person, or event. It is the process that enables us to create attitudes, opinions, beliefs, and judgments about the world in which we live. According to Otter et al (2013), perception is an information-gathering process that entails actively searching out and analyzing facts, while Fieldman (1999), stated that perception is a helpful function that helps us see beyond the inputs that are right in front of us, allowing us to form a cohesive picture of our surroundings. This suggests that vision helps us generate meaningful scenarios.

However, perception, according to Morgan (1987), includes how something feels, tastes, smells, and appears, suggesting that it requires the fusion of sensory inputs to create a thorough comprehension. Different definitions define perception as all that a person experiences, emphasizing how ubiquitous it is in our day-to-day existence. DeVito (2016) declared that perception entails an active interaction with our surroundings as it is the deliberate use of one's senses of taste, smell, touch, and hearing to become aware of objects, events, and people in particular. It emphasizes how perception is an active process, as opposed to a passive one. To Leather (1992), perception is the cognitive process that all people utilize to understand and interpret their surroundings, with an emphasis on highlighting how important perception is to understanding the world we live in. When taken as a whole,

these viewpoints show perception as a complex cognitive process essential to human experience and comprehension.

These concepts lead to the conclusion that perception is a dynamic cognitive process that actively engages with the world, involving the interpretation of past experiences, cognitive processes, and sensory perception. People use perception to create meaning, form views, and make sense of the world in which they live. Furthermore, perception is an active process that shapes how people interact with their environment rather than a passive reception of inputs. All in all, these viewpoints emphasize how perception plays a basic role in forming human cognition and experience.

2 Process of Perception

It is difficult to understand how human perceptions work when we do not understand the processes involved. Understanding the complexity of our perception, brain processes, and neural connections is crucial to understanding how we perceive the world. According to Goldstein (2010), perception is the result of complex processes that take place outside our conscious awareness rather than just something that happens on its own, or as demonstrated by Goldstein "behind the scenes" processes. Goldstein (2010), to explain his definition has mentioned an example of a background process or "behind the scenes" as what happens when you watch a performance in the theatre. While watching the performance the attention of the audience is on how the actors perform on stage, and their interactions with characters in the middle, they see only a small part of what is happening during the performance. However, behind the scenes the actors change clothes, prepare for changes, the stage manager and the lighting director ensure the smoothness of the performance. According to this example by Goldstein, the way people see the world around them is only a small part of what happens while watching, just as the audience sees only a small part of the play. According to Jobber (2004, as cited in Amodio 2006): "perception is the complex process by which people select,

organize and interpret sensory stimulation into a meaningful picture of the world" (p.149). From Jobber's definition, we found that the perception process consists of three stages: selecting, organizing, and interpreting.

2.1 Selecting:

The first stage of perception involves the selection of emotional stimuli, which are categorized to identify important ones. DeVito (2016,) states that "at this first stage of perception, your sense organs are stimulated—you hear a new CD, see a friend, smell someone's perfume, taste an orange, receive an instant message, feel another's sweaty palm."(p.84). In summary, the concept of stimulation shows the relationship between the understanding process and external stimuli. Auditory information and cognitive processing interact to represent the selection of stimuli as the first stage of our perception of reality. DeVito (2016) says that selective perception involves both selective attention and selective exposure.

- a. Selective attention DeVito (2016) argues that selective attention focuses on stimuli that suit one's needs or interests.
- b. Selective Exposure: DeVito (2016) explains that by presenting yourself to people or words similar to your previous ideas, you can practice selective exposure.

2.2 Organizing:

After selection, the next step is to organize the selected data. The way the mind engages transforms necessary information into meaningful patterns is organization, one of the ways to organize these information is by schemata. DeVito (2016) emphasizes the importance of creating a mental models or schemas, that help you organize different types of information you encounter every day, besides to the information you already have in mind. As stated in

DeVito (2016): "You develop schemata from your own experience" (p.85). In other words, people tend to form schemas based on their experiences.

2.3 Interpreting:

The final stage of the perception process is interpretation, where people give meaning to the perceived information from their surrounding based on their previous knowledge, beliefs, experiences, and expectations. According to DeVito (2016), individuals also relate the stage of interpretation to evaluation, he coined the term "interpretation-evaluation" for this stage. He argues that many things have a significant impact on how we interpret the world around us such as our physical and emotional states, experiences, desires, values, beliefs, expectations, etc. In other words, the final stage of perception involves the interpretation of the perceived information, by the use of existing knowledge structures (such as schema), which shapes people's responses to stimuli, objects, ideas, and people shaping their interactions.

As a summary, the perception process goes through three main stages: selection, organization, and interpretation. Perception begins with the senses; Your body detects signals from the environment. During this time, the person uses the five senses to interact with his environment. In the first stage, people interact with the environment and choose things that suit their interests. The brain then records and receives the ideas. You can then organize these signals into patterns using some structures, like schema.

3 Components of Perception

According to Saks and Johns (2011), there are three components to perception: the perceiver, the target, and the situation.

3.1 Perceiver

The perceiver is the person who realizes something. It refers to the person who experiences and interprets sensory information from the environment. He is essential to the

perception process because he or she actively receives, organizes, interprets, and makes sense of sensory data. The perceiver's sensory abilities, cognitive processes, beliefs, experiences, emotions, and expectations all impact how they perceive and understand their surroundings. The perceiver's role in perception emphasizes the subjective character of our sensory experiences as well as the significance of taking individual differences and other factors into account when interpreting the world. Viewing the function of the perceiver in perception allows researchers and psychologists to investigate how cognitive processes, emotions, biases, and other factors influence our perceptions and affect our view of reality.

Saputra (2020) said that there are four main characteristics four characteristics greatly influence how a person perceives others in the environmental situation.:

- Knowing oneself makes it easier to see others accurately.
- One's own characteristics affect the characteristics one is likely to see in others.
- People who accept themselves are more likely to be able to see favorable aspects of other people.
- Accuracy in perceiving others is not a single skill.

3.2 Target

When observing or focusing, the perceiver directs their attention to the target, which can be a thing, event, or stimulus. The perceiver's focus is directed towards the target, which refers to the specific entity being processed and interpreted by the sensory system and cognitive processes.

How the observed target is perceived can be influenced by its characteristics. Physical appearance influences our opinions of others. Individuals with extreme attractiveness or

unattractiveness are more likely to stand out in a group compared to those with average liking abilities. Our perception of a target is influenced by various factors, such as motion, sound, and size.

However, the target has a substantial impact on an individual's perceptual experience because it determines how sensory information is processed, comprehended, and influences thoughts, emotions, and behaviors. The perceiver's perception and comprehension of the object may be influenced by its features, such as size, form, color, movement, and context.

Understanding the role of the target in perception helps researchers and psychologists investigate how different stimuli are processed by the sensory system and how they are integrated into our overall perceptual experience. By studying the interaction between the perceiver and the target, researchers can gain insights into the mechanisms underlying perception and how sensory information is translated into meaningful experiences.

3.3 Situation

The situation refers to the larger context or environment in which the experience is occurring. According to Saputra (2020), the circumstances involve a variety of aspects, such as the physical location, social context, emotional state, cultural norms, and personal experiences, all of which can influence how an individual perceives and interprets stimuli. It is important in influencing perception because it offers the context for processing and understanding sensory information. Even when the same stimulus is offered in different contexts, perceptual experiences might vary. For example, a person's perception of a busy street scene may be influenced by their mood, previous experiences in comparable circumstances, cultural expectations of metropolitan settings, and social interactions with people in the scene. The situation is related to the interaction between the perceiver and the target, which has an influence on the perceiver's impression of the target.

The situation can also impact attention and focus, as well as on how sensory information is interpreted and understood. For example, a person's perception of a loud noise and how situations influence perception are critical for academics and psychologists examining how people make sense of their surroundings. By considering the situational aspects that shape perception, researchers can obtain insight into how sensory information is processed in real-world circumstances and how perceptions are influenced by things other than the stimulus itself.

4 Forms of Perceptions

According to Solso et al. (2014), perception is divided into two forms, there are: positive perception and negative perception.

4.1 Positive Perceptions

Positive perception refers to an individual's positive judgment of an object or information that aligns with expectations or established rules. Positive perception stems from subjective contentment with the viewed thing, knowledge, and experience with it. These perceptions reflect a positive mindset appreciation, and satisfaction with their environment, lifestyle, family, success, friends...etc.

4.2 Negative Perceptions

Negative perception occurs when an individual holds a negative opinion of an object or knowledge, which contradicts current rules or expectations. Negative perception stems from subjective unhappiness, ignorance, and lack of experience with the observed object. It can lead to feeling of disengagement, frustration, lack of confidence, and may impact their mental and physical health.

