

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH

Abd Elhafid Boussouf University - Mila



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

**Investigating the Difficulties of Non -English
Teachers and Learners when Using
English as Medium of Instruction.**

The Case of Law Teachers and Learners

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

Didactics of Foreign Languages

Presented by

- 1) Ilham BOUDJEGHIM
- 2) Ridha AOUDJ

Supervisor:

Dr: Houda Kebbout

Board of Examiners

Chairman:

Supervisor: Dr. Houda KEBBOUT

Examiner:

2023-2024

Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

I Miss **Ilham Boudjehime**, dedicate this modest work to, my beloved family for all their endless love, support and encouragement.
My parents who have taught me to fight, to win, enjoy the taste of success.

To the most respectful man in the world, **my dear father** for his endless sacrifices.

Who had Always believe in me.

To the my Queen of heart, **my dear mother** for her boundless love, unwavering Support and encouragement .

To my beloved brothers **Bassam ,Houcine**

To my little **Loujain**

To my cherished grand family without exception.

To my dearest friend who stands with me all the time, thanks for being sympathetic and kind to me.

DEDICATION

I, Mister AoudjRidha ,Would like to dedicate this humble work to my beloved family ,growing up in this house, around my folks ,have been quite a blessing !

To the women I cherish the most. My most extraordinary, exquisite, tender and wise mother **Saida** for raising me and other five kids the way she did and for stepping up and filling my dad 's shoes , and for contributing to the upbringing of the man lam today words are not enough Mom !

To the gift that just keeps on giving , my unique oldest sister **Nadine** and my older Gorgeous sister **Nada**, words are not enough to express my gratitude for having you Around, I love you loads

To my older siblings Mehdi , Walid , and Amin , despite the age gap between us, you guys Never made me feel like I don't belong and made sure I never lacked any thing I needed o desired , am privileged to have you in my life .

To all my dear friends, this one's for you too !!

To my favourite aunties Louisa, God bless you !

To the loving memory of my late father and my number 1 supporter **Lakhdar** , I made you proud again Padre ! and my unreal Grandpa, gone but never forgotten ,I'll always care you in my heart .

Acknowledgement

No work would be achieved without patience, determination and motivation .

First and foremost, we owe our deepest gratitude Almighty **Allah**, for granting

Health, blessings, and perseverance to accomplish thesis successfully .

Foremost praise to our Gracious Lord, **Allah**.

Our heartfelt gratitude to our supervisor **Dr.Houda kabbout**for her Invaluable

guidance, support, insightful comments and encouragement during the entire

process .

We wish to extend our warmest thank to the board of examiners for their

valuable comments and precious remarks.

We express our deep appreciation to all the teachers who have been

cooperative by responding to the questionnaire.

Lastly, We are extremely thankful to the first year law students for their

valuable contribution by kindly completing the questionnaire .

Abstract

This study delves into the integration of English as a Medium of Instruction (EMI) in Algerian universities, with an emphasis on the challenges that non-native English teachers confront and how EMI impacts teaching effectiveness and students' learning output. The study utilizes a quantitative research approach, including surveys to collect information from learners as well as educators. This study aims to investigate teachers' and learners' attitudes towards adopting English as an instructional language, and to evaluate the influence of these challenges on classroom performance. The findings demonstrate that non-English teachers experience a wide range of difficulties while presenting content in English. Despite these limitations, many teachers recognize the value of EMI in preparing students for global communication and academic achievement. However, the study emphasizes the significance of centered teacher education and professional development initiatives for improving pedagogical practices and assisting teachers in navigating the complex regulations of EMI. All in all, this investigation relates to the continuing discussion about language integration in higher education and supplies informative insights into the concrete implications of implementing EMI in Algeria. The results of this study highlight the significance of fulfilling the specific requirements of non-English instructors and learners in order to maximize the benefits of EMI.

Key words: English as medium of instruction, Non-native English teachers, Algerian Universities , Professional development, Pedagogical Practices.

List of Abbreviation

AFM: Assessment and Feedback Mechanism

CLIL: Content and Language Integrated Learning

ELF: English as Lingua Franca

EMI: English as Medium of Instruction

LPC: Language Proficiency and Competence

PSA: Pedagogical Strategies and Approaches

Q: Question

TBLT: Task Based Language Learning

TTPD: Teacher training and Professional Development

List of tables

Table 1 Teachers' age	42
Table 2 Distribution of teachers universities	42
Table 3 Teachers' Field of Specialization	43
Table 4 :Préférable Language for Teaching.....	44
Table 5 :Teachers' Estimates about their English Level	45
Table 6:Teachers' Opinions towards using English as a Medium of Instruction in Education	46
Table 7:Teachers' Opinions about the English Language Training provided by their Universities	47
Table 8:Teachers' Openness about the Use of English as the Primary Medium for Instruction.....	48
Table 9:Teachers' Perceptions about the Potential Challenges while delivering English-basedInstruction.....	49
Table 10:Teachers' Perceptions about the Potential Challenges Students might encounter while using English as a Medium of Instruction.....	51
Table 11 Teachers' Description of their English Teaching Experience	53
Table 12 :Teachers' Perceptions of the Effectiveness of adopting English as a Medium of Instructions on Students' Learning Outcomes.....	54
Table 13:Teachers' Techniques and strategies.....	55
Table 14:Teachers' Means of Evaluation.....	56
Table 15:Teachers' Frequency of Collaboration	58

Table 16:Institutional Challenges and Restrictions	59
Table 17:Students' Age	67
Table 18:Students' Gender	68
Table 19:Students' Field of Study	69
Table 20:students' Experience with English	70
Table 21: Students' Exposure to Modules Using the English Language	70
Table 22:Students' Opinions towards the Usage of English in the Educational Field	71
Table 23:Students' Regards towards the employment of English as a Medium of Instruction	73
Table 24 Students' Degree of Confidence in their Ability to Comprehend Course Materials Listed in English.....	74
Table 25:Students' Perceptions towards the Integration of English as a Medium of Instruction	75
Table 26:The Effect of English Implementation on students' Performance ...	77
Table 27:Learners' Insights on the Perceived Level of Difficulty regarding learning Materials in English versus Arabic	78
Table 28:Students' Perceptions Regarding the English Language Support Programmes	79
Table 29:Students' Perceptions about Additional English Language Support	80
Table 30:Students' Estimates of The Present-day Implementation of English as a Medium of Instruction.....	81

Table of contents

Didications	2
Acknowledgement.....	4
Abstract	5
List of Abbreviation.....	6
List of tables.....	7
Table of Contents.....	9

General Introduction

1. Statement of problem	13
2. Aim of the Study	14
3. Research Questions	14
4. Research Methodology.....	15
5. Structure of the study	16

Chapter One: Theoretical part

Introduction.....	17
--------------------------	-----------

1.1. Section One: English as a Medium of Instruction

1.1.1. Definition of English as a Medium of Instruction	18
1.1.2. Emergence of English as a Medium of Instruction.....	19

	10
1.1.2.1. Emergence of English as a Medium of Instruction Worldwide.....	19
1.1.2.2. Emergence of English as a Medium of Instruction in Algeria.....	21
1.1.3. English as a medium of instruction in the era of Globalization.....	22
1.1.3.1. Definition of Globalization	22
1.1.3.2. English and Globalization.....	23
1.1.3.3. The Global Significance of English as a Medium of Instruction.....	24
1.1.4. Variations and Approaches Towards English -based Instruction	25
1.1.4.1. Content and Language Integrated Learning.....	25
1.1.4.2. English for Specific Purposes	26
1.1.4.3. Task Based Language Teaching	27
1.1.5. English as a Lingua Franca	28

1.2. Section Two: Influences on English Instruction in Algerian Higher Education.

1.2.1. Factors driving English as a medium of instruction in Algerian Higher Education	29
1.2.1.1. Colonization / Globalization.....	29
1.2.1.2. Policy	30
1.2.1.3. Curricula	31
1.2.2. Challenges in Algerian English-Based University Education	32

	11
1.2.2.1. Language Proficiency and Competence.....	32
1.2.2.2. Pedagogical Strategies and Approaches	33
1.2.2.3. Cultural Sensitivity and Inclusiveness	34
1.2.2.4. Teacher Training and Professional Development.....	35
1.2.3.5. Assessment and Feedback Mechanisms	36
Conclusion	38
 Chapter Two: Practical Part	
Introduction.....	39
Section One: Teachers' Questionnaire.....	39
2.1.2. Description of the Teachers' Questionnaire.....	40
1.2.3. Analysis and Interpretation of the Results.....	41
1.2.4. Discussion of the Results.....	61
 2.2. Section Two: Students' Questionnaire	
2.2.1. Population and Sample.....	65
2.2.2. Description of the Students' Questionnaire.....	66
2.2.3. Analysis and Interpretation of the Results.....	67
2.2.4. Discussion of the Results.....	84
Conclusion.....	87
Recommendations and Suggestions.....	89
References.....	96

Appendices

ملخص

Résumé

General Introduction

1. Statement of problem

One decisive element that contributed greatly to the inclusion of English as a Medium of Instruction in Algerian higher education was the increasing globalization and the urgent need to prepare students for today's global job market. Throughout times of emergencies, education becomes a combination of a stronghold and the wing of societal endurance (James, 2020). As a matter of facts, integrating EMI at Algerian higher educational institutions illustrates this very recent development, which represents a formidable challenge to university lecturers and learners. While the introduction of EMI in this context brings exciting opportunities and opens up new horizons, there are reasonable concerns and legitimate reservations related to its potential impact on individuals, especially those unfamiliar with English language programs and those who lack or have inadequate abilities in English. For this group, navigating this unfamiliar environment can be a discouraging and an uncomfortable process that riddles a maze of confusion and rubbish discomfort. Thus, delivering the material in a non-native language necessitates a delicate synthesis of educational expertise and cultural awareness(Clark, 2018).However, limited research has specifically investigated the impact of applying English-based instruction in an educational setting, leaving a significant knowledge gap. In this dynamic context, where language proficiency combines with pedagogical elegance,it is imperative to carry out

research that highlights the challenges and obstacles encountered by college educators and learners while integrating EMI into the higher and pedagogical skills in an EMI atmosphere.

2. Aim of the Study

This study aims to investigate the hurdles encountered by non-English instructors and students in Algerian higher education when using EMI. This end ever attempts to fill the existing knowledge gap by analysing the influence of its implementation on the educational results, providing significant and valuable insights to teachers, learners, and policymakers in this field of study. The particular goals of this investigation are to determine whether EMI increases or diminishes both students' and educators' educational achievements, and, more importantly, to uncover how these issues and barriers can affect the overall quality of their English-based instructional journey. Additionally, this study intends to contribute to a deeper grasp of non-English teachers' and students' experiences within EMI environments, as well as highlighting the effects of these features on the quality of instruction.

3. Research Questions

Building upon the provided background, this study seeks to answer the following questions:

1. How do non-English teachers and learners perceive the use of English as a medium of instruction in Algerian higher education?

2. What particular obstacles and challenges do non-English teachers and learners endure while adopting EMI into Algerian higher education settings?
3. How do the noted challenges influence the effectiveness of teaching and learning outcomes in an English-based context, especially when it comes to transmitting and acquiring subject-specific knowledge comprehensively?

4. Research Methodology

For the purpose of conducting this study and collecting the necessary data, we employed a quantitative research approach to explore and comprehend the complex integration of English as a medium of instruction into Algerian higher educational settings and its impact on teaching and learning outcomes. Utilizing a descriptive method, we have dealt with the research through numerical data. Two questionnaires were designed for first year law teachers from various higher education institutions across the country and first year law students at Mila University Center. Out of the total population of 370 students, we randomly selected 40 students as the target population for our quantitative study. This subgroup was chosen from the overall population, as they represent freshmen law learners likely to be eager and open to enhance their English-based learning journey. Their experiences and insights will provide valuable data on the integration of English as a medium of instruction in higher education contexts, the various hurdles and barriers they encounter while they adapt to this perplex transition and its impact on academic performance outcomes. The findings may not be fully generalizable, they will

help providing valuable insights into the application of EMI, as well as the perspectives and challenges faced by both teachers and learners as they try to navigate and adapt in an English-based atmosphere.

5. Structure of the study

The present dissertation consists of two chapters. The first one is devoted to the theoretical background, while the second one is for the practical framework. The first chapter is further divided into two sections: The first section is deduced to present general information about the emergence of English as a medium of instruction: its various definitions, significance and status in the global period and how it has been adopted by many governments and institutions around the world. In addition, to the function of English as a Lingua Franca.

The second section covers the elements that influence the implementation of EMI in higher education, variations and approaches towards English-based instruction. Finally, this section ends by presenting the various factors that influence teachers' and learners' performance in an English-instruction environment. Whereas chapter two covers up the practical part of our study. It clarifies the population studied and the instruments used, describes the methods and findings of a case study that looks into the usefulness of EMI in a specific higher education setting, in addition to the analysis, interpretation, and discussion of the data collected.

