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**Reconsidering the Acquisition Planning for English in favour  
of the EMI Implementation's Prospects in the Algerian Higher  
Education: Expert Recommendations and Suggestions.**

*A Dissertation Submitted to the Department of English in Partial  
Fulfillment of the Requirements for the Degree of Master in Linguistics*

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## **Dedication**

*To my source of ambition and support,  
to my beloved MOTHER! I dedicate this work.  
“Whatever money from my mom I took,  
I spent on learning or another book  
I pray for her most earnestly returning,  
Thanks to her thus for paying for my learning!”*

A. L. BELAREF

*To the two souls that left this world before this work sees the light, my beloved grandfather "Elmadani" and my dearest grandmother "Aida". May they be shaded by his mercy. To my living grandparents "Lahcen" and "Fatma". To the woman that couldn't run, but was set on seeing me fly, to the greatest of them all, my mother "Noudjoud". To the man that helped me spread my wings as far as I wished, my father "Ammar". To my dearest brothers "Ghoulem" and "Amir". To my family that stood by me, my uncles and aunts, and my sister Yasmina. To my friends Israa, Meriem, Iman. To my coworkers. And finally, to my partner in this work "Ahmed Lotfi Belaref", This work is dedicated to you.*

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## ABSTRACT

The acquisition planning process is the central component of any language planning activity, and the latter is yet the heart of any effective language policy. In this light, this study aims at investigating the necessity of reconsidering the acquisition planning for English at the pre-university levels as part of the planning for the prospects of implementing English as a medium of instruction (EMI) at the Algerian higher educational level and at providing expert-driven recommendations to teaching English as a foreign language (EFL) at the Algerian pre-university levels as part of the acquisition planning. The study was conducted following a fixed design with little inclusion of qualitative data collection. A questionnaire was used as the main instrument in the study to collect the primary data and was administered to 22 participants. The participants in this study were selected through the purposive sampling technique based on their scientific publications in the domain and their teaching careers as field practitioners. The findings of the study confirmed that the prospects of implementing EMI in the Algerian higher education require a deep reconsideration and renovation of EFL teaching nature at Pre-university levels as part of the planning. Moreover, the results highlighted a set of normative practices as part of the acquisition planning for English to precede and be in favour of EMI implementation.

**Key words:** Language Planning, Acquisition Planning, Language policy, Pre-university levels, Algerian higher education, EMI implementation, EFL teaching.

## **List of Abbreviations**

**%: Percentage.**

**AP: Acquisition Planning.**

**EFL: English as Foreign Language.**

**EIL: English as an International Language.**

**EGL: English as Global Language.**

**ELF: English as Lingua Franca**

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

**ESL: English as Second Language.**

**FMI: French as a Medium of Instruction.**

**MI: Medium of Instruction.**

**VOICE: The Vienna Oxford International corpora of English.**

**WL: World Englishes.**

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## **General Introduction**

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## 1. Background of the Study

The international spread of the English language has been for the last seventy years creating spheres for studying and researching several aspects of this language. Many researchers have raised interest in studying its use and status as a lingua franca, its teaching and learning across the world, and its implementation in different functional roles given its status. One major role given to the English language internationally in accordance with its status as a lingua franca of scientific and academic communication is that being the medium of instruction (EMI) in higher education. The main purpose behind this kind of implementation according to Gardner (2015) is to internationalize higher education as well as to facilitate academic and scientific activities. On the other hand, Morell et al. (2014) described this kind of implementation as being just a reasonable response to the internationalization and globalization of education through English.

In the Algerian context, the concept of EMI is not new to universities (Jacob, 2019). Algeria has already three universities that introduce their programs through EMI. The first one in service since 1976 is the institute of Electrical and Electronic Engineering located in Boumerdes province. The two others are the National School of Artificial Intelligence and the National School of Mathematics located in the capital Algiers and in service since 2021 (U.S. Embassy Algiers, 2021). Moreover, in her investigation of the potential implementation of EMI in the Algerian higher education, Medfouni (2020) stated that: *“there are already some short- or medium-term strategies, which are put in place by the former Minister of Higher Education and Scientific Research Tayeb Bouzid, for enhancing the status of English in Algeria in order to prepare for the potential implementation of EMI”*. However, Medfouni (Ibid) commented on the current linguistic situation that positive attitudes are not really adequate for planning and introducing EMI, hence, any plan for implementing EMI will need to be based on a longitudinal analysis and investigation of the current situation of language practices. Additionally,

commenting on the potentiality of the English language development in Algeria, Gherzouli (2019, p 42) stated that: *“As to English, the development of this language needs more than a ministerial order. It needs a rigorous language planning”*.

By observing the language teaching and learning practices at pre-university levels with regard to the Algerian policy of teaching foreign languages, Bouroumi (2008, p 94) stated that: *“it is clear that the policy underlying the teaching of foreign languages in our school is neither well-founded nor operating properly”*. Moreover, different studies on the language practices and language proficiency have revealed that the teaching and learning of EFL at pre-university levels are suffering the unplanned acquisition of the language and the insufficiency of resources along with the bad quality of implementation (Benadla, 2012; Benzerroug, 2019; Bouroumi, 2008; Rezig, 2011). Building upon this very situation, this study is conducted to investigate the necessity of reconsidering the acquisition planning of English at pre-university levels as part of the planning for the project of generalizing EMI implementation in the Algerian higher education.

## **2. Statement of the Problem**

Based on the understanding of the dynamics and nature of international and scientific communications, recent implementations of the English language as the medium of instruction (EMI) in higher education are perceived today as normal, if not necessary, in different parts of the world. However, in a well-supported environment, the success of such implementations is highly dependent on the resources, efforts, and the cruciality of language planning with all its components to be devoted to such projects.

In the Algerian context, English is only introduced as a foreign language to be taught at different levels. The planning and policy for teaching/learning EFL within these levels are critically perceived and described in the literature as being poorly founded and wrongly

implemented, and that is reflected in several pedagogical complexities that obstruct its acquisition. Therefore, the prospects of a future implementation of EMI at all the Algerian universities might be impeded by these pedagogical complexities and the carelessness in planning for English acquisition at pre-universities levels.

### **3. Research Questions:**

Following the problematic of the study, the research questions are formulated as follows:

1. Does the implementation of EMI at the level of the university require a reconsideration of EFL teaching at pre-university levels?
2. What are the major normative practices of acquisition planning for English that should precede the implementation of EMI at the Algerian university level?

### **4. Research Hypothesis:**

In order to answer the research questions, the following hypothesis was formulated to be tested:

“The prospects of implementing EMI in Algerian Higher Education might require a reconsideration and renovation of the current EFL teaching/learning at pre-university levels”.

### **5. The Aim of the Study:**

The major aim of this study is to investigate the necessity of reconsidering the acquisition planning for English in Algeria as part of the planning for the prospects of EMI implementation at the Algerian Higher Education.

### **6. The Objectives of the Study:**

Apart from the major aim, the study is also designed to:

1. Reveal the cruciality of acquisition planning as an influential component in planning for EMI before its implementation.
2. Confirm the major normative practices at pre-university levels that should be considered in favour of EMI for future implementation.
3. Provide expert-driven recommendations to solve the introduced pedagogical complexities to EFL at pre-university levels and to carefully plan for the acquisition of English in favour of EMI implementation in the future.

## **7. Significance of the Study:**

The significance of this study revolves around providing expert-driven recommendations on the planning for English acquisition at the Algerian pre-university levels all to be in favour of a successful implementation of EMI at the level of Higher education in the future. It adds to the current literature the conformity on the normative practices in the acquisition planning for English that could be in favour of enhancing the teaching/learning of EFL as well as repositioning the status of English among its learners.

## **8. Methodology of Work:**

The study is conducted following a fixed design in gathering quantitative data with little inclusion of qualitative data collection. The quantitative method is used to add precision to the collected data and confirm the hypothesis of the study. Being followed by the inclusion of qualitative data collection is for the sake of adding meaning to the numerical data gathered at first as well as expanding the range of analysis to cover the recommendations of the participants. The sampling in the study is expert-based and the participants are selected according to a profile characteristic that enables them contribute with valid answers. Finally, the analysis in this study follows quantitative and qualitative techniques to illustrate and make use of the collected data as required.

## **9. The Structure of the Study:**

The study is structured into two main chapters each of which is divided into more sections. The first chapter is merely theoretical and discusses the relevant literature to the study. The first section is devoted to the history and the development of the English language as well as the status it assumes today. The second section is devoted to the position and status of EFL in the Algerian educational system with elaboration on the potential implementation of EMI and the pedagogical complexities of EFL teaching and learning. The second chapter comes with three sections; The first section is devoted to the methodology of work, The second section is about data analysis, and the last section discusses the results and the recommendations of the participants.

# **Chapter One:**

# **Theoretical Framework**

## **1. The Status and Spread of the English Language**

### ***1.1. A Brief Historical Account on the Development of English:***

The English language that dominates and globalizes the world today has existed for 1500 years after it was first introduced into Britain by the Anglo-Saxons, and during which it has undergone massive changes in all language aspects due to the inevitable contact with different languages and the late refinements attempts to become the language we recognize today as English (Horobin, 2016; Millar & Trask, 2015). From a literary point of view, scholars distinguish three major phases of the history and development of the English language known as Old English, Middle English, and Modern English (See Northrup, 2013). Sometimes adding to these, Pre-Old English, Early Modern English, Late Modern English, and Contemporary English are referred to when studying English historical linguistics and the history of the English language (see Barber et al., 2009; Bergs & Brinton, 2012).

#### **1.1.1. Old English.**

The Old English language to which the English being spoken today is traced back has its roots in the Proto-Germanic language. This language was spoken in different Germanic dialects by the Anglo-Saxons and other Germanic tribes across the British Isles after they had destroyed almost all the cultural aspects of the Celtic communities, and before they came to consider themselves as a single people, giving their name “Angles” to the isle (today’s territories of England) and to the language they used from their arrival hitherto (Crystal, 2019; Horobin, 2018; Yule, 2014).

Alongside all aspects of this early period, the language had been referred to as the Anglo-Saxon language since the 16th century. And by the emergence of the study of languages' history in the

19th century, "Old English" was selected as the preferred name to emphasize the development of the language through time. However, a choice of using the term "Anglo-Saxon" persists reflecting that the nature of the English language at the time is eminently different from that of the following periods, especially since it was written in the Runic alphabet (Crystal, 2019).

### **1.1.2. Middle English.**

After the Norman conquest in 1066, the Old English in use across Britain had to witness dramatic change due to the influence of the Norman French language -also referred to as Anglo-Norman (see Horobin, 2018)- introduced by the invaders as the language of power. Crystal (2019) highlights two specific periods of the shift in the linguistic aspect which are; the rise of French in Britain by the beginning of the 12th century after the Normans had secured full control over the kingdom policy, the religious houses, and commercial opportunities creating a bilingual community in court and in public social life; and, the survival and rise of English by the beginning of the 13th century into the end of the 15<sup>th</sup> century due to the daily inevitable contact with local communities, intermarriage, written literature, and the strong oral traditions of the local users.

As to the great rise of the English language, credits and attributions goes to the emergence and flourishing of vernacular literature in the second half of the 14th century and the appearance of an anglophone bourgeoisie and bureaucrats, and to a greater extent, the invention of the printing press which meant that higher and lower classes are to be exposed to vernacular literacy and vernacular bibles. All of this has eventually led to the emergence of prestigious forms of English in use in several functions including parliament in both written and spoken forms, marking the new social differences and causing French to cease (Horobin & Smith, 2022). However, this rise of English wasn't change-free. According to Horobin (2018) and Crystal (2019), the middle English language has undergone a rapid transition and change

in spelling, sound, grammar, and vocabulary as the contact persisted leading to future refinement and standardization.

### **1.1.3. Modern English.**

Notwithstanding French regressed as the prestigious language of culture and intellectuality in favour of English as the new language of political and social order by the end of the 15<sup>th</sup> century (Lerer, 2008), the new age of the renaissance provoked by the humanist such as Shakespeare marked the promotion of Latin as the international language of learning leading to a new linguistic era of words borrowing and words formation in the English language, in addition to a great shift and regularizations in grammar, pronunciation, and spelling ( Barber et al., 2009).

Moreover, the renaissance period was characterized by European explorations and discoveries. This meant that an abundance of new words to deal with the new conceptions, inventions, and techniques came into existence in Europe, and the English writers had no choice but to borrow and introduce them in their writings (Crystal, 2019).

Crystal (2019) also indicates that the English language was affected by the invention of the printing press. This latter contributed to the spread of the new translated version of king James' bible and the abundance of literary works prompted by the renewed interest in the classical languages and literature, which by the end helped in introducing and studying the properties of the standard form of English as it was in use by the language authorities and the intellects of the time.

Despite the continuity of change affecting English since the Renaissance period, the language in use today could be described as identical to that of the late 18<sup>th</sup> century as the rise of perspectivism imposed order on language usage, especially after the publication of Johnson's Dictionary on English spelling and lexicon, and Ben Jonson's, and later on, Robert Lowth's

works on the English grammar, while little exception could be observed in words' meaning and style (Crystal, 2019).

## ***1.2. English as an International Language:***

The universality of the English language today has become a remarkable phenomenon as English has witnessed a rapid spread all over the world with no other competing languages, and has actually become spoken by people from different continents as a mother tongue, and by others to whom it represents a second or additional language by a greater number than that of its native users. This fact about the English language has created a ground for critical thinking and research on the factors that led to its spread and on its status as a medium of communication in several contexts and under different denominations; “English as a Global Language” (Crystal, 2003); “English as an International Language” (Sharifian, 2009); and “English as a lingua franca” (Jenkins et al, 2018). These references to the global status that English assumes today have also led to several implementations of theory and to further research on the pedagogy and teaching of English, mainly, covering teaching English as a second language (ESL), teaching English as a foreign language (EFL), and implementing English as a medium of instruction (EMI).

### **1.2.1. The Foundation of the Global Status of English.**

The foundation of English as a global language is regarded as a matter of cause and effect when under observation, except for factual considerations, this status as an end had no precedent intentions or procedures. Crystal (2003, p. 10, p. 78, p. 120) describes this fact in different chapters of his “*English as Global Language*” while trying to provide answers to why English and not any other language by that: “*English has repeatedly found itself in the right place and in the right time*”. As he draws the realities upon the leading factors to this growth,

he distinguishes two main aspects: a Geographical-Historical aspect as to how English reached its position and a Socio-Cultural one describing how it remains and continues to function as so.

### ***1.2.1.1. The Geographical-Historical Aspect.***

As to the Geographical-Historical aspect, Crystal (2003) links the growth and spread of English to the early voyages of discovery and exploration as well as to the end of the British Empire from the seventeenth to the eighteenth century as a leading colonial nation, covering nearly the third of the earth's surface. Eventually, this guaranteed to the English language a respectful status and representation in every continent, and specifically in the newly independent nations as they retained the use of English to serve in certain internal functions, as an official and/or semi-official language, and has resulted in the emergence of the world Englishes which is manifested in the use of English in different varieties as a mother tongue or a second language in several parts of the world (Americas, Africa, Asia, and the South Pacific).

### ***1.2.1.2. The Socio-Cultural Aspect.***

From the Socio-Cultural aspect, Crystal (Ibid) places the Industrial Revolution that took place from the eighteenth to the nineteenth century on top as Britain was its birthplace and leader due to many reasons including political stability, its colonies representing a source of ore materials and serving as trade posts, and the development of engineering culture which was respected by society and encouraged by wealthy patrons. This ended up with Britain as the leading economic power putting the English language at the centre of commercial exchanges and industrial manufacturing, while the new English technological and scientific terminology, spreading across Europe through foreign workers and British ones teaching the new techniques of industrial production, has triggered the demands of learning English for the sake of benefiting from the Industrial Revolution.

From the late nineteenth to early twentieth century, the world order was distinguished by the growth of the US as the superpower in political and social life, business, and technology. Up to the end of the second world war in 1945, English had already been integrated into international domains and affairs as the preferred language of political and diplomatic meetings after the emergence of new international alliances, and thereafter, as new international bodies and intergovernmental organizations came into existence such as the UNITED NATION (1945), UNESCO (1946), UNICEF (1946), the World Bank (1946), and the World Health Organization (1948). The US influence on the world did not stop at this level. The political practices of its authorities activated the role of its media and press, its dominance on the international business and trade attracted the advertising industries and the multinational business bodies, and the production of its studios in the world of cinema and entertainment paved the way to a global recognition of the dominance of Hollywood in the movie world, consequently, contributing to the spread and adoption of English across the world (Ibid).

Another factor pointed out to in this categorization is the emergence of the new computational technologies in the mid-twentieth century providing new linguistic opportunities. In this regard, Crystal (Ibid) gives attribution to the development of computers and the beginning of the internet for the spread of English as the US had the pioneering role in launching them. When the computational products and the internet were introduced to the world, most of the users had to learn English in order to learn how to use these technologies for its linguistic patterns and principle were built in English. Subsequently, English has become today the chief lingua franca of internet communication and satellite.

In the light of what has been said on the leading factors to the establishment of English as a global language, English has truly, and indirectly, found itself in the right place at the right time with its authorities having no agenda to conquer the world of speech, yet has achieved what might be unachievable by any other language in the globe after its deep penetration in the

lives of so many people and across all the existing continents, bringing into existence the dream of humanity that people could one day communicate with each other regardless of their mother tongues and nationalities.

### **1.2.2. The World Englishes (WE).**

The diffusion of English across the world producing and bringing into the English language a sense of cultural pluralism and linguistic diversity, in consideration of the fact that English today does vary in speech and that its users come from different cultural backgrounds, has enriched the field of applied linguistics with descriptive studies on the English sociolinguistics, English stylistics, and English language acquisition leading to the emergence of the notion of World Englishes (WE) in 1984 with lights shed on the fact that the diversity of English uses with respect to the diversity of identities and cultural perceptions of the users, all together have created English languages with different functional roles and purposes to serve (see Kachru, 1990).

#### ***1.2.2.1. Kachru's Circles of the English International use.***

According to Kachru's approach to the understanding of the global use of English and WE, the functional roles and statuses of English across the world could be described by highlighting three circles in which the language is used; inner circles (L1 varieties) where English is used by the majority of the population and for all social functions like in the USA & UK; outer circles (ESL varieties) where users are non-natives and English is given institutional functions like in Nigeria & India; and expanding circles (EFL varieties) where English is introduced as a foreign language and is regarded as having an increasingly significant role in the development of education and economy like in Japan & Saudi Arabia (Kachru, 1990; 2007).

However, this paradigm of categorizing the uses of English across the world, though has provided the field of sociolinguistics with sufficient descriptions of the existing English

varieties, has eventually come to be regarded as a traditional view after the emergence of the term and reality of “English as a Lingua Franca” (ELF) as result to the number of empirical studies conducted by applied linguists and PhD students in the last two decades, and to the corpora that revealed the nature of the international use of English and how it is too diverse to be captured and comprised within Kachru’s circles (Jenkins, 2018, chapter 47, pp. 594-603; Seidlhofer, 2015).

### **1.2.3. The Conceptualization of English as a Lingua Franca (ELF).**

#### ***1.2.3.1. Origins.***

The origin of the term Lingua Franca is traced back to the late middle ages when traders from Arabic-speaking communities came into contact with European people whom they distinguished as Franks. They eventually developed a trade language to communicate through and gave it the name “Lingua franca” (the literal meaning of Frankish language with the sense of European or Christian language). Albeit their trade language is today identical to what is referred to as pidgin in terms of internal quality, purpose, and in that, it was no one’s mother tongue, the term has been preserved and is today applied to languages that are long-established mother tongues and do function as mediums of communication for non-native users (Brosch, 2015; Trask, 2007)

#### ***1.2.3.2. Definition.***

By definition, the term lingua franca appears in the oxford dictionary as: “A shared language of communication used between people whose main languages are different” (Hornby, 2010, p. 896), and is in Trask’s key concepts in language and linguistics as: “A language which is widely used in some region for communication among people speaking a variety of languages” (Trask, 2007, p. 111).