5 Factors influencing perceptions

Basically, everyone has a different perception. And, there are six factors which influence someone's perception. According to Gibson, Ivanovich and Donnelly (1985), there are six factors which influence someone in drawing a perception, namely stereotype, selectivity, self-concept, situation, needs, and emotion:

5.1 Stereotype

Stereotypes are generic beliefs about a specific group that applies to all members. This suggests that individuals have internalized knowledge, yet are unsure of its validity. Stereotype can play a significant role in shaping teachers' and students' perceptions toward the use of EMI in higher education through a lot of ways like:

a. Language proficiency Stereotype: there may be a stereotype that teachers and students are less proficient in English and will struggle with academic content delivered in English because they used to study in French. This stereotype can lead to a negative perception teachers and students, which may affect their performance in an English-medium classroom.

b. Cultural Background Stereotype: Stereotypes about certain cultures or nationalities can also influence our perceptions. Teachers and students may hold biases about the academic abilities of individuals from a specific cultural background. This stereotype can affect the way students think; as a result, their academic performance will decrease.

c. Perceived Language Hierarchy: Stereotypes about the superiority of English as a global language can influence perceptions of the use of English as a medium of instruction in higher education. Teachers and students may view English as the standard for academic success and professional advancement, leading to a preference for English-medium instruction even if it may not be the most effective approach for all students.

5.2 Selectivity

People always select the things they like or not. Therefore, the perception is based on what people like or dislike about the implementation of EMI in higher education. According to Gibson et al (1985), people tend to dismiss information or cues that may cause discomfort. So, perception is influenced by our own preferences. People tend to choose stimuli that are beneficial to them, and individuals have diverse interests and may prioritize what is relevant to their needs. This explains why individuals view things differently.

5.3 Self-Concept:

Gibson et al (1985) defines Self-concept as the way individuals see and feel about themselves, including their beliefs, attitude, and values. In our research context, self-concept can play a significant role in shaping students' and teachers' perceptions in this way:

a. Self-Confidence: Students and teachers with a positive self-concept are more likely to feel confident in their abilities to learn and teach English, which will make them have a positive perception of the implementation of EMI in HE.

b. Identity and Attitude: Both identity and attitude play a significant role in shaping our perceptions. Teachers and students who feel confident in their own English language skills and who trust themselves to use the language proficiently will be more likely to support the use of EMI.

c. Motivation: Teachers and students with a strong self-concept will have more motivation to improve their English skills because they believe in their own capabilities. As a result, they will have a positive perception of the use of EMI.

5.4 Situations

People's perceptions are influenced by situations because they have an impact on their everyday habits and feelings. Perceptual accuracy is also influenced by the environment in which individuals live. People tend to work quickly when they do not have much time. Due to

time limitations, people pay less attention to the factors that might affect the outcomes. Dealing with this research, if teachers and students find out that there will be a lot of requirements from the government while applying English in their courses, they will consider a negative perception of this policy.

5.5 Needs

Needs and desires substantially influence perceptions. Someone's need for something influences his or her perception. To apply EMI in Algerian institutions, professors and students look for sources, materials, and government training. If those criteria are already met, teachers will adopt EMI willingly.

5.6 Emotions

Strong emotions frequently distort perceptions, according to Gibson et al (1985). An individual's perception is also influenced by their emotions. For example, when someone feels content, they may have a positive opinion of something. For instance, if a student likes English, he will have a positive perception about the implementation of EMI, and vice versa. We can say the same thing about teachers. If they like the language, they will enjoy teaching and will have a positive perception.

Some researchers such as Slameto (2010) and Robins (2007), they summarized all the factors we mentioned before into two types: internal and external factors. Internal factors include, needs, emotions, self-concept, motivation, attitude, thought ...etc. While the external factors consist of, situations, cultural background, family history, social state ...etc.

6 Students' Perceptions about the implementation of EMI in Higher Education

Adediwura and Bada (2007) stated that " perception is reaction elicited when an impression is perceived from without after making connection with other materials in consciousness (memory)" (p.165). From this definition we can say that perception cannot be

done in vacuum. The reaction will be triggered by certain background information. A person's interest, their level of attention, their previous and present experiences, their attitude at a given time, the physical state of their sense organs, and their interpretation of their perceptions can all serve to energize their perception. According to Alagabau (2009) "perception is influenced by a number of characteristics, including personality, motivation, past and current experiences, and prior experiences, which are all important to understanding how people view events" (p.2).

In education, perceptions play a pivotal role in shaping the way students engage with various aspects of their educational experiences including students' understanding in facing some experiences, especially past experiences about their studying process.

Alagabau (2009) stated that students' perception can be viewed as their capacity to defend their own beliefs and set them apart from the research that is being discussed in class. It refers to their subjective views, beliefs, attitudes, and interpretation of various aspects of their educational experience. Students' perceptions are shaped by their individual characteristics, experiences, beliefs, and emotions, and can significantly influence their engagement, motivation, and learning outcomes in the classroom.

It is reported that students' attitudes toward the use of English as a medium of instruction influence their academic performance, language growth, global competence, confidence, and access to resources. When students see English as a useful instrument for learning, they are more likely to participate actively in class activities, improve their language abilities, and prepare for success in a globalized society. Positive impressions can boost students' confidence, self-efficacy, and motivation to overcome hurdles, while also providing them with access to a number of educational tools that can help them study more effectively. To summarize, developing favorable attitudes about using English as a medium of teaching

can help students thrive academically while also preparing them for future opportunities in an increasingly interconnected world.

7 Teachers' Perceptions about the Implementation of EMI in Higher Education

Perception is an essential part of the human experience that determines how we interpret and understand the world around us. The way we see our environment not only makes us different from animals, but also different from each other. These cognitive processes play an important role in shaping our thoughts, emotions, behaviors and decisions. Understanding how perceptions work can provide insight into human behavior, communication and relationships. According to this understanding, it is important to understand the concept of perception in depth. According to Perreault and McCarthy (2002), perception is our ability to collect and make sense of the data from the environment. Considering that we receive and analyze information from the environment, it can be said that perception is a process, in which we constantly collect and interpret information from the environment. Therefore, it is more accurate to think of perception as a continuous process rather than a single action. However, perception affects our behavior, and the way we see things affects our behavior towards them.

As cited in Frith and Dolan (1997): "For perception to occur incoming sensations must be imbued with meaning on the basis of our past experience and prior knowledge" (p.1221). Teachers' perspectives are important in determining how they act and make decisions in the field of education. Drawing from Frith and Dolan's observations, teachers' perceptions are greatly affected by their previous knowledge and their expectations. Teachers manage their classrooms based on their prior teaching experiences and educational background, much as people interpret new experiences based on what they already know. This implies that a teacher's understanding of the teaching and learning requirements is influenced by their prior experiences and body of knowledge. Additionally, just as people can have positive or negative

perceptions towards things, teachers can also have favorable or bad judgments of their students, the curriculum, the new updates, or their teaching strategies.

Teachers' responses might be influenced by how they interpret different circumstances depending on their personal perceptions. Teachers can better deal with these circumstances by being conscious of their own perceptions. This awareness empowers them to make more successful changes in the classroom. It is crucial for teachers to be self-aware in order to establish a solid learning environment.

The way that teachers approach using English as a medium of education in the classroom is greatly shaped by their perspectives, which are influenced by their expertise and past experiences. Teachers use their teaching expertise to assess the efficacy of utilizing English in the classroom, just as individuals interpret new sensations based on existing knowledge. This affects their comprehension of the language competency and learning requirements of the pupils, which in turn affects their judgment on the use of language in the classroom. Furthermore, the way teachers perceive their profession shapes the way they teach, which in turn influences how proficient in the language both teachers and pupils become.

Teachers are better equipped to make informed judgments about the use of English in the classroom and modify their teaching tactics when they are aware of the impact of their perceptions on language education. This emphasizes how crucial self-awareness is in effective language acquisition outcomes through language instruction. The teachers' knowledge about EMI from previous background, experience or training, will help them to create certain image about EMI. This image is shaped by expectations about EMI, its benefits, the challenges, methods of implementing EMI and so on. This image later on may be true as it may not.

When individuals are exposed to the implementation of EMI, their perceptions will either match the reality or will be totally different from it. Because teacher's perceptions are

very important especially when it comes to the implementation of EMI, it is critical that institutions and legislators acknowledge the crucial part that teachers' perceptions play in the execution of EMI and offer sufficient assistance and training to handle any obstacles that may come up.

Conclusion

English as a Medium of Instruction has significantly spread all over the world due to the increasing importance of English as a lingua franca. Adopting EMI, is a step for improving the global status of the educational institutions, facilitating international mobility and collaboration, and providing huge opportunity in a globalized world. This chapter focused on EMI within the context of Algerian Higher Education as well as the perceptions of both teachers and students towards it. The first section dealt with EMI, by exploring the definition, development, and benefits of EMI it provided a foundation to understand this educational procedure and its global relevance. The historical evolution of the linguistic diversity in Algeria has revealed a solid background in which it revealed the complexity of the linguistic situation in Algeria, highlighting the significant impact of this complexity on the language planning and policy in Algeria. The implementation of EMI is a strategic move to internationalize the educational institutions. The second section dealt with teachers and students' perceptions towards the use of EMI. By defining and exploring the process of perceptions, the forms and the factors influencing perceptions, we have provided insights into the different dimensions surrounding the perceptions of teachers and students towards the adaptation of EMI, which are shaped by their experiences and expectations.