Chapter One: English as a medium of instruction

Introduction

In the era of Globalization, the English language proficiency becomes a mandatory skill for individuals. The global debates are observing an increasing interest in the instruction and acquisition of English. As societies become increasingly interconnected and globalised, the English language proficiency, the world wide global demand for the implementation of English as the primary channel of instruction is quickly expanding, and this increase in demand is also evident in Algeria's higher education system.

The chapter is divided into two sections; the concern of the first section is oriented towards giving a theoretical account of English as a medium of instruction and portraying some of its fundamental features. It starts by defining this newly integrated phenomenon and further delves into its evolution and emergence particularly within the context of higher educational systems broadly, with a special emphasis on its development in Algeria. Following that, it highlights the significance of EMI and its status in the Globalization era and explores the various approaches into EMI's integration. Additionally, it addresses the function of English as a Lingua Franca and delves into the investigation of EMI in the context of Internalisation. Section two is devoted to provide a comprehensive understating and shed light on a set of factors that affects English-based instruction in Algerian higher educational settings. It involves a presentation of the key elements behind

EMI's implementation in Algerian higher education as well as a detailed examination of the main challenges teachers and learners are likely to encounter while integrating English as the primary instructional tool in Algerian higher educational environment.

1.1. Section One: English as a Medium of Instruction

1.1.1. Definition of English as a Medium of Instruction

English as a Medium of Instruction(EMI)refers to the application of the English language to teach academic disciplines other than English. Macaro and Curle(2018)described EMI as a prevalent strategy in educational settings where both students and teachers utilize English as a second or foreign language. In simpler terms, EMI refers to the use of English to teach academic subjects other than English. Furthermore, Erling et al. (2016) defined EMI as a notion that covers a variety of aspects, including its complicated historical context and global importance as a widely spoken language. Thus, the term "EMI" is used in a variety of contexts, indicating its broad application, particularly in higher education institutions, where its application has increased significantly. Additionally, Taguchi (2014)proposed EMI as an explicit language learning aim and has further defined it as "curricula using English as medium of instruction for basic and advanced courses to improve student's academic English Proficiency"(p.9).This indicates that EMI could be

an effective technique for boosting students' linguistic abilities as well as their academic success.

EMI is a global phenomenon within the realm of education, with a higher prevalence in private institutions compared to public ones (DEarden, 2016). In spite of this, It is part of the broader context where English serves as a lingua franca, particularly in academic settings (Galloway et al., 2017). Therefore, EMI is an appropriate option for improving communication and collaboration among students and instructors from various linguistic origins. EMI also includes components that go beyond education, such as promoting learning, doing research, and managing programs in university settings.

1.1.2. Emergence of English as a Medium of Instruction

1.1.2.1 Emergence of English as a Medium of Instruction Worldwide

Over the last two decades, the utilization of EMI in higher education has grown significantly, with EMI programs appearing at all levels of education worldwide. According to Fenton-Smith et al., (2017) EMI has a particular significant popularity in higher education; with the number of institutions implementing EMI has experienced exponential growth in this context. Although thorough systematic or on going information on its complete implementation are limited, British Council researchers report that over 90% of private and more than 78% of public universities worldwide have been granted authorization to use EMI.

Macaro (2010) indicated that some view EMI as a relentless force .The extraordinary increase of EMI usage is most noticeable in non-Anglophone

regions such as Europe, Asia, and the Middle East. For instance, Europe has experienced a rapid rise in the prevalence of English-taught programs, most notably at the master's level and in fields like business and science.

Studies conducted by Maiworm (2008) and Wachter (2011) observed that English language instruction programs in Europe had increased by a remarkable 100% since 2002. In this context, Geographical variations have been uncovered, with EMI being used more commonly in Northern European countries, particularly Scandinavia and the Baltic countries, as opposed to Southern European countries (Hultgren, Dimova, 2015). The Bologna agreement, which emphasizes the freedom of movement for higher education students across Europe, has had a significant impact on the development of specific provisions, despite the policy's lack of concrete language standards (Nikola, Saarines, 2012). However, it has been acknowledged that there are distinctions amongst universities, and that numerous institutional, national, and global issues influence EMI implementation in Europe (Hultgren, 2014).

Similarly, since the 1980's, an endeavor has been undertaken across the Middle East to increase the availability of English-language university courses. TNE (institutional and program mobility) is one of multiple factors that have contributed to the growth of English language teaching. Notably, the United Arab Emirates (UAE) has seen an increase in the number of English-speakers due to the establishment of English-speaking university branches between 2000 to 2009. Furthermore, the rapid growth of EMI programs across

multiple academic fields at the university level can be related to the use of English as a medium of instruction during elementary and secondary school, as witnessed in Saudi Arabia (MC. Mueller, 2014; Ha. Barnawi, 2015). However, it is vital to emphasize that there is insufficient evidence to back up these claims. Nonetheless, evidence of similar developments can be found in nations such as Oman, where English is used as the principal medium of instruction in the majority of the thirty universities founded since the 1980's.

1.1.2.2. Emergence of English as a Medium of Instruction in Algeria

The implementation of EMI in Algeria, as highlighted by the Algerian Minister of Higher Education in 2019, has sparked widespread debate about its usage. A state wide study was conducted to obtain Algerians' perspectives on English and EMI. The launch of English as a "decolonizing option" in Algerian higher education has received positive feedback (Jacob, 2020). Particularly, the department of Electric and Electronic Engineering at the Institute of "Boumerdes" became the first to employ English as the medium of instruction for its subject matter.

The use of English as a medium of instruction in Algerian universities has been confined to the introduction of an area of study. This approach has been used since 1976, when it was initially revealed in the Electronic and Electrical institute as a part of a contract signed by the Education Development Center and the National Society of Fabrication and assembly of electrical and electronic engineering. The primary objective of this arrangement was to "kill

two birds with one stone" by improving both the subject knowledge acquisition and English language competency as a second language. This is accomplished as learners become more motivated to study and apply the English language.

1.1.3. English as a medium of instruction in the era of Globalization

1.1.3.1. Definition of Globalization

The term "globalization" refers to phenomena that is often used to describe processes that are thought to promote the expansion of human connection and communication across geographical and national boundaries (Robin, 1999). "Globalization", which first appeared in the field of economics, has now become a major idea in intellectual debate. This phenomenon is distinguished by increased interconnection and interdependence among individuals and cultures around the world. Additionally, the term "globalization" is widely used to describe the interconnectivity of political, cultural, and economic issues. This situation raises questions about ideas like freedom, democracy, and the role of new technologies and communication methods. It includes the processes and outcomes of the transitional and trans-cultural integration of human and non-human activities (Al Rodhan, 2006). Therefore, it can be stated that globalization is a broad notion that encompasses several implications and it is not restricted to one particular event. Furthermore, its significance may differ greatly depending on the specific social science discipline that uses it (Streetn, 1996).

1.1.3.2.English and Globalization

According to Cipriano and Vanco (2010) English-speaking countries, particularly the United Kingdom, have heavily influenced the global acknowledgment of English as the predominant tongue. This has been enabled by the imbalance of economic, political, and cultural power between states, which has contributed to the widespread adoption of English worldwide. Furthermore, the widespread use of English began towards the end of the nineteenth century, and its globalization can be linked to "the United States' rise as the world's leading economic power in the twentieth century, as well as the expansion of British colonial power, which peaked towards the end of the nineteenth century". (Crystal, 2003, p. 59). Crystal claimed that the colonial era contributed significantly to the widespread global reputation English has gained, and that English language dominance might be linked back to Britain's loss of sovereignty over its colonies. As Kell (2004) pointed out, English competence is strongly related to favourable economic prospects, opportunities for abroad learning, and the ability to reach desirable social standing in former British colonies across Asia.

Additionally, American linguist Kachru (1992) established the concept of the three circles of English. These three circles represent three categories of English speakers. The first circle, known as the inner circle, comprises

countries where English is the official or national language. The second circle, also referred to as the outer circle, includes countries that were once British Colonies and where English is extensively spoken as a second language. The third circle, commonly referred to as the expanding circle, comprises non-native English-speaking countries where English can be considered as a foreign language and is frequently taught in schools and represents a key component of social development. Thus, the English language has evolved as the primary means of global communication, allowing for widespread diffusion of new ideas and information around the world.

1.1.3.3. The Global Significance of English as a Medium of Instruction

English, as the global language of technology, holds an extremely important status in our modern world. English is taught as a second language in a variety of non-English-speaking nations, this educational initiative is conducted to ensure that everyone in the area receives high-quality education. Moreover, the official recognition of English as a means of communication among ASEAN (Association of Southeast Asian Nations) emphasizes the importance of English in promoting effective interregional dialogue and cooperation (Laungangan, Phantharakphine, Sae, Joo, 2018). Hence, the use of EMI in higher education institutions is recognized critical in providing graduates with the mandatory professional capabilities and English language proficiency (Sudathiptong, 2019). As a result, higher education institutions are able to nurture graduates who possess greater competency, enabling them to

effectively participate in the global market and contribute to the economic community (Bunwait, 2017).

Furthermore, language policy academics have shown a strong interest in the integration of English as a medium of instruction in the age of globalization. By exploiting the advantages of EMI, learners can improve their professional English proficiency, gain a better understanding of many academic subjects, and build the necessary skills to interact with the global society (Wanphet, Tantawy, 2018). English is viewed as more than just a topic, but as a significant tool in education. In this light, acquiring academic knowledge in specialized courses is considered an essential requirement for achieving English language fluency (Alfehaid, 2018). Thus, international Programs occur frequently in various faculties within higher education institutions, creating a global outlook among students.

1.1.4. Variations and Approaches Towards English -based Instruction

1.1.4.1. Content and Language Integrated Learning

One prominent variation in EMI is the Content and Language Integrated Learning (CLIL) approach.

The first appearance of the term CLIL is stated back to 1994 "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused purposes, namely subject learning and simultaneous foreign language learning" (Marsh, 1994). This definition emphasizes a double objective of acquiring both the subject substance and a

foreign language. CLIL does not teach language as an aim in itself, and there is a transition from "learning about language" to "learning through language." This allows for the integration of language and topic acquisition, focusing on the language required to understand and discuss the subject matter, while maintaining the language in context. In other words, CLIL describes circumstances in which subjects, or portions of subjects, are taught in a foreign language with the purpose of integrating both subject content and a foreign language acquisition and helps fostering a holistic learning experience. Although the label "CLIL" was coined back in 1994, the concepts upon which it is founded are not exactly a brand-new discovery. CLIL is based on the notions of bilingual and immersion education, in which subject matter is taught in a language other than one's mother tongue. These are well-established and effective instructional practices, with a lot of research literature to back them up. CLIL can be considered as a natural continuation from bilingual and immersion education, but with a focus on teaching both language and subject matter. CLIL implementation is not highly defined, and its interpretation and execution will vary widely depending on the local, regional, and national settings.

1.1.4.2. English for Specific Purposes

Another important approach within EMI is English for specific Purposes (ESP).

As English has become a global language, It is important to recognize the fundamental factors behind the establishment of ESP. According to Hutchinson and Waters (1987) the development of ESP was driven by three key reasons: “the need for a courageous and daring new global universe, a revolution in linguistics and recognition and specific attention to the learner” (p. 6). In the same line of thought, Dudley-Evans (1997) provided a definition of the term ESP and enumerated its absolute characteristics: "ESP is defined to make use of essential the strategy and exercises of the instruction it serves, and it is centered on the dialect appropriate to these activities in terms of linguistic use, lexis, enrol , aptitudes, discourse, and genre" (p.3). This implies that ESP itself doesn't merely serve as a language assistant tool used uniquely to generate general education;it's more like an approach that is used within EMI to pave the way towards the sake of gaining a more efficient linguistic outcome and tailors language instruction to meet the specific needs of learners in various academic disciplines.This variation in EMI underscore its dynamic nature, which makes it flexible and adaptable to diverse learning contexts.

1.1.4.3. Task Based Language Teaching

Another notable approach in EMI is the Task-Based Language Teaching (TBLT) method.

TBLT is a language teaching method that encourages real usage of the target language through tasks. The task is the primary component of TBLT, providing a context for learning and promoting language use outside of the

classroom. Teaching a task stimulates students to use their available language resources, leading to language learning and skill development (Ellis, 2003a). This methodology makes language learning and skill development more relevant within the real world, granting students the arsenal of skills and trust that enables them to communicate effectively in both professional and educational environments.

These various methods and variations in the field of EMI help in providing a more nuanced grasp of the subject matter and its consequences for both subject mastery and language development in educational contexts.

1.1.5. English as a Lingua Franca

In recent years, the concept of "English as a lingua franca (ELF)" has acquired substantial attention. It refers to the use of English as a medium of communication among people from various native linguistic backgrounds. This is particularly relevant given that only one in four English users worldwide is a native speaker (Crystal, 2003).