### ***1.2.3.3. Conceptualization.***

In the very sense of the term as in the definitions, being applied to the linguistic reality and status of English today, English as a Lingua Franca is a narrowed description of use in that, it does not involve interactions between native speakers at all, but is used as a common vehicular for communication by people with different native tongues. This means that interactions in English are not restricted to occur within Kachru's varieties, hence, makes the notion of ELF a distinguished part of the more general conceptualizations of EIL and WE (Seidlhofer, 2005).

Seidlhofer (2005) described the notion of ELF based on the findings of the "*Vienna Oxford International Corpus of English*" (VOICE) on the international interactions through English revealing how distinct is the current status of English and how the new conceptualization of "ELF" fits the reality of the international use of English today. The first thing is that English is chosen as a contact language outside its linguacultural boundaries, and in most cases, verbal exchanges through it are among non-native speakers with different cultural backgrounds. The second thing is that the number of non-native users is surpassing that of natives to the point that only one out of every four English users is a native speaker.

Consequently, the nature of English use today is seen to be shaped at least to an equal extent by natives and non-natives alike, and regardless of what natives would consider to be correct or incorrect use of English, the majority of errors made by non-natives were revealed in the analysis of corpora to be entirely unproblematic and are not to interfere in the intelligibility and the success of communication, especially since the major aim of non-native speakers is to imitate the native tongue (Seidlhofer, 2010). However, to set clear regularities guiding the usage of English by non-natives and reinforce the sense of commonality everywhere, it is suggested that the variety of usage in expanding circles should be investigated alone. This will help avoid confusing EFL with English as a foreign language (EFL), confusing the various settings and

activities in which interactions occur, and the problematic divergence of proficiency levels among non-native users (Bjorkman, 2013; Jenkins, 2010).

### ***1.3. English as the Lingua Franca of Academic Communication and Scientific Research:***

#### **1.3.1. English for Science.**

From a historical account, science has always been exported to communities through lingua francae of leading nations on inventions and discoveries. Perfectly fitting examples are; Arabic which following the Muslim conquests had spread far west to today's territories of Spain, and far east to today's territories of Pakistan replacing several languages as the lingua franca of literary and scientific communications; and Latin that up to the seventeenth century was the main vehicle of learning and communicating scientific research across several countries in Europe.

Following its dominance in several social aspects and as a by-product of globalization, English has become the lingua franca and the monopoly of science reducing multilingualism in scientific publication and causing other languages to cease in its favour. This shift in the language of scientific publication has to an extent been triggered by the desire of scientists and researchers to have their findings read and contributions recognized by the world community of science, and somehow, by the undismissed argument that no one will have to learn several languages to publish their works for the world or to benefit from already published ones (Hamel, 2007). Consequently, this fact of transformation creating a monolingual sphere for science has made most of the world's literature today appear in the English language with a proportion up to 96% higher than the other languages combined together (Popova and Beavitt, 2017).

By the beginning of the twentieth century, an act of acceptance regarding the language transformation in scientific communication has eventually become manifested in the fact that almost all the forms of written and spoken output including scientific journals, scientific conferences, interviews, websites of major research institutions and so much more have come to rely on English when addressing the world community of researchers and scientists with recognition of its dominance and usefulness. (Montgomery, 2013).

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

The nature of academia is said to be inherently international for it has been for nearly eight centuries as such across Europe. This first began in the late medieval period when Latin was established as the legitimate language for learning in almost all European nations, while all local languages were considered to be vernacular and hence prohibited from being used for schooling. By the time Latin came to be fractured in the seventeenth century, it was the turn of French to be introduced for learning purposes, and hereafter up to the twentieth century, both English and German were brought into the context of academia (Bjorkman, 2013).

From the mid-twentieth century and as a result to the spread of English and its impact on economics, scientific research, and countries' national policies, the notions of "Universal Education" and "International University" have come to be reintroduced in Europe and the developing world marked by the understanding of the international communication's nature among learners with linguistic diversity, and with the view of internationalizing Higher Education through English medium programs in favour of the Academic and Scientific Communication.

### **1.3.3. English as Medium of Instruction (EMI) across the World.**

In Europe, the process of internationalizing education through English was doomed to its realization through the process of Bologna which was agreed upon and signed in 1999 by 29

European countries (today involving 45 countries), aiming at creating intelligibility and harmony in European universities to support exchange programs among universities and attract foreign students, and eventually, resulting in an estimated number of 1500 master's programs offered in European countries where English is not the mother tongue by 2003 (Erling & Bartlett, 2006; Graddol, 2006). Coping with this trend, it was reported in 2002 that all higher education institutions in Finland and Netherland offer at least one English medium program which was at the time seen as normal rather than an exception (Suviniitty, 2012). Moreover, a response to internationalizing learning in higher education in Spain has led public and private universities to plan for programs integrating EMI and has consequently resulted in a number of 80 undergraduate programs and 322 postgraduate programs taught completely in English (Pastor, 2020).

Asian universities are also no exception in coping with global changes. Gardner (2015) reports that the higher-ranking universities of Asia are currently offering distance education globally, while others are forming to offer global education, and particularly, Malaysian universities are offering pre-university English language training to students from different Asian countries. Furthermore, from an approximate number of 780 universities in Japan, Toh (2018) reports that Japan is today attracting foreign students by having 30 of its global universities teaching in English.

This international response to the notion of Universal Education using EMI does undoubtedly involve a matter of need and purpose as well as a careful examination of realities. Bjorkman (2013, p. 14) states that “*creating a common area requires a common language*”, which in this very case the English language. According to her, this made the notion of International University used to synonymously refer to English medium universities. Gardner (2015) from her side introduces three factors that contributed to the international rise of EMI. The first factor is that English has become the language of scientific publication which means

that students will need to read in English and faculties to publish through it. The second factor is the great international mobility and immigration that English creates through exchange programs. And the third factor revolves around the expectations of students to continue their education in English in international universities.

In short, the international adoption of English in higher education, though regards its global status and is, in one way or another, subjugated to its dominance in the scientific literature of the world, still is based on understanding the urgent need for it and does consider how facilitating it could be to an international contribution to science and to communicating knowledge.

#### ***1.4. The Future of English:***

Speaking about the future of English, though some world authorities on the English language would go certain about it, remains just some high speculations and assumptions based on the past and present statuses of the language and the realities surrounding it.

##### **1.4.1. A killer Language.**

Positive assumptions about the future status of English are sometimes highly optimistic by some native linguists to the point of asserting the end of English as the language of the globe and not only its lingua franca. Krashen (2021) as one, American linguist and an Educational activist, responded to a question on the future of English with a direct optimistic assertion that English is the massive killer of all other languages, and that it is just a matter of time for it to dominate. This firm prediction, however, is to be seen as naïve by some others in regard to the changing realities of the world in the 21<sup>st</sup> century and the social history of English. Reflecting upon and taking a position towards the idea of the everlasting status of English would simply be opposing it when considering how Latin, the language of power and prestige and the

international language of educated and learned men across Europe up to the seventeenth century, was ultimately abandoned after it was thought of to never be replaced.

### **1.4.2. Evolution, Rejection, and Rivalry.**

From a more reasonable approach, Crystal (2003) predicts different possibilities as to the future of English. If by any chance English is to maintain dominance in the future according to him, the world will witness the emergence of new World Englishes adding to the existing ones and varying between outer and expanding circles as some countries will be adopting it for political, economic, technological, and educational purposes which could probably lead to the emergence of an English language family with sister languages varying in sound, structure, and vocabulary. However, as he regards the new trend of decolonizing societies and institutions, Crystal also suggests a possibility of rejection, that is, in some colonial eras, a strong reaction against the English language shall take place in favour of promoting indigenous and endangered languages in schooling and maintaining local identity. Graddol (2000, 2006) from his part believes that English is definitely stoppable, and does also suggest a discontinuity of triumph that could be resulted from a rivalry to the English language by new linguistic competitors like Mandarin and Spanish in the future as he considers them sufficiently important and influential on several countries' national policies, and especially for Mandarin that is being impacted by the incredible rise of china in the world of economy and technology.

### **1.4.3. The Language Ownership.**

Moving to a practical point that includes usage, questions on the future of English sometimes address the concept of Language Ownership and Language Authority. The idea that has been mentioned earlier (see 2-3-3), that English is equally being shaped by native and non-native users provokes the assumption that custodians of the English language will no longer be able to prevent the language change. Seidlhofer (2015) has even suggested that users of English

outside its inner circle, as they outnumber the native users, should have the right to create their own norms and regularities to characterize their use of the English language. On the same claim Crystal (2003, 2019) explains that the language as a whole belongs to nobody, but every user owns a part of it since they have interests in it, and he adds that a very predictable consequence of a language that is being used globally is that it will no longer be owned by somebody. The prediction on the question of ownership based on actual realities, hence, could be that English may lose its actual standard form, or at least, may substitute it with another form from its varieties in the future.

#### **1.4.4. Continuity.**

All living languages are indeed subjected to time in their journey to change internally or in terms of status, however, for a lingua franca to maintain a global status, its speakers should maintain an influential power as the changing world will be affecting their language. Chomsky (2021, 51:04-54:00), in this regard, says that: “*Universal language is a matter of power*”, and stresses that the only reason for people speaking a language is but the power driving it. Crystal (2003, p. 7) standing for the same claim believes that: “*Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication*”. The notion of power in this claim restricts the progress of English to the success of its native users on the international level, in the sense that, provided that the English inner circles maintain power and persist as the leading edges of economic modernization and industrial development, demands on English adoption will increase leading to a growth in teaching and implementing it in various contexts, securing its status, and probably, guaranteeing new development for its status.

## **2. English in Algeria:**

### ***2.1. Algeria as an Expanding Circle of English:***

Since its independence in 1962, there have been disputable assumptions regarding the linguistic landscape in Algeria on whether the colonial French is to retain in use in the public practices or is to be replaced by a more significant alternative. A year following the Algerian independence, sociologist Gordner (cited in Benrabe, 2013) recorded a prediction of an Algerian leading writer assuming that Arabic would have replaced French in the next 15 years to come, and English is to be introduced as a second language thereafter. Nevertheless, this prediction has not come to its realization up until today, yet, unplanned governmental practices on the Algerian language policy have somewhat paved the way to a remarkable spread of English in Algeria.

#### **2.1.1. A Process of Decolonization.**

The journey of English in Algeria was first preceded by a movement of decolonization; that is, by an ideological nationalist view resisting imperialism, the Algerian authority had in target the replacement of French through a policy of Arabisation in socio-cultural spheres that was believed to maintain on the Algerian national identity which was described by Ben Bella, and by Boumediene after him, as fundamentally Arab, and would at the meanwhile decrease and heal what has been left as “bitter memories”. Although the Arabisation process has transformed all the Algerian institutions linguistically by the beginning of the 1980s, it failed however in getting rid of the French language that was introduced instead as a subject in schooling, a medium of instruction in higher education, and an additional language in administrative practices (Benrabe, 2013).

### **2.1.2. English as an Alternative Foreign Language.**

As a result of the failure of the Arabisation policy followed by urbanization and social changes in Algeria, an increasing demand for English to be introduced took place and was the alternative strategy for nationalists to replace French with its former competitor across the world. In 1993, the competition between English and French reached its peak when the Minister of Education, pressured by the Arabisation lobby and the rise of the Islamic fundamentalism, introduced English as an option together with French in the fourth grade of primary school. The justification given for that practice was that, while French is imperialist and colonialist for Algerians, English is at large a language of scientific knowledge in the world (Benrabah, 2013; Benrabah, 2014). However, this project ended up as a total failure, for French, with its popular status in the Algerian local society, was selected by the majority of parents as the preferred foreign language to be taught to their children. Consequently, French was reintroduced as the only foreign language to be taught in primary school, while English is currently taught from the first year in middle school (Benrabah, 2007).

### ***2.2. A Rise in Social Awareness and Openness Towards English:***

The failure of the project of 1993, though reflected a random attempt with no normative considerations, still has revealed and marked the need to upraising social awareness of the global status of English, a step that policymakers failed to consider back then, yet come to achieve through unplanned practices. Subsequently, the 2000s were marked by the new language policy of the authorities that bilingual education is to take place. A few years later, a study conducted to measure the Algerian youth's perception of today's global language revealed that the awareness of the unique status that English assumes globally has increased in Algeria since 2004 (Benrabah, 2014). Findings of a similar study on the attitudes toward languages in Algeria show that the attitudes towards English, unlike French, were unanimously

positive, and were interpreted by the researcher as being directly affected and influenced by the government policies through the Arabisation project to degrade French in favour of Arabic and English (Sahraoui and Handke, 2021). In addition to the governmental impact and the social awareness of the global status of English, some researchers link the positive attitudes towards English to the prevailing idea that English in the Algerian context is “deethicised” and “neutral”, in that, it is not attached to any religious, regional or historical connotations which makes it less threatening, and is henceforth supposed to play a major role in creating a linguistic peace and stability at the national level while linking the Algerian civil society with that of the world (Belmihoub, 2015; Jacob, 2019).

### ***2.3. The Algerians’ Engagement with English:***

Apart from the political attempts to establish a status for English in Algeria, the last two decades have witnessed English claiming ground for itself with an increasing rise in awareness of its status and positive attitudes towards it within the Algerian society more than any other time when planned for. Thanks to the spread of media, the internet, and particularly to the relationships of Algeria with English-speaking countries, English is today perceived by Algerians to be necessary for better lives and international opportunities and is found to function in several contexts such as in the oil and gas industry, in international and local diplomatic and business communication, in media and press, at the level of universities, and among the youth on the internet (Belmihoub, 2018).

#### **2.3.1. The Teaching and Learning of English amongst Algerians Youth:**

The demand for learning foreign languages, if not for learning English in particular, has led to an increasingly widespread of foreign languages private schools providing English programs across Algeria. The increasing number of languages private schools in different Algerian provinces with their programs of teaching the English language do stand as a

manifestation of the demand to learn foreign languages and English in particular, and does even create competition amongst the private schools.

Regarding the Algerian higher education, the first Algerian website for study ([univ.ency-education.com](http://univ.ency-education.com)) presents a list of 42 universities that have an English department among their faculties (see **Appendix.1**), and the number increases to 43 by adding the university of Bouira which initiated its English department in 2020, and by taking into consideration the existence of English as a compulsory subject in a form of a specifically designed course to meet the demands of other branches in other different faculties., English could be said to be present in all the Algerian universities. On another side, Benrabah (2014) reported that English departments are continuing to attract more students. Moreover, the teaching and learning of English in Algerian higher education has also witnessed the launch of the first educational website “DoulKifl” for Algerian English students in 2022 by former postgraduate students from the University of Bordj Bou Arreridj, and it was intended to be used by all English university students. Unprecedentedly, DoulKifl comes to be the first Algerian educational website on teaching and learning a foreign language in higher education giving English the privilege to be that foreign language (see **Appendix.2**)

Furthermore, there was an increasing growth in reading books in English amongst Algerians. Apart from the crowded stalls of foreign countries’ embassies and foreign editions selling English titles in the Algerian book fair every year, the Algerian Anglophone community would today find and pre-order any English title from the British publishing company “Scarlet Letter House” by visiting their two stores in Annaba province or the capital Algiers, or online through their website “[Scarletletterhouse.company.site](http://Scarletletterhouse.company.site)” and their Facebook page that comes with a total number of followers over 30200 (see **Appendix.3**). This publishing company to mention was established by an Algerian couple, and has amongst its main objectives; translating Arabic works, and especially Algerian books, into English; and providing the growing

Anglophone community in Algeria, and Algerian English students and teachers in particular, with all the existing English classics and the newly published works of different genres in English from all over the world.

### **2.3.2. English in Social Media.**

The engagement of Algerian youths with English could be also observed in social media today where interactions through English take place with natives and local users of English alike. Facebook groups have been created to only interact through English and basically about everything such as in “I’m Dz and I speak English” (created in 2013 and comes with a total number of members over 213.000. see **Appendix.4**), or to share tips and materials on learning it, discuss its internal features, and help beginners explore it such as in “1001 English” (created in 2017 and comes with a total number of members over 283.000. see **Appendix.5**). Personal and public pages with educational content in English are also witnessing an increasing interaction with their contents by the Algerian community. An active leading page “Easy Peasy DZ” incepted in 2020 with a daily posting of comprehensible language input in English through short videos, live videos, and various workshops comes with a total number of followers of over 77000 and with a reach that covers even Facebook users from Morocco, Tunisia, and France (see **Appendix.6**). Personal pages run by English graduated students do also receive a considerable number of interactions such as “English with Karim” (first launched in 2015 with an estimated number of followers of over 216000. See **Appendix.7**), English with “Becissa Kamel” (first launched in 2018 with an estimated number of followers over 137000. See **Appendix.8**), and “English with Younes” (first launched in 2020 with an estimated number of followers over 176000. See **Appendix.9**).

### **2.3.3. English in The Algerian Media Channels.**

The Algerian media channels today have also come to consider the existence of an Anglophone community in Algeria, and sometimes for international reach, have come to even broadcast in English. In one of its famous programs “Khalouna Positive”, Echourouk TV has invited Algerian English speakers several times for the sake of showing how Multilingualism and English are penetrating deeply in Algeria and has successfully introduced one of its episodes fully through English (the most three famous episodes were premiered on 20 December 2020 with a reach of over 2 million views, 1 January 2021, and on 4 July 2021 together with a reach of over 400.000 views on YouTube.). Additionally, the new International Algerian channel “AI 24 News” launched in 2021, alongside the second channel of the Algerian Public Television Corporation, provides daily broadcasting in English to local and foreign audiences (see **Appendix.10**). Additionally, findings of a study conducted to explore the attitudes of Algerians on the use of English in the Algerian media revealed that English is positively perceived and is believed to be more useful at the national and international levels (Mammeri and Mohdeb, 2018).

### **2.3.4. The Contribution of Foreign Embassies.**

The role of English in Algeria has also increased in terms of position due to the extension in the economic markets since 1980 to include the UK and the USA investments in the Algerian gas and oil industries creating in return demands to learn the English language and resulting in good relationships between Algeria and the two countries. The US embassy and the British council have contributed to the spread of English through the several exchange programs they offer to the Algerian citizens such as the Fulbright and the Youth Leadership programs by the US, and the Active Citizens by the UK council which they require a high level of English language mastery to apply for (Belmihoub, 2015). Additionally, the Ministry of National

Education started a partnership with the British Council to develop the teaching and learning of English in 2008. And from the US embassy's part, a program offering free English language classes for learners of different ages was launched in partnership with the Berlitz centre in 2013 (Gherzouli, 2019)

Given all the above, English amongst Algerians could be said to be for real claiming ground for itself, and that Algeria fits by all means as an expanding circle in respect to Kachru's categorization for it takes the English language to be of an increasing significance to the evolution of education and the growth of the country's economy.

#### ***2.4. Languages in the Algerian Higher Education:***

Despite the earlier movements of Decolonizing and Arabizing education in Algeria, the Algerian higher educational context seems to contradict and confront the implemented policy that favours multilingualism and the use of Modern Standard Arabic for instruction. In regards to the global linguistic reality and the early language acquisition by Algerian students, neither a true Multilingual education nor an appropriate medium of instruction is present today in the Algerian university. Few branches such as Law, Humanities and Social Sciences, and Islamic studies are found to use MSA as the official MI as the policy implies. Inevitably, Medical, Scientific, and Technical fields are instead taught in French with no explicit policy justifying the inherited MI in teaching science and technology, and this status assumed by the French language in the Algerian university is described according to Medfouni (2020, 230) to be a "De Facto but no a De Jure", meaning; French in reality is used almost in all the Algerian universities as IM, yet, this practice has never been bestowed by regularity.