Chapter Two: Data Collection and Analysis

Introduction

This chapter presents, analyzes, and discusses the results gathered from the teachers' and students' questionnaires. This research was carried out at the University center of Mila at the department of Computer Science. It aims to demonstrate the teachers' and students' perceptions of the use of English as a medium of instruction.

1. Research Methodology

In order to gather the necessary data for this study, the instrument used is the questionnaire. We have designed two questionnaires; one is directed to the computer science teachers, while the other is for master 1 learners. These questionnaires were designed with the aim of eliciting from them their perceptions on the use of English as a medium of instruction.

2. Sample

The sample of this study consists of 16 teachers of computer sciences from Mila university center (MUC). The majority of them have a long experience in teaching at the university. In addition, we have 35 master 1 students of computer science from MUC, it includes students from two different computer science specialists.

By selecting both teachers and students, we may include teachers and students from diverse backgrounds, allowing us to hear from teachers and students with different experiences within the department.

3. Description of the Questionnaires

3.1 Students' Questionnaire

This questionnaire is designed to gather information on students' perceptions about English as a Medium of Instruction (EMI) in Higher Education, particularly in Algerian universities. It consists of 16 questions which are divided into three main sections: General Information, English as a medium of instructions, and Students perceptions about the use of EMI in HE.

The first section consists of 2 questions and aims to collect demographic data such as gender and years of study in English. While the second section is composed of 7 questions, it focuses on the students' exposure to EMI, and their views about the capability of replacing French with English including some challenges faced by learners. However, the third part of the questionnaire is made up of 7 questions. This part intends to explore students' perceptions and attitudes towards the impact of EMI on the quality of education and their comfort with studying in English. It seeks to understand their satisfaction with available resources, the perceived enhancement of their learning experience, and the impact of EMI on their future career prospects. It also gathers their preferences for more courses to be offered in English and their overall satisfaction with EMI in Higher Education. This section aims to gather qualitative insights into the perceived benefits, challenges, and overall acceptance of EMI among students.

3.2 Teachers' Questionnaire

This questionnaire aims to collect comprehensive data from university teachers regarding their perspectives and experiences with English as a Medium of Instruction (EMI) in Algerian higher education. The questionnaire consists of 17 questions and structured into three sections: General Information, English as a Medium of Instruction, and Teachers' Perceptions toward the Use of EMI in Higher Education. The gathered data will help in

understanding the current state of EMI implementation, the challenges faced by educators, and their views on the potential impacts and necessary support for effective EMI integration.

The first section consists of two questions; it aims to gather demographic and professional background information about the teachers. This includes their current academic rank and the duration of their teaching experience at the university level. The second section has eight questions. This section provides insight into the practical aspects of EMI adoption and the readiness of the department; it focuses on assessing the current use and familiarity of EMI among teachers, and it also explores the challenges teachers face in using EMI. The last section consists of seven questions. It aims to explore teachers' perceptions toward the impact of EMI on the quality of education and career prospects for students. It also seeks to understand their comfort level with teaching in English, the support they need for effective EMI implementation, and their overall satisfaction with the use of English in Higher Education. Additionally, it looks into their views on how the government and educational institutions can facilitate a smooth transition to EMI and align it with academic standards. This section aims to gather qualitative insights into the perceived benefits and necessary measures for successful EMI integration.

4. Analysis of The Questionnaires

In the realm of higher education, the choice of language as a medium of instruction plays a crucial role in shaping the learning experience for both teachers and students. The use of English as a medium of instruction has been a topic of much debate and discussion in recent years, with proponents arguing for its benefits in preparing students for global communication and collaboration, while critics raise concerns about potential barriers to learning and understanding. To gain deeper insights into this complex issue, a series of questionnaires were administered to both teachers and students at the department of computer

science. By analyzing the responses gathered from the questionnaires will provide valuable insights to answer this investigation questions.

4.1 Students' Questionnaire Analysis

In order to know students' perceptions toward the integration of EMI in Higher Education, conducting a questionnaire was necessary. By answering this questionnaire, students will share their thought, and expectations regarding the implementation of this policy.

Section One: General Information

Q1: What is your gender?

Table1:*Students' Gender*

Options	Frequency	Percentage
Male	5	14,3%
Female	30	85,7%
Total	35	100%

This question aims to collect demographic information to analyse any potential gender-based differences in responses and perceptions regarding EMI. Most of the responders were female (85,7%), while the rest were male (14,3%). The sample is predominantly female, indicating a potential gender imbalance in the population surveyed.

Q2: How many years have you studied English?

Table 2:*Number of Years Studying English*

Options	Frequency	Percentage
1 year	3	8,7%

2 years	1	2,85%
3 years	2	5,8%
5 years	2	5,8%
6 years	1	2,85%
7 years	7	20,2%
8 years	6	17,2%
10 years	7	20%
11 years	3	8,6%
12 years	2	5,8%
Never	1	2,85%
Total	35	100%

The aim behind asking this question is to understand the students' experience and proficiency with the English language, which can influence their comfort and success with EMI. The majority of students have studied English for 7-10 years (approximately 57.4% combined). Most students have substantial experience with English, which is beneficial for adapting to EMI. However, a small percentage has little to no experience, which could present challenges.

Section Two: English as a Medium of Instruction

Q1: Which language has your teacher used to teach his module?

Table 3: Language Used by Teachers

Options	Frequency	Percentage
Arabic	1	2,9%
French	28	80%

English	6	17,1%
Total	35	100%

This question aims to gather data on the predominant language used inside the classroom. As shown above, most students (80%) said that their teachers use French to teach their module. The rest (17, 1%) declared that the language used by teachers inside the classroom is English. However, only one student (2,9%) indicated that their teacher uses Arabic to teach their module. Understanding the language used in teaching aids in assessing students' proficiency levels, identifying gaps, and designing language support programs. It allows educators to create relevant assessments and pinpoint specific areas where students struggle. This understanding helps tailor support programs to address these needs directly and integrate language learning with subject matter, making it more applicable and effective. Additionally, it guides resource allocation and professional development for educators, ensuring ongoing and adaptive support that evolves with students' proficiency levels. It also helps identify challenges students may face in understanding course materials.

Q2: How familiar are you with the concept of English as a Medium of instruction (EMI) in Higher Education?

Table 4: Familiarity with EMI in Higher Education

Options	Frequency	Percentage
Very familiar	15	42,9%
Somehow familiar	19	54,3%
Not familiar	1	2,9%
Total	35	100%

This question aims to assess students' awareness and understanding of the concept of EMI in Higher Education. As you can see on the table above, a significant amount of students (42,9%) were very familiar with the concept of EMI, while 54,3% were somehow familiar, and only 2,9% were not familiar. Assessing students' familiarity of the concept of EMI can provide insights into language proficiency levels, and readiness to engage with course materials delivered in English. It also shows students preparedness for engaging with English language materials and instructions.

Q3: Has your teacher started using EMI to deliver their courses (in English)?

Table 5: Implementation of EMI by Teachers

Options	Frequency	Percentage
Yes	24	68,6%
No	11	31,4%
Total	35	100%

The reason behind asking this question is to explore the extent to which EMI is being used by teachers. The data shows that a significant majority of students (68,6%) reported their teachers have implemented EMI, while the rest (31,4%) indicated that EMI has not been implemented inside the classroom. This finding suggests that EMI is becoming the norm in the education of these students, which aligns with the global trend in Higher Education, especially in fields like computer science. Also, insights into EMI usage can inform educational policy and curriculum development to better support for students.

Q4: Do you think that English will replace French in Algerian universities, please justify?

Table 6: Outlook on English vs French in Algerian Universities

Options	Frequency	Percentage
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Yes	31	88,6%
No	4	11,4%
Total	35	100%

This question aims to assess students' perspectives of the future Language of instruction in Algerian Higher Education, and the potential shift from French to English. Based on the table above, the majority of students (88,6%) believe that English will replace French. They justify their answer by saying that most educational sources are in English, and the science now speaks this language; it remains a language that is quick to learn and best used at this time, and they see that there are many references in English, unlike French. This strong belief amongst students shows that they start recognizing the importance of this language, and this is likely driven by global trends and the increasing importance of English in international academia and business.

Q5: Have you received any training about EMI?

Table 7: EMI Training

Options	Frequency	Percentage
Yes	15	42,9%
No	20	57,1%
Total	35	100%

This question aims to identify whether students received formal training in EMI, highlighting the availability of support for adapting to EMI. As shown above, only 42,9% of students have received training, while 57,1 % did not receive any training. This results show that more than half of students lack formal training indicating a gap in preparing students for

EMI. Without the right training, students might struggle with comprehension and engagement in English-taught courses. This shows a need for additional support and resources.

If yes, did these lessons meet your needs, please justify?