The majority of interactions within ELF occur between non-native English speakers. ELF is a subsection of the more widespread phenomena known as "English as an international language" (Jenkins, 2003). When English is used as a means of communication between people of different language and cultural backgrounds, the favourable term is "English as a lingua franca" (House, 1999; Seidlhofer, 2001). Some additionally refer to English as an inter-cultural and communication medium (Meirskord, 1996).

Thus, it is undoubtedly evident that Non-native English speakers played an instrumental role in bolstering English's undisputed position as the ultimate global language.

1.2. Section Two: Influences on English Instruction in Algerian Higher Education.

1.2.1. Factors driving English as a medium of instruction in Algerian Higher Education

1.2.1.1. Colonization / Globalization

Evans (2018) emphasized that when investigating the growing application of EMI, one contributing aspect that raises to the surface is the problematic past use of EMI in post-colonial contexts across Asia and Africa. During colonial times, English was established as the primary language used for instruction in territories like Hong Kong (Evans, 2003). In the case of Algerian higher education, it is critical to analyze the historical context and the shift from using French as the primary language of instruction. Similar to post-colonial environments in Asia and Africa, the French colonial influence have had a substantial impact on Algeria's linguistic dynamics. As a matter of facts, prior to the transition to EMI, French was asserted as the primary language for instruction in Algeria's higher educational settings. The long-term legacy of colonial history, as well as the complex dynamics of multilingual society, influence EMI implementation, as emphasized by Probyn (2001) in the case of South Africa" Language and education are twin, played crucial role in the

anti-Apartheid struggle, marked by highly politicized and contested dynamics. Therefore, any discourse on language in south Africa Education must be situated within a historical and political Framework” (p. 249).

According to Aizawa and Rose (2019) EMI has become a widely recognized practice, particularly in globalized areas. Governments actively urge higher education institutions to implement EMI in response to internationalization-focused efforts. This adoption of EMI in Algerian higher education mirrors an identical trajectory seen in other countries, where the need to internationalize and align with global trends has driven the adoption of EMI as an ideal means of instruction.

1.2.1.2. Policy

Policy constraints also have an impact on how EMI is implemented .In particular situations, higher education institutions employing EMI comply to precise language norms that specify language proficiency expectations and classroom language usage. As Kim and Kwean (2017) pointed out, prescribed EMI regulations are capable of placing mandatory requirements on teachers and students regardless of their individual motivation levels, with the goal of ensuring consistent and successful EMI implementation. This is particularly evident in contexts with high student mobility rates, like Europe, where English could function as a common language for communication, as observed by scholars Bjorkman and Colman (2010, 2011). Similar policy limitations and language norms can have a direct effect on EMI

implementation in Algerian higher education. As in other regions, imposed regulations can regulate precise language proficiency objectives and constrict classroom language usage. These findings and comments can help Algerian higher education policies absorb the influence of policy constraints on EMI implementation. It is critical to achieve a balance between language proficiency requirements and promoting inclusive and effective language use in the classroom.

1.2.1.3. Curricula

Chang (2014, 2016) stipulated that within EMI curricula, specific language policies may require exclusive instruction in English. However, it is crucial to recognise the fact that EMI has been commonly connected with English-only activities, and that the use of English in the curriculum differs across implementations. Wang and Curt(2019) pointed out that certain approaches to EMI include bilingual or multilingual strategies. They claimed that both national and university policies recognize and support bilingual education, lending institutional legitimacy and facilitating the integration of multilingual activities inside EMI.

On the basis of these observations, it would be reasonable to conclude that the adjustments made in the Algerian higher educational curricula emphasize on embracing not only an English-based approach, but rather mobilise the inclusion of other bilingual or multilingual approaches with the primary objective of improving the quality and effectiveness of EMI programs.

1.2.2. Challenges in Algerian English-Based University Education

The success of EMI implementation is dependent on a number of variables that affect students' and teachers' performance.

1.2.2.1. Language Proficiency and Competence

Language proficiency within EMI is defined as the required degree of proficiency in the English language that enables people to understand, communicate, and use the language in an academic setting (Cummins, 1994). Cummins' groundbreaking study examines language competency and how it affects learning environments, providing a comprehensive groundwork for knowledge of language evaluation and development to provide inclusive and successful educational experiences.

Language competency is the capacity to use language knowledge in relevant and useful contexts. The capacity to use language abilities in communicative and practical contexts within the unique framework of EMI is known as language competency (Canale and Swain, 1980). Language competency extends beyond basic language knowledge to include the use of language skills in realistic and communicative circumstances. It denotes the ability to understand and produce English effectively, not only in terms of syntax and vocabulary, but also in terms of the right use of language in various settings. Language proficiency is an important consideration in Algerian higher education due to the rising globalization of education and the increasing value of English as a global language. Evaluating language competence can assist

educators in tailoring their curriculum to students' linguistic requirements, ensuring that they have the essential language skills to absorb and engage with subject matter effectively.

This notion of language competency is of the utmost importance in the context of EMI in Algerian higher education, considering the fact that learners have to cultivate the required linguistic abilities in order to successfully navigate their way through academic and professional environments. Considering the linguistic proficiency and competence of teachers and learners guarantees a favourable atmosphere for the effective execution of EMI within Algerian higher educational settings.

1.2.2.2. Pedagogical Strategies and Approaches

Another vital factor that impacts knowledge transfer in EMI is the selection of accurate instructional techniques.

In Algerian higher education, pedagogical strategies are basically deliberate procedures that educators employ to promote effective learning they consist of lesson plans and evaluation techniques designed to maximize learning objectives and engage students. Furthermore, these strategies play a major part in establishing a supportive and advantageous atmosphere for worth-while educational experiences that full fills the various needs of learners. In this vain, pedagogical strategies were defined as the methods and techniques used by educators to support efficient learning in an EMI environment. These strategies include teaching philosophies, lesson plans, and activities

evaluation techniques customized for the language learning environment (Richards and Rodgers, 2001). This definition implies the concept of pedagogical techniques and methods within EMI and offers propositions into how they may be used and applied in language learning environments.

In the context of Algerian higher education, pedagogical approaches are basically comprehensive frameworks that serve as guidelines for teaching practices. They integrate instructional methods and tactics to improve the student learning and accomplish learning objectives in a variety of settings. Seemingly, Coyle et al., (2010) concluded that pedagogical approaches are Comprehensive frameworks that emphasize the integration of language instruction with content learning and direct teaching techniques within EMI. These strategies could include Task-based Language Teaching, Content and Language Integrated Learning, and many other techniques meant to improve language skills and subject mastery at the same time. Drawing on significant works that influence language teaching practices, the definitions presented above provide a foundation for understanding, the concept of pedagogical strategies and approaches within the framework of EMI in Algeria.

1.2.2.3. Cultural Sensitivity and Inclusiveness

In the context of EMI, cultural awareness and inclusiveness are of the utmost importance for the establishment of a favourable learning environment. In order to, establish an inclusive learning environment.

In the Algerian higher educational context, the term "cultural sensitivity" is basically referred to as: understanding, respect, and consideration of various cultural viewpoints, values, and traditions in order to establish an inclusive and peaceful environment. Holliday (1994) defined the term as the capacity to identify, honour, and react suitably to diversity and cultural differences in an EMI environment. It implies rejecting prejudice and preconceptions while considering and valuing the cultural backgrounds, worldviews, and customs of both learners and educators. Holliday's viewpoint highlights how crucial it is to take social and cultural aspects into account in educational environments.

According to Gay (2000) "inclusiveness" stands for the conscious attempt to foster an atmosphere that values variety and guarantees everyone, regardless of cultural origins, identity, or ability. In an EMI context, inclusivity means enabling instructors and students from varied cultural backgrounds to develop a feeling of equity and belonging.

Inspired from renowned works in the domains of language education and cultural studies, these definitions provide valuable insights regarding the concept of cultural sensitivity and inclusiveness within the framework of EMI in Algerian higher education.

1.2.2.4. Teacher Training and Professional Development

In order to successfully navigate the complexity of an EMI setting, ongoing professional growth is essential. Examining the methods used to get

teachers ready for EMI classrooms in Algerian higher educational settings reveals how flexible and efficient they actually are.

The term "teacher training" is commonly known as a methodical and systematic process that aims to provide educators with the competencies, knowledge, and abilities needed to succeed in their teaching positions. It encompasses planned lessons and workshops that improve teachers' competence in subject matter, pedagogy, and the particulars of their teaching environment. In the same line of thought, "teacher training" stands for a methodical procedure designed to provide teachers with information, abilities, and teaching techniques they need to successfully instruct students in an EMI environment. It comprises focused workshops and programs on pedagogy, cultural competency, and language ability (Johnson Freeman, 1998).

In contrast, the concept of "professional development" basically equals the purpose of improving and refining abilities, expertise, and efficiency of professionals in their respective fields in a continuous and deliberate manner. Seemingly, Richardson and Darling-Hammond (2009) referred to this term as an ongoing education that aims to improve teachers' competence, efficiency, and flexibility in an EMI setting.

Based on the invaluable observations and findings regarding this field of study, the collected perspectives offer fundamental insights into teachers' preparation and development within the realm of EMI model in an Algerian HE atmosphere.

1.2.2.5. Assessment and Feedback Mechanism

Evaluating teachers' and students' performance in an EMI environment requires the implementation of both efficient assessment procedures and feedback systems.

Within the context of Algerian higher education, "assessment" is an essential instrument for measuring the progress and efficacy of learning procedures, and it can assist both teachers and students determine sectors where they should devote more attention and efforts. Seemingly, Brown and Abeywickrama (2010) defined the term "assessment" as the methodical procedure for obtaining data and assessing students' academic achievement overall, in terms of topic mastery, language competency, and use of English as a medium of instruction. It uses a variety of techniques, including tests, projects, and presentations, with the goal of monitoring students' learning and informing educational choices.

Feedback mechanisms are generally ways to help people improve and grow continuously in different areas of learning or work environments by giving them constructive criticism on how they performed. In the same line of thought, Timperley and Hattie (2007) viewed feedback mechanisms as organized procedures for giving students helpful feedback on how they performed with the aim of promoting knowledge and improvement.

Within the context of EMI, assessment and feedback procedures are of a significant importance for monitoring teachers' and learners' performance as well as promoting ongoing development.

Conclusion

To wrap it up, previous research has shown the benefits of using English-based instruction in higher education. However, the successful adoption of English as a medium of instruction necessitates careful evaluation of key elements and adherence to applicable guidelines. Teachers and students should be aware of the elements that influence their performance in an English-instruction environment in order to identify areas for improvement and adapt to current educational policies. To meet the objective of this study, further investigations should combine theoretical discoveries with practical insights in order to improve the educational experience in an EMI educational atmosphere. By examining the findings, we can deliver the groundwork for a more interesting, reliable and productive educational experience on the higher education level.

Chapter Two: The practical field work

Introduction

As with any dissertation, it is critical to provide both a theoretical and a practical foundation. This entire chapter focuses on the statistical analysis of data obtained via questionnaires, which serves as a valuable tool for gathering information from teachers and students.

The purpose of this survey is to look into the perceptions and views of teachers and students on the difficulties and challenges associated with utilizing English as a medium of instruction and teaching. Therefore, this practical chapter begins with presenting an overview of the research population. Afterwards, it proceeds by offering the analysis and the interpretation of surveys filled by both teachers and students. Finally, the results are thoroughly discussed, providing for a more in-depth comprehension of the findings.

Section One: Teachers' Questionnaire

2.1.1. Administration of the Questionnaire

This study's sample consists of 20 teachers from several Algerian Universities. A translated version of the questionnaire in Arabic was uploaded online using Google Forms. This approach was adopted considering that the selected teachers might not have significant experience or substantial qualifications in using the English language. By specifically selecting these teachers, we can have a better understanding of the challenges they might

encounter while employing English as a medium of instruction or teaching language. The primary objective of this study is to identify the key issues and difficulties that teachers might come across while integrating English into their subject matter teaching procedures and instructional practices.

2.1.2. Description of the Questionnaire

The Teachers' questionnaire was created to explore teachers' perspectives and impressions of the various obstacles they might confront when utilizing English as a medium of instruction and teaching. It is made up of an overall 17 questions arranged in the form of open-ended and closed-ended items, organized into four sections, each focuses on a specific aspect.

Section One: General Information (Q. 1-Q.4)

This section comprises general information about teachers. It involves questions on age, university affiliation, and language preference for teaching. These questions serve the purpose to provide an overview of the teachers' background and characteristics

Section Two: Experience with English as a Medium of Instructions (Q.5-Q.11)

This section of the questionnaire attempts to gather information about teachers' experiences and views regarding the use of English as a medium of instruction and teaching. It involves a number of questions designed for the purpose of assessing teachers' English competence, gathering their expectations and concerns related to employing English as a medium of

instruction and it additionally attempts to identify areas where further training or support may be required for the effective implementation of English as a medium of instruction in the classroom.