Not practically adopting Arabic to teach these fields, on the other hand, could be due to the lack of translated materials and the weaknesses of Arabic to deal with the scientific terminology that is found and elaborated in different other languages, and to an extent, to the

availability of only teachers who received their education in French. However, the use of French has been critically described as irrational recently, especially since a better alternative is available and proved to be more effective for the flourishing of scientific research and the quality of learning as well as the economy of nations.

#### **2.4.1. English in the Algerian Scientific Research.**

For research and graduation purposes, students and researchers are required to include a summary in English in their dissertations. Moreover, many scientific journals obligate researchers to include a summary in English for their articles, and most of the International ones do only accept and publish scientific papers written in English. Algerian researchers who are not proficient in English are reported to appeal to automatic translation through online websites and applications (Braik & Chaal, 2021). This very situation with regard to the place of English in the Algerian university has been creating a barrier to the scientific contribution of Algerian researchers and scientists for so long, and today, it calls for the necessity of learning English to improve the quality of scientific research and to encourage more scientific publication in international journals.

In fact, the awareness of Algerian scientists and researchers of the necessity of learning English along with their eagerness to improve the quality of scientific research and to have their publications read and cited by the scientific community is today triggering their engagement in learning and using English. In a recent investigation on the language of scientific publications of the university of “Mentouri Frères-Constantine” from 2010 to 2018, it was reported that English dominated over French in the databases of “GoogleScholar” and “ScienceDirect”, and interestingly, the contribution of this university has increased since the adoption of English (Elmechta, 2020). Indeed, this report reflects that the concerned community in Algeria has come to seriously regard the status of English as the lingua franca of scientific communication and

research publication, and this fact is expected to be the case with all Algerian universities with respect to the expected coming reforms on enhancing the quality of teaching and learning English and integrating it at all university levels (see **2.4.2.**).

#### **2.4.2. A New Project for English in the Algerian Universities.**

On July 4<sup>th</sup> of 2019, the Algerian former minister Tayeb BOUZID announced through his official Facebook profile the intention and willingness of the Ministry of Higher Education and Scientific Research to discuss and study the file of promoting English use at the level of the university (see **Appendix.11**). The day after (5 July 2019), a direct link to a poll was published on the official websites of all the higher education institutions as well as their official pages on social media for the concerned community to vote for/against the promotion of English. Interestingly, this unprecedented examination of the social attitudes by the Ministry reflects the extent to which the latter is this time genuinely cautious in planning for its new agenda to the point of considering the public opinion and the cruciality of the social attitude for the success of its future language policies.

Before the closing of the online poll, the ministry had already started operating. On July 21<sup>st</sup>, Algerian universities received orders to start using English together with Arabic in the headings of all their administrative and official papers (see **Appendix.12**). By the end of the voting period on August 5<sup>th</sup>, the former minister reported that out of 94,741 responses, 94,3% of the results were in favour of promoting the status of English at university (see **Appendix.13**), and officially declared that proceeding practices are to take place starting from the current year. On August 1<sup>st</sup>, a national forum consisting of educationalists and specialists gathered to discuss practical matters on the promotion of English at university. Subsequently, universities were asked on August 18<sup>th</sup> to suggest six expert linguists and qualified researchers in order to contribute with their expertise to the success of the project (see **Appendix.14**).

On October 18<sup>th</sup>, the former minister posted an online survey to extend the discussion and study of the project and called for the participation of the concerned community to contribute with rational suggestions for the gradual promotion of English use at the university. The results of this survey as well as the names of the committee members who were appointed to propose a blueprint for the coming procedures were published later on November 7<sup>th</sup> (see **Appendix.15**). The results show that out of 2884 responses, 93,6% of the participants were for the integration of English at all the university levels, 80,6% of them were for compulsory learning, and the results for the gradual integration of English varied from one to ten years. The publication of the final report on December 17<sup>th</sup> included the major plans and activities to be undertaken in the short, medium, and long terms to enhance the use of English at the Algerian university (see **Appendix.16**).

This project of enhancing the nature of English teaching and learning at university and promoting its use was three years later described by the former minister to be successful (see **Appendix.17**) He has even described it as “a Linguistics Revolution” and made a clear point that the launch of the project on July 5<sup>th</sup> and in the year that witnessed the Algerian “HIRAK” was meant to be Symbolic against the bureaucratic constraints. Indeed, this description confirms the fact that English from the very beginning was introduced to Algeria not only for its global status but as part of the larger project of decolonizing the Algerian educational system. The minister further announced that the project received financial aid from the US State Department and is currently under the supervision of Columbia University.

### **2.4.3. The Potential Implementation of English as MI.**

Since 2019, there has been an increasing interest in the potential implementation of English as MI at the level of the university. Questions have been raised particularly since the Ministry launched the project of enhancing the teaching of English at universities. However,

the real expectations that were expressed on social media weren't merely on enhancing the teaching of English, instead, there were demands on implementing English as the vehicle of teaching, in other words, the new generation with their openness to the world and sense of nationality were calling for replacing French with English instead. In the academic context, on the other hand, there exists little contribution that provides insight into the implementation of English at university. The literature that could be said to be building for this matter covers the attitudes toward languages in Algeria and the discourse of languages at universities (Belmihoub, 2018; Bouhmama & Dendane, Djennane, 2016; Dendane, 2014; Hamzaoui, 2021; Jacob, 2019), and through which, it has been revealed that great interests and positive attitudes are remarkably in favour of the English language compared to French, and these positive attitudes do cover different dimensions that include preferences in learning it, preferences in learning through it, and expectations regarding the value it could add to the professional career.

In the only available study devoted to investigating the attitudes toward the potential implementation of EMI in Algeria, Medfouni (2020) explored and reported the real complexity of the question of MI in the Algerian universities from the perspectives of teachers and students from three different universities. The results of her study show that not all the teachers and students were satisfied, at least equally, with the current MI (i.e. French). Those who rated as satisfied were reported to have expressed their attitudes toward FMI by simply not having another choice and that they are obliged to accept the situation. However, when these participants were given choices in her investigation on their attitudes toward different MIs, the majority favoured and preferred EMI to be used in their fields. Moreover, the investigation of their attitudes towards EMI alone revealed that most of them expressed motives that cover the advantages English could bring to their educational and professional careers when implemented, and how they expect from English to promote their research and the quality of their learning.

There are actually two other points that raise the expectations on the potential implementation of EMI in Algeria. The first one according to Jacob (2019) is that the concept of EMI is not actually new to the Algerian Higher education. English has been used as MI in the Algerian Institute of Electrical and Electronic engineering - also known by its former name INELEC – since 1976. The second one is the two new National Higher Schools of Artificial Intelligence and Mathematics that were launched in 2021 and are supposed to provide full programs through EMI after six weeks of intensive training in the language to enhance the quality of learning as well as the scientific research in Algeria (U.S Embassy Algiers, 2021). Interestingly, the second point shows how the authorities are really considering the importance of English as a MI to the quality of education. Indeed, this raises new expectations for future efforts to take place in favour of EMI in all the Algerian higher institutions.

#### **2.4.4. Planning for EMI.**

In case of EMI implementation takes place in the future, however, the authorities are not expected to make a sudden shift or abruptly impose a new policy without thorough planning for a careful integration. It is suggested by experts that when deciding which language to be taught or used to teach, language educationalists and planners should first determine the sufficient amount of teaching for acquisition planning, the required quality for teachers' training, the involvement of local communities, the assessment system to monitor the progress of integration, and the financial cost of the acquisition planning. Having dealt with all is said, the implemented educational policy will be then dependent on the way it is interpreted and appropriated in the context (as cited in Pearson, 2014). In the Algerian context, the implementation of a new policy that substitutes the current MI will not only face the questions of being adopted or resisted but will be subjugated to an urgent need for reform at the pre-university level to renovate the acquisition planning for English to assure an appropriate status planning, a unanimous adoption, and a successful implementation.

## ***2.5. Pre-university Pedagogical complexities to the Implementation of EMI:***

As mentioned earlier, the implementation of a new policy replacing the current MI at the university will be faced with a variety of obstacles in fact. Among these are the pre-university pedagogical complexities that reveal the weaknesses of the acquisition planning of languages in the current educational system.

### **2.5.1. Unplanned Educational Reforms.**

Since the Algerian authorities introduced English as a foreign language in 1969, its teaching and learning have been through unstable several reforms. In 2003, the ministry of education launched a new reform adopting the competency-based education under the two claims of coping with the political, social, and cultural changes that shape the Algerian society, and permitting students to acquire a linguistic knowledge and skills that could function as their bridge to explore scientific and cultural knowledge and enable them to solve field-related problems (Bouroumi, 2008; Djebbari and Djebbari, 2016). However, the supposed reforms to enhance the teaching and learning of foreign languages in general appear to be “neither well-founded nor operating properly”, for in many instances; they come to be more influenced by the socio-political matters and are primarily subjected to special agendas of decisionmakers and lobbies with the ability to influence and pressure without the involvement of the society’s representatives (students, teachers, and parents) and professional (expert pedagogues, sociologists, and linguists); and in terms of practice, their syllabi and methodologies do not match with the learner’s needs and capacities, nor do they confront with the teacher’s ability to handle them; moreover, little time is allotted for planning and preparation and each reform comes to be imposed rather than proposed for experimentation, and eventually ends up implemented with no evaluation or feedback until it fails and another project gets to be imposed suddenly (Bouroumi, 2008).

As a result to this unplanned reform, English as a foreign language is observed to be detached from its communicative nature from the perspectives of both teachers and students. Students have come to treat English as a mere subject to passing to the next grades. This could be due to that, amongst other subjects in Middle schools, English is given a lower coefficient, while the highest coefficient for English in High school goes for literary streams instead of scientific and technical ones (Benadla, 2012). This fact of giving importance to English in the literary streams alone comes to be contradictory in practice for it offends against the claim of policymakers that the educational reform on the part of EFL teaching is for the sake of enabling the students to explore “scientific and technical knowledge”, and hence, does negatively affect the learning of it.

On the other hand, the teaching of EFL could be also described to be suffering from the reform in EFL. The transition from the previous teaching methods to the Competency-Based Language Teaching approach in the latest reforms, though is believed to enhance the educational system, has yet multiplied complexities for teachers, that many of them were neither trained to be teachers nor were they prepared to use and handle the new method of teaching EFL. Consequently, the majority of teachers still focus on the linguistic points rather than on language function as required in the new syllabi (Benzerroug, 2019; Bouroumi, 2008). Additionally, a study conducted by Benzerroug (2019) to examine the effectiveness of the CBA at the level of secondary schools revealed that even though the CBA is perceived to be efficient in improving the teaching and learning of EFL, it is still facing implementation difficulties due to the lack of teacher’s training programs, the lack of aid and teaching materials, and the insufficiency of time allotted in the curriculum.

### **2.5.2. Unplanned Acquisition.**

The acquisition component of language planning is described as the core of language education; however, the current Algerian educational policy of teaching EFL does not consider its importance for further requirements to come. As the second foreign language after French, English is today taught for 7 years starting from the first grade at middle school which, being compared to French that is introduced in primary school in the 3<sup>rd</sup> grade and is implemented to accompany students as a medium of instruction in the scientific and technical field at the level of the university, could be said to be given little accounts by decision-makers due to the linguistic and ideological issues that promote French over English in the Algerian educational system. However, this situation does not seem to match with the global linguistic reality that puts English on top, nor does it meet with the social attitudes of representatives in the Algerian context.

In a study conducted to investigate the attitudes of Algerian parents toward exposing their children to English at an earlier age, the researcher reported that a high majority out of 275 parents from different provinces expressed their support to integrate English into primary school and even replace it with French for they believe it would promote their children's educational career (Manseur, 2019). Moreover, the acquisition of language at the age of 13 is not perceived to be advantageous as it could be with younger children. Cook and Singleton (2014) reported that many researchers argue in favour of early second language instruction in naturalistic circumstances, and they do emphasize that long exposure to a second language in childhood is a solid foundation for second language learning in the future.

### **2.5.3. The Linguistic Shift in MI.**

Another point in regards to acquisition planning in the Algerian educational system is the linguistic shift in the medium of instruction from Arabic in secondary school to French in

university when opting for scientific and technical fields. Several studies on this concern revealed that the linguistic shift is one of the major factors that impact the students' performance and productivity at the level of the university. If students are not well equipped with the linguistic knowledge that enables them to pursue their higher studies, French in this case, they are likely to face difficulties with the subjects they have, and many of them would opt for Arabized fields of study.

In a case study conducted on medical students pursuing their studies in French, the researcher reported that not all students were equally ready for the linguistic shift in university. 57% out of 100 students were reported to prefer their lectures being delivered in Arabic rather than in French. For their proficiency, 25% were reported to be good in French, 14% to be poor, and the majority of students with a proportion of 77% to master Modern Standard Arabic instead (Dendane, 2015). In another setting, Rezig (2011) says that the performance weaknesses of English university students cannot be treated with disregard for their pre-university education, and she asserts that the Arabization policy has created a gap between the pre-university schooling and higher education. She adds that the creation of a homogenous atmosphere that considers the requirements of higher education since primary school will need much time and effort.

The case of students struggling with French as the medium of instruction does indeed reflect how the Arabization policy affects the students' motivation and productivity at university. Moreover, given that French is not being taught in line with Arabic since primary school also means that French acquisition planning mismatches with the current practice that regards French as MI in scientific and technical fields. With all of that being projected on the policy of teaching EFL and its acquisition, it could be concluded that English as MI at university is a guarantee of failure, especially since French oversteps English with three years of exposure at primary school.

# **Chapter Two:**

# **Methodology and**

# **Data Collection**

## **Introduction**

According to Bryman (2008, p. 45):” *A research design provides a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process*”. It is in this light, and after having reviewed the relevant literature to the study at hand, the present chapter will be devoted to the description of the practical part. It first explains the approach of work and the technique followed in collecting the required data. Then it presents and discusses the findings making connections with the problematic and the objective of the study in the analysis.

Finally, this chapter ends with a general conclusion, discusses the limitation of the study, and makes recommendations for future applications and research.

### **1. Research Methodology and design:**

This study is conducted based on deductive reasoning following a fixed design that includes a quantitative approach with little inclusion of qualitative data collection. It makes use of a questionnaire as the main tool for gathering primary data and follows a non-probability sampling technique to achieve the objectives set for the inquiry.

*“In principle, there is nothing to stop the use of methods yielding qualitative data in fixed designs”*. (Robson, 2007, p. 23)

#### ***1.1. The sampling technique:***

Following the Non-Probability sampling method, this study utilizes the expert-sampling type categorized under the purposive sampling technique.

According to Bryan (2008, p. 418):” *Purposive sampling is a non-probability form of sampling. The researcher does not seek to sample research participants on a random basis.*

*The goal of purposive sampling is to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are being posed”.*

In accordance with the research questions, the participants in this study are ‘criteria-based’ selected with a profile characteristic that includes their research areas and teaching careers under the assumption that they do possess the required knowledge and experience that enable them to contribute with valid answers to the study.

### ***1.2. Setting, participants, and procedures:***

The study was held at the Department of Letters and English Language, University of Mohamed Boudiaf, M’sila. It was conducted during the second semester of the academic year 2021/2022 as partial fulfillment of the requirements for a Master’s degree in Linguistics.

The population of the study first included 34 participants, however, only 22 participants contributed to the study by completing the questionnaire. The sampling in the study targeted two categories of people. Among the 22 participants, there were; 14 theoreticians represented in Ph.D. holders and Ph.D. students who were selected based on their scientific publications on “Language Planning and Language Policy in Algeria” and “EFL Teaching/Learning complexities in Algeria”, and; 22 field practitioners, among which, 20 participants are current university teachers, 8 of them are former Pre-university teachers of English, and 2 others are current Pre-university teachers of English."

The selected participants belong to several universities including M’sila university, Bordj Bou Arreridj university, Setif University, Saïda University, and Tlemcen University. 18 of the selected participants were administrated the questionnaire online via their email addresses or through their colleagues, the other four participants were handed a printed copy one-to-one.

### ***1.3. Research Instrument:***

The study's main tool for collecting primary data is a questionnaire under the title: *“Reconsidering the acquisition planning for English in favour of EMI implementation prospects”*. The questionnaire is divided into three sections. The first section contains three items (1-3) designed to highlight the participants' profiles based on which they have been selected, and specifically, their teaching careers and their area of research as well as their opinion regarding implementing EMI without precedent planning.

*“beliefs have a stronger factual support than opinions and often concern the question as to whether something is true, false, or right”*. (Dornyei & Taguchi, 2010, p. 5)

The second section contains thirteen items (4-16) and is designed to include Attitudinal questions that examine the participants' beliefs on the planning for EMI and on renovating some aspects of EFL teaching at pre-university levels as part of the acquisition planning for English.

*“The notion of multi-item scales is the central component in scientific questionnaire design”*. (Dornyei & Taguchi, 2010, p. 23)

In this section, the questionnaire makes use of Likert scales for measuring agreements with limited options to only cover 3 choices. It is true that the original Likert scales include 5 options for measuring agreements, however, subsequent research has successfully made use of fewer and more options, especially when too many items are believed to bring unreliable responses when the participants will not be able to distinguish different levels of agreements and/or when they may not need to (Dornyei & Taguchi, 2010).

*“A few well-chosen quotations from our respondents can convey the flavor of responses far better than any other rhetorical device”*. (Aldridge & Levine, 2001, p. 102)

The final section of the questionnaire contains 3 items (17-19) and is devoted to collecting qualitative data that is represented in the participants' additional views from their experiences on the pedagogical complexities, their expectations, and their recommendation for renovating the teaching/learning of EFL and for the prospects of EMI implementation in the future through the inclusion of an open-ended form of questions. According to Dornyei and Taguchi (2010, p. 36): "*Open responses can yield graphic examples, illustrative quotes, and can also lead us to identify issues not previously anticipated... sometimes we need open-ended items for the simple reason that we do not know the range of possible answers*".