Table 8: Effectiveness of EMI Training

Options	Frequency	Percentage
Yes	12	45,5%
No	10	54,4%
Total	22	100%

This question aims to evaluate the effectiveness and relevance of EMI training, and make sure it meets learners' learning requirement. Among those trained only 45,5% found the training satisfactory, while the rest 54,4% did not. Students who are satisfied with their training said that this training helped them study because most of the references are in English, and it helped in enhancing their level of language comprehension and production. on the other hand, those who are not satisfied explained that it did not help them improve their language, but most of them said that they only attended few sessions and did not complete the training. This suggests that training programs need improvement to attract students' attention and to better meet their needs.

Q6: Have you faced any challenges with studying in English?

Table 9: Challenges with Studying in English

Options	Frequency	Percentage
Yes, many challenges.	12	35,3%
Yes, some challenges	8	23,5%

Yes, a few challenges	7	20,6%
No, not really	4	11,8%
I have not faced any challenges	3	8.8%
Total	34	100%

The aim of this question is to identify the extent of challenges students encounter with EMI. The results show that 35,3% faced many challenges, 23,5% some challenges, and 20,6% did not face serious challenges. There is a significant amount of students who experienced difficulties with EMI, and they struggle with various aspects of studying in English, indicating that further support is needed to ease this transition.

Q7: What are those challenges?

Table 10: Challenges Faced by Students

Options	Frequency	Percentage
I don't understand lecture material provided in English.	2	6.9%
Used to study in French rather than English.	22	75,9%
Didn't find available recourses and materials relevant to the courses.	1	3,4%
My level in English isn't good.	4	13,8%
Total	29	100%

This question aims to pinpoint the specific difficulties which face students with EMI, which help in making the right decisions to face these challenges. 75,9% of students struggle with the transition from French to English, 13,8% have low English proficiency, 6,9% do not understand the materials in English, and 3,4% find a lack of relevant resources. The findings show that most of students are used to study in French, underscoring the difficulty of transitioning to a new language of instruction. However, these different challenges highlight the need for focused support on language transition, proficiency improvement, and resource availability.

Section Three: Students perceptions about the use of EMI in HE

Q1: Do you believe that EMI in Higher Education enhances the quality of education?

Table 11: Impact of EMI on Education Quality

Options	Frequency	Percentage
Strongly agree	24	68,6%
Agree	7	20%
Neutral	4	11,4%
Disagree	0	0%
Strongly disagree	0	0%
Total	35	100%

This question seeks to assess views regarding whether EMI in Higher Education has a good impact on educational quality. The majority of respondents, or 68.6%, strongly agree that EMI improves the quality of education in Higher Education. Additionally, 20% more students agree with this statement, supporting the growing trend of preference for EMI. But 11.4% are still neutral. Overall, these findings highlight the high degree of student agreement about EMI's beneficial effects on the quality of education.

Q2: How comfortable are you with studying in English as opposed to French?

Table 12: *Comfort with Studying in English vs French*

Options	Frequency	Percentage
Very comfortable.	14	40%
Comfortable.	8	22,9%
Neutral.	8	22.9%
Uncomfortable.	3	8,6%
Very uncomfortable.	2	5,7%
Total	35	100%

This question is intended to know how comfortable students are with studying in English instead of French. According to the data, 40% of the students feel very comfortable studying in English; 22.9% of respondents also express comfort with studying in English. An equal number of students indicate a neutral stance, while only a small proportion (8.6%) express discomfort with studying in English. The smallest proportion (5.7%) feels very uncomfortable studying in English. The results indicate that while a significant minority of students experience discomfort, the majority of students express some level of comfort (whether it is very comfortable or comfortable) with studying in English. This indicates a mixed but generally favorable perception towards EMI.

Q3: How do you feel about the availability of resources and materials in English for your courses?

Table 13: *Satisfaction with The Availability of Recourses*

Options	Frequency	Percentage
Very satisfied.	14	40%

Satisfied.	8	22,9%
Neutral.	12	34,3%
Dissatisfied.	0	0%
Very satisfied.	1	2,9%
Total	35	100%

This question is set to explore students' satisfaction regarding the accessibility of resources and materials in English for their courses. The findings indicate that a significant majority of students expressed satisfaction, with 40% indicating they were very satisfied and 22.9% were satisfied. Another group of students (34.4%) remained neutral. Interestingly, there were no respondents who expressed dissatisfaction. However, 2.9% of them (just one student) were very dissatisfied. The results suggest a positive level of satisfaction on resources availability in English; however, a notable segment remained neutral, suggesting a potential area for further investigation into the reasons behind the neutral viewpoints.

Q4: Do you believe that studying in English enhances your learning experience?

Table 14: *Learning Experience Enhancement Via English Use*

Options	Frequency	Percentage
Yes, significantly.	22	62,9%
Yes, to some extent.	12	34,4%
I am neutral.	1	2,9%
No, not really.	0	0%
No, not at all.	0	0%
Total	35	100%

This question is designed to explore students' perceptions regarding the impact of studying in English on their learning experience. The results show that most of students (62.9%) believe that studying in English enhances their learning experience significantly, while 34.4%, believe it does to some extent. Only a small percentage is neutral, with no respondents indicating that studying in English does not enhance their learning experience. With a significant proportion, the majority of students perceive studying in English as beneficial to their learning. This positive perception could indicate the effectiveness of EMI in enhancing the learning experience.

Q5: do you think that the use of English instead of French will impact your future career prospects?

Table 15: English Impact on Students Future Carrier Prospects

Options.	Frequency	Percentage
Yes, it greatly enhances my prospects.	22	62,9%
Yes, it somehow enhances my prospects.	9	25,7%
I am neutral.	2	5,7%
No, it has no impact.	2	5,7%
No, it hinders my prospects.	0	0%
Total	35	100%

This question intends to investigate students' perceptions of the influence of using English instead of French on their future career prospects. According to the statistics presented above, a significant number of the students (62.9%) believe that using English greatly improves their prospects, while 25.7% think it somehow enhances their future career.

A small number (5.7%) are neutral, and another 5.7% believe it has no impact. No respondents indicated that using English instead of French hinders their prospects. The majority of students perceive using English instead of French as advantageous for their future career prospects; this notion may reflect the importance of the English language in many professional disciplines and worldwide contexts.

Q6: Would you prefer more courses to be offered in English rather than French?

Table 16: *Preference for English or French Courses*

Options	Frequency	Percentage
Yes, strongly prefer it.	19	54,3%
Yes, I prefer it.	12	34,3%
No, I don't prefer it.	4	11,4%
No, I don't prefer it at all.	0	0%
Total	35	100%

The aim behind this question is to discover students' preferences regarding the language of instruction for their courses. Based on the results, most of the students (54.3%) strongly prefer more courses to be offered in English rather than French. 34.3% of students prefer it, while a smaller group 11.4% indicated that they do not prefer more courses to be offered in English. Notably, no respondents expressed strong opposition to having more courses offered in English. The vast majority of students prefer having more courses in English rather than French, implying a potential preference for English as a medium of instruction.

Q7: Overall, how satisfied are you with English being used in higher education?

Table 17: *Students' Satisfaction with EMI in Higher Education*

Options	Frequency	Percentage
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Very satisfied.	14	40%
Satisfied.	14	40%
Neutral.	4	11,4%
Dissatisfied.	3	8,6%
Very dissatisfied.	0	0%
Total	35	100%

This question was mainly designed to evaluate students' overall satisfaction with the use of English in HE. As shown in the results, 40% of students are very satisfied, while another 40% are satisfied. Additionally, 11.4% indicated neutrality. 8.6% expressed dissatisfaction, while no respondents reported being very dissatisfied. Most of students are either satisfied or very satisfied with English being used in Higher Education. This could imply a general acceptance and appreciation for EMI in Higher Education.

4.2 Teachers Questionnaire

To find out how teachers perceived EMI's incorporation into higher education, a questionnaire had to be created. teachers will be able to express their opinions and expectations about how this policy will be implemented by responding to this questionnaire.

Section One: General Information.

Q1: What is your current rank?

Table 18:*Current Rank of Teachers*

Options	Frequency	Percentage
Professor.	0	0%
MCA	2	15,4%
MCB	2	15,4%

MAA	7	53,8
MAB	2	15,4%
Total	16	100%

This question aims to understand the academic ranks among the surveyed teachers. We found that each of MCA, MCB, MAB represent 15,4%, while the majority of teachers (53,8%) are MAA, and none of them is a professor. The lack of professors might suggest a younger or mid-career academic staff composition, potentially more adaptable to changes like EMI.

Q2: How many years have you been teaching at university?

Table 19: Teaching Experience of Teachers

Options	Frequency	Percentage
Lessthan 1 year	0	0%
1-5 years	1	6,3%
6-10 years	5	31,3%
More than 10 years	10	62,5%
Total	16	100%

This question aims to evaluate the respondents' teaching experience. The table above shows that most teachers (62.5%) have over 10 years of experience, while a smaller portion (31,3%) has between 6 and 10 years, only 6,3% has less than 5 years teaching experience. The high level of teaching experience suggests that the majority are seasoned educators who might have well-formed opinions and practices regarding teaching methods and language use.