Section Three: Perceptions of the Implementation of English as a Medium of Instruction (Q.12-Q.16)

This section delves into teachers' perspectives towards the usage of English as a medium of instruction and its potential impact on students' learning outcomes. This section aims to investigate on whether teachers actually believe that utilizing English as a medium of instruction improves students' learning results or not. It also discusses the merits and downsides of using English as a Medium of Instruction in educational contexts.

Section Four: Pedagogical Suggestions (Q.17)

This section is designed to let teachers express freely any additional suggestions or further comments that are relevant to the topic or the aim of the work.

2.1.3. Analysis and Interpretation

This section contains detailed analysis of the questionnaire results.

Section One: General information

Q01: What is your age?

Table 01. Teachers' age

Option	Number	Percentage
Under 25	6	30%
Over 25	14	70%
Total	20	100%

The first question aims to let us know about the teachers' experience in teaching. The results obtained reveals that 14 teachers claimed to be over the age of 25, constituting 70% of the total surveyed population, while 6 teachers stated that they are under the age of 25, accounting for 30% of the questioned teachers. These findings demonstrate that a higher proportion of the surveyed educators are above the age of 25 in comparison to those under 25. This might indicate that the teaching staff is relatively experienced and has been in the profession for an extensive duration of time and that they possess considerable experience and proficiency in the field of teaching, aligning with our investigations' objectives and contributing to the achievement of our purpose.

Q02: which university are you affiliated with?

Table02. The Distribution of Teachers' Universities

Option	Number	Percentage
Mila centre University	12	60%
Constantine1University	7	35%

Setif University	1	5%
Total	20	100%

This question was designed for a variety of purposes, including the generation of the statistical analysis, establishing the diversity of educational backgrounds among teachers, and determining the institutional affiliations of the surveyed teaching staff. Table 2 above represents the distribution of teachers' universities based on the options provided. The results obtained demonstrates that the majority of teachers (60%) are educators at Mila Centre University, followed by Constantine 1 University with 35%, and Setif University with the smallest representation of 5%. These findings provide an overview of teachers distribution and concentration across universities, allowing for insights into the educational landscape and any possible variations in the instructional and teaching experiences among respondents.

Q03: "Please indicate your area of expertise or field of specialization"

Table03. Teachers' Field of Specialization

Option	Number	Percentage
Law	20	100 %

This question aims to collect information about the various topic areas in which teachers may display specialized knowledge and skills. This assists in recognizing the different experience of the teaching staff. According to the

findings in Table 3, it appears that the total number of the teachers polled in this study are specialized in law, which is represented by the 100% percentage in the above table. Consequently, it can be inferred that the surveyed teachers have some level of expertise and knowledge in the specialty of law.

Q04: Which language do you prefer to use for teaching?

Table 04. Preferable Language for Teaching

Option	Number	Percentage
French language	4	20 %
Arabic language	11	55%
English language	2	10%
Arabic +French language	3	15 %
Total	20	100%

The aim for designing this question is to is to gather information about the teachers' language preferences while delivering instruction in the classroom. Based on the results mentioned above, 11 out of the total 20 surveyed teachers, which accounts for 55% of the total percentage, stated that they prefer using Arabic as their language of instruction. A smaller proportion, representing 20% of them chose French as their favourable language for instruction. Following that, 15% of the teachers opted for a bilingual

instruction preference, by utilizing both Arabic and French as instruction languages. Lastly, a relatively low percentage of 10% (2 out of 20) teachers indicated that they prefer using English as their medium of instruction. These findings suggest a diverse linguistic landscape within the teaching staff, with Arabic being the most preferred language for instruction and English being the least preferred language. One possible reason for this outcome could be that the majority of the teachers are native speakers of Arabic or French, which makes it more likely that they will be more comfortable and proficient in transmitting knowledge using these languages. Additionally, It is also possible that some of these teachers do not have high proficiency in English and might feel less confident in teaching and expressing themselves through that language.

Section Two: Experience with English as a Medium of Instruction

Q05: What do you Think about your level in English?

Table01 :Teachers' Estimates about their English Level

Option	Number	Percentage
Very low level	3	15 %
Low level	6	30 %
Moderate level	6	30 %
High level	3	15 %
Very high level	2	10 %
Total	20	100 %

By asking this question, our objective was to assess teachers' proficiency in the English language. It can be observed that among the 20 teachers surveyed, 30% rated their English level as "low", another 30% perceived it to be moderate, while 15% classified it as "high". The remaining 10% considered their English level as "very high". These findings suggest that indicate that a sizable proportion of the polled teachers reported a low level of English proficiency. This might interfere with their capacity to effectively teach in an English-speaking context or communicate with their students, which emphasises the significance of integrating further language development and support for educators.

Q06: Do teachers generally agree or support the idea of using English as a medium of instruction in education?

Table02: Teachers' Opinions towards using English as a Medium of Instruction in Education.

Option	Number	Percentage
Agree	11	55 %
Disagree	9	45 %
Total	20	100 %

This question aims to explore and understand teachers' perspective and level of agreement regarding the use of English as a medium of instruction in

education. The results shown in table 6 indicate that 11 teachers, accounting for 55% of the total surveyed population agree with the idea of using English as a medium of instruction in education, while 45% disagree. This infers that the majority of the teachers endorse and are supportive of incorporating English as the primary medium of instruction in higher education.

Q07: What is your opinion regarding the English Language training provided by your university for using English as a medium of instruction?

Table3: Teachers' Opinions about the English Language Training provided by their Universities.

Option	Number	Percentage
A.Sufficient training	4	20 %
B. Insufficient training	7	35 %
C.Average training	6	30 %
D.Very good training	3	15 %
Total	20	100 %

By asking this question, the aim was to examine the extent to which teachers perceive the effectiveness and the quality of the English-medium of instruction provided training. Based on the data provided in the above table, the highest percentage of the informants (35%) described the provided English language training as "insufficient". Another considerable portion, accounting

for 30% of the surveyed teachers considered the training to be neither sufficient nor inadequate but rather only average in terms of quality and effectiveness. Furthermore, "sufficient training" garnered 20% of the total percentage, indicating that a minority of teachers perceive the language training provided by their universities to be adequate and fulfilling of their needs. Lastly, the remaining 15% of the teachers selected option D, that indicates the number of participants who were highly satisfied with the English language training integrated by their universities. These results infer that there may be a potential need for improving the quality and effectiveness of the English language training programs. Additionally, these findings also suggest that there may be room for enhancing the overall English-based learning experience.

Q08: According to the recent recommendation initiated by the Minister of Education, are you open to using English as the primary medium for instruction?

Table4 : Teachers' Openness about the Use of English as the Primary Medium for Instruction.

Option	Number	Percentage
Yes	7	35 %
NO	13	65 %
Total	20	100 %

The aim of including this question within our questionnaire was to determine the teachers' willingness to adopt English as the primary medium of instruction, based on the recent recommendation by the Minister of Education. Based on the findings of Table 8, it can be observed that the vast majority of the respondents (65%) indicated their unwillingness to adopt English as their main medium for instruction. Conversely, 35% of the surveyed teachers expressed openness towards using English as the primary medium for instruction. These results demonstrate that a large proportion of instructors are currently opposed to utilizing English as the main medium of instruction. This conclusion underscores the pressing need for further investigation in order to uncover the reasons behind the teachers' reluctance and negative attitude towards the employment of English as the primary medium for instruction, as well as considering the potential problems and issues linked to implementing such a shift in the higher educational system.

Q09.What potential challenges do you anticipate facing as a teacher transitioning from teaching in Arabic and French to delivering English language instruction to students?

Table 05: Teachers' Perceptions about the Potential Challenges while delivering English-based Instruction.

Option	Number	Percentage
A.Lackofvocabulary	9	45 %

B. Hard terms	2	10 %
C.Problem of Pronunciation and spelling	4	20 %
D.Comprehension problems	5	25 %
Total	20	100 %

By raising this question, we aim to identify and understand the potential challenges that teachers may encounter when transitioning from teaching in French to delivering English language instruction to students. According to the results shown in the table above, the majority of teachers (45%) recognized "lack of vocabulary" as a potential issue. This implies that teachers may endure a challenge in developing a broad vocabulary in order to properly teach and communicate in English. Following that, 25% of the surveyed teachers identified "comprehension problems" as the most pressing issue that arises while they deliver English-based subject material. This indicates that educators anticipate a serious struggle to grasp English, which could cause quite a dilemma in delivering the instruction. The next significant obstacle mentioned by teachers was the "Problem of pronunciation and spelling," which accounts for 20% of the total responses. This suggests that teachers anticipate the occurrence of challenges in assisting students with properly pronouncing and spelling English words. Finally, a small percentage of teachers (10%) listed "hard terms" as a potential issue they are likely to

encounter. This implies that teachers believe that teaching complicated and demanding English concepts is going to represent a difficulty. These findings clearly infer that teachers are not yet qualified and competent enough to be delivering English-based subject materials. Additionally, they highlight critical areas where the provision of additional support, adequate resources, and extensive training are more than mandatory for teachers to properly adapt with transitioning to English-based instruction.

Q10: What challenges do you anticipate students may encounter when using English as a medium of instruction?

Table6: Teachers' Perceptions about the Potential Challenges Students might encounter while using English as a Medium of Instruction.

Option	Number	Percentage
A.Lackofvocabulary	5	25 %
B.Hardterms	4	20 %
C.Problems of pronunciation and spelling	7	35 %
D.Comprehension problems	4	20 %
Total	20	100 %

We included this question in our questionnaire to is to identify the potential challenges that students might face when using English as a medium of

instruction based on teachers' perspectives and assumptions. The teachers were given multiple options to choose from, and the results were as follows: "problems of pronunciation and spelling" was selected by the highest percentage of teachers (35%). 25% of the teachers mentioned "lack of vocabulary" as the most probable difficulty the students are likely to suffer with, while 20% highlighted "hard terms" to be the most significant issue and the remaining 20% pointed out "comprehension problems". These findings infer that teachers acknowledge pronunciation and spelling as significant challenges for students who use English as a medium of instruction. Along with other issues, these areas stand out as particularly problematic. As a result, learners may struggle to accurately pronounce and spell words. Consequently, these results emphasize on the significance of addressing the numerous challenges related English language instruction and they imply that efforts should be made to help students improve their pronunciation accuracy and spelling skills and get rid of any possible obstacle capable of hindering their capability to effectively adapt into the English-based learning environment.

Q11: How would you describe your experience in teaching English?

Table7 : Teachers' Description of their English Teaching Experience

Option	Number	Percentage
Excellent	0	0
Good	2	10 %
Average	6	30 %
Below Average	9	45 %
Poor	3	15 %
Total	20	100 %

The purpose of asking this question was to gather insights and feedback on teachers' experience with regards to teaching in an English-based instruction environment. 9 out of 20 teachers, accounting for 45% of the total percentage, indicated rated their English teaching experience as "below average", indicating that there is room for improvement. 30% considered their experience as "average", while a smaller portion of teachers, representing 15% of the total population regarded their experience as "poor". The remaining 10% of the surveyed teachers described their experience as "good", while none of them referred to it as "excellent". These findings suggest that the majority of teachers are not quite familiar with the English language, which infers to the necessity of establishing focused attention in order to enhance teaching, highlights how crucial it is to ensure consistent standards in English education and emphasizes on the importance of investing in teachers' training

programs and resources to uplift and enhance the quality of English language instruction.

Section Three: Perceptions on the Implementation of English as a Medium of Instruction

Q12: Is there a positive correlation between adopting English as a medium of instruction and improvement in students' learning outcomes?

Table8: Teachers' Perceptions of the Effectiveness of adopting English as a Medium of Instructions on Students' Learning Outcomes

Option	Number	Percentage
Yes	7	35 %
No	13	65 %
Total	20	100 %

The aim behind designing this question was to reflect on teachers' perceptions regarding the potential impact of adopting English as a medium of instruction on students' learning outcomes. The results presented in the above table show that the majority of teachers, accounting for (65%) of the total Population, responded with a "no" when asked if they believe adopting English as a medium of instruction would improve student learning outcomes. Meanwhile, only 7 out of 20 teachers, representing the remaining (35%), responded with a "yes" to the same question. These findings demonstrate that the majority of teachers do not believe that adopting English as a medium of

instruction will positively impact students' learning outcomes. Further analysis of the data suggests that there is a high level of worry and concern among teachers that the use of English as a medium of instruction may potentially cause difficulties for students' understanding and involvement in the learning process. One probable explanation for this impression among teachers is that they reckon it is too difficult for students to make the switch from their original language to English, which leads to poor learning outcomes. Overall, these findings stresses the need for deploying alternate solutions and approaches that aids in improving students' learning outcomes.

Q13: What pedagogical techniques and strategies would you implement to help learners comprehend in English-based classes?