#### **1.4. Piloting the Questionnaire:**

*Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned, and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended.*" (Oppenheim, 1992, p. 47)

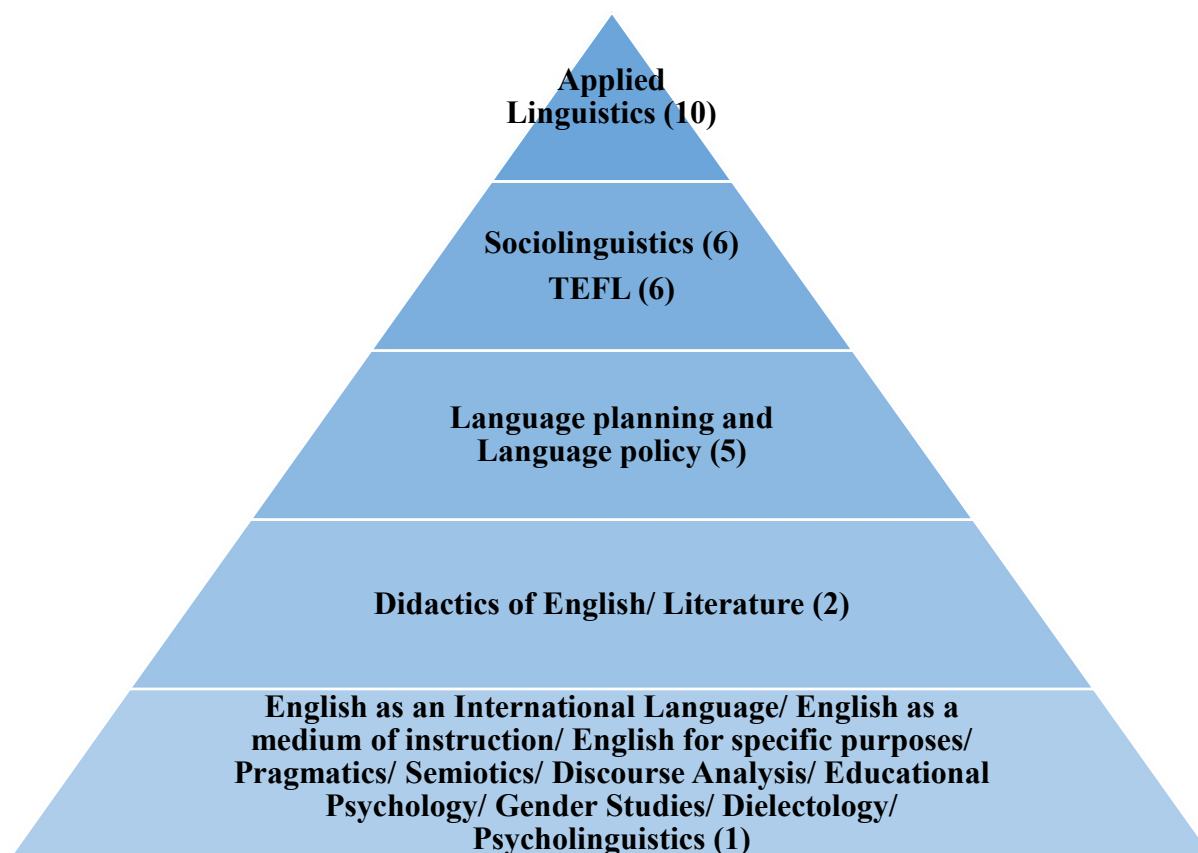
In the light of this comment, the questionnaire used to collect the primary data for this study has been through a pilot testing process to examine its validity. In fact, since there was no identical population to the sample selected through the expert-sampling technique, the pilot test took part in the initial phase only. Accordingly, it was submitted to 4 teachers and 5 master students to provide their feedback on the wording of items, the order of items, their matching with the research questions and objectives, as well as to provide recommendations for improvement on its structure and on editing, omitting, or adding items.

## **2. Questionnaire Analysis and data interpretation:**

After the collection of the required data, it was revealed that the required statistic elements were automatically calculated in GoogleDocs. Therefore, the researcher uses Microsoft Excel as the main digital to illustrate and interpret the gathered data.

## ***2.1. What does your area of research cover?***

Due to confidential matters, the researcher couldn't share the exact characteristic profile of each participant in this study, therefore, this item was designed to highlight the participants' area of research to reflect, at least to an extent, the basis on which they were selected. The data revealed that within the 22 participants' research areas, Applied Linguistics was indicated 10 times, both Sociolinguistics and TEFL were indicated 6 times, while language planning and language policy was indicated 5 times. For areas of less frequency, Didactics along with Literature were indicated twice, and the rest of the areas of investigation as shown in **Figure2.1** were indicated once given that the participants had the ability to mention as much as they could of the areas their research covers.



***Figure2.1 The participants' areas of research and investigation.***

## 2.2. Where did your teaching career take part?

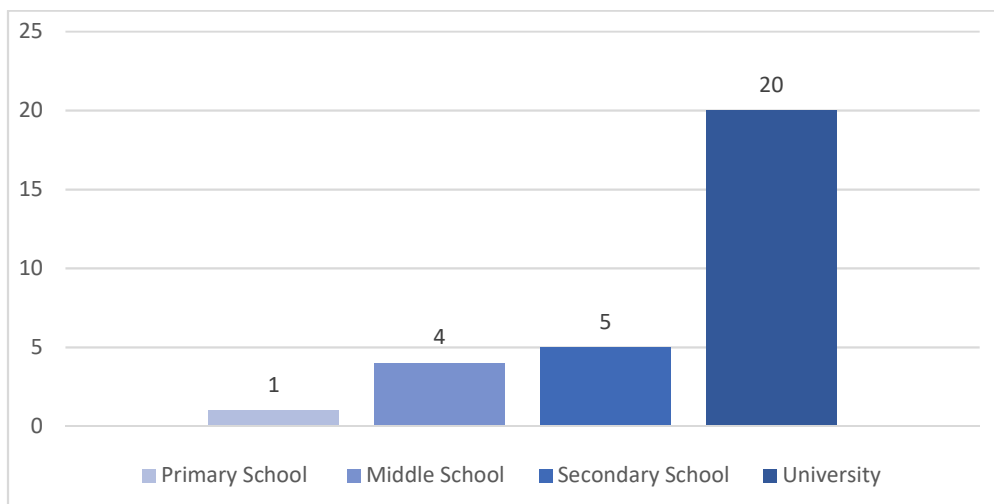
For the same sake as item 1, this item was designed to target the participants' status of employment as field practitioners to be reflected on the basis on which they were selected.

**Table2.1 & Figure2.2** reveal that 90.9% (20) of the respondents are university teachers. As long as they could indicate more than one choice, Secondary school was indicated 5 times, middle school was indicated 4 times, and primary school was indicated just once.

**Table2.1**

*The participants' teaching careers.*

Options	Frequency	percentage
University	20	90.9%
Secondary school	5	22.7%
Middle school	4	18.2%
Primary school	1	4.5%



**Figure2.2** *The participants' teaching careers.*

### ***2.3. Do you think that the implementation of EMI in higher education could take place without precedent planning at pre-university levels?***

This Item was designed to first check the respondents' beliefs on the possibility of implementing EMI without precedent planning at pre-university levels given that they are aware of the nature of EFL teaching as practitioners as well as the language policy of teaching English in Algeria, thus, it could be linked to their following answers later on.

As shown in **Table2.2**, the majority of answers (86.4%) were negative either with a "NO" or with further comments. One of the answers was "MAYBE" with no further comments, and two answers were "YES" with only one comment.

**Table2.2**

*The participants' beliefs on the possibility of implementing EMI without precedent planning at the pre-university levels.*

I think any implementation has to be in-line with whatever intentions at the level of university. Meaning, if there is any directions to put something through, pre-university has to pave the road for that.
Not really, I believe that every professional career needs some pre-training and planning
No. Planning is necessary.
No, planning at pre-university levels is a must
It could, but that wouldn't be called successful!
I strongly disagree because any pedagogical operation extremely needs deliberate planning which would be feasible only by setting clear linguistic priorities.
EMI will not succeed without planning at pre-university levels.
Surely not - unless a preparatory year or semester is included at higher education level
Never. Since any change at this level cannot succeed without changing the language policy at primary, middle, and secondary levels.
Impossible! Any change at the level of language status in education will require decisionmakers to prepare a planning
Definitely no It should start from primary school
No. That will be very difficult! Prior planning and deep research should be done.
Planning is a necessary step for each task.
No (repeated 6 times)
Maybe

Yes
Yes it could be, because English is flexible and all people have positive attitudes towards the language, they would embrace it easily and reveal motivation vis a vis acquisition and prestige planning.

***2.4. Given the status it assumes internationally and the benefits it could result in for science and economy, English should be the medium of instruction in Algerian higher education.***

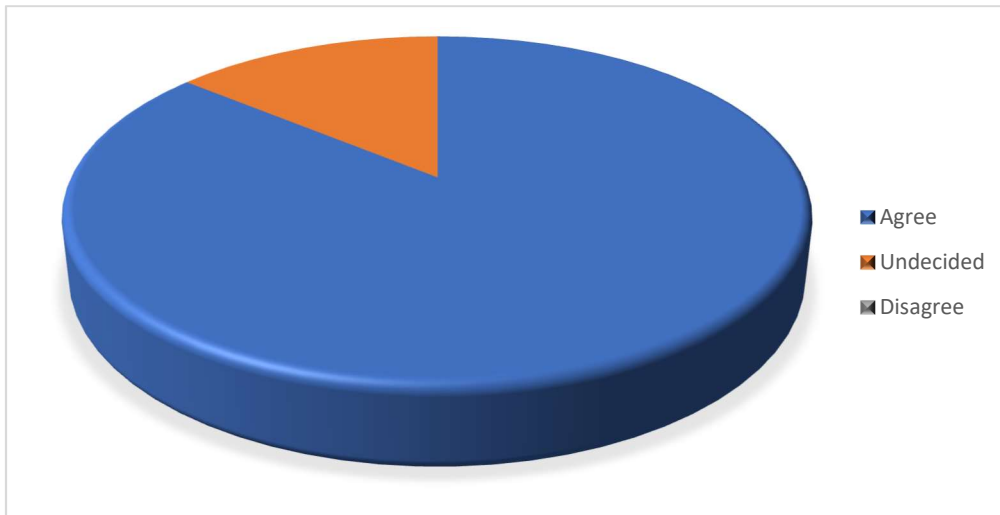
From this item to item No. 16, the nature of the statements took the form of suggestions with which the respondents were asked to indicate whether they “agree” or “disagree”. The option “Undecided” were added to the scales for the possibility of the respondents’ uncertainty and/or the sensitivity of items to any of them.

As shown in **Table2.3** & **Figure2.3**, the rating on this item was 86.4% in favour of the Implementation of EMI in the Algerian Higher education. None of the respondents disagree with this statement, however, 13.6% equalling 3 respondents have ticked undecided.

**Table2.3**

*The participants’ agreement on implementing EMI in the Algerian Higher Education.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>19</b>	<b>86.4%</b>
<b>Undecided</b>	<b>3</b>	<b>13.6%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.3 The participants' agreement on implementing EMI in the Algerian Higher Education.*

## ***2.5. Political intention and motivation are enough for the implementation of EMI.***

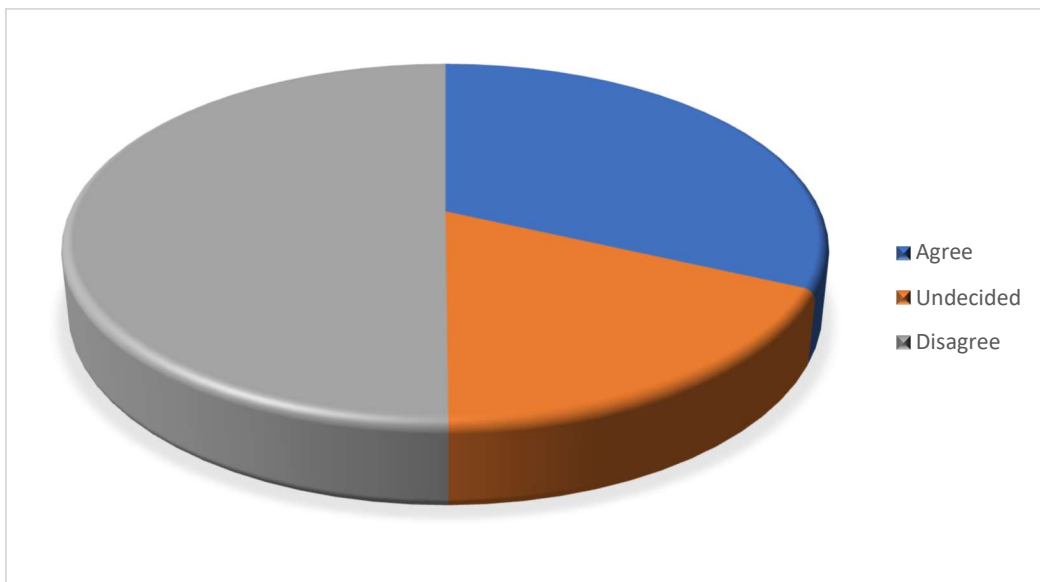
This item suggests that the political intention and motivation are sufficient for the implementation of EMI in higher education.

The data and graph in **Table2.4** & **Figure2.4** show that the rating on this item was 50% negative as 11 respondents see the political intention and motivation to be insufficient. 31.8% of the respondents agreed on their sufficiency for the implementation to succeed, 18.2% of them, however, were either uncertain or neutral.

**Table2.4**

*The participants' agreement on the sufficiency of political intentions and motivation for EMI implementation.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>7</b>	<b>31.8%</b>
<b>Undecided</b>	<b>4</b>	<b>18.2%</b>
<b>Disagree</b>	<b>11</b>	<b>50%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.4 The participants' agreement on the sufficiency of political intentions and motivation for EMI implementation.*

## ***2.6. Positive attitudes of representatives (teachers/students) are enough for the implementation of EMI.***

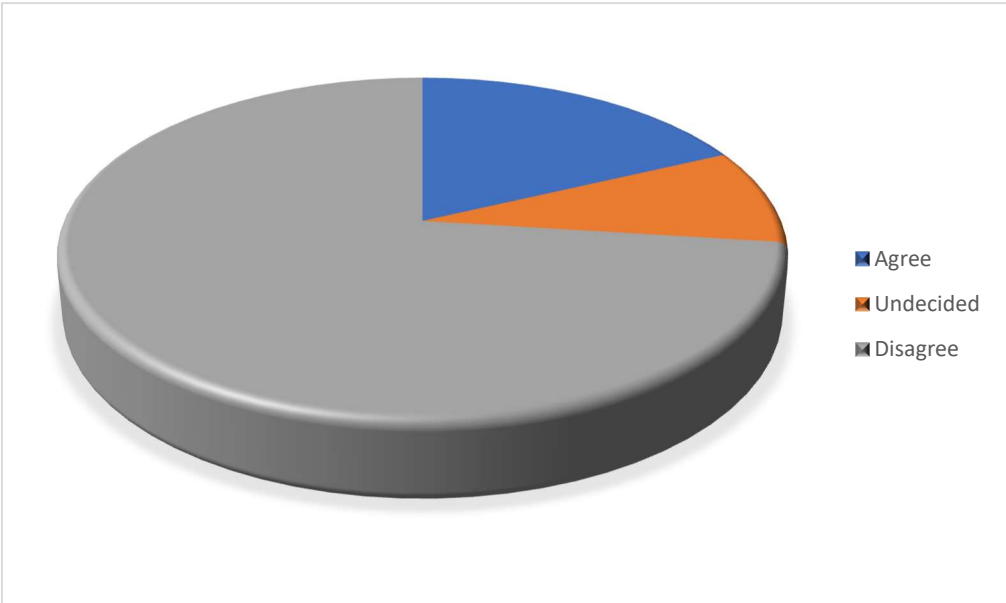
This item suggests that the welcoming and positive attitudes of students and teachers concerned with the implementation of EMI in higher education are sufficient for its implementation.

As shown in **Table2.5** & **Figure2.5**, 72.7% (16) of the respondents disagree with the statement, 18.2% (4) of them believe of their sufficiency for the implementation, and 9.1% (2) are either uncertain or neutral.

**Table2.5**

*The participants' agreement on the sufficiency of the representatives' positive attitudes for EMI implementations.*

Options	Frequency	Percentage
Agree	4	18.2%
Undecided	2	9.1%
Disagree	16	72.7%
<b>Total</b>	<b>22</b>	<b>100%</b>



**Figure2.5** *The participants' agreement on the sufficiency of the representatives' positive attitudes for EMI implementations.*

## ***2.7. The implementation of EMI in higher education should be done gradually.***

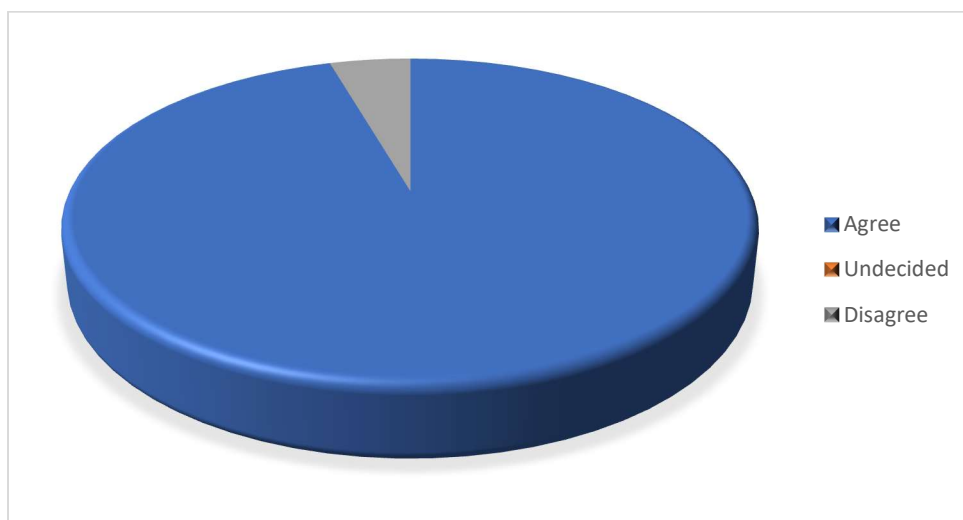
This item suggests that the success of EMI implementation in higher education is dependent on a gradual implementation rather than a sudden one.

As presented and illustrated in **Table2.6** & **Figure2.6**, only one respondent disagrees with the gradual process of implementation. The majority of the respondents with a percentage of 95.5% (21) agree that the success of EMI implementation is dependent on a gradual process of integration.

**Table2.6**

*The participants' agreement on a gradual implementation of EMI.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>21</b>	<b>95.5%</b>
<b>Undecided</b>	<b>0</b>	<b>0%</b>
<b>Disagree</b>	<b>1</b>	<b>4.5%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



***Figure2.6 The participants' agreement on a gradual implementation of EMI.***

***2.8. The implementation of EMI should be based on local research and relevant studies to the Algerian context.***

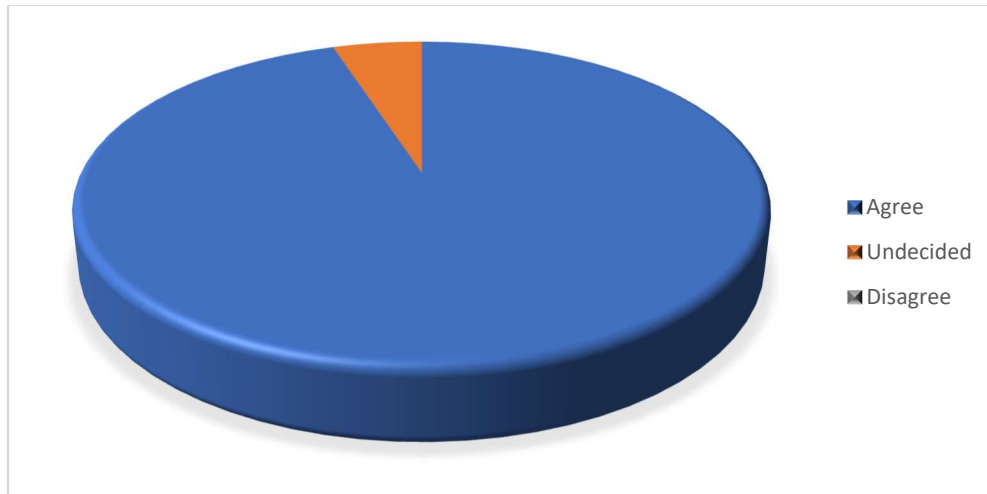
This item suggests that in order for the implementation of EMI in higher education to succeed, it should be based on local research and relevant studies to the Algerian context.

The data and graph in **Table2.7** & **Figure2.7** show that the majority of the respondents (95.5%) believe that local research and relevant studies to the Algerian context should be the basis for EMI implementation in the Algerian higher education. Only one respondent is neutral regarding this statement.