Section Two: English as a Medium of Instruction

Q1: Which language have you used to teach your module?

Table 20: Language Used by Teachers to Teach Their Modules

Options	Frequency	Percentage
French	13	81,3%
Arabic	6	37,5%
English	3	18,8%

This question aims to identify the current languages of instruction used by teachers. French is the Predominantly used language (81.3%), followed by Arabic (37.5%) and English (18.8%). The findings show that French remains the dominant language of instruction in Algerian universities, and using Arabic reflects the bilingual nature of the educational system. The small fraction of teachers using English, suggest that EMI is not yet widely adopted. This highlights the initial stages of integrating EMI and the need for further efforts to increase its usage.

Q2: How familiar are you with the concept of EMI (English as a Medium of Instruction) in higher education?

Table 21: Familiarity with EMI among Teachers

Options	Frequency	Percentage
Very familiar	4	25%
Somehow familiar	10	62,5%
Not familiar	2	12,5%
Total	16	100%

The aim behind asking this question is to assess teachers' awareness and understanding of EMI. The majority are somewhat familiar (62.5%) or very familiar (25%) with EMI, with

only a small percentage not familiar (12.5%). The high level of familiarity suggests that most teachers are aware of EMI, which is a positive indicator for its potential implementation.

Q3: Have you started using EMI to deliver your courses?

Table 22: Implementation of EMI by Teachers

Options	Frequency	Percentage
Yes	5	31,3%
No	11	68,8%
Total	16	100%

This question aims to determine the extent to which teachers have adopted EMI. Only 31.3% have started using EMI, while the majority (68.8%) have not. This indicates a slow adoption rate of EMI, suggesting that while there is some adoption of EMI, it is still relatively limited. The resistance or hesitation among the majority might be due to various factors such as lack of proficiency, insufficient resources, or institutional support.

Q4: Should English replace French in Algerian universities, please justify?

Table 23: Teachers' Opinions about Replacing French with English

Options	Frequency	Percentage
Yes	15	93,8%
No	1	6,2%
Total	16	100%

This question aims to determine teachers' opinions on the potential language shift at universities. A vast majority (93.8%) support replacing French with English, with only 6.2% against it. Teachers who are with the replacement of French said that English is important in

order to open up to international universities, where the English language is used. In addition, accessing educational materials and research is in the English language, and because it is the most widely used language in scientific research. Most research references are published in this language, especially in the field of computer science. On the other hand, those who are against English said that it is best to teach in Arabic so that they do not make the same mistake they made with French. These results show that there is a strong support among teachers for transitioning to English, indicating recognition of its benefits for students' global competitiveness.

Q5: Have you received any training about EMI?

Table 24: *Training Received by Teachers for EMI*

Options	Frequency	Percentage
Yes	5	31,2%
No	11	68,8%
Total	16	100%

This question aims to find out if teachers have received formal training in EMI. Most teachers (68.8%) have not received training, with 31.2% having received some. The lack of training suggests a significant gap in preparing teachers for EMI, which could hinder its effective implementation.

Q6: If yes, did these lessons meet your needs, please justify?

Table 25: *Satisfaction with EMI Training*

Options	Frequency	Percentage
Yes	3	60%
No	2	40%

Total	5	100%
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This question aims to evaluate the effectiveness of the EMI training received. Among those who received training, 60% found it met their needs, while 40% did not. Those who did not benefit from the training said that theory is different from application, and Mastering a language requires time. The mixed satisfaction levels indicate that while some training is helpful, it needs to be improved to fully support teachers.

Q7: Have you faced any challenges with teaching in English?

Table 26: Challenges Faced by Teachers while Using EMI

Options	Frequency	Percentage
Yes, many challenges.	2	18,2%
Yes, some challenges.	7	63,6%
No, not really.	2	18,2%
No, not at all.	0	0%
Total	11	100%

This question aims to identify the challenges teachers face with EMI. Most teachers (63.6%) report facing some challenges, with 18.2% facing many challenges and an equal percentage facing few or no challenges. the widespread report of challenges highlights the need for more support and resources to help teachers make a transition to EMI smoothly.

Q8: What are those challenges?

Table 27: Specific Challenges Faced by Teachers in Using EMI

Options	Frequency	Percentage
Limited English proficiency among students.	8	72,7%
Resistant from students toward learning in English.	1	9,1%
Lack of suitable teaching materials in English.	0	0%
Other.	3	27,3%

This question aims to understand specific challenges teachers encounter with EMI. The primary challenge is limited to English proficiency among students (72.7%). Other challenges include resistance from students (9.1%) and unspecified issues (27.3%). Student proficiency is a major barrier to EMI, suggesting that efforts to improve students' English skills are critical for successful implementation. The other challenges indicate a need for broader systemic support.

Section Three: Teachers perceptions toward the use of EMI in Higher Education

Q1: Do you believe that EMI in Higher Education enhances the quality of education?

Table 28: Teachers' Perceptions on the effect of EMI on the Quality of Education

Options	Frequency	Percentage
Strongly agree.	12	75%
Agree.	2	12,5%

Neutral.	2	12,5%
Disagree.	0	0%
Strongly disagree.	0	0%
Total	16	100%

The aim of this question is examining teachers' perceptions about whether or not EMI use improves the educational quality in Higher Education. Most teachers (75%) highly agree or agree (12.5%) that the use of EMI improves the quality of education, with 12.5% remain neutral. However, none of the respondents show disagreement. According to the data that has been analysed, teachers' perceptions on the use of EMI to improve the educational quality in Higher Education settings are positive. The analysed data reveal a common sense of confidence among teachers in the significant impact of EMI in improving the quality of education.

Q2: How comfortable are you with teaching in English instead of French?

Table 29: *Teachers' Comfort Level with Teaching in English instead of French*

Options	Frequency	Percentage
Very comfortable.	2	12,5%
Comfortable.	8	50%
Neutral.	5	31,3%
Uncomfortable.	1	6,3%
Very uncomfortable.	0	0
Total	16	100%

This question is set to determine how comfortable teachers are teaching in English instead of French. The results show that half of teachers (50%) feel comfortable, while 12.5%

indicate feeling very comfortable with teaching in English, showing a considerable comfort level in adjusting to English. In addition, 31.3% remain neutral, and a small minority (6.3%) acknowledge that they are uncomfortable in teaching in English. Interestingly, none of the respondents report feeling very uncomfortable. Overall, the findings show that teachers are very comfortable teaching in English instead of French. The existence of a neutral group, however, indicates that a notable percentage of instructors (31.3%) do not strongly support or oppose to teaching in English. Their responses may indicate a lack of strong preference or discomfort in teaching in English. Also, it may indicate that this proportion of teachers have not yet start teaching in English instead of French; however, this may as well indicate a willingness to adjust to teach using English if necessary.

Q3: What resources or support do you think teachers would need to effectively deliver courses in English?

Table 30: *Teachers' Perceptions about the Support they Need to effectively deliver courses in English*

Options	Frequency	Percentage
Professional development programs for improving English proficiency.	11	68,8%
Access to quality teaching materials and recourses is English.	4	25%
Support from administration for adapting curriculum and	3	18,8%

assessment method		
Other.	1	6,3%

This question was designed to identify the resources and support that teachers need for effectively delivering courses in English. Most of the teachers have chosen professional development programs for improving English proficiency. This answer reflects teachers' awareness of the significance of language proficiency for delivering courses in English effectively. Furthermore, there is a considerable emphasis on having access to high quality teaching materials and resources in English. Besides, teachers underline the necessity of administrative support in adapting curriculum and assessment methods. One 'other' response is a desire to be train in English-speaking countries, which can greatly improve language skills and cultural knowledge. The 'other' responses reveal some amount of diversity of the factors that affect teachers' desire for delivering courses in English effectively, even though it was only one answer but it should be taken into consideration.

Q4: What advantages do you think EMI would offer in term of career prospects for students?

Table 31: Career Advantages of EMI for Students

Options	Frequency	Percentage
Access to a wider range of job opportunities.	8	50%
Better prospects for pursuing postgraduate studies abroad.	13	81,3%
Increase competitiveness in	6	37,5%

the global job market.		
Other.	1	6,3%

This question seeks to identify the advantages of EMI regarding students' career prospects. Teachers have selected multiple choices concerning the advantages of EMI in improving students' career prospects. Most of the teachers believe that EMI will provide their students with a better prospect for pursuing postgraduate studies abroad. A significant proportion see that EMI may help them access to wider range of job opportunities. Moreover, many teachers think that EMI may increase competitiveness in the global job market. Only one respondent chooses another option beyond the listed ones, the answer indicate that EMI provides an access to more sources of knowledge. Based on the identified advantages by teachers, it is highly clear that teachers realize the importance of EMI for academic development and international mobility, highlighting the impact of EMI in improving students' career prospects.