Table9:Teachers' Techniques and strategies

Option	Number	Percentage
Translation	11	55 %
Using dictionaries	5	25 %
Using handouts	4	20 %
Other	0	0 %
Total	20	100%

The aim behind including this question within the questionnaire was to gain some insight about the pedagogical techniques and strategies teachers

would employ to enhance learners' comprehension in English-based classes. According to the results presented in table 13, the majority (55%) of the teachers stated that they prefer using translation as a technique to improve the comprehension of learners in English-based classes, while only 25% of the teachers declared that rely mainly on the use of dictionaries. 20% of them prefer using handouts, which implies that they prefer written explanations and materials to help students improve their comprehension. Notably, no teacher indicated preferring any other pedagogical technique apart from these three. Based on these findings, the significant reliance on translation suggests that a major number of teachers view language comprehension as a barrier for students in English-based classrooms. This inclination towards translation implies that these teachers believe that facilitating understanding through the learners' native tongue can significantly improve their comprehension skills. It might also indicate that teachers perceive a direct translation as an efficient strategy to bridge the gap between the learners' native language and English. This inference underscores the necessity of recognizing learners' language background and using it to improve their comprehension skills.

Q14: How do you evaluate students' topic understanding in English-based classes?

Table10: Teachers' Means of Evaluation.

Option	Number	Percentage
Exams	2	10 %
Assignments	12	60 %
Oral Presentation	6	30 %
Total	20	100 %

We have included this question within our teachers' questionnaire in order to gain insight about the manner or the means through which teachers are evaluating their students' topic understanding in English-based. The obtained results revealed that the majority of the surveyed teachers, accounting for (60%) of the total population rely on assignments as their main method of assessment, while 30% of the teachers reported depending on oral presentations, which highlights the value given to verbal communication skills. Lastly, a smaller portion of teachers, 10%, indicated that exams are their preferred method of evaluating students' topic understanding. These findings infer that assignments are the most commonly employed method for evaluating students' understanding in English-based classes, since assignments provide an opportunity for students to demonstrate their understanding through written work, allowing teachers to assess their knowledge, critical thinking skills, and ability to apply concepts. This emphasises the significance

teachers place on continuous assessment a practical way to guarantee an ongoing evaluation of the learners' grasp of English-based learning materials.

Q15: How frequently do you collaborate with colleagues to share best practices for English-based instruction?

Table11:Teachers' Frequency of Collaboration.

Option	Number	Percentage
Rarely	12	60 %
Occasionally	3	15 %
Frequently	1	5%
Never	4	20 %
Total	20	100%

The purpose of designing this question was to identify and assess the extent of knowledge and collaboration shared among English language instructors and their peers to improve English-based instruction. As the results in the above table indicates, we observe that the highest percentage is attributed to the "rarely" category, with(60%) of respondents falling into this group. This suggests that a significant majority of teachers engage in collaboration with colleagues on a limited basis. 20% of the surveyed teachers reported that they never collaborate with their colleagues, indicating a lack of

shared practices and knowledge exchange among a considerably portion of the teaching

Population. Moreover, the "occasionally" category comprises 3 respondents, which accounts for 15% of the total percentage, suggesting that some teachers actually do engage in collaborative efforts every now and then, but not on a regular basis. Lastly, the lowest percentage is found in the "frequently" category, with only 5% of teachers stating that they actively participate in regular collaborations with their fellow educators. These findings highlight a terrible lack of the collaboration rate among university teachers, which infers that there is always a scope for development in by the establishment of a collaborative culture among English language educators. Encouraging more frequent and consistent exchange of best practices can significantly improve the quality of English-language instruction while also promoting professional development within the teaching community.

Q16: Have you faced any institutional challenges or restrictions that hinder your ability to teach effectively in English?

Table12: Institutionnel Challenges and Restrictions

Option	Number	Percentage
Yes	3	15 %
No	17	85 %
Total	20	100%

The reason why this question was designed is to identify and become aware of any possible institutional challenges or restrictions that may impact the teachers' capacity to effectively deliver learning materials in English. As it is shown in table 16 above. On one hand, we noticed that out of the total sample size of 20 respondents, 85% (17) indicated that they have not faced any institutional challenges or restrictions that might hinder their ability to effectively teach in English. On the other hand, 15% (3) of the respondents acknowledged facing such challenges or restrictions. These findings infer that the majority of the instructors in our sample claimed that they have witnessed a supportive and welcoming institutional environment in which they can effectively teach English. However, a minority of teachers continue to confront hurdles in their instructional practice, underscoring the urgent and pressing need to conduct more inquiry in order to come up with potential treatments to address these challenges and also to improve the overall teaching conditions.

Section Four: Suggestions for Improvement

Q17: Please add any suggestions you see relevant to the topic or the aim of the work (open-ended answer) .

In this particular question, teachers were asked to provide any further suggestions or comments that are relevant to the aim of the work from their personal perspectives. After reading all the respondents' answers, we have noticed the following:

- Teachers believe that implementing targeted language development and support endeavors will significantly improve their ability to teach in an English-speaking setting and interact smoothly with their students. Furthermore, they promote enhancing the quality and effectiveness of currently offered English language training programs in order to guarantee all students with a more immersive and engaging English-based learning experience.
- A significant number of teachers stressed the necessity of addressing linguistic diversity within the teaching staff through providing adequate language training and support, particularly in the English competency. They recommend establishing a more inclusive and supportive environment for instructors to boost their confidence and skill in teaching English.
- Further research is needed to identify the specific obstacles and concerns associated with the transition to English as the major medium of teaching, in order to ensure that any potential problems and issues are addressed appropriately during the setting up or the implantation process.
- A proportion of them suggested maintaining regular collaborative meetings and seminars to develop a culture of collaboration among English language educators.

2.1.4. Discussion of the Results

The analysis and interpretation of the teachers' questionnaire provides valuable insights concerning teachers' perceptions towards the implementation

of English as a medium of instruction in higher education and how they perceive its impact on their educational experience. The obtained results reveal that we selected experienced and knowledgeable teachers. This selection ensured that we obtained insights from instructors who benefit from an adequate degree of expertise and knowledge in teaching in higher education context, which aligns with the main purpose of this conducted study. Our findings demonstrate that while Arabic is the most favorable language for instruction among teachers, whereas English is the least, there is an observable issue appearing on the surface, which is the significant lack of English ability among teaching staff. This investigation suggests that many teachers may struggle to effectively instruct in an English-based context. However, the data do point to a potential solution, which lies in the need for enhancing both the English language training programs and the overall English-based learning experience. This entails that addressing educators' language development needs could lead to strengthened instructional effectiveness and communication with students. Thus, there is an obvious correlation between instructors' lack of English competency and the significance of establishing targeted language assistance activities to boost the efficacy and quality of education. Furthermore, the findings indicate that the vast majority of the surveyed teachers lack sufficient language expertise, training, and exposure in order to properly deliver English instruction. Such lack of conversational language fluency is most likely responsible for their

negative attitudes and reservations toward employing English as the primary means of education. This study demonstrates the fact that additional inquiry must be conducted to identify the underlying causes of this resistance and refusal in regards of integrating English as the primary means for instruction. Additionally, the findings highlight the urgent need to provide teachers with additional support, including intensive training programs, adequate assets, and ongoing professional development, to enable instructors to successfully transition to English-based instruction. By addressing and resolving these drawbacks, the educational system can better prepare and equip instructors for the switch towards an English-medium teaching approach, ensuring effective implementation and guarantees favorable outcomes in higher education.

After analyzing the data, it became evident that the majority display understanding for all the problems that learners experience. Pronunciation and spelling have been cited as major barriers. These findings emphasize the importance of addressing these obstacles and assisting students in improving their pronunciation accuracy, spelling skills, and overall adaptability to an English-based learning environment. Furthermore, the teachers raised worries related to the influence of using English as a medium of teaching on student learning results. Teachers are concerned that this would disrupt students' knowledge and involvement in the learning process. The perception is that students regard the shift from their native language to English as tough, which results in more prevalent learning outcomes. Overall, our findings emphasize

the importance of investigating and tracking down alternative solutions, as well as finding newly moderated methods that can enhance students' learning outcomes in such settings .When teachers were asked about the frequency of organized collaborative sessions with their colleagues, they reported an inadequate degree of "perspectives exchanging" among their fellow instructors, highlighting the need for a more collaborative culture among English language educators. This inference reinforces the importance of fostering a supportive institutional environment. In cases where instructors encounter a friendly working and institutional environment, that highly improves their English language ability and instructional techniques. Consequently, a supportive institutional environment may significantly alter the opinions of educators towards the integration of English as a medium of instruction (EMI). Universities are capable of rising the professional development opportunities and the overall quality of English language education by encouraging collaboration and establishing a welcoming and appealing teaching atmosphere. All in all, crafting a collaborative culture within the teaching community and nurturing a supportive institutional environment constitute vital steps towards addressing the needs of both teachers and students.

The teachers' suggestions for improvement provide practical and effective solutions and methods that can be implemented to assist and aid both teachers and students who struggle with adapting to English-based instruction.

Hence, teachers can help alleviate students' concerns and reservations towards employing English as the primary medium of instruction by implementing techniques such as ongoing assessment, positive feedback and handing assignments which enables their students to blend and interact more with the English-based setting.

Section Two: Students' Questionnaire

2.2.1. Population and Sample

The target population for this research project is first-year university students currently studying Law at the Department of Economic and Commercial Sciences at Mila University Centre, during the ongoing academic year 2023/2024. Therefore, the objective of this study is to elicit students' perspectives on the use of English as a medium of instruction in higher education. Furthermore, this study aspires to assess students' interest and willingness to adopt and apply the English language in their education and provide recommendations to help enhancing their learning experience. Forty students were randomly chosen to participate in this research questionnaire. The questionnaire was properly converted into Arabic and Personally distributed to the selected sample. Students have warmly accepted the questionnaire and answered all the included questions to the best of their knowledge.

2.2.2. Description of the Students' Questionnaire

The students' questionnaire is made up of 15 questions. The questions are enrolled in open-ended and closed-ended formats. The questions are answered by ticking the corresponding boxes and justifying or giving their opinions, comments or suggestions where it is necessary. It is introduced by a brief paragraph in which the aim of the questionnaire as well as the procedure of answering the questions are explained.

The students' questionnaire is divided into four sections:

Section One: General Information (Q.1_Q.4)

It is devoted mainly to gather basic information about the students, including their age and gender. It explores their field of study as well as their prior experiences and proficiency level in learning English. Gathering this information allows us to better understand the participants' backgrounds which can offer valuable insights for the study.

Section Two: Perspectives on using English as a Medium of Instruction (Q.5_Q.9)

This section is designed to better understand the learners' perspective on the usage of English as a medium of instruction in Algerian higher education institutions. This section encompasses five questions related to the learners' beliefs and attitudes toward using English as a medium of instruction. The responses will provide us with valuable insight into their experiences and attitudes regarding the role of English in higher education.

Section Three: The Impact of Implementing English as a Medium of Instruction on the Learning Outcomes (Q.10_Q.14)

It aims at analysing the impact of integrating English as a Medium of Instruction on students' learning outcomes. The questions that shapes it are specifically structured to determine the efficacy of English-language instruction.

Section Four: Suggestions for Improvement (Q.15)

It is designed to let students express freely any additional comments they would like to add or any suggestions relevant to the topic or the aim of the work.

2.2.3. Analysis and Interpretation the Results

This section contains detailed analysis of the questionnaire results.

Section One: General Information

Q01: What is your age?

Table13:Students' Age

Age	Number	Percentage
Under 20	23	57,5 %
Over 20	17	42,5 %
Total	40	100 %

The first question in our study aims to provide insight into the age distribution of the student participants. On one hand, the obtained results show

that 57.5% of the respondents fall under the "under 20" age category. On the other hand, the remaining 42.5% of respondents belong to the "over 20" age category. Since the dominant percentage of the students are under 20, this indicates that a substantial portion of the participants in this study are students in their initial years of higher education or who began learning at an earlier age. Which suggests that it is likely possible that they may have little exposure and limited expertise with the English language, as language proficiency normally tends to grow over time through constant practice and intensive exposure. We can infer that these younger students may not have had as many opportunity to improve their English language skills as their older and more experienced peers.

Q02: What is your gender?

Table14:Students' Gendre

Gendre	Number	Percentage
Female	18	45 %
Male	22	55 %
Total	40	100 %

This question was introduced to collect statistical data in order to better understand how our respondents were distributed based on their gender. According to the above shown data, 18 out of the 40 students surveyed were females, accounting for 45% of the population, while 22 were males,

representing 55% of the population. This data shows an approximately balanced gender distribution among the surveyed learners, with a slightly higher number of males. However, It is important to highlight that this sample May not reflect the greater population. Nonetheless, this information provides insights into gender representation among the polled students.

Q03: What is your field of study?