**Table2.7**

*The participants' agreement on basing the implementation of EMI on local research and relevant studies to the Algerian context.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>21</b>	<b>95.5%</b>
<b>Undecided</b>	<b>1</b>	<b>4.5%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.7 The participants' agreement on basing the implementation of EMI on local research and relevant studies to the Algerian context.*

***2.9. The implementation of EMI could be based on previous successful plannings of European and Asian institutions and universities.***

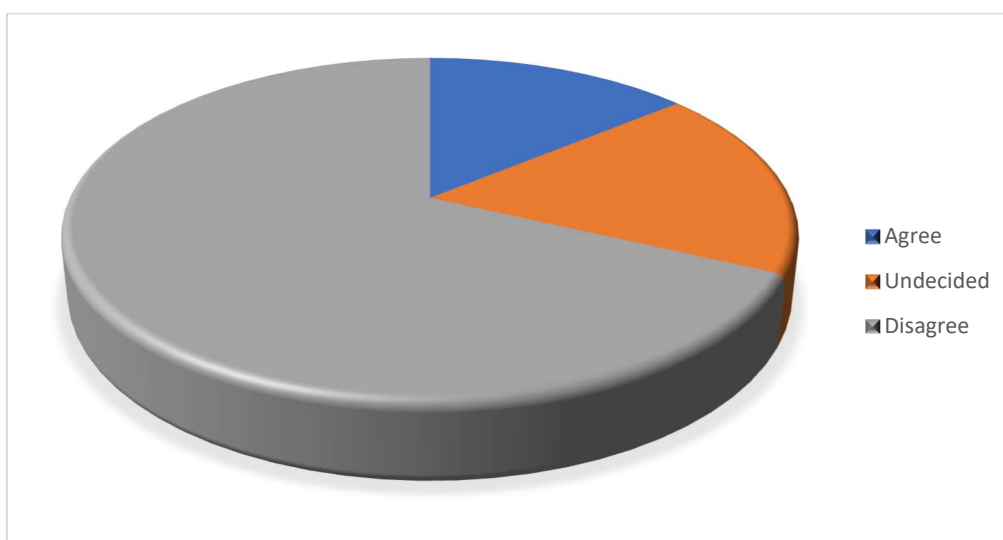
This item suggests that Algerian decision-makers can make use of previous successful plannings of European and Asian higher institutions by basing the implementation of EMI in higher education on theirs.

As the data and graph in **Table2.8 & Figure2.8** show, 68.2% of the respondents disagree with the suggestion of copying previous successful planning. 13.6% of them, however, believe that these projections can work out for the Algerian context, and 18.2% are either uncertain or neutral.

**Table2.8**

*The participants' agreement on basing the planning for EMI on previous successful plannings of European and Asian cases.*

Options	Frequency	Percentage
Agree	3	13.6%
Undecided	4	18.2%
Disagree	15	68.2%
Total	22	100%



*Figure2.8 The participants' agreement on basing the planning for EMI on previous successful plannings of European and Asian cases.*

### ***2.10. English should be introduced in primary school as part of the acquisition planning.***

This item suggests that for effective acquisition planning in favour of EMI implementation in higher education, English should be introduced in primary school.

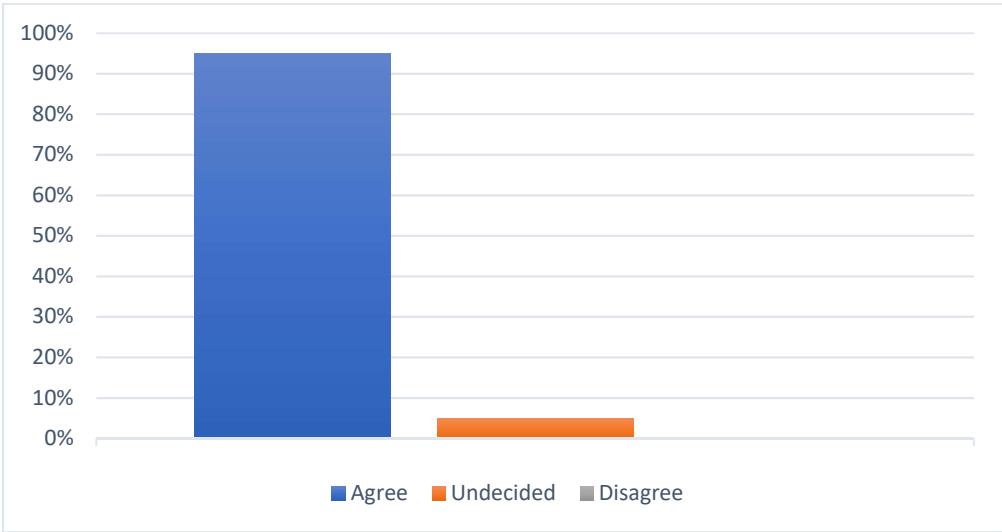
The data and graph in **Table2.9** & **Figure2.9** reveal that the majority of the respondents with a percentage of 95.5% are in favour of introducing English in primary school as part of

the acquisition planning for EMI implementation. Only one respondent has ticked undecided regarding this statement.

**Table2.9**

*The participants' agreement on introducing English at primary school as part of the acquisition planning.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>21</b>	<b>95.5%</b>
<b>Undecided</b>	<b>1</b>	<b>4.5%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.9 The participants' agreement on introducing English at primary school as part of the acquisition planning.*

**2.11. Planners and policymakers should consider a continuing process of curriculum development for better EFL teaching/learning.**

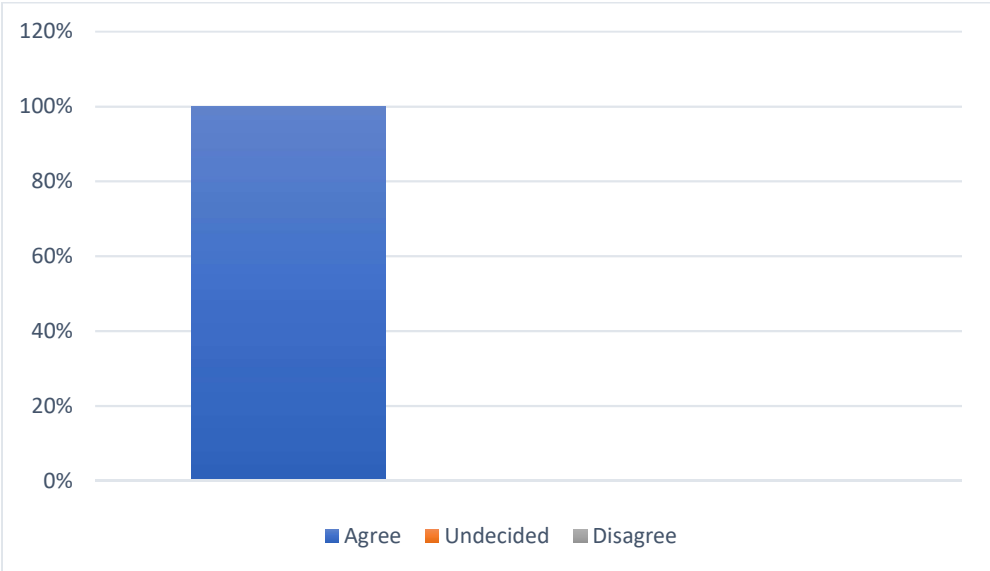
This item suggests that as part of the acquisition planning for English in favour of EMI implementation in higher education, decision-makers should continuously work on the evaluation and development of the curriculum of EFL Teaching/Learning.

As revealed in **Table2.10** & **Figure2.10**, the rating on this item was perfectly (100%) in favour of the suggestion.

**Table2.10**

*The participants' agreement on considering a continuous process of curriculum development for EFL at pre-university.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>22</b>	<b>100%</b>
<b>Undecided</b>	<b>0</b>	<b>0%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



**Figure2.10** *The participants' agreement on considering a continuous process of curriculum development for EFL at pre-university.*

***2.12. Projects that include new curriculum design with new approaches for EFL teaching should be proposed for experimentation before their implementation.***

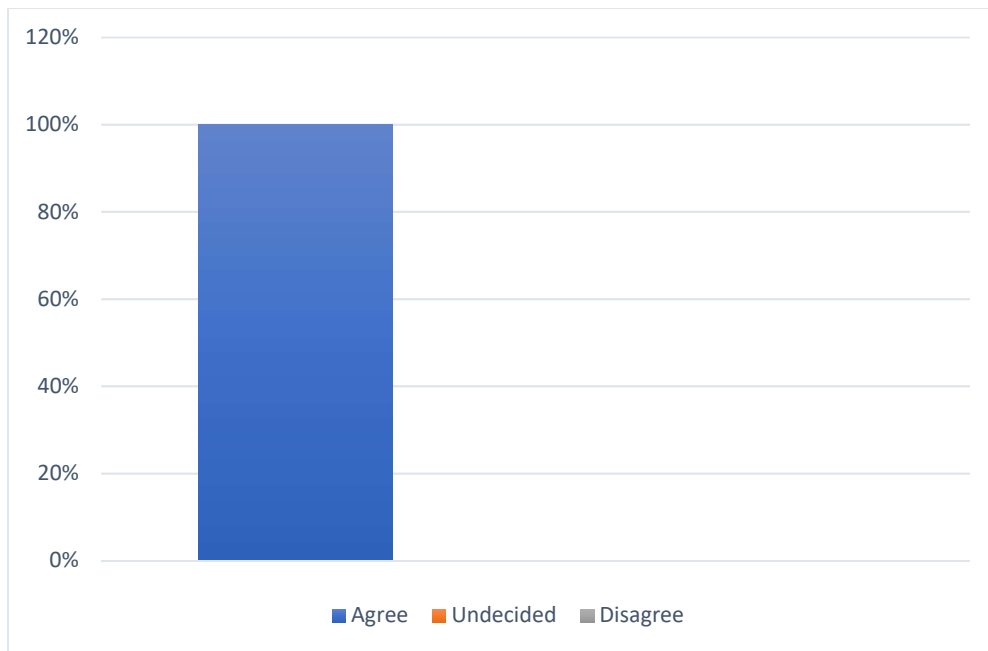
This item suggests that any projects suggesting a new curriculum design with new approaches for EFL teaching as part of the acquisition planning for English in favour of EMI implementation in higher education should be rather proposed to be examined and evaluated than being directly imposed on practitioners.

Again, rating perfectly, as illustrated in **Table2.11** & **Figure2.11**, All the respondents (100%) agree that the examination of any educational projects concerning the acquisition planning for English should be first examined and evaluated.

**Table2.11**

*The participants' agreement on proposing projects of EFL teaching for experimentation before their implementation.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>22</b>	<b>100%</b>
<b>Undecided</b>	<b>0</b>	<b>0%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



***Figure2.11 The participants' agreement on proposing projects of EFL teaching for experimentation before their implementation.***

***2.13. More time should be allotted for the teaching of English in middle school.***

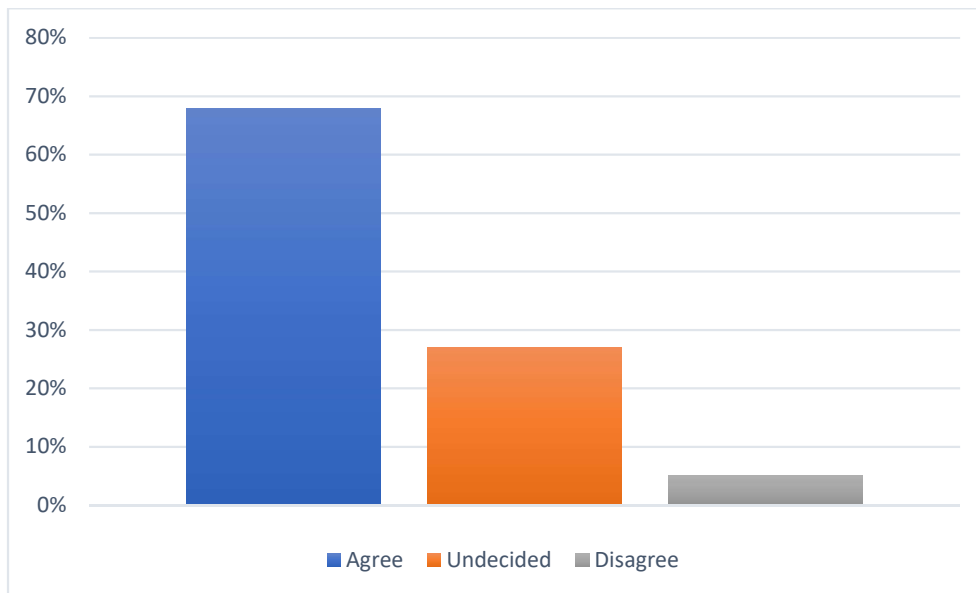
This item suggests that in order to enhance the acquisition of English at pre-university levels, decision-makers should consider allotting more time for teaching English in middle school.

The data and graph in **Table2.12** & **Figure2.12** show that 68.2% of the respondents agree with extending the hours of teaching English for middle school pupils to promote their acquisition of the language. Only one respondent disagrees with the statement, and 27.3% of the respondents are either uncertain or neutral.

**Table2.12**

*The participants' agreement on allotting more time for EFL teaching in middle school.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>15</b>	<b>68.2%</b>
<b>Undecided</b>	<b>6</b>	<b>27.3%</b>
<b>Disagree</b>	<b>1</b>	<b>4.5%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.12 The participants' agreement on allotting more time for EFL teaching in middle school.*

***2.14. English in high school should be allotted a higher coefficient for the scientific and technical streams.***

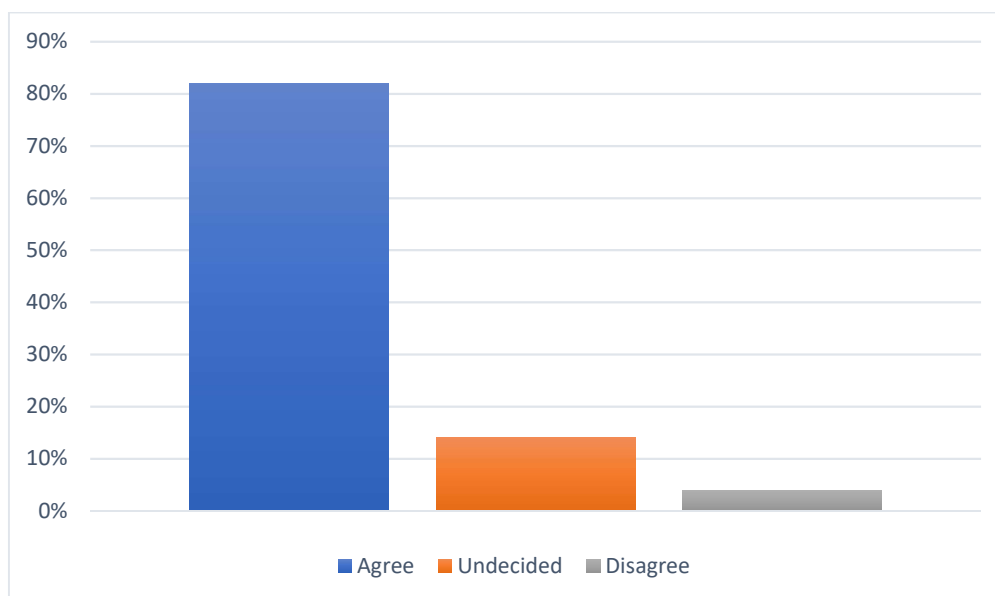
This item suggests that as part of enhancing the acquisition planning and pushing students to give more attention to English, its coefficient should be increased within the scientific and technical streams in secondary school.

The data and graph in **Table2.13** & **Figure2.13** reveal that the majority of the respondents with a percentage of 81.8% agree with the suggestion of allotting a higher coefficient for English in the scientific and technical streams of secondary school. Only one disagrees with the suggestion, and 13.6% of them are either uncertain or neutral.

**Table2.13**

*The participants' agreement on allotting a higher coefficient for English in secondary school's scientific and technical streams.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>18</b>	<b>81.8%</b>
<b>Undecided</b>	<b>3</b>	<b>13.6%</b>
<b>Disagree</b>	<b>1</b>	<b>4.5%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



**Figure2.13** *The participants' agreement on allotting a higher coefficient for English in secondary school's scientific and technical streams.*

***2.15. Pre-university teachers of English should receive extensive training on using the adopted approaches to become more qualified.***

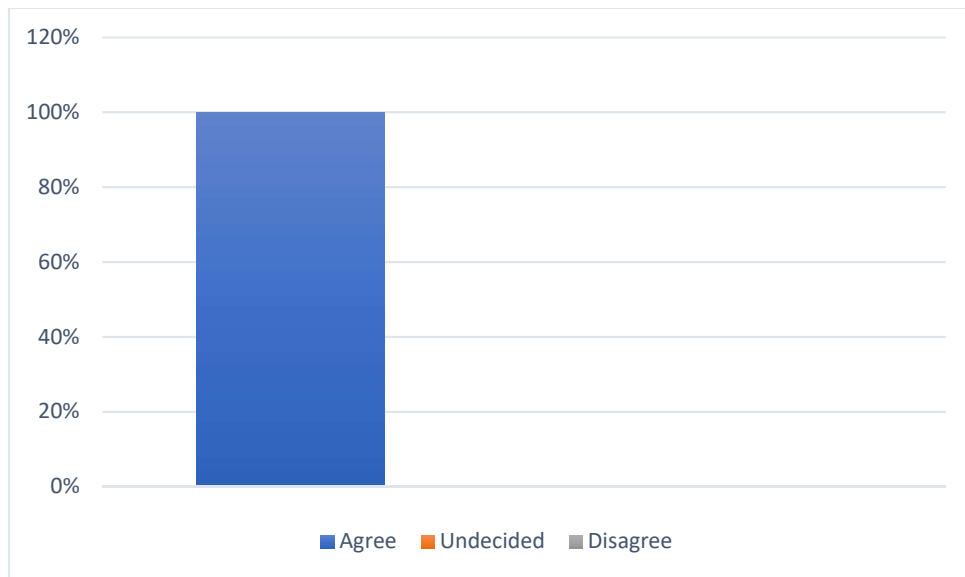
This item suggests that as part of the efforts devoted to the acquisition planning for English in favour of EMI implementation, the pre-university teachers should receive extensive training to qualify them on using the new approaches to teaching English.

As illustrated in **Table2.14** & **Figure2.14**, this item rated perfectly toward an absolute agreement (100%) on the suggestion of qualifying pre-university teachers through extensive training on using the newly adopted approaches for better EFL teaching/learning.

**Table2.14**

*The participants' agreement on devoting extensive training for pre-university teachers on using the newly adopted approaches to teaching EFL.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>22</b>	<b>100%</b>
<b>Undecided</b>	<b>0</b>	<b>0%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



***Figure2.14 The participants' agreement on devoting extensive training for pre-university teachers on using the newly adopted approaches to teaching EFL.***

***2.16. The shift in the medium of instruction from secondary school to university should be carefully considered for the success of EMI implementation.***

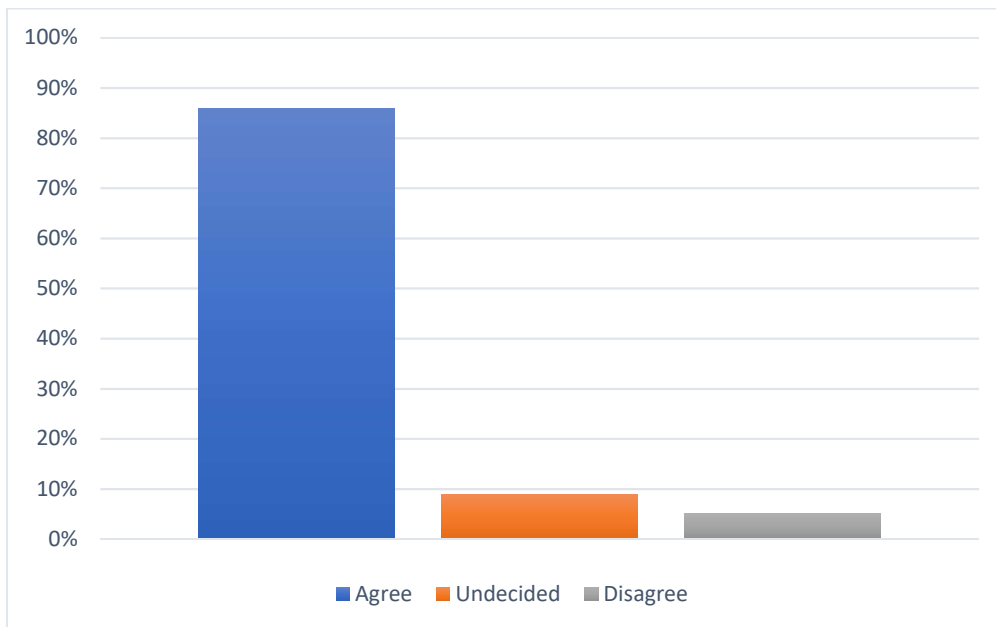
This item suggests that as part of careful planning for English as a medium of instruction and as long as acquisition planning is concerned, decision-makers should carefully consider the linguistic shift from secondary school to university to guarantee a smooth transition.