Q5: How can the Algerian government and educational institutions collaborate to ensure a smooth transition to using EMI in Higher Education?

Table 32: *Collaborative Strategies for The Smooth Transition to EMI in HE*

Options	Frequency	Percentage
Providing professional development opportunities for educators.	12	75%
Establishing language proficiency standards for	6	37,5%

students and faculty.		
Offering financial support for language programs.	9	56,3%
Other.	0	0%

This question aims to explore the effective strategies through which the Algerian government and educational institutions can collaborate to facilitate a smooth transition to using English as a Medium of Instruction in Higher Education. As shown in the results above, most of the respondents think that the Algerian government and educational institutions may collaborate by providing professional development opportunities for educators. Additionally, a significant percentage advocates that the collaboration to ensure a smooth transition to using EMI in higher education may take place by offering financial support for language programs. However, a notable percentage of teachers believe that establishing language proficiency standards for students and faculty may help to achieve this collaboration between the Algerian government and educational institutions. The results obtained can indicate that the respondents chose diverse strategies that they think are helpful for collaboration between the Algerian government and educational institutions to ensure a smooth transition to using EMI in Higher Education. And this diversity reflects a holistic approach to addressing the needed requirements to ensure a smooth transition to using EMI in Higher Education, by focusing on providing professional development, language proficiency, and financial support.

Q6: How can the integration of EMI be aligned with the learning outcomes and academic standards set by Algerian Higher Education institution?

Table 33: Aligning EMI integration with Learning Outcomes and Academic Standards in Algeria HE

Options	Frequency	Percentage
Implementing differentiated instruction strategies to accommodate diverse learning needs.	11	73,3%
Providing additional language support resources, such as language labs or tutoring services.	5	33,3%
Encouraging peer collaboration and support among students with different language abilities.	6	40%
Other.	2	13,4%

This question was asked to identify strategies for aligning the integration of EMI with the established learning outcomes and academic standards of Algerian Higher Education institutions. The majority of teachers suggest implementing differentiated instruction strategies to accommodate diverse learning needs. Moreover, a notable percentage of teachers support encouraging peer collaboration and support among students with different language abilities. Many teachers emphasized providing additional language support resources, such as language labs or tutoring services. Additionally, a small percentage of teachers selected other options, among these options are teachers' suggestions for individual teaching for teachers for free; another option is that teachers must not forget that the goal is to gain scientific experiences and not focus only on the language. Overall, the approaches identified by the

teachers emphasize a focus on the importance of both tailoring instruction to meet the varied proficiency levels for free and the collaborative learning approaches to foster language development and academic success. Besides, teachers put emphasis on the significance of gaining the scientific experiences besides learning the language. Teachers who chose other options highlighted their recognition of the importance of EMI; it reveals as well how much they are interested in the integration of EMI and in the approaches that may help align this integration with the learning outcomes and academic standards set by Algerian Higher Education institution.

Q7: Overall, how satisfied are you with English being used in higher education?

Table 34: Teachers' Satisfaction with EMI in Higher Education

Options	Frequency	Percentage
Very satisfied.	7	43,8%
Satisfied.	5	31,3%
Neutral.	3	18,2%
Dissatisfied.	1	6,8%
Very dissatisfied.	0	0%
Total	16	100%

The aim behind setting this question is to know teachers' overall satisfaction with the use of English in Higher Education. What is remarkable in the data shown above is that the majority are satisfied with EMI, with (43.8%) being very satisfied and (31.3%) being satisfied with English being used in higher education. Furthermore, (18.2%) remain neutral, while a small minority (6.8%) expresses dissatisfaction. Besides, none of the respondents reported being very dissatisfied. The gathered data reveals satisfaction among teachers regarding the use of English in Higher Education; this level of satisfaction suggests a positive perception

towards English as a medium of instruction among teachers. This reveals some insights regarding teachers' acceptance and overall satisfaction among teachers towards the implementation of EMI in the Algerian Higher Education that may help in ensuring the transition to EMI successfully. Even though the majority of teachers are satisfied with EMI, a small percentage of teachers remain neutral or dissatisfied; this may indicate the presence of some teachers who are not fully content with the implementation of EMI or not fully satisfied with the implementation of EMI. This type of information helps in identifying the reasons behind this dissatisfaction and finding the suitable solutions to such challenges or needs.

5. Discussion

The aim of this study was to find out the perceptions of computer science teachers and learners about the implementation of EMI in Higher Education. In order to answer the research questions, two comprehensive questionnaires were designed to gather information from university teachers and learners. By analyzing the responses from these two key stakeholder groups, this study seeks to provide a comprehensive understanding of the current state of EMI in Algerian Higher Education, the benefits and challenges associated with its implementation, and the overall readiness of both teachers and students to embrace this educational paradigm shift.

5.1 Students' Questionnaire

This study partly sheds light on students' perceptions and experiences regarding English as a medium of instruction in Algerian universities.

The data gathered from the questionnaire has uncovered interesting facts about the use of EMI in Higher Education. Our investigation results showed a remarkable relationship between students' familiarity with EMI and their comfort level in studying in English. Students are likely to feel more at ease learning in English if they are more familiar with the

concept of EMI. Familiarity with EMI implies some amount of exposure to English-language instruction, resources, and academic discourse, which can boost students' confidence and comfort of comprehending and participating with course content presented in English. In general, it is likely that there is a positive relation between students' comfort level studying in English and their familiarity with EMI; familiarity increases students' comfort and confidence in teaching delivered in an English-medium setting, and vice versa.

This connection emphasizes how crucial it is to give students the chance to familiarize themselves with EMI and adjust to English-language learning settings. Based on the findings, most students said that their teachers use French to deliver their courses. However, 68.6% of teachers have started using EMI inside the classroom. This could imply that while some students recognize the growing usage of English in specific courses or situations, they still view French as the main language of instruction. And as mentioned in the first chapter The shift towards EMI in non-Anglophone countries reflects a global trend, with English being increasingly adopted as a medium of instruction, which means that English is gaining a great interest amongst students even if the predominant used language is French. This shows that it is important to know what students think and want when starting bilingual education programs. Also, teachers mostly use French even though students think that English will become more important in Algerian universities. This means there is a difference between the current situation and students' expectations for the future.

Students identified various challenges related with studying in English, such as being accustomed to studying in French and experiencing language proficiency issues. This point has been confirmed by Bradford (2016), who said that the main challenges faced by learners are linguistic challenges which are related to language issues. Addressing these challenges help in identifying the needed interventions to support the adaptation to EMI. Furthermore, it can help institutions improve students' academic performance and prepare

them for the needs of the globalized world. Moreover, a large proportion of students report not having received training lessons to use English, indicating a possible deficit in support for students transitioning to EMI, this point was also discussed by Bradford (2016). He declared that many students faced structural challenges, which include insufficient institutional support for achieving necessary proficiency levels.

Despite these challenges, the majority of students perceive EMI as enhancing the quality of education and significantly improving their learning experience, which suggests that while challenges exist, the benefits of EMI outweigh them, presenting opportunities for academic growth and development. Students may perceive proficiency in English and exposure to EMI as essential for their future career prospects, Ouarniki (2023) agreed with this point, she declared that Universities in Algeria need to teach English and incorporate EMI into their curricula in order to educate graduates for the academic and professional worlds. Besides, students believe that EMI enhances the quality of education due to the availability of resources and materials in English. Additionally, most of students prefer more courses to be offered in English rather than French, indicating a demand for increased access to EMI. This preference aligns with students' perceptions of the potential benefits of EMI for their academic and professional growth. As mentioned before, Coleman (2006) and Chapple (2015) declared that EMI can improve English skills, academic performance, and career prospects, supporting the notion that students see EMI as beneficial.

To sum up, the analysis reveals that most of students are satisfied with the use of EMI in MUC, along with some challenges and areas for improvement in its implementation. Including the need for effective training, and provide more courses in English. Despite these obstacles, students recognize the value of studying in English; they view EMI as an opportunity for personal and academic growth.

5.2 Teachers' Questionnaire

The aim behind designing this questionnaire is to gather comprehensive data that can inform policymakers, educational institutions, and other stakeholders about the readiness, challenges, and perceptions surrounding the integration of English as a Medium of Instruction in Algerian Higher Education. By understanding the current landscape and addressing identified needs and challenges, stakeholders can work towards optimizing the implementation of EMI and enhancing the educational experience for teachers.

According to the findings, most teachers used French and Arabic to deliver their courses due to the traditional language preferences in Algerian universities. As a result, most of them did not start using EMI inside the classroom. However, as institutions explore the adoption of EMI to align with global educational trends and enhance students' English proficiency, instructors may gradually become more familiar with EMI concepts through professional development programs, exposure to EMI literature, and collaboration with international partners. Kaplan (2011) agrees by saying that funding for textbooks, teacher training, and normal programs are all necessary for the success of this policy. Besides, when instructors become more familiar with EMI concepts and recognize its potential benefits, they may be more inclined to adopt EMI in their courses, especially if they perceive it as a means to improve students' language skills and prepare them for the global job market.