Table15:Students' Field of Study

Options	Number	Percentage
Law	40	100%

This question was included in our survey with the intention of gaining insight into the various fields that students are pursuing. This data is crucial for identifying the composition of the student community. According to the results in the table above, all 40 respondents, or 100% of the sample, said they were studying law. These data suggest that law is the sole field of study observed in the sample group.

Q04: How long have you been studying English?

Table16:students' Experience with English.

Options	Number	Percentage
7 years	33	82,5 %
7 _ 9 years	4	10 %
Over 9 years	3	7,5 %

Total	40	100%
--------------	----	------

The objective of question number 4 demonstrates is to gather data on the students' years of English experience and obtain insight into their language learning journey. According to the results shown in the table above, the majority of students (82.5%) have acquired or developed at least 7 years of experience with English. 10% among them have experience ranging from seven to nine years, while only 7.5% of the students have more than 9 years of English language exposure. Based on these findings, we can infer that the chart indicates that all students have the overall bear minimum of experience with English, especially those within the 7 years range.

Section two: Perspectives on English as a medium of instruction

Q05: Are you exposed to modules using the English language?

Table17: Students' Exposure to Modules Using the English Language

Options	Number	Percentage
NO	36	90 %
Yes	4	10 %
Total	40	100 %

The whole point for introducing question number 5 in our study was to measure learners' exposure to English-language courses. This information will help us soak the extent to which English is integrated into their educational

curriculum, as well as assessing students' familiarity with English-based resources. The collected data from table 5 shows that 36 out of the total 40 students polled indicated that they have had never taken an English-language course in their college journey so far. This accounts for around 90% of all respondents. On the other hand, only four students, which accounts for 10% of the surveyed sample, stated that they have exhibited prior exposure to such modules. This indicates a considerable gap in the English language development and integration into the educational system. Moreover, it also highlights students' lack of familiarity and experience with English-based learning materials.

Q06: Do you agree that English should be used in the educational field?

Table18: Students' Opinions towards the Usage of English in the Educational Field.

Options	Number	Percentage
Agree	30	75 %
Disagree	10	25 %
Total	40	100 %

The primary function for designing question number 6 was to elicit learners' opinions regarding the incorporation of English in the educational field. As it is shown in the above table, we noticed that a considerable number of participants (75%) agreed with the usage of English in the educational field.

Whereas, the rest of them (25%) disagreed with the usage of English in the educational field. Based on these findings, we can infer that the overwhelming majority of the students surveyed endorse the use of English in education, indicating that they acknowledge the benefits and significance of including English into their education. However, it is worth mentioning that a sizable minority of students (25%), have expressed their dissatisfaction with the usage of English in the educational setting. This emphasizes the occurrence of opposing viewpoints, potentially due to a set of various factors. All in all, the investigation presented in Table 6 emphasizes the significance of examining students' perspectives on language usage in the educational area, particularly in the context of English. Recognizing both the majority agreement and the minority disagreement allows for a more thorough awareness of the complexities and issues affecting the incorporation of English as a medium of instruction in the educational context.

Q07: How do you regard the employment of English as a medium of instruction?

Table19:Students' Regards towards the employment of English as a Medium of Instruction.

Options	Number	Percentage
Very effective	2	5%
Some how effective	11	27,5%
Neutral	10	25%

Somehow ineffective	15	37,5%
Very ineffective	2	5%
Total	40	100%

This question seeks to obtain insights on the attitudes of the participants towards the adoption of English as the primary medium for educational purposes. Based on the findings presented in Table 7, a larger percentage of students (37.5%) considered English as "somewhat ineffective", indicating that a considerable number of respondents have skepticism and reservations about its effectiveness. 27.5% of the students stated that English is "somewhat effective" as a medium of instruction, which suggests that a sizable proportion of the participants comprehend its positive attributes to some extent, while 25% of the students held a neutral standpoint, which means they neither strongly support nor oppose the employment of English as a medium of instruction and it also suggests a lack of strong opinion on the matter. Only 5% of the students regard English as a "highly effective" medium of instruction, demonstrating that a small percentage of respondents consider it very beneficial, and the remaining 5% of students declared that English is "very ineffective" as a medium of instruction, which indicates that a small minority strongly rejects its use. " The results of this analysis signify that the majority of the surveyed learners are not satisfied with the implementation of English as a medium of instruction. They hold a negative attitude towards

using English as the primary medium of instruction, as demonstrated by the lower number of students perceiving it as effective and the higher percentage seeing it as somewhat ineffective.

Q08. Do you have confidence in your ability to comprehend course material listed in English?

Table20 : Students' degree of confidence in their ability to comprehend course materials listed in English.

Options	Number	Percentage
YES	5	12,5 %
Somewhat	20	50 %
No	15	37,5 %
Total	40	100 %

By raising this question, we aimed to assess the respondents' self-perceived confidence in their ability to comprehend course materials in English. The results stated in the table above demonstrates that a large proportion (50%) of the students opted for "Somewhat," indicating that they retain a varying degree of confidence, ranging from somewhat confident to uncertain, in their ability to understand course materials listed in English. 37.5% of them asserted that they have "No" confidence at all in their ability to comprehend such course materials. The remaining 12.5% responded with a "Yes", which

indicates that they are absolutely confident in their capacity of comprehending the course materials presented in English. These findings suggest that, while some students may have an acceptable level of confidence, a significant portion of the student population might benefit from further assistance in developing their English language skills. Furthermore, these results show the necessity for educational institutions to implement additional language support systems and programs to assist students improve their proficiency in languages. This discovery can also help in initiating particular measures aimed at assisting learners who have lower levels of confidence in their English comprehension ability.

Q09: Do you believe that the integration of English as a medium of instruction has enhanced your English language skills?

Table21:Students' Perceptions towards the Integration of English as a Medium of Instruction.

Option	Number	Percentage
YES	35	87,5 %
NO	5	12,5 %
Total	40	100 %

The purpose of incorporating this question in our questionnaire is to determine whether the use of English as a medium of instruction has improved

the students' English language skills. Gathering responses to this question will allow us to establish whether or not there is a link between the language of instruction and the language skill development. The above-stated results demonstrate that the vast majority of the participants (87,5%) claimed that the incorporation of English has boosted their proficiency in the language. Meanwhile, 5 students, accounting for (12.5%) of the population surveyed, firmly expressed their disagreement, stating that they are not convinced it has had a positive impact on their language skills. However, It is critical to evaluate their viewpoints, as they may have encountered problems that influenced their negative perception. These results underline the potential advantages associated with integrating English-based instruction for promoting language competency among students.

Section Three: Impact of English as a Medium of Instruction on Learning

Outcomes

Q10: How has Implementing English as a Medium of Instruction affected your Academic Performance?

Table22:The Effect of English Implementation on students' Performance.

Option	Number	Percentage
Positive	27	67,5 %
Negative	9	22,5 %
No impact	4	10 %

Total	40	100%
--------------	----	------

This question seeks to solicit insights from students about the influence of utilizing English as the medium of instruction on their academic performance. It is designed to grasp the overall impact of this linguistic transition on students' educational experiences. The results shown above indicate that the majority of the participants (67.5%) reported a positive impact of the English integration on their educational performance. This implies that a significant number of students perceive English as an asset in achieving their academic goals. 22.5% of them asserted that the employment of English as a medium of instruction has negatively affected their academic performance. Which signifies that a small proportion of students believe that English has had an undesirable effect on their academic performance. The rest of participants (10%) stated that implementing English as the medium of instruction has had no impact at all on their learning outcomes. This indicates that the smallest portion of students feel that English neither positively nor negatively affects their learning outcomes. From the obtained results, we can assume that that the overwhelming majority of students (more than two-thirds) believe that utilizing English as a medium of teaching aided their academic performance and learning outcomes.

Q11: Do you find it easier or more difficult to learn subjects in English versus Arabic?

Table23: Learners' insights on the perceived level of difficulty regarding learning materials in English versus Arabic

Option	Number	Percentage
Easier	10	25 %
More difficult	23	57,5 %
No difference	7	17,5 %
Total	40	100 %

The purpose of including this question was to get learners' insights on the perceived ease or difficulty of learning things in English versus Arabic. Out of the total participants, the majority of the respondents (57.5%) perceived the task or the subject matter to be more challenging when it is delivered in English versus Arabic. 25% of them revealed that they find it much easier to grasp the subject matter using English as the medium of instruction instead of Arabic. The remaining 17.5% stated that they did not perceive any significant change in the level of difficulty, whether the subject materials are being presented in English or Arabic. These findings denote that the majority of students struggle to effectively grasp knowledge and interact with the subject matter when it is being presented or listed in English. This also indicates that they may encounter difficulties with vocabulary, grammar, pronunciation, or overall fluency when engaging with spoken or written materials enrolled in English.

Q12: How effective are the universities' English Language Support Programmes?

Table24: Students' Perceptions regarding the English Language Support programmes.

Option	Number	Percentage
Highly effective	4	10 %
Somehow effective	23	57,5 %
Not effective	13	32,5 %
Total	40	100 %

This question was designed to solicit feedback from students about the universities' English Language Support Programmes. By administrating this question, we can learn more about the programs' successes and drawbacks. According to the data shown in the table above, 23 of the 40 respondents (57.5%) thought the programmes developed to encourage English language implantation were "somewhat effective." Thirteen of them, or 32.5% of the students polled, said the programs were "not effective". While the remaining participants (10%) said the programs were "highly effective". These findings show that the vast majority of students regard these programmes as having a good impact on their English language skills. However, it is important to note that there is still room for improvement and additional measures should be conducted to improve their overall impact and address the issues and concerns

raised by the considerable percentage of students who expressed that the programmes are not quite effective.

Q13: Do you believe that Students should be provided with Additional English Language Support to help them adapt with English as a Medium of Instruction?

Tableau 25: Students' Perceptions about additional English Language Support

Option	Number	Percentage
Yes	37	92,5 %
No	1	2,5 %
Not sure	2	5 %
Total	40	100%

The purpose of involving this question to obtain students' insights and perspectives on whether there is a need for establishing additional Language Support in educational settings where English is the medium of teaching or instruction. The findings from Table 13 provide valuable insights into students' perceptions about the need for additional English language support. The vast majority of students, accounting for 92.5% of the respondents, expressed a positive tendency towards having access to such support. However, a small percentage of students (5%) expressed confusion about

whether there is a need for implying further assistance. While the remaining 2.5% responded negatively, expressing a belief that there is no need for establishing additional English language supports. Based on the results shown in the above table, these findings clearly indicates the widespread recognition among students of the value and importance of additional English language support in aiding their transition to English as a medium of instruction. This emphasises how crucial it is to provide appropriate language resources, interventions, and programs that accommodate students' different linguistic needs and promotes the academic success and diversity in the educational system.

Q14: How pleased are you with the present-day implementation of English as a Medium of Instruction at our university?

Table26:Students' Estimates of the Present-day Implementation of English as a Medium of Instruction.

Option	Number	Percentage
Very satisfied	7	17,5 %
Somehow satisfied	19	47,5 %
Neutral	10	25 %
Somehow dissatisfied	2	5 %
Very dissatisfied	2	5 %

The purpose of this question was to gather feedback on the satisfaction level of students regarding the current implementation of English as the medium of instruction at the university. Among the surveyed sample, The highest percentage of participants falls under the category "somehow satisfied" with a number of 19 students, representing (47.5%) of the total population. This indicates that a significant portion of students has a generally positive view of the present-day implementation of English as a medium of instruction. 25% of the students have indicated a neutral stance regarding the present-day implementation, which suggests either a lack of strong opinion towards the subject or the occurrence of uncertainty and confusion about the effectiveness of English as a medium of instruction among this students' category. Whereas 17.5% of the participants stated that they are very pleased with the current English language implementation. The remaining 10% is equally divided between students who indicated that they are either "somehow dissatisfied" or "very dissatisfied" with the present-day implementation of the English language at the university level. These findings denote that the majority of students are somewhat fulfilled with the current implementation of the English language , which highlights that a significant number of students consider English to be an appropriate medium of instruction at the university level. However, it is crucial to take into consideration the perspectives of the neutral and displeased students as well, in order to determine the reasons for their unbiased or adverse perspectives, but also to uncover any potential areas

for improvement in the application of English as a medium of education at the university level.

Section Four: Suggestions for Improvement

Q15: Please add any suggestions you see relevant to the topic or the aim of the work (open-ended answer) .

In this particular question, students were asked to provide any further suggestions or comments that are relevant to the aim of the work from their personal perspectives. After reading all the participants 'answers, we have noticed the following:

- Students believe that it is highly recommended that universities should implement more policies and measures that help students transition from Arabic-based and French-based instruction to English-based instruction which offers learners the opportunity to further improve their English language skills and become more familiar with English as the primary medium of instruction. This will help them ensure a smooth transition to college-level English proficiency requirements.
- A significant number of students claimed the necessity to set up more English-based educational assets as well as expanding the exposure to English-language courses. This will allow students to enhance their English language capacities and narrow the gap in their experience with English.
- A proportion of them suggested providing additional language support programs and developing a bilingual education strategy that can reduce

English language comprehension difficulties as well as enhancing understanding by blending the lessons in both the native language and English.