As demonstrated in the data and graph of **Table2.15 & Figure2.15**, the majority of the respondents with a proportion of 86.4% agree on considering the issue of the linguistic shift in the medium of instruction between the two levels. Only one respondent disagrees with suggestions, and 9,1% are either uncertain or neutral.

**Table2.15**

*The participants' agreement on considering the linguistic shift in MI from secondary school to university.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	<b>19</b>	<b>86.4%</b>
<b>Undecided</b>	<b>2</b>	<b>9.1%</b>
<b>Disagree</b>	<b>1</b>	<b>4.5%</b>
<b>Total</b>	<b>22</b>	<b>100%</b>



*Figure2.15 The participants' agreement on considering the linguistic shift in MI from secondary school to university.*

***2.17. What further can you suggest on the teaching/learning of EFL at the Pre-university levels to be in favour of the implementation of EMI?***

This item was designed in an open-ended form to allow the participants to share their beliefs and further recommend practices as part of the acquisition planning for English at pre-university levels.

The recommendations of the respondents which will be discussed and pointed to in the discussion section confirm the suggestions given in section two and vary from insisting on giving more attention and rationality to the acquisition planning of English, calling for national collaboration and involvement of experts together with representatives, and enhancing the environment of teaching at pre-university levels.

***2.18. Do you expect any pedagogical complexities at the level of university after the implementation of EMI in the future?***

Also designed in an open-ended form, this item aims at gathering the participants' expectations on the possible complexities that may occur after the implementation of EMI at the university level.

As will be discussed and pointed to in the discussion section, the expectations of our respondents vary from optimistic ones, conditioned ones, and negative ones with further comments and recommendations at this level.

***2.19. Please feel free to add a comment or opinion regarding any item with reference to its number.***

This item was designed to gather more recommendations from the respondents concerning the suggestions given in section two and to reveal and reach more insight on the acquisition planning to be in favour of EMI implementation in the future.

The answers cover almost every aspect referred to in the other items with more clarification from the respondents confirming/opposing the previous suggestions. All will be discussed and referred to in the discussion of the findings of each item in the discussion section.

### 3. Results and Discussion:

The primary data in this study were collected for the sake of reaching the overall aim of this study which was at investigating the necessity of reconsidering the acquisition planning for English in Algeria as part of the planning for the prospects of EMI implementation at the Algerian Higher Education as well as highlighting the major normative practices that should be regarded in this process. To achieve this aim, the study sought to answer the following questions:

1. Does the implementation of EMI at the level of the university require a reconsideration of EFL teaching at pre-university levels?
2. What are the major normative practices of acquisition planning for English that should precede the implementation of EMI at the Algerian university level?

#### ***3.1. English as a Medium of Instruction in Higher Education:***

From the data analysis section, it was revealed in **Table2.3** & **Figure2.3** that the majority of the respondents (86.4%) agree with the statement in item **2.4.** on the implementation of EMI in the Algerian higher education. Moreover, some of the supporting comments revealed the positive attitudes the respondents have towards English and EMI implementation. For instance, one of the respondents believes that: *“English is flexible and all people have positive attitudes towards the language, they would embrace it easily and reveal motivation via a vis acquisition and prestige planning”*, and one other says that: *“English is already demanded”*.

These attitudes are in fact matching with the previous studies on the attitudes toward EMI (see **2.4.3.**), especially since EMI is not new to the Algerian context as Jacob (2019) stated. Hence, it adds more relevance since the prospect of EMI implementation is a targeted component in this study.

### ***3.2. The Necessity of Precedent Planning at Pre-university Levels:***

The first research question of this study was represented in item 3 of the questionnaire's first section as a direct question as follows: **“Do you think that the implementation of EMI in higher education could take place without precedent planning at pre-university levels?”** At the same time, it was reflected in the multi-item scales of the questionnaire's second section and it was again targeted through the open-ended items in the questionnaire's third section respectively. As revealed in section 2.3. & in *Table.2*, the majority of answers (86.4%) were negative and many through their free answers insisted on the necessity of precedent planning at pre-university levels for the success of EMI implementation in the future. These negative responses represent the respondents' beliefs that the success of a sudden implementation of EMI is impossible and would prove unsuccessful without precedent planning at the levels before the concerned one. There were further beliefs within the findings on how the success of EMI can take place. For instance; one of the respondents suggested that *“pre-university has to pave the road for that”*, another one asserted that *“It should start from primary school”*, and one other said: *“I think that any pedagogical project should be well-conceived from an early start, here I mean to give a priority for language planning; by planning we mean to guide towards a desirable state.”*

Moreover, when asked to share their expectations about the complexities that may occur after the implementation of EMI in the future as in item 2.18., some respondents conditioned the absence of complexities at university on the precedent and appropriate planning at pre-university levels. One of the respondents expected and added: *“If planning is not appropriately done many problems can result. The implementation of such a project must include all the stages of language planning from investigating the community's attitudes to the implementation stage to the evaluation of the project”*. Another respondent on the necessity of precedent planning said that: *“If planning does not take place at the earliest stages of education (i.e. at*

*the level of the primary, middle, or high schools), I think serious problems would appear on the surface.”.*

### ***3.3. The Insufficiency of Positive Attitudes and Political Intentions to the Implementation of EMI:***

The negative ratings on items **2.5.** and **2.6.** respectively 50% and 72.7%, even with their sensitivity, make a clear understanding that attitudes and governmental recognition are not the only factors to the success of language policies, and their availability is not sufficient for the implementation of EMI in the future. Commenting on the sufficiency of political intentions, one of the respondents said: *“It is not enough to have the will of one agent in the education process. It is a social project to think about and get involved at the macro and the micro levels. Introducing EMI would be possible when we are able to answer the following questions. Why to implement EMI? What for? How to assure success?”.* Moreover, one commented on the nature of attitudes restricting the problem to the acquisition of English saying that: *“The problem is rather related to what/how our learners are acquiring this foreign language. Learners of this generation are open to English more than ever before, so their motivation and interest do already exist”.* these two comments add to the insufficiency of positive attitudes and political recognition that what also matters for a well-functioning policy is the efforts devoted to contextual planning and to careful implementation. According to Medfouni (2020, p 353): *“The positive attitudes and demands from the bottom-up for EMI policy are not enough to pursue the planning and introduction of English in Algerian universities because positive attitudes towards English are not necessarily reflected in its actual use and practices”.*

Additionally, the respondents further suggested the inclusion of representatives and called for the collaboration with and consultation of experts instead. One of the respondents said: *“Collaboration between policymakers and linguists is needed at this level, there are many*

*updates that should be regarded, acquisition planning is a sensitive stage that should receive much attention before implementation*". And one other believed that: *"The planning for integrating and promoting English will take longer than expected, therefore, policymakers should take advantage to prepare and plan for a smooth Linguistic transition in education by involving experts in the field of linguistics"*. These two comments reveal the beliefs of the respondents on how crucial is the involvement of linguists in the planning to implement EMI in the future and make it clear that the core of language policy is the supervision of experts and not its political recognition and the positive attitudes towards it alone.

The analysis of item **2.7.** has also revealed that the majority of the respondents (95.5%) agree with the suggestion of implementing EMI gradually. One comment from a respondent on this statement was: *"The gradual implementation of EMI is the best way to guarantee success"*. As part of the planning for EMI, the gradual implementation will effectively provide more time to consider any complexity that may occur at this stage and to rethink any complexity from pre-university levels that still obstructing the process. Additionally, planners and decision-makers will be able to evaluate the project at a small scale which would be time-effective and quality-driven.

These varying responses from the necessity of planning to the insufficiency of attitudes and political intention and the expectations of the respondents do indeed reflect the idea mentioned earlier (see **2.4.4.**) that the authorities are not expected to abruptly impose a policy without thorough planning for careful integration of English. Furthermore, they confirm the necessity of precedent planning for any potential language project, and that planning is the heart of any successful language policy, henceforth, they indirectly call for a reconsideration of EFL teaching/learning at pre-university levels with the involvement of expert supervision of linguists to be in favour of EMI implementation in the future.

### ***3.4. Contextualising the Planning for EMI:***

The Item 2.8. about the statement suggesting that the implementation of EMI should be based on local research and studies relevant to the Algerian context has received a positive rating with 95.5% of agreements on its necessity as shown in **Table2.7.** & **Figure2.7.** On the other hand, item 2.9. suggesting basing the planning on previous successful ones of European and Asian cases has received a negative rating of 68.2% as shown in **Table2.8.** & **Figure2.8.** Bringing the results of these two items together reveals the respondents' beliefs on the necessity of basing the implementation of EMI on the Algerian context and linguistic reality. Moreover, many respondents expressed their opposing beliefs about the idea of copying a foreign experience in language planning. One of the respondents commented on this suggestion with: *“In my opinion, the planning for EFL or EMI cannot be based or copied from another experience. The linguistic issue and the educational policy in our country should only consider the recommendations of Algerian experts and the linguistic situation of the country”*. One other expressed his belief saying that: *“the implementation needs not to be copied from other study cases, it should spring up from local Algerian circumstances to be based on local constraints”*. Agreeing with the former suggestion rather, the respondents further added that the planning for EMI should better be contextualized and that the planning should select the necessary contextual information surrounding the topic, and through which the teaching environment has to be put into account.

Additionally, responses on contextualizing the planning of EMI and making use of local research further suggested the examination of teaching and using the French language. One of the respondents added in the section of suggestions and comments: *“A careful examination of the teaching of French as it is today the medium of instruction at the university level. The study of the failure/success of using this medium could be useful in planning for the status intended to give to English!”*. The contextual planning of EMI making use of the French language case

according to some other responses will also be of great benefit since it will cover the examination of the linguistic shift in MI from Arabic to French, henceforth, could be successfully projected, or reconsidered, when implementing EMI. According to one of the respondents: *“There should be a pedagogical bridge between pre-university and university levels for the implementation of EMP”*. This opinion does also match with item **2.16** which suggests considering the linguistic shift in MIs from Secondary school to University. As shown in **Table2.15 & Figure2.15**, the majority of responses (86.4%) were in favour of reconsidering the linguistic shift issue between the two levels.

Finally, more responses on contextualizing the planning for EMI discussed the matter of reconsidering the beliefs in social attitudes and the prerequisite collaboration of the national authorities and decision-makers with the community of practice to transfer the knowledge and skills from FMI to EMI in a more careful way just in order to enable a smooth transfer of the English language status at all levels. Among these responses, one of them suggested: *“Dealing with the English (inclusion) vs. French (“exclusion”) with care and wisdom because it will raise conflicts and resistance that would hamper any well-planned implementation of EMP”*. Again, the presented findings on contextualizing the implementation of EMI call for the necessity of precedent planning to cover all the stages required for its success, subsequently, they contribute to answering the first research question that targets the necessity of precedent planning at pre-university levels before the implementation of EMI.

### ***3.5. Reconsidering Some Aspects of the Acquisition Planning for English at Pre-university Levels:***

The second research question in this study was approached through the second section of the questionnaire based on the literature on the nature of teaching EFL in the Algerian pre-university levels in terms of suggestions with multi choices to agree or disagree with, and was

again approached through the third section of the questionnaire in terms of open-ended items to gather the suggestions and recommendation of the respondents participating in the study.

### **3.5.1. Introducing English in Primary School.**

**Table2.9 & Figure2.9** revealed that the majority of respondents (95.5%) were in favour of introducing English in primary school as part of the acquisition planning as suggested in item **2.10**. Moreover, reflecting on different items, some respondents emphasized the necessity of introducing English in primary school as part of the planning for EMI. One comment on the necessity of precedent planning was that: *“Definitely no. It should start from primary school”*. One other respondent further expressed his opinion saying that: *“I do highly encourage the integration of eng in primary school, I believe that policymakers will soon find it inevitable, not only as part of promoting English at university, but also to manage the openness of the Algerian society to the world and to boost the growth of education and economy”*.

As discussed earlier in 2.5.2., the early exposure of children to second languages is argued for to be a solid foundation for second language learning later on (Cook & Singleton, 2014). Based on their responses encouraging the integration of English in primary school, the participants in this study are in fact aware of the importance of the early acquisition of English to achieve higher proficiency before the implementation of EMI.

### **3.5.2. Curriculum Development.**

The two items **2.11 & 2.12**, suggesting a continuing process of curriculum development and curriculum examination and evaluation, have received an absolute rating (100%) in favour of the suggestions as revealed in **Table2.10 & Figure2.10** and **Table2.11 & Figure2.11** respectively. According to Brown (1995, p 217), evaluation is the heart of the systematic approach to language curriculum design. Interestingly, the respondents believe that a continuous process of curriculum development is crucial for the quality of teaching English at

these sensitive stages. They also agree with proposing the new curriculum designs for experimentation to be examined and evaluated before their implementation to assure their proper functionality and adoption in classrooms.

Moreover, many of them have suggested reconsidering the evaluation of textbooks and introducing modern approaches to teaching EFL that include focusing on additional skills and communicative competencies. Some others have called for the inclusion and consultation of teachers as being the ones operating at the level of acquisition. One of the suggestions reflecting on this matter was: *“The inclusion and positive active participation of field practitioners - meaning teachers in the classroom, both English teachers and subject instructors) are a must for the success of any EMI plan”*. Additionally, when asked about any expected pedagogical complexity, one of the respondents said: *“I think that at the level of planning the curriculum that complexities will be intensified because all the influential actors as teachers and learners are excluded”*. These two responses reveal the beliefs of the respondents on the necessity of consulting and involving the field practitioners to successfully design, experiment, and evaluate modern curricula with modern approaches to teaching EFL to enhance the acquisition of English in favour of EMI.

### **3.5.3. More Value for the Acquisition of English at Pre-university Levels.**

Item **2.13**, suggesting allotting more time to the teaching of English at middle school, received a positive rating as shown in **Table2.12 & Figure2.12** with the majority of the respondents (68.2%) agreeing with the suggestion believing that the current amount of time devoted to English at this level is not sufficient. Additionally, item **2.14**, suggesting increasing the coefficient of English in the scientific and technical streams of secondary school, did also receive a positive rating as shown in **Table2.13 & Figure2.13** with the majority of the

respondents (81.6%) agreeing with the suggestion believing that setting English as the language of science should be reflected in these scientific streams.

According to Benadla (2012), students have come to treat English as a mere subject to passing to the next grades which could be due to the fact that English is given a lower coefficient in scientific streams compared to literary ones. On the other hand, Benzerroug (2019) says that teachers are facing CBA implementation difficulties due to the insufficiency of time allotted in the curriculum. The respondents' answers seem to reflect on these matters, in the sense that, allotting more time and higher coefficients could bring to the language more value from the point of view of its learners, hence, would enhance its acquisition by giving it some priority. However, one of the respondents suggested that field practitioners should be concerned and consulted regarding this matter saying: *"I believe that pre-univ teachers and inspectors should be consulted to reform the teaching of English... Especially in regards to the hours devoted to teaching English and its coefficients at each level"*.

From another angle, one of the respondents suggested introducing a new denomination in the policy of teaching English at pre-university levels saying that: *"a clear conceptualization regarding the teaching of English in the Algerian policy of teaching foreign languages is really needed now... instead of calling it a 2nd foreign language, the next policy stating where English is must be careful with that"*. This could, in fact, be interpreted as that, a new conceptualization would not only promote English by regularity in Algeria, but could also bring new positive perceptions to its learners at pre-university levels.

#### **3.5.4. Qualifying Pre-university Teachers of English.**

Item **2.15**, suggesting devoting extensive training for pre-university teachers on using the newly adopted methods and approaches to teaching EFL, has received an absolute agreement by the respondents (100%) as shown in **Table2.14 & Figure2.14**. commenting on

the Algerian educational reform affecting the teaching of EFL, Bouroumi (2008, p 99) stated that: *“Syllabi and teaching methodologies are handed over as packages to teachers who - in most cases – are not prepared to handle this external material”*. Moreover, commenting on the challenges facing the Algerian educational system in teaching EFL, Benzerroug (2019, p 53) stated that: *“teachers, directors, and inspectors’ training was insufficient and ineffective”*. These two comments along with the results displayed in 2.15 reveal how the quality of teaching EFL at pre-university levels is suffering from this aspect.

Being aware of this fact, some respondents insisted on this matter and further expressed their concern through different suggestions. One of the respondents conditioned on the success of EMI implementation as: *“If teachers/instructors’ training and resources’ preparation are well done, things would go smoother for EMI”*. Another respondent commenting on the quality of teaching suggested: *“... The quality of teaching EFL on the other hand will require a reconsideration of the whole educational system and the current policy of teaching foreign languages. Also, the recruitment of new English teachers should be based on high criteria instead of just a diploma”*. Indeed, as stated earlier, some teachers are not really prepared, if not really qualified, for handling the teaching methods introduced in the syllabi, therefore, considering providing an extensive training and ongoing supervision for EFL teachers is really required at this stage, and why not further considering higher criteria for their recruitments in the future for better EFL teaching.

### **3.6. Conclusion:**

In conclusion, the discussion of the results revealed the answers to the research questions set for the study and supported the formulated hypothesis about the necessity of reconsidering the teaching of EFL at the Algerian pre-university levels as part of the planning for EMI implementation in the future. The findings emphasized the prerequisite of careful

preparation and planning for this Linguistic project by contextualizing it to the Algeria situation and building it based on experts' recommendations and local research and the studies relevant to the linguistic situation in Algeria. The findings further provided a set of normative and pedagogical practices as recommendations to renovate and plan for the acquisition of English from different aspects at Pre-university levels to enhance its status and increase the proficiency in using it within the concerned community to be in favour of implementing and introducing EMI in the future.

### ***3.7. Recommendations for the Acquisition Planning for English:***

The major recommendation derived from the findings of this study are:

- Researching the community's attitudes and the availability of resources as part of the planning before engaging with the project of EMI.
- Consulting Algerian specialists and researchers in the field of language planning and linguistics.
- Collaborating with field practitioners at Pre-university levels to take advantage and make use of their expertise in planning for the acquisition of English.
- Reconsidering the linguistic situation in Algeria to deal smoothly with the inclusion of English and exclusion of previous MIs at university.
- Examining the current situation of the French language teaching at pre-university levels and its use as MI at university to be built upon in planning for EMI in the future.
- Reinforcing the status of English by allotting more functional roles outside the educational institutions.
- Reinforcing the status of English by setting clear denominations that conceptualize its required status in the Algerian educational system.