The findings suggest that teaching courses in English may present several challenges for instructors in MUC such as limited English proficiency among students. A lot of researchers such as Kyeyune (2010) observed communication difficulties inside the classrooms due to pupils' limited English ability. However, the findings show that only students have language proficiency obstacles but according to Vu and Burns (2014) teachers also experience linguistic difficulties, they struggled to communicate inside the classroom and even outside it.

Addressing the challenges faced with EMI requires a comprehensive approach that involves providing the necessary resources and support to teachers. These resources and support mechanisms may include professional development programs and Offering financial support for language programs. By linking challenges faced with EMI with resources and support needed, stakeholders can develop targeted interventions and initiatives to support instructors in overcoming barriers and optimizing the implementation of English as a Medium of Instruction in Algerian higher education.

In relation to teachers' perceptions about the implementation of EMI, they believe that EMI enhances education quality by exposing students to a global language and facilitating access to international academic resources, research, and networks. Also, they view that government should provide additional language support such as language labs or tutoring services, in order for EMI to be aligned with the learning outcomes and academic standards set by Algerian Higher Education institution. Instructors' perceptions about EMI can influence their overall satisfaction with its implementation. Positive perceptions may correlate with higher levels of satisfaction. Conversely, negative perceptions may indicate areas where improvements are needed to increase satisfaction levels.

To conclude, this study results provide important insights into how English is used at Mila university center. It shows that French and Arabic are still mostly used for instruction, although there is a growing interest in using English more. The biggest issues are students' weak language proficiency, and teachers require additional support. To address this, we need to give teachers training, funding for language programs, and additional assistance, such as tutoring. Most teachers support increasing the use of English because it can improve educational quality and provide pupils with access to international resources. By addressing the issues and building on the positive viewpoints, we can ensure that utilizing English in Algerian universities works effectively and improves the quality of education.

6. Comparison between The Findings of Teachers' and Students' Questionnaire:

The use of English as a Medium of Instruction in Higher Education has sparked widespread attention and debate, particularly in non-English-speaking nations such as Algeria. This study investigated the perspectives of computer science teachers and students on the implementation of EMI at Algerian universities. The study goal is to find commonalities and contrasts in students' and instructors' perspectives on the effect, challenges, and potential benefits of EMI by evaluating data from separate questionnaires distributed to them. This comparative analysis sheds light on the present level of EMI implementation, identifying significant areas for development and alignment to better support both students and educators during this transition.

At Mila University Center department of Computer Science, teachers primarily use French and Arabic, reflecting standard preferences in Algerian educational institutions. French continues to be the major language of instruction, even though some students have seen a progressive increase in the use of English as a Medium of Instruction.

Teachers have some reservations about using EMI because they were concerned about their students' limited English proficiency. However, both of them have positive perceptions about the implementation of this policy in Higher Education. They believe that EMI has the ability to enhance education quality, and will prepare learners for the demanding of the global world.

In order to make this move work, teachers need additional support including, professional development programs, and financial aid needed for these programs. Similarly, students require an increased availability of courses taught in English. Moreover, both teachers and learners need affective training to facilitate the adaptation of EMI.

Despite these challenges, both groups are generally satisfied with the usage of EMI moving forward, dealing with these obstacles and putting perceptions into action will be critical to improve EMI implementation and the educational experience at Mila University Center.

7. Summary of the Findings

- French is the major language of instruction, although students want more courses to be delivered in English.
- Both teachers and students have positive perceptions about the implementation of EMI in Higher Education.
- The main challenge faced by teachers is their students' weak language proficiency.
- The main challenge faced by students is that they are used to study in French rather than English.
- Both groups need affective training to facilitate the adaptation of EMI.
- Both groups are generally satisfied with the usage of EMI

8. 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:

- Before introducing English as a medium of instruction in universities, the government should help instructors and learners in improving their English skills. Because teachers used to offer classes in French or Arabic, and it is difficult for both teachers and students to transition to utilizing English directly. They should initially work on improving their proficiency in this language.

- To ensure successful implementation of this new strategy, it is advised that the government provide sufficient resources and funding. Moreover, they should raise the awareness of both teachers and learners regarding English's global status.
- Computer science teachers and learners should be taught English by competent ESP teachers.
- The Algerian government along with the educational institutions should provide professional development language programs for both teachers and students, by offering tailored training in counties speaking in English. Furthermore, the government should focus on providing both of them with the diverse scientific experiences that can be gained through encouraging global interaction by participating in international events that enrich their scientific experience as well as their exposure to the English language.

9. Limitations

Several challenges occur while doing the current investigation. The main challenge was obtaining data for practical research purposes. Many teachers were unavailable due to their busy schedules. As a result, we were obligated to contact their students in order to help in gathering the required number of respondents. Besides, students were not very cooperative with us as most of them refuse to answer.

Conclusion

The current chapter focused on the practical aspects of the research, this chapter outlined the sampling and methodology, analysis and interpretation of the gathered data from two questionnaires targeted to both teachers and students at the Computer Science department at Mila University Center. The collected data were examined and represented in tables. Both questionnaires were mainly designed to explore teachers' and students' perceptions towards using English as a Medium of Instruction(EMI). The findings showed that both teachers and

students have positive perceptions towards the use of EMI in Higher Education, specifically the Algerian Higher Education institutions. In addition, this chapter discussed a comparison between the perceptions of both teachers and students, revealing significant insight concerning a successful implementation of EMI in HE. The chapter as well shed light on the pedagogical recommendations as indicated in the findings also highlighting the limitations that the researchers encountered with while conducting this study.

General Conclusion

The English language has gained a prestigious status as a global language of science and communication. Nowadays, English is considered as the lingua franca of the world, it is increasingly used as a language of instruction worldwide, by people from different linguistic and cultural backgrounds, reflecting its significant impact. EMI is a global educational policy, that first emerged in the British former colonies, and it has been spreading since then, due to many reasons. In the global landscape of education, EMI is a phenomenon that has expanded in educational systems all over the world, and especially in non-Anglophone countries. The main aim behind the implementation of EMI is to internationalize the Higher Education. The policy makers in Algeria, and like other countries in the world they were interested in EMI.

This study set out to investigate and compare Teachers' and students' perceptions toward the implementation of EMI in Higher Education. Also, it attempts to figure out the difficulties that may face both of them. Besides, it sheds the light on the importance of integrating English in Higher Education. In order to achieve those aims, a questionnaire is administrated to 16 teachers and 35 master 1 students at the department of computer science at Mila university center.

The data gathered and presented from both questionnaires indicate that both teachers and students have positive perceptions about the implementation of EMI in Higher Education. They believe that EMI effect the quality of education and students' performance positively. It reveals several key insights that highlights both the opportunities associated with EMI. However, the results of the research indicate that through the implementation of EMI many challenges may face both teachers and students due to the complexity of the linguistic situation in Algeria, since the dominant language of instruction is French as well as both teachers and students have a limited level in the English language. Furthermore, the findings show that both students and teachers need to receive affective training to facilitate the

implementation of this policy. Hence, the Algerian government along with the educational institutions has to provide the suitable solutions and the support needed to ensure the success of this policy.

According to the results of this study, it can be said that both teachers and students have a positive perception towards using English as a Medium of instruction, also both are aware of the importance of EMI. However, it is important to highlight that despite the positive perceptions towards EMI, the implementation of EMI in the context of the Algerian Higher Education is a hard task due to several circumstances. The implementation of EMI is a new for the Algerian teachers and students. Therefore, further investigation is needed to be done concerning this topic.

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Appendices

Appendix A

Student's Questionnaire

Dear student

You are kindly invited to participate in our survey which aims at understanding your perspectives and opinions regarding the use of English as a medium of instruction in Algeria higher education. By sharing your insights, you significantly contribute to the reliability of our research findings. We assure you that all replies will remain strictly confidential and solely used within the scope of this work.

To provide an accurate response, please select the appropriate boxes and offer detailed explanations where needed. Your participation is highly valued.

Please note that your contributions will only be utilized for the purposes outlined above.

Thank you for your cooperation!

Section One : General Information.

1. What is your gender?

• Male.

• Female.

2. How many years have you studied English?

.....

Section Two: English as a Medium of Instruction.

1. Which language has your teacher used to teach his module?

• French.

• Arabic.

• English.

2. How familiar are you with the concept of English as a Medium of instruction (EMI) in higher education?

- Veryfamiliar.
- Somehowfamiliar.
- Not familiar.

3. Has your teacher started using EMI to deliver their courses (in English)?

- Yes.
- No.

4. Do you think that English will replace French in Algerian universities?

- Yes.
- No.

Pleasejustify:

.....
.....
.....

5. Have you received any training about EMI??

- Yes.
- No.

If yes, did these lessons meet your needs?

- Yes.
- No.

Pleasejustify:

.....
.....
.....