- By providing learners with adequate language resources, interventions, training sessions, scheduled seminars and a supportive learning environment, along with programs that comply with their diverse linguistic needs. This would enhance their academic performance and diversity in the educational system, while aiding their adaptation to English as a medium of instruction.

2.2.4. Discussion of the Results

The analysis and interpretation of the students' questionnaire provides valuable insights concerning learners' perceptions towards the implementation of English as a medium of instruction in higher education and how they perceive its impact on their learning outcomes. The obtained results reveal that while students are highly passionate and excited about the employment of English as their primary medium of instruction, their perception of readiness may impact their experience in acquiring the learning materials listed in English. Thus, the results indicate that a sizable proportion of students recognize and are aware of the hurdles and difficulties that might occur in their English-based learning journey.

Furthermore, the vast majority of the students have had little to no prior exposure to English language classes, which indicates a huge gap in their English language development and integration within the educational system.

This lack of exposure is profoundly related to the challenges and obstacles learners experience while engaging with English-based learning materials.

The difficulties students encounter while trying to properly grasp knowledge and coordinate with subject matters covered in English highlights the impact of their lack of exposure. This, in turn, decreases and lowers their confidence in their ability to comprehend such materials and activities.

Moreover, it is evident that a significant proportion of students acknowledge the usage of English as the primary medium of instruction and they are aware of its potential benefits for developing language competency among students.

However, there is a high level of dissatisfaction and negative attitude towards its implementation due to the difficulties and obstacles associated with its use.

This highlights the necessity for further exploration, as well as inaugurating potential improvements in introducing English as a medium of instruction into the educational structure. Doing so will provide for a more thorough comprehension of the different perspectives, challenges and nuances involved within the incorporation of English as a medium of instruction in higher education.

After analyzing the data, it is evident that the overwhelming majority of learners demonstrate a constant and positive outlook towards the use of English as a medium of instruction. A large number of students believe it improves their academic performance and learning outcomes. These findings are supported by students' recognition that support programs have a positive

impact on their English language skills. Learners underline the importance of integrating additional language support in helping them adjust to an English-medium learning environment, and they also stress the necessity for providing suitable resources and strategies.

The students' suggestions for improvement center around implementing policies and measures in universities to facilitate the transition from Arabic-based and French-based instruction to English-based instruction, they emphasize the significance of delivering more English language courses and educational resources to enhance learners' language skills and bridge the experience gap with English. Additionally, there is a recommendation for the development of bilingual education strategies and language support programs to address comprehension difficulties and foster understanding by blending native language and English lessons. It is also suggested that providing learners with sufficient language resources, interventions, training sessions, seminars, and a supportive learning environment tailored to their linguistic needs would substantially improve their academic performance, promote diversity within the educational system and facilitate their adaptation to English-based instruction. These suggestions aim to provide practical and effective solutions and methods to Improve learners' English language competencies, encourage diversity in the educational system and facilitate the transition to English as a medium of instruction in higher education.

To conclude with, the findings from the students' questionnaire provided us with valuable insights into students' perceptions of English as a medium of instruction in higher education. These results extremely indicate that Algerian universities will have to boost their efforts and take major steps to improve the quality of English-based teaching and instruction in higher education institutions. Only by doing so will they be able to successfully support students during their transition, encourage diversity, and eventually, improve the entire educational experience in Algeria.

Conclusion

In summary, this chapter focuses on the practical part of the study, which aims to investigate the implementation of English as a medium of instruction in higher education and the possible challenges that may raise as a result to its implementation. This chapter consists of the design and administration of questionnaires delivered to first-year low university students and law teachers, followed by thorough data analysis ,interpretation and discussion of the findings.

The research findings revealed that incorporating EMI in higher education settings resulted in significant modifications in the learning process, functioning as a smoother transition. However, this transformation has both positive and negative effects on the overall educational experience. Teachers' comments indicated numerous obstacles and constraints that complicated their stated purpose of knowledge delivery while also affecting students' ability to

absorb that knowledge efficiently. Furthermore, it was clear that teachers struggled during English-medium sessions, nevertheless, they were determined to address any encountered obstacles by presenting alternate solutions for the benefit of their learners.

On the ground of the results obtained from the students 'poll, a substantial portion amongst them have indicated a positive attitude towards applying EMI in higher education regardless of any hurdles or issues they may endure while utilizing the English language as their primary medium for instruction. The general perception is favorable considering the integration of English as the major medium of instruction in their learning atmosphere.

All in all, this study stresses on how complex the process of integrating EMI into the context of higher education actually is and highlights the need for initiating adequate measures and support in order to overcome the barriers and hurdles faced by both teachers and students while they try to navigate this challenging educational context.

Pedagogical Recommendations and Suggestions

Based on the findings from the practical part and the theoretical framework, we would like to provide a number of recommendations and suggestions for teachers, learners, and decision makers to ensure the effectiveness of implementing EMI in higher education.

Recommendations for Law Teachers

- Teachers need to get involved in thorough and intensive training programs to further develop their English fluency. This training should cover language proficiency, instructional techniques, and effective communication abilities. Teachers that prioritize ongoing professional growth and linguistic competency can effectively model language skills and encourage students to make progress in English medium instruction, granting a vibrant learning environment.
- Learners demonstrate different attitudes towards different instruction contexts, which makes it is the teachers' responsibility to actively assert interactive teaching methods, such as dynamic discussion groups, informative debates, and captivating English presentations to promote and maximise students' participation and interaction within the English-based instruction.
- Given that learners lack familiarity and competence with the English language, teachers are initially ought to take their students' level of proficiency into careful consideration and gradually introduce English in simpler, non-core courses, ensuring a smooth transition towards English-based instructions. By undertaking this practical and smart transition, students will be offered plenty opportunities and more room to strengthen their language skills and progressively become competent in English.
- For the sake of fostering students' progress, teachers are recommended to exhibit tolerance, generate an open-minded a mindset, and constantly be ready and willing to make adjustments whenever that's required. By embodying

these qualities, teachers can promote and build a conducive learning environment in which students are under the impression that they are allowed to develop and achieve success.

Recommendations for Law Learners

- Students must realize that learning a language is an ongoing process that demands both time and effort. It is essential for them to take it easy and allow themselves the sufficient time to further develop their English skills. Rushing through the learning process may result in lapses in comprehension and may interfere with the appropriate language acquisition. By being patient, learners can better absorb the complexities of the English language, which produces a stronger foundation and increases their confidence in their English abilities.
- Students are recommended to retain a positive attitude and believe in their capacity to advance and thrive in an EMI setting. By remaining focused, positive, and confident, students can adjust to the incorporation of English-based instruction and gradually master the language over time. This optimistic outlook not only increases their drive and determination, but it additionally boosts their academic performance and overall success in comprehending and engaging with the subject matter.
- Learners are highly recommended to acknowledge the fact that English is the present-day's primary medium of instruction in a variety of disciplines. Embracing English and attempting to enhance their understanding of it is a key step towards managing to keep up with the language's ongoing evolution.

Staying up-to-date with new linguistic trends and advancements can help learners communicate more effectively whilst additionally improving their career prospects in an expanding worldwide professional environment.

Recommendations for Policy Makers

- Decision Makers are recommended to put in place a policy imposing the inclusion of English courses across the entire undergraduate and masters' degree programs, in order to guarantee consistent language development and proficiency from the beginning of education and up until graduation.
- They are highly recommended to set up English as the primary foreign language right from the start of elementary school, and introducing it into the curriculum as a fundamental language competence. The promotion of the English language acquisition will allow students to build a strong basis in English from a very young age and enhance their language competency as they advance on their educational journey.

Limitations of the Study

- One of this research main limitation was the limited group of teachers, lacking experience and familiarity with EMI. Their insufficient knowledge and familiarity with English as an educational medium, which made it quite difficult to capture their viewpoints accurately. However, despite this handicap, their unfamiliar lens brings a fresh perspective to the study objectives.

- As we engaged deeper into the phenomenon of English-based Instruction implementation in Algerian higher education, we discovered a complicated patchwork that exceeded our initial expectations regarding this area of study, the comprehensive exploration of switching from Arabic and French-based towards English-based instruction generated a significant spectrum of study, exposing diverse obstacles and complexities that require careful and extensive consideration.
- On the other hand, our study has uncovered and suggested a set of effective solutions that significantly contribute to addressing our research aim, despite not explicitly incorporating them in the thesis title due to time constraints.

General Conclusion

In recent years, there has been a worldwide transition towards employing English as the predominant language of instruction in all sorts of domains, which culminated in an increased use of English as EMI in higher education. This strategy aspires to unify the educational system universally. A multitude of Historical and political events have influenced English's approval as an international language, and many non-Anglophone countries are now witnessing an increase in the use of English as a medium of instruction.

Our dissertation focuses on the application of English as the primary medium of instruction in Algerian higher education settings, and highlights the most common difficulties encountered by non-English-speaking teachers and students when applying English as an educational tool. To obtain a grasp of these experiences, we conducted research on law learners as well as instructors in Algerian higher education. Based on the collected findings, we suggest strategies and methods that may help tackling and overcoming the challenges and barriers associated with incorporating English as an instructional tool. As well as, improving the educational journey for both students and educators using English as their primary instructional medium.

To fulfill the aims of this study, an in-depth plan was carried out, with two questionnaires issued to twenty first-year law educators from various universities across the country, as well as forty first-year law students at Mila

University Centre. The acquired data and findings from these research tools were valuable for resolving the study questions.

The study is divided into two main portions. Firstly, the theoretical part dives into numerous aspects of English as a Medium of Instruction. It investigates different perspectives of EMI and its expansion, with a particular emphasis on the rise of EMI in Algeria and its relevance. Furthermore, it examines the relationship between English and globalization, the reasons driving towards its implementation, and the different forms and variations of EMI. Additionally, the chapter explores the variables that influence teacher and learner performance in EMI settings.

The second chapter presents a thorough examination of the fieldwork undertaken for this study. It conveys thorough data analysis and interpretation, as well as an in-depth explanation of the main findings. This chapter provides a comprehensive and absolute assessment of the research, shedding some light on the implications and importance of the obtained results.

Overall, this study has contributed to a better understanding of EMI in the wider context of lawful education. The information and findings discovered from this study have the potential to significantly optimize EMI practices in the next years, both at the teacher and learner levels.

To conclude, it is apparent that instructors as well as learners encounter numerous challenges when integrating EMI into Algerian higher education instruction. The research findings indicate that the primary reasons behind

these challenges are the lack of prior English practice and exposure, as well as unfamiliarity with English as an instructional approach. Despite these multiple challenges, a large proportion of the surveyed teachers and students recognized the necessity of incorporating EMI into the teaching and learning process. They expressed their readiness to overcome whatever obstacles that might hinder their ability to excel in English-based education. The findings recommend applying feasible treatments for both teachers and students to reduce the gravity of these challenges and improve their EMI experience. Teachers can foster an empowering English medium instruction environment through generating a welcoming classroom environment, incorporating dynamic and extensive activities, inspiring and engaging students, and employing effective assessment methods. Meanwhile, learners can improve their English competency through the use of fundamental strategies such as building confidence via preparation, accepting and learning from their mistakes, and participating in an English-based learning environment to strengthen their English language proficiency.

REFERENCES

- Ahmed, F.(2021). ‘ ‘ Exploring the Implementation of English as a medium instruction In Algerian Universities “.Journal of Higher Education Studies 12(3),45-60.
- Agudo, JDM.(2012).Teaching and Learning English through Bilingual Education. New Castle : Cambridge scholars publishing.
- Agular , M. & Mumoz C. (2014). The effect of Proficiency on CLIL benefit in Enginnering Student.International Journal of Applied linguistic, 24(1)-1-18.
- Altbach , PG & Knight ,J(2007) The internationalization of higher Education : Motivation And realities. Journal of studies in International Education 11/3 PP.
- Aizawa, I.& Rose, H.(2020). High School to University Transitional challenges in English Medium of instruction .
- Balan, J. (2011). English Global Dominance and the other language of Higher Education Colombia University.
- Bouzid, A. (2020). “challenges and Opportunities of English – medium instruction in Algerian Higher Education: Perspectives from University Administration “International Journal of Bilingualism,25(2),215-230.
- BJorkman, B.(2011).English as a Lingua Franca in Higher Education. At Technical University in Sweden-English today,24(2),35-41.

Brown, H. D.(2010). *Language assessment: Principles and Classroom*

Practices.Pearson Education.

Canale , M.,& Swain , M.(1980). “Theoretical bases of communicative approaches to secondLanguage teaching and testing”. Addison- Wesley Publishing company.

Chang, J,(2017) A language support program for English- medium instruction course and Its development and evaluation in an EFL setting. *International Journal of Bilingual Education and Bilingualism* 20/5 :PP 510 -528 .