- Planning for introducing English at primary school to reinforce its acquisition and allotting more time of exposure to it.
- Researching the possibility of allotting more time for EFL teaching at pre-university levels.
- Enhancing the status of English as the language of science among pupils by allotting higher coefficients for it in the scientific and technical streams of secondary school.
- Introducing modern approaches and methods of teaching EFL that include focusing on additional acquisitions and communicative skills.
- Considering a continuing process of curriculum development and evaluation.
- Proposing any new curriculum with new methodologies of teaching to experimentation and examination before their implementation.
- Providing professional orientation and extensive training for pre-university teachers to qualify them on using the newly adopted approaches to teaching EFL.
- Introducing the use of ICTs in the teaching of EFL to enhance and facilitate exposure to the language and increase the students' motivation in learning English.

#### **4. Limitations:**

Despite the results have come at an end of supporting the hypothesis and fulfilling the objectives set for the study, the process of conducting it wasn't limitation-free. The first limitation was the insufficiency of time. The researchers had in their research design at first a plan that covered investigating some aspects of the nature of EMI programs in the higher Institute of Electric and Electronic Engineering - Boumerdes. However, due to the time allotted to the period of conducting the study, the researchers restricted their plan to only gathering their primary data from the selected sample. The second limitation was the lack of collaboration. The selection of participants first reached 34 participants, however, the responses gathered

represented only 22 participants. The last limitation was the resources scarcity. There was only one single study devoted to investigating the potential implementation of EMI in Algeria (Medfouni, 2020), the researchers couldn't find any other publications that describe the nature of EMI in the Institute of Electric and Electronic Engineering.

## **5. Recommendations for Further Research:**

Future investigations are highly recommended to cover an evaluation research on the EMI projects in the two new National Schools of Artificial intelligence and Mathematics. Observing the nature of functionality and use of English there will be of great help to draw upon for further implementations that cover all the Algerian universities. Future research can also be conducted to investigate the nature of EMI in the oldest Institute of Electric and Electronic Engineering to draw upon the experience of more than 45 years of using EMI. Finally, each aspect of the acquisition planning referred to within this study is recommended to be investigated individually and thoroughly to provide more insight about it and to cover deep implicit matters regarding it.

## **General Conclusion**

The universality nature of education along with the dominance of English as the lingua franca of scientific and academic communication had led to a remarkable spread of adopting English as the medium of instruction at higher educational levels as a response to internationalization through the Bologna project. Involving 45 countries from Europe and the developing world, the Bologna project came with the view of internationalizing Higher Education through English medium programs in favour of Academic and Scientific Communication. According to Bjorkman (2013, p. 14), this international response to the notion of Universal Education using EMI involved a matter of need and purpose after a careful examination of the world realities.

Building upon the potentiality of implementing English as a medium of instruction in the Algerian higher education and the nature of EFL teaching/learning in Algeria along with the Algerian policy of teaching English, this study investigated the necessity of reconsidering the acquisition planning for English at pre-university levels in order to renovate some teaching/learning aspects as part for the planning to implementing EMI in the future. In the first chapter as the theoretical framework of this study, the first section introduced an understanding of the English language development, status, and implementation as the medium of instruction in different parts of the world. The second section then discussed the status of English in the Algerian educational system and the potential implementation of EMI along with the complexities of English acquisition at pre-university levels. The second chapter of the study was devoted to the methodology of work and data analysis. The study based its methodology on following deductive reasoning and a fixed design that focuses on gathering quantitative data with little inclusion of qualitative data collection. The participants in this study were criteria-based selected, in the sense that, to provide valid and expert recommendations, the selected participants should fulfil the profile characteristic that qualifies them. Henceforth, the first

criterion of the selection was the participants' scientific publications in the domain of language planning and language policy in Algeria and the nature of EFL teaching/learning at pre-university levels. The second criterion was the teaching career of the participants as field practitioners.

The results of the study supported the hypothesis that the prospects of implementing EMI in the Algerian higher education may require a reconsideration of the acquisition of English at pre-university levels. The participants firmly shared their concern on the necessity of planning for the project of EMI at the earliest stages before introducing it, and emphasized the importance of contextualizing the planning by gathering more information and researching different aspects of it. Additionally, the results revealed some recommendations on the planning for English acquisition at the pre-university levels that included a call for collaboration with field practitioners and expert linguists to continually work on curriculum development, introducing English at an earlier stage, qualifying teachers through extensive training and giving more value to the status of English through other different practices.

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## Appendices

### Appendix.1 The List of 42 Universities that have English Departments



#### الجامعات التي يتم فيها تدريس تخصص آداب و لغة انجليزية

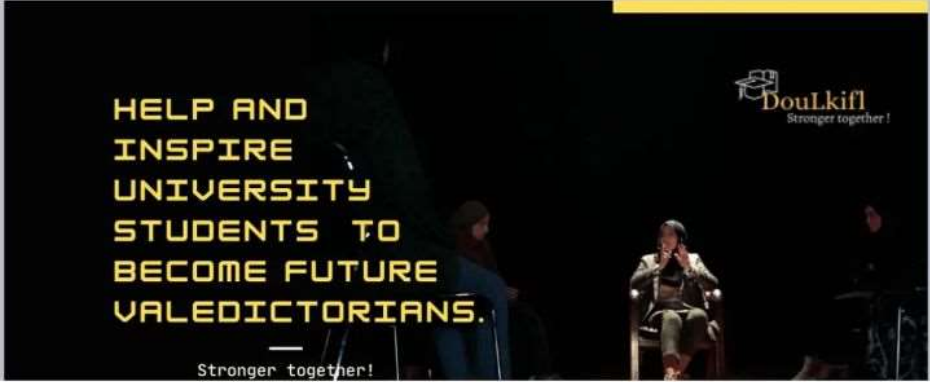
##### جامعات ذات تسجيل جهوي

- جامعة عبد الحق بن حمودة جيجل
- جامعة الطارق
- جامعة العربي التبسي تبسة
- جامعة عباس لغرور خنشلة
- جامعة العربي بن المهيدي أم البواقي
- جامعة محمد شريف مساعدي سوق أهراس
- جامعة الوادي
- جامعة ياغي مختار عنابة
- جامعة سطيف 2
- جامعة 8 ماي 1945 قالمة
- جامعة باتنة 2
- جامعة منتوري قسنطينة
- جامعة زيان عاشور الجلفة
- جامعة قرداية
- جامعة جيلالي بوتعامة خميس مليانة
- جامعة يحي فارس بالمدية
- جامعة محمد خيذر بسكرة
- جامعة محمد البشير الإبراهيمي برج بوعريريج
- جامعة المسيلة
- جامعة قاصدي مرياح ورقلة
- جامعة 20 أوت 1955 سكيكدة
- جامعة عبد الرحمان ميرة بجاية
- جامعة حسينية بن بوعلوي شلف
- جامعة اسلمد بوقرة بومرداس
- جامعة مولود معمري تيزي وزو
- جامعة عمار تكليجي الأغواط
- جامعة توتيسي علي البليدة 2
- جامعة الجزائر 2
- جامعة بشار
- جامعة مصمك
- جامعة طاهر مولاي سعيدة
- جامعة أبو بكر بلقايد - تلمسان
- جامعة ابن خلدون تيارت
- جامعة أحمد دراية أدرار
- جامعة جيلالي اليابس سيدي بعباس
- جامعة ابن باديس مستغانم
- جامعة محمد بن احمد وهران 2
- المركز الجامعي بنيمة
- المركز الجامعي لعين تيموشنت
- المركز الجامعي بالنعامة
- المركز الجامعي امين العقال حاج موسى اق احاسوك تلمرامت
- المركز الجامعي أحمد زيانة غيليزان

آخر تحديث: 2017

## Appendix.2 The Educational Website “DouLkifl”

← DouLkifl



**DouLkifl**  
Education website

Send Message

Ikh Las, Bi Lli, Amina Berghout and 541 others like this

Home Posts Reviews Videos Photos **About**

**DouLkifl** is the first Algerian Educational website specialising in English Language studies and Literature that was designed to provide University Students with a Pedagogical support represented in a variety of courses in the field.

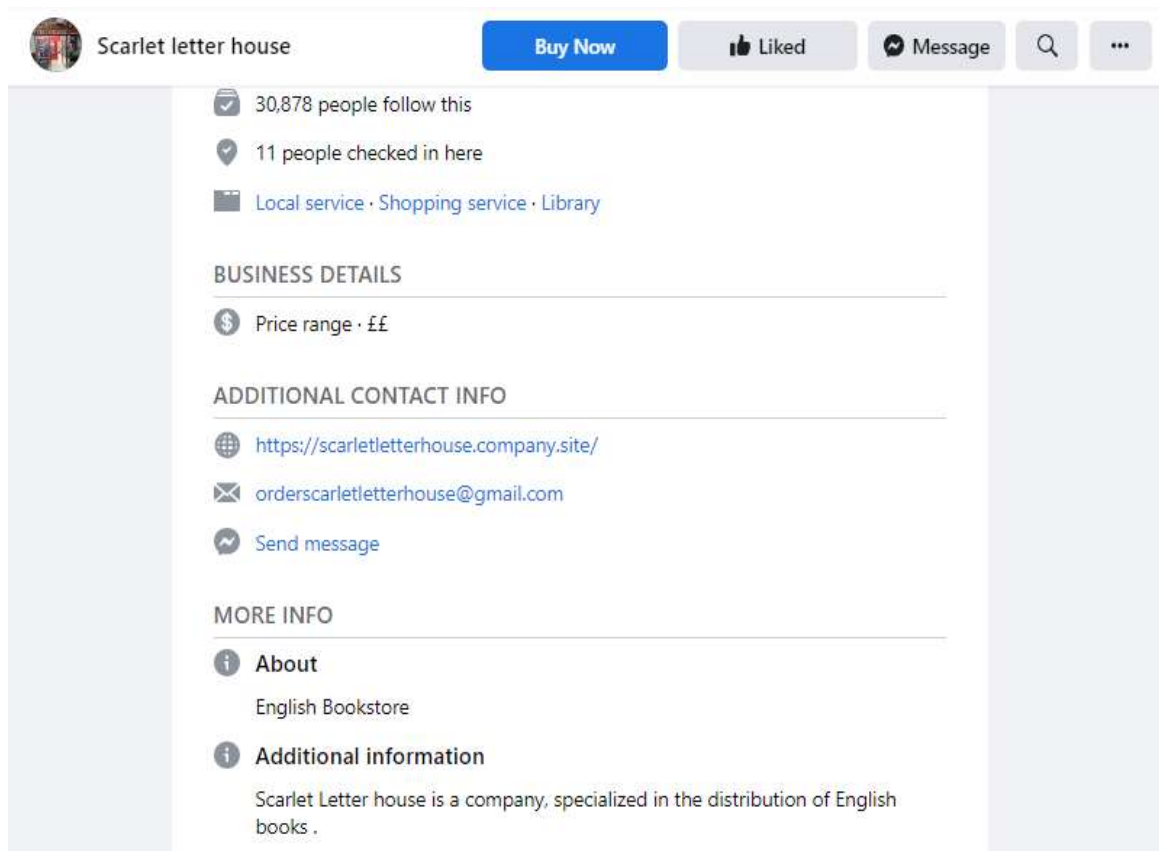
<https://doulkifl.com/>

Education website

[rayene.khoudour@doulkifl.com](mailto:rayene.khoudour@doulkifl.com)

Always open

## Appendix.3 The British Publishing Company “Scarlet Letter House”



The image shows a screenshot of a Facebook business page for 'Scarlet letter house'. The page header includes the profile picture, the name 'Scarlet letter house', and several interactive buttons: 'Buy Now' (in blue), 'Liked' (with a thumbs-up icon), 'Message' (with a speech bubble icon), a search icon, and a three-dot menu icon. Below the header, the page displays several statistics: '30,878 people follow this', '11 people checked in here', and 'Local service · Shopping service · Library'. The 'BUSINESS DETAILS' section shows 'Price range · ££'. The 'ADDITIONAL CONTACT INFO' section lists the website 'https://scarletletterhouse.company.site/', the email 'orderscarletletterhouse@gmail.com', and a 'Send message' button. The 'MORE INFO' section includes an 'About' section with the text 'English Bookstore' and an 'Additional information' section with the text 'Scarlet Letter house is a company, specialized in the distribution of English books .'. The page is framed by a light blue border.

Scarlet letter house

Buy Now Liked Message

30,878 people follow this

11 people checked in here

Local service · Shopping service · Library

**BUSINESS DETAILS**

Price range · ££

**ADDITIONAL CONTACT INFO**

<https://scarletletterhouse.company.site/>

[orderscarletletterhouse@gmail.com](mailto:orderscarletletterhouse@gmail.com)

Send message

**MORE INFO**

**About**  
English Bookstore

**Additional information**  
Scarlet Letter house is a company, specialized in the distribution of English books .

## Appendix.4 “I’m DZ and I Speak English” Facebook Group

The screenshot shows the Facebook group page for "I am Dz And I Speak English". At the top, there is a group profile picture and the name "I am Dz And I Speak English" next to a "Join Group" button. Below this is the "About this group" section, which contains the following text:

WELCOME TO OUR GROUP  
THE OFFICIAL I AM DZ GROUP™ SINCE MAY 2013  
This group is about everything, as long as you follow the rules. Check the rules panel for details about the rules to avoid mutes and bans.

this is what you need to know about the group:

- No Arabic, French nor any other language. English Only please.
- Cursing is Forbidden, be respectful towards one another.
- Blocking any "Admin" or "Moderator" is considered an offence and it would be followed by a permanent ban.

The actual admins are:

- ◆ Akram Tib
- ◆ Laid Redouani
- ◆ Mahmoud Bouaziz
- ◆ Nassim Nakoub
- ◆ Houssam Sadkaoui
- ◆ Mohamed Rougab

The actual moderators are in the mod/admin list, you can contact them in case you have a problem with something/someone in the group.

In order to join the group's administration (as a moderator) you gotta be judged by admins and mods as worthy according to:

- behavior
- membership
- being active and helpful (reporting posts...ect)

\*\*\*\*\*

## Appendix.5 “1001 English” Facebook Group

The screenshot shows the Facebook group page for "1001 | English GB". At the top, there is a blue header with the text "Group by دراجة". Below this is the group name "1001 | English GB" and the description "Private group · 290.2K members". There is a row of profile pictures of group members and buttons for "Joined", "Invite", and a dropdown menu. Below this is a navigation bar with tabs for "About", "Discussion", "Guides", "Featured", "Topics", "Members", "Events", "Media", and "Files". The "About" tab is selected, showing the "About this group" section with the following text:

تعلم الانجليزية بمستوياتها و بعدة طرق و تعلم قواعدها لتسهيل التماور و تسريع تعلم لغة العالم مجاناً.

Private  
Only members can see who's in the group and what they post.

Visible  
Anyone can find this group.

Algiers, Algeria

General

History  
Group created on 30 October 2017. Name last changed on 24 July 2020. See More

## Appendix.6 “EasyPeasy” Facebook Page

**Easy Peasy DZ**  
@easypeasydz · 4.4 7 reviews · Tutor/Teacher

Send Message

Hi! Please let us know how we can help.

Home Reviews Photos Videos More

Like Search

**GENERAL**

80,836 people like this, including 3 of your friends

85,200 people follow this

Tutor/teacher

**ADDITIONAL CONTACT INFO**

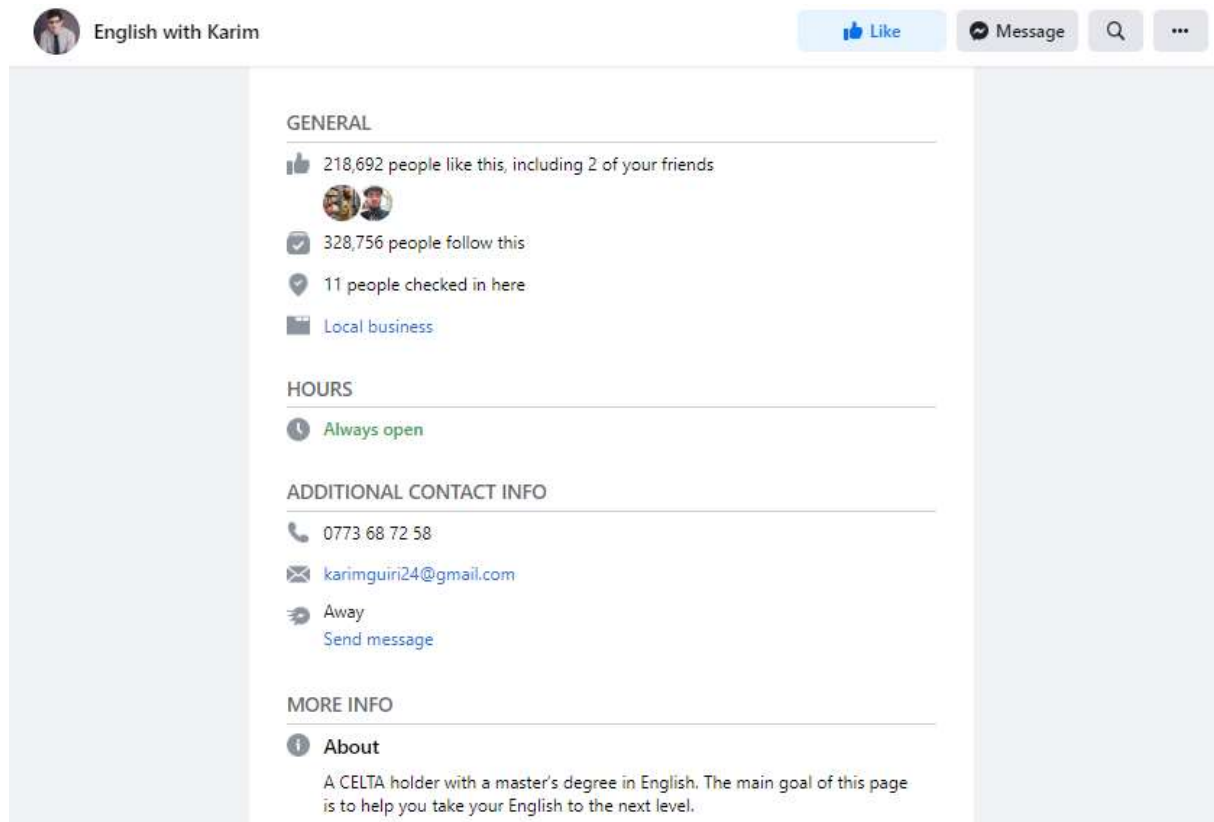
Send message

**MORE INFO**

**About**

This page is based on simplifying complicated concepts of the English Language in a special way and will provide you with all you need in the language, let's make it EASY PEASY ENGLISH See less

## Appendix.7 “English With Karim” Facebook Page



The image shows a screenshot of a Facebook page for 'English with Karim'. At the top left is the profile picture and name. To the right are buttons for 'Like', 'Message', a search icon, and a menu icon. The main content area is divided into sections: 'GENERAL' with statistics on likes and followers, 'HOURS' showing 'Always open', 'ADDITIONAL CONTACT INFO' with phone, email, and status, and 'MORE INFO' with an 'About' section.

**English with Karim** Like Message

---

**GENERAL**

218,692 people like this, including 2 of your friends

328,756 people follow this

11 people checked in here

Local business

---

**HOURS**

Always open

---

**ADDITIONAL CONTACT INFO**

0773 68 72 58

karimguiri24@gmail.com

Away  
Send message

---

**MORE INFO**

**About**

A CELTA holder with a master's degree in English. The main goal of this page is to help you take your English to the next level.