6. Have you faced any challenges with studying in English?

- Yes, many challenges.

- Yes, some challenges.
- Yes, a few challenges.
- No, not really.
- I have not faced any challenges.

7. What are those challenges ?

- I don't understand lecture material provided in English.
- Used to study in French rather than English.
- Didn't find available resources and materials relevant to the courses.
- My level in English isn't good.

Section Three: Students perceptions about the use of EMI in HE.

1. Do you believe that EMI in Higher Education enhances the quality of education?

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly disagree.

2. How comfortable are you with studying in English as opposed to French?

- Very comfortable.
- Comfortable.
- Neutral.
- Uncomfortable.
- Very uncomfortable.

3. How do you feel about the availability of resources and materials in English for your courses?

- Very satisfied.
 - Satisfied.
 - Neutral.
 - Dissatisfied.
 - Very dissatisfied.
4. Do you believe that studying in English enhances your learning experience?
- Yes, significantly.
 - Yes, to some extent.
 - I am neutral.
 - No, not really.
 - No, not at all.
5. do you think that the use of English instead of French will impact your future career prospects?
- Yes, it greatly enhances my prospects.
 - Yes, it somehow enhances my prospects.
 - I am neutral.
 - No, it has no impact.
 - No, it hinders my prospects.
6. Would you prefer more courses to be offered in English rather than French?
- Yes, strongly prefer it.
 - Yes, I prefer it.
 - No, I don't prefer it.
 - No, I don't prefer it at all.
7. Overall, how satisfied are you with English being used in higher education?

- Very satisfied.
- Satisfied.
- Neutral.
- Dissatisfied.
- Very dissatisfied.

Thank you for your participation

Appendix B

Teacher's Questionnaire

Dear teachers

You are kindly invited to participate in our survey which aims at understanding your perspectives and opinions regarding the use of English as a medium of instruction in Algeria higher education. By sharing your insights, you contribute significantly to the reliability of our research findings. We assure you that all replies will remain strictly confidential and solely used within the scope of this work.

To provide an accurate response, please select the appropriate boxes and offer detailed explanations where needed. Your participation is highly valued.

Please note that your contributions will only be utilized for the purposes outlined above.

Thank you for your cooperation!

Section One: General Information.

1. What is your current rank?

- Professor.
- MCA.
- MCB.
- MAA.
- MBA.

2. How many years have you been teaching in university?

- Less than 1 year.
- 1-5 years.
- 6-10 years.
- More than 10 years.

Section Two: English as a Medium of Instruction.

1. Which language have you used to teach your module?

- French.
- Arabic.
- English.

2. How familiar are you with the concept of EMI (English as a Medium of Instruction) in higher education?

- Very familiar.
- Somehow familiar.
- Not familiar.

3. Have you started using EMI to deliver your courses?

- Yes.
- No.

4. Should English replace French in Algerian universities?

- Yes.
- No.

Please justify:

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5. Have you received any training about EMI??

- Yes.
- No.

6. If yes, did these lessons meet your needs?

- Yes.
- No.

Please justify:

.....

7. Have you faced any challenges with teaching in English?

- Yes, many challenges.
- Yes, some challenges.
- No, not really.
- No, not at all.

8. What are those challenges?

- Limited English proficiency among students.
- Resistant from students toward learning in English.
- Lack of suitable teaching materials in English.
- Other.

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Section Three: Teachers perceptions toward the use of EMI in Higher Education.

1. Do you believe that EMI in Higher Education enhances the quality of education?

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly disagree.

2. How comfortable are you with teaching in English instead of French?

- Very comfortable.

- Comfortable.
 - Neutral.
 - Uncomfortable.
 - Very uncomfortable.
3. What resources or support do you think teachers would need to effectively deliver courses in English?
- Professional development programs for improving English proficiency.
 - Access to quality teaching materials and recourses is English.
 - Support from administration for adapting curriculum and assessment method.
 - Others.
-
4. What advantages do you think EMI would offer in term of career prospects for students?
- Access to a wider range of job opportunities.
 - Better prospects for pursuing postgraduate studies abroad.
 - Increase competitiveness in the global job market.
 - Others.
-
5. How can the Algerian government and educational institutions collaborate to ensure a smooth transition to using EMI in Higher Education?
- Providing professional development opportunities for educators.
 - Establishing language proficiency standards for students and faculty.
 - Offering financial support for language programs.
 - Other.
-

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6. How can the integration of EMI be aligned with the learning outcomes and academic standards set by Algerian Higher Education institution?

- Implementing differentiated instruction strategies to accommodate diverse learning needs.
- Providing additional language support resources, such as language labs or tutoring services.
- Encouraging peer collaboration and support among students with different language abilities.
- Others.

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7. Overall, how satisfied are you with English being used in higher education?

- Very satisfied.
- Satisfied.
- Neutral.
- Dissatisfied.
- Very dissatisfied.

Thankyou for your participation

Résumé

Au cours des dernières décennies, l'enseignement supérieur algérien a manifesté un intérêt croissant pour l'anglais comme langue d'enseignement. Cet intérêt peut avoir plusieurs raisons, mais la plus importante est le désir d'internationaliser l'enseignement supérieur et de préparer les étudiants à la demande du marché du travail mondial. Cette étude vise à enquêter et comparer les perceptions des enseignants d'informatique et des étudiants de master 1 quant à la mise en œuvre de l'ALE dans l'enseignement supérieur. Il cherche à répondre aux questions suivantes : Quelles sont les perceptions des enseignants et des étudiants du département d'informatique à l'égard de la mise en œuvre de l'ALE dans l'enseignement supérieur ? Comment les perceptions des enseignants et des apprenants diffèrent-elles concernant la mise en œuvre de l'ALE dans l'enseignement supérieur algérien, et quels facteurs contribuent à ces différences ? Et quels sont les défis potentiels auxquels les enseignants et les apprenants peuvent être confrontés lorsqu'ils utilisent l'anglais au lieu du français ? Le principal outil utilisé pour collecter les données nécessaires est un questionnaire. Deux questionnaires ont été conçus auprès de 35 étudiants de master 1 et 16 enseignants du département d'informatique du Centre Universitaire Mila. Les résultats ont révélé que les enseignants et les apprenants ont une perception positive de la mise en œuvre de l'ALE dans l'enseignement supérieur. Ils croient que malgré tous les défis auxquels ils ont été confrontés, l'ALE a un grand impact sur la qualité de l'éducation ; cela affecte la carrière des étudiants et le gouvernement devrait prendre les mesures nécessaires pour faciliter la transition du français vers l'anglais.

Mots clés : l'anglais comme langue d'enseignement, perceptions des enseignants et des étudiants, département d'informatique, mise en œuvre de l'ALE, enseignement supérieur.

ملخص

في العقود القليلة الماضية، أظهر التعليم العالي الجزائري اهتمامًا متزايدًا باللغة الإنجليزية كوسيلة للتعليم. وقد يكون لهذا الاهتمام عدة أسباب، لكن أهمها الرغبة في تدويل التعليم العالي، وإعداد الطلاب لمتطلبات سوق العمل العالمي. تهدف هذه الدراسة إلى استقصاء ومقارنة تصورات أساتذة الإعلام الآلي وطلاب السنة أولى ماستر تجاه تطبيق اللغة الإنجليزية كوسيلة للتعليم في التعليم العالي. وتسعى للإجابة على الأسئلة التالية: ماهي تصورات أساتذة وطلبة قسم الإعلام الآلي نحو تطبيق استراتيجية الإنجليزية كوسيلة للتعليم في التعليم العالي؟ كيف تختلف تصورات المعلمين والمتعلمين فيما يتعلق بتنفيذ هذه الاستراتيجية في التعليم العالي الجزائري، وماهي العوامل التي تساهم في هذه الاختلافات؟ وما التحديات المحتملة التي قد يواجهها كل من المعلمين والمتعلمين عند استخدام اللغة الإنجليزية بدلاً من الفرنسية؟ الأداة الرئيسية المستخدمة لجمع البيانات اللازمة هي الاستبيان. تم تصميم استبيانين لـ 35 طالب ماستر 1 و16 أستاذ من قسم الإعلام الآلي في المركز الجامعي ميلة. وكشفت النتائج أن كلا من الأساتذة والطلبة لديهم تصورات إيجابية تجاه تطبيق هذه الاستراتيجية في التعليم العالي. وهم يعتقدون أنه على الرغم من كل التحديات التي واجهوها، فإن استخدام اللغة الإنجليزية كوسيلة للتعليم له تأثير كبير على جودة التعليم؛ فإنه يؤثر على مستقبل الطلاب، وعلى الحكومة اتخاذ الإجراءات اللازمة لتسهيل الانتقال من الفرنسية إلى الإنجليزية .

الكلمات المفتاحية: اللغة الإنجليزية كوسيلة للتعليم، تصورات المعلمين والطلاب، قسم الاعلام الآلي، تطبيقا لإنجليزية كوسيلة للتعليم، التعليم العالي.