Clarke, Samuel. (2018).” Navigating the Linguistic Landscape: Challenges and strategies Teaching Non-Native Languages”.Cambridge University Press.

Crowne,D. ,& Marlowe, D. (1960).A new scale of social desirability independent Psychopathology. *Journal of consulting psychology*, 24(4e), 349.

Crystal. D(2003). *English as a global language*. Second Edition.Cambridge UniversityPress.

Crystal. D(2006).*English worldwide .A history of the English language* (PP. 420-439). Cambridge :CUP.

Coyle, D., Hood, P.,& Marsh, D.(2010).*CLIL: Content and Language Integrated Learning*. Cambridge University press.

Cummins, J. (1984). ‘Bilingualism and Special Education: Issues in Assessment Pedagogy’. *Multilingual Matters*.

Curle,S.Systematic review of English medium instruction .In higher education language Teaching .51 (1).

Darling-Hammond, L.,& Richardson, N.(2009)” teacher learning: What Matters?”. Educational Leadership,66(5), 46-53.

Dafouz ,E., &Smit .(2016). Towards a dynamic conceptual framework for English-Medium education in multilingual university settings. Applied Linguistics 37(3), 397-415.

Dearden , J(2014) .English as a medium of instruction .A growing global phenomenon British council.

Doiz, A., Lasagabaster,D., & Juan Manuel Sierra. English medium of instruction a Universities : global challenges Bristol: Multilingual Matters.

Dudley-Evans, T. (1997). “English for specific purposes: Characteristics and Definition. English language teaching ,Journal 51(1), 38-45.

Ellis ,R.(2003).Task-based language learning and teaching. Oxford :Oxford University Press.

Freeman,D.,&Johnson,K.E(1998). Reconceptualizing the knowledge-base of language Teacher Education. TESOL Quarterly,32(3),493-515.

Garcia,M.(2020).”English as a medium of instruction in higher education: Challenges and Opportunities.” Journal of International Education,18(1),78-92.

Gay,G.(2000).Culturally Responsive Teaching: Theory, Research, and Practice. New York,NY: Teachers College Press.

Graddol,D.,(2006). English Next :why Global English May Mean the End Of
"English as aForeign Language. British Council.

Galloway ,N . (2021).English as a medium instruction and the English
language practitioner.

Hattie, J .,&Timperley ,H.(2007). The Power of Feedback. Review of
Educational Research,77(1),81-112.

Holliday ,A . (1994). Appropriate Methodology and Social Context.Oxford
,Uk : Oxford University.

Hutchinson ,T .and Waters, A .(1987). English for specific Purposes: A
Learning – CenteredApproach .Cambridge University Press.

Hellekjaer, G .O. (2010). Language matters :Assessing lecture comprehension
In Norwegian English medium higher education .In U. Smit, T. Language
in CLIL Classrooms(Jhon Benjamin Publishing.

Jones, S.,& Brown, R . (2019)." English- Medium instruction in Global
Higher Education: Policy, Practice, and Pedagogy. Routledge.

Johnson, Anne (2009) " The Rise of English : The language globalization.

Kachru , B. (1992). The Other Tongue: English across cultures. University of
Illinois Press.

Kim.E. G .Kwean ,S (2017). Engineering student's perception of English
EMI and L1 In EMI Classes.

Lasagabaster,D (2010) CLIL in Spain :Implementation , teacher training.
Cambridge Scholars publishing .

Marsh ,D. (1994). C LIL: Content and language integrated learning. Retrieved October1,2023, from [https:// WWW. Teaching english. Org.UK/article](https://WWW.Teaching_english.Org.UK/article).

Macaro, E.&Dearden, J . (2018). A Systematic review of English medium instruction In higher education. *Language Teaching*. 51(1),36-76.

MC Mullan ,G. (2012) .The value and attributes of an effective preparatory English program Perception of Saudi university students. *English language teaching* .

Maiworm , F & B . Watcher (2002). English language taught degree programs in European Higher education .

Nicos C. Sifakis. Department of Theoretical and Applied linguistic. School.Aristotle University.

Richards ,J.C., & Rodgers, T. S.(2001). *Approaches and Methods in Language Teaching*(2nd ed.). Cambridge, Uk: Cambridge University Press.

Smith,J. (2018).”English as a medium of instruction: A Growing Global Phenomenon

“*TESOL Quarterly*, 42(4), 617-633

Appendix: Teachers' Questionnaire

Dear teachers,

We appreciate your involvement in this research study, which aims to investigate the implementation of English as a Medium of Instruction (EMI) in Algerian universities. The information you provide is critical in helping us fully understand the difficulties and opportunities connected with EMI integration. This questionnaire is designed to gather information on your experiences, perceptions, and behaviours relating to EMI integration. Please feel free to answer the following questions honestly and to the best of your ability. Your replies will remain anonymous and shall be utilized only for research purposes. Please tick(✓) in the correct answer.

Your cooperation in this study is highly appreciated, and we thank you in advance for your valuable input!

Section One: General Information

1. Age

a) Under 25

b) Over 25

8
8

2. Which university are you affiliated with?

.....

3. Please indicate your area of expertise or field of specialization?

.....

4. Which language do you prefer to use for teaching?

a. French language

b. English language

c. Arabic language

d. Arabic and French

Section 2: Experience with English as a Medium of Instruction

5. What do you feel about your level in English?

- a. (Very Low level)
- b. (Low Confidence)
- c. (Moderate Level)
- d. (High Level)
- e. (Very High Level)

6. Do teachers generally agree or support the idea of using the English as medium of instruction ?

- a. agree
- b .disagree

7. What are your opinion regarding the English language training provided by your university for

using English as a medium of instruction?

.....

.....

.....

8. According to the recent recommendation initiated by the minister of education , are you open to using English as primary medium of instruction ?

- .Yes
- .No

9. Whatpotential challenges do you anticipate facing as a teacher transition from teaching in

Arabic and French to delivering English language instruction to student ?

.....

.....

.....

10 . What challenges do you anticipate student may encounter when using English as mediumof instruction ?

.....

 11 . How would you describe your experience in teaching if you would do so?

- a. Excellent
- b .Good
- c .Average
- d .Below average
- E . Poor

Section 3: Perception of EMI Implementation .

12. Isthere a positive correlation between adopting English as a medium of instruction and improve in students learning outcomes ?

- Yes
- NO

13 .What pedagogical techniques would you implement to help learners comprehend in English Medium classes?

- a. Translation
- b.Using dictionaries
- c. Using handouts

14 . How do you evaluate students' topic understanding in EMI classes ?

- a. Exams
- b. Assignments
- c.Oral presentation

15. How frequently do you collaborate with colleagues to share best practices for teaching in

English medium classes?

- a . Rarely
- b. Occasionally
- c. Frequently
- d.Never

16. Have you faced any institutional challenges or restrictions that limit your capacity to teach

effectively in English?

- Yes
- NO

Section four: Pedagogical strategies and support

17. Please add any suggestion you see relevant to the topic or the aim of the work ?

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

Thank you again for your involvement and feedback is critical shaping for future

Appendix : Students' Questionnaire

Dear Participants,

We Sincerely cherish your participation in this questionnaire, as it is of the utmost significance in our investigation of the integration of English as a Medium of Instruction (EMI) in Algerian universities. By providing your worthwhile views, you will directly contribute to improving the quality of education at our university. Your responses will help us pinpoint areas for development and meet the different needs of our students. Please read each statement carefully and tick(✓) the appropriate answer.

Thank you in advance for your time and cooperation, we genuinely value your input!

Section 1: Demographic Information

1. Age

. 18-21

.21-23

. Over 23

2. Gender

.Male

.Female

3. What is your field of study?

.....

...

4. How long have you been studying English?

.....year

Section two: Perspective on English as a medium of instruction.

5. Are you exposed to modules using English language?

- . yes
- . NO

6. Do you agree that English should be used in your Educational field ?

- Yes
- NO

7. How you regard the employment of English as a medium of instruction?

- a. Very Effective
- b. Somehow effective
- c. Neutral
- d. Some how ineffective

8. Do you have confidence in your ability to comprehend course material listed in English ?

- .Yes
- .Somewhat
- .No

9. Do you believe that the integration of English as a medium of instruction has enhanced your language skills ?

- Yes
- No

Section 3: Impact of EMI on Learning Outcomes

10. How has implementing English as a medium of instruction effected your academic performance ?

- Positive
- Negative
- No impact

11. Do you find it easier or more difficult to learn subjects in English and French versus Arabic ?

- a.Easier
- b.More difficult
- c.No difference

12. How effective are the universities support English language program ?

- A .Highly effective
- b.Somewhat effective
- c.Not effective

13. Do you believe that student should be provided additional English language support courses to help them cope with EMI to enhance their level in English?

- Yes
- No
- Not sure

14. How pleased are you with the present-day implementation of EMI at our university?

- a .Very satisfied
- b.Somewhat satisfied
- c .Neutral
- d .Somewhat dissatisfied
- e .Very dissatisfied

Section four:suggestion for Improvement

15. What adjustments would you advise to improve the effectiveness of EMI at our university? "Please provide your detailed response below "

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

Thank you all once again for your invaluable participation.

Résumé

Cette étude se penche sur l'intégration de l'Anglais comme Moyen d'Enseignement (EMI) dans les universités algériennes, en mettant l'accent sur les défis auxquels les enseignants d'Anglais non-natifs sont confrontés et sur la façon dont l'EMI affecte l'efficacité de l'enseignement et les résultats d'apprentissage des étudiants. L'étude utilise une approche de recherche quantitative, incluant des sondages pour recueillir des informations auprès des apprenants ainsi que des éducateurs. L'objectif de cette recherche est d'étudier les attitudes des enseignants et des apprenants à l'égard de l'adoption de l'Anglais comme langue d'enseignement, et d'évaluer l'influence de ces défis sur le rendement en classe. Les résultats montrent que les enseignants éprouvent un large éventail de difficultés tout en présentant du contenu en Anglais. Malgré ces limitations, de nombreux enseignants reconnaissent la valeur de l'EMI pour préparer les élèves à la communication globale et à la réussite scolaire. Cependant, l'étude met l'accent sur l'importance d'initiatives centrées de formation des enseignants et de développement professionnel pour améliorer les pratiques pédagogiques et aider les enseignants à gérer les réglementations complexes de l'EMI. Dans l'ensemble, cette enquête se rapporte à la discussion continue sur l'intégration linguistique dans l'enseignement supérieur et fournit des informations sur les implications concrètes de la mise en œuvre de l'EMI en Algérie. Les résultats de cette étude soulignent l'importance de répondre aux exigences spécifiques des

formateurs et des apprenants non-anglophones afin de maximiser les avantages de l'EMI.

Mots clés : (Anglais comme moyen d'enseignement, professeurs d'Anglais non-natifs, défis, pratiques pédagogiques, développement professionnel).

ملخص

تتمحور هذه الدراسة حول دمج و إستعمال اللغة الإنجليزية في الجامعات الجزائرية، مع تركيز خاص على مختلف التحديات التي يواجهها الأساتذة غير الناطقين باللغة الانجليزية وكيف من المحتمل أن يؤثر هذا على فعالية التدريس و نتائج تعلم الطلاب. تستخدم الدراسة نهج البحث الكمي، بما في ذلك الدراسات الاستقصائية لجمع و تحصيل المعلومات من الطلبة وكذلك الأساتذة. تهدف هذه الدراسة إلى معاينة موقف المعلمين والمتعلمين تجاه اعتماد اللغة الإنجليزية كلغة تعليمية، وتقييم تأثير هذه التحديات على أداء الفصل الدراسي. توضح النتائج أن المعلمين يواجهون مجموعة واسعة من الصعوبات أثناء تقديم محتوى تعليمي باللغة الإنجليزية. على الرغم من هذه القيود، يدرك العديد من المعلمين قيمة اللغة الانجليزية كلغة تعليم في إعداد الطلاب للتواصل والتحصيل الأكاديمي. ومع ذلك، تؤكد الدراسة على أهمية مبادرات إعداد وتكوين الأساتذة والتطوير المهني لتحسين الممارسات التربوية ومساعدة المعلمين في تسيير اللوائح المعقدة للانجليزية كلغة تعليم . وبشكل عام، يتعلق هذا البحث بالنقاش المستمر حول إدماج اللغة الانجليزية في التعليم العالي ويقدم رؤى غنية بالمعلومات حول الآثار الملموسة لتنفيذ اللغة كا لغة تعليم في الجزائر. تُسلط نتائج هذه الدراسة لضوء على أهمية الخاصة بالأساتذة والتلاميذ غير الناطقين باللغة الانجليزية بهدف الاستفادة من EMI على الوجه الأمثل

الكلمات المفتاحية: (اللغة الإنجليزية كوسيلة للتعليم، الأساتذة غير الناطقين باللغة الانجليزية، التحديات , ممارسات تعليمية , التطوير المهني)