## Appendix.8 “Becissa Kamel” Facebook page

**Becissa Kamel** الأستاذ بسيسة كمال  
@BelaafiaEnglish · Event

Send Message

Hi! Please let us know how we can help:

Home About Videos Events More

Like Search

**About** See all

Saidi Ahmed 16000 Fort de l'Eau, Algeria

BURJ AL KIFAN

139,938 people like this, including 1 of your friends

242,151 people follow this

3 people checked in here

0794 06 39 32

Typically replies within a day

Send message

contact.stopgrammar@gmail.com

Becissa Kamel الأستاذ بسيسة كمال  
8h ·

#بعض سنن يوم الجمعة بالإنجليزية

#some sunnah acts on Friday in English

## Appendix.9 “English With Younes” Facebook Page

**English with Younes**  
@younesbenlakehal · Musician/Band

Book Now

Home Reviews Videos Photos More

Like Message Search

**GENERAL**

189,068 people like this, including 1 of your friends

243,118 people follow this

Musician/Band

**ADDITIONAL CONTACT INFO**

0659 50 59 07

younesbenlak7al@gmail.com

Send message

**MORE INFO**

**About**

Hello dear followers , do you want to develop your English ? you have a weak vocabulary! you can't find solutions? our community can help you with daily advanced English vocabulary , all you need is to follow us 💎 See less

## Appendix.10 the new International Algerian channel “AI 24 News”



 البث المباشر



الانتخابات التشريعية الفرنسية 2022الحرب في أوكرانيافرنساالأخبار المغربيةالشرق الأوسطالأكثر قراءةأحد الأخبار العنصرية

نص: فرانس 24   3 دقائق

**أطلقت الجزائر الإثنين أول قناة إخبارية تهتم بالشأن الدولي بثلاث لغات (العربية والفرنسية والإنكليزية) تحت اسم "قناة الجزائر الدولية AI 24 news". فيما تم برمجة البث الأول لها ليل 1 نوفمبر/تشرين الثاني الذي يرمز إلى انطلاق حرب الاستقلال عام 1954. وتهدف هذه القناة التلفزيونية حسب مديرها العام سليم عقار إلى "إسماع صوت الجزائر في الخارج وأن تكون واجهتها في العالم".**

أطلقت الجزائر رسمياً قناة إخبارية دولية جديدة ليل 1 نوفمبر/تشرين الثاني للترزامن مع مرور 67 عاماً على اندلاع حرب الاستقلال ضد الاستعمار الفرنسي، وذلك بهدف "إسماع صوت" البلاد في الخارج ولكي "تكون واجهتها في العالم".

وستبث هذه القناة الجديدة بثلاث لغات: العربية، 60 بالمئة من المحتوى، الفرنسية 35 بالمئة والإنكليزية 5 بالمئة. وقال مديرها سليم عقار إن "قناة الجزائر الدولية AI 24 new ستكون صوتاً للجزائر في الخارج وواجهتها في العالم في توقيت حدودها 24/24 ساعة على مدار 7/7 أيام مع إعطاء الأولوية للمعلومة الدولية".

وأضاف: "إن للشروع سيكون ثورة في الإعلام وفي المشهد الإعلامي العربي والمغاربي" بهدف دعم "الأهداف الدبلوماسية والسياسية والاقتصادية والاجتماعية والثقافية للجزائر في الخارج". وتستهدف "القناة الجمهور من الدول المغاربية ومن الحالة الوطنية في الخارج".

وجدير بالذكر أن الجزائر تملك عدة قنوات تلفزيونية عمومية باللغتين العربية والفرنسية، ومن بينها "كنال الحبري" (قناة الجزائر) للوجهة للحالية الجزائرية في الخارج. لكن المعارضة السياسية في الجزائر والناضلين من أجل الديمقراطية طالما انتقدوا سيطرة الحكومة على الخط التحريري لهذه القنوات دون ترك المجال أمام المعارضة للتعبير عن آرائها وشرح برامجها، فضلاً عن كونها بعيدة من المشاكل الحقيقية التي يعاني منها الشعب الجزائري.

**"توفير المعلومة في وقتها" وتلبية "رغبة الجمهور في الاطلاع على ما يدور في محيطه الداخلي والخارجي"**

من ناحية أخرى، أوضح سليم عقار أن القناة الدولية الجديدة ستبث برامجها في البداية من الجزائر عبر القمر الاصطناعي "تايل سات" حيث تتواجد استديوهاتها في قلب العاصمة الجزائر. وهي مجهزة بـ "بيلاتوهات عصرية وتجهيزات تراعي فيها الجوانب التكنولوجية والمعايير الدولية العصرية وبصوت وصورة عالية الجودة".

وتعهد مدير القناة أن يكون الخط الافتتاحي "داعماً لمشهد إعلامي يهدف إلى توفير المعلومة في وقتها وملبياً لرغبة الجمهور في الاطلاع على ما يدور في محيطه الداخلي والخارجي".

وستبث القناة الجزائرية الجديدة نشرات إخبارية وبرامج حوارية وتحقيقات ميدانية وبرامج ثقافية وحوارات في الاستوديو فضلاً عن تغطيات للأحداث الدولية. فيما أشار مديرها إلى أن قسم التحرير سيضم 70 صحافياً من بينهم منشطون وما لا يقل عن 20 مراسلاً عبر العالم".

## Appendix.11 Tayeb Bouzid's first post



الطيب بوزيد - Tayeb Bouzid

4 juillet 2019 · 🌐 · 🌐

S'abonner



تحسُّبًا لفتح ملف تعزيز استعمال #اللغة #الإنجليزية في #الوسط  
#الجامعي والبحثي، #للدراصة والنقاش، تمّ إعداد منصّة رقمية سُوِّضِعُ  
تحت تصرّف #الأسرة #الجامعية خصوصًا والمواطنين عمومًا من أجل الإدلاء  
بآرائهم مباشرةً.

في هذا الصّدّد، قدّمتُ اليوم توجيهاتٍ إلى زملائي مديري المؤسسات  
الجامعية من أجل اتّخاذ كافة التدابير التحسيسية والتقنية اللازمة لإنجاح  
العملية.

للتنويه، سُنْتاحُ عملية سبر الآراء بدءًا من تاريخ 05 جويلية إلى 5 أوت 2019  
عبر الموقع الالكتروني للوزارة ومواقع مؤسسات التعليم العالي كلّها  
وصفحاتها على شبكات التواصل الاجتماعي، وذلك عبر الرابط الآتي:

[www.mesrs.dz/poll](http://www.mesrs.dz/poll)

رأيكم مهم للغاية!

الطيب بوزيد ▾

## Appendix.12 Ministerial order to start using English in administrative announcements



## Appendix.13 The results of the Poll



Tayeb Bouzid - الطيب بوزيد

5 août 2019

--- #النتائج #النهائية لعملية سير الآراء حول #تعزيز استعمال #اللغة #الإنجليزية ---

مثلما وعدتُ به بتاريخ 05 جويلية 2019، أنشرُ اليوم النتائج النهائية لعملية سير الآراء الذي أطلقته وزارة التعليم العالي والبحث العلمي حول #تعزيز استعمال #اللغة #الإنجليزية في #الوسط #الجامعي #والبحتي.

مواصلةً في المسعى ذاته، وكما ذكرتهُ ضمن كلمتي خلال الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، فقد تمَّ إبداء توجيهات لمديري مؤسسات القطاع من أجل #فتح #مناقش #موضوعي و#بناء بما يكفل الخروج #بمخطط #عمل #مكامل بهذا الشأن.

Number of total views: 1.152.227

Number of voters: 94.741

Yes: 94.3%

No: 5.7%

## Appendix.14 The Ministry's call for Collaboration

### الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الوزير

رقم كسك/أ.ع.و/2019

بالمغادرة، في 08 أيار 2019

إلى السادة رؤساء الندوات الجهوية للجامعات

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية.  
المرجع: نتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019.

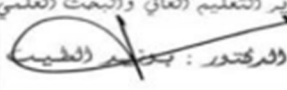
في إطار مساعي دائرتنا الوزارية لتحسين مرتبة النشاط التعليمي والبحثي لمؤسسات التعليم العالي الجزائرية، وكذا تفتحها على المحيط الدولي، وتطبيقا لنتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، أبلغكم بأنه قد تقرر تنصيب فوج تفكير قطاعي، يضم مختصين في الميدان ومسؤولين بالإدارة المركزية، لتقديم مقترحات عملية بخصوص الموضوع.

في هذا الشأن، أطلب منكم اقتراح ستة (06) خبراء من الأساتذة والباحثين المختصين والمؤهلين، لاسيما في اللسانيات واللغة الإنجليزية، مع موافاتي ببياناتهم في أقرب الأجال (الاسم واللقب، الرتبة، المؤسسة، الهاتف والبريد الإلكتروني).

سأبلغكم لاحقًا بتاريخ تنصيب فوج التفكير القطاعي والذي يُنتظر أن يتم في غضون الأسبوع الثالث من شهر سبتمبر 2019.

للإشارة، سيتم، أيضًا، تنصيب فوج تفكير قطاعي مشترك، تحت إشراف دائرتنا الوزارية، يضم ممثلي قطاعات عدّة من أجل اقتراح مخطط عمل متكامل.

وإنقا من مساهمتكم الإيجابية، تقبلوا فاق التحيات.

وزير التعليم العالي والبحث العلمي  
الوزير :   


## Appendix.15 A new survey to the promotion of English



Followed by 96,484 people

**Tayeb Bouzid - الطيب بوزيد**  
18 October 2019 · 🌐

Survey: Enhance English in Algerian Universities - استبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية - Universities

استبيان بخصوص التفكير ودراسة تعزيز استعمال اللغة الإنجليزية في التعليم العالي والبحث العلمي. وكيفية الشروع التدريجي في استعمالها في مجالات التكوين لاسيما في البحوث والدكتوراه. هذا الاستبيان جاء لتوسيع النقاش و وضع برنامج "شامل وكامل" الذي سيرص بعد ذلك على الحكومة.

أراكم مهمة جدا!  
الطيب بوزيد  
وزير التعليم العالي والبحث العلمي  
الجزائر

-----

This survey is meant to involve all those who are interested to contribute to the project of promoting the use of English language in the Algerian universities. The results will be collected and then compiled, to finally be added to the action plan that is going to be addressed to the Government

Your opinions matter  
Tayeb BOUZID  
Minister of Higher Education and Scientific Research  
Algeria

Link: <https://forms.gle/EbqfQdEYIU1Etrcm8>

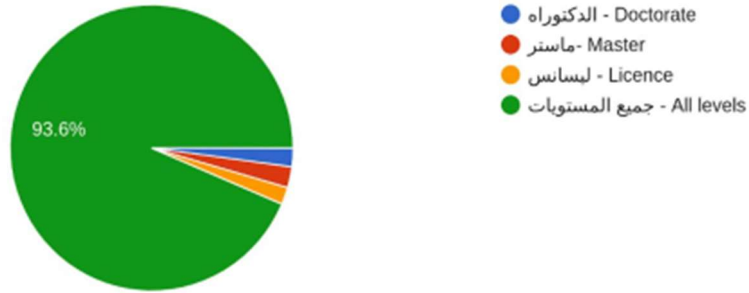
## Appendix.16 The Results of the new Survey



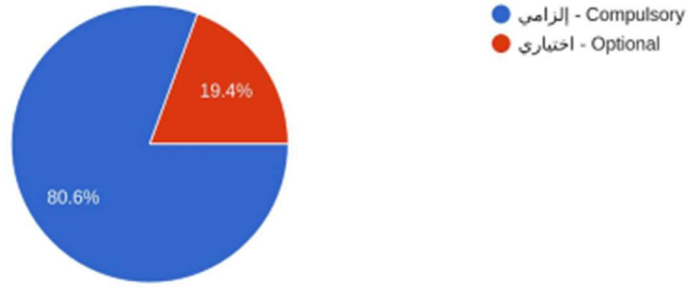
الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research

### نتائج الاستبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية **-Survey Insights<sup>1</sup> : Enhance English in Algerian Universities**

هل تعتقد أن اللغة الإنجليزية يجب أن تدرس في 1.  
2,884 responses

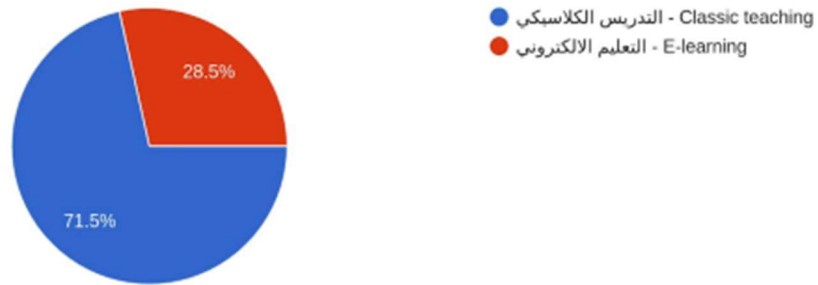


هل تعتقد أنه ينبغي أن يكون 2. 2,884 responses

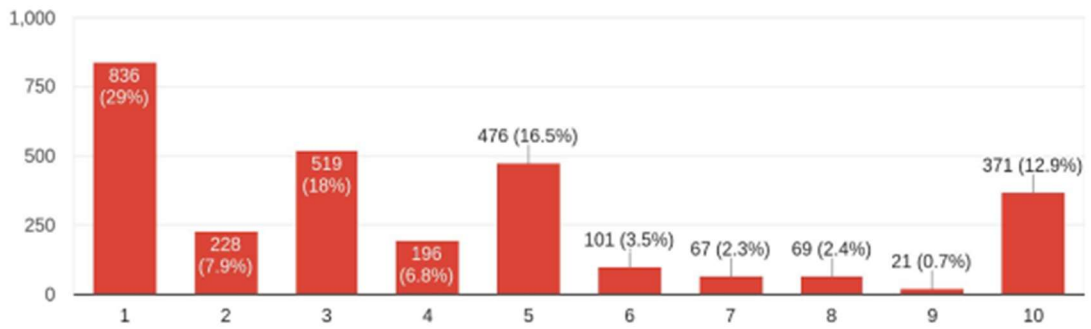


<sup>1</sup> Insights representing a survey conducted by the Ministry of Higher Education & Scientific Research - November 2019

ما هي الطريقة الأنسب؟ 3. 2,884 responses



يجب أن تدرس اللغة الإنجليزية تدريجياً ، في 4. 2,884 responses



## Appendix.17 The final report of the Minister

POPULAR DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
Sectoral Commission for strengthening the English language

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### FINAL REPORT

#### **I. Introduction :**

The observation of what happens in the world, in terms of linguistic uses, puts the English language as the sesame that promotes more, communication in various sectors of activity. In the academic and scientific research sector, all observers dedicate it as one of the most shared languages, the most used and the one that allows the best diffusion and the highest visibility in the world.

#### **II. Why English at university? Why now?**

English is the language most taught as 'foreign language' or 'second language' in the world and 95% of international scientific publications are written in English. On socialmedia, 80% of existing and shared data is in English. In all sectors of activity and economic issues, English has become a real 'LINGUA FRANCA', which focuses the reinforcement of the need to consolidate our language skills while promoting learning in English.

Several challenges must be addressed by the Algerian higher education sector, which already suffers from a significant deficit in English language teachers (colleges, high schools and universities). These are mainly:

- 1) To improve the employability of Algerian diplomats at the time of the internationalization of the labour market,
- 2) To break down relations with the world and to join the world space in higher education and research,
- 3) To Provide quality, competitive and attractive training directly related to the world of business and the sector of research and innovation,
- 4) To gain mastery of the tools of globalization,
- 5) To make Algerian academic and scientific activity visible in all specialties,
- 6) To facilitate the mobility of Algerian students and their insertion in international research groups,
- 7) To encourage mobility to Algeria by providing training that meet the international standards.
- 8) To integrate new technologies into higher education, opening the door to many teaching and learning opportunities.

#### **III. General observation of pilot university institutions :**

The results that emerge from the analysis of questionnaires and discussions that took place at 26 universities allowed the following observation:

1. The teaching of English is present but not at all levels. It appears as a transversal skill that is most often conducted in an amphitheatre, focused on the translation theme / version for the acquisition of jargon.
2. At the level of the faculties visited, the language, when it is taught, is taught without well-defined objectives, and without clear pedagogy at the rate of one hour and thirty minutes per week.

## Appendix.18 The Last post by The Minister

📷 4G 44% 04:42

← Tayeb Bouzid's post - الطيب بوزيد

 **الطيب بوزيد - Tayeb Bouzid** ✓  
27 Jul 2021 · 🌐

بسم الله الرحمن الرحيم

مشروع تعميم تدريس اللغة الإنجليزية في الجامعات الجزائرية

**#مشروع\_اللغة\_الإنجليزية\_في\_الجزائر**

لقد مرت الآن ثلاث سنوات منذ أن نجحنا في مشروع " تعزيز استعمال الإنجليزية في الجامعات الجزائرية" على مستوى وزارة التعليم العالي والبحث العلمي.

ومن دواعي الشرف والحظوة أننا كنا ممن بادر بتصميم وإطلاق هذا المشروع الضخم الذي يعتبر **#ثورة\_لغوية**، وهذا كان بفضل الدعم الكامل الذين تلقيناها من قبل الطلبة والاساتذة، ولازلنا نتذكر كم كان التحدي شاق.

واجهنا وتخطينا جميع القيود البيروقراطية عند إطلاقنا للحملة الإعلامية، كما اننا نتذكر كيف انتشرت الفكرة بسرعة فائقة في عام 2019. هذه الفترة -كما يتذكرها معظمكم- تميزت بالحراك السلمي والأصيل في الجزائر. حينها تفضلنا باقتراح اختيار تاريخ رمزي لهذه المناسبة، وكان التاريخ المراد هو ذكرى الاحتفال بعيد استقلال وطننا ... نعم عند الساعة 00:00 من يوم الخامس من جويلية!

تبنى غالبية طلاب الجامعات وعموم الشعب الجزائري المشروع بنسبة 94%، وكانت تذايع على جميع القنوات التلفزيونية والإذاعات الوطنية والجرائد وكذلك على وسائل الإعلام الدولية.

لقد كان أمراً عظيماً! ... كان رسمياً ... جعلناه علناً ... وأصبح المشروع أخيراً على الإنترنت ... نجاح باهر! حماسنا كان حقيقياً للغاية.

أدركنا حينها مدى قوة وسائل التواصل الاجتماعي، إذ ساعدتنا المنصات المختلفة التي استخدمناها لحملات الدعاية على منصة فيسبوك وكذا Google AdWords الدور الفعّال في نشر وإذاعة الاستطلاع الوطني.

أما اليوم، فيمكننا القول أننا جد سعداء لرؤية زملائنا من الجزائريين يستلمون المشعل، ويساهمون في الأمر برمته، والذي أصبح مشروعاً

Write a comment...



## Appendix.19 The Questionnaire of the Study

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohamed Boudiaf University, M'sila**  
**Faculty of Letters and Languages**  
**Department of English Language and Literature**



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**This Questionnaire is part of a research study conducted as partial fulfillment for the requirements of Master's degree in Linguistics at the university of M'sila.**

**Supervisor: Dr Mourad Touati**

**Students: Ahmed Lotfi Belaref and Intissar NourElhak Mhamdia**

**E-Address: [ahmed-lotfi.belaref@univ-msila.dz](mailto:ahmed-lotfi.belaref@univ-msila.dz)**

### **Introduction**

Dear participants,

You have been selected through a purposive sampling based on papers you have published for the scientific community and/or your teaching career to participate in our research study.

This study aims at highlighting the possible normative practices that should precede a reasonable implementation of English as a Medium of Instruction (EMI) at the level of Algerian Higher Education in order to guarantee a successful planning as long as "acquisition planning" is concerned;

We do hereby invite you to complete the following survey that covers a set of items on the supposed pedagogical complexities to EFL teaching at pre-university levels. Your contribution is highly appreciated!

(Confidentiality is to be taken seriously, the participants are not required to submit personal information, and the purposive sampling is to be justified by means of normative practices in the field of LPP)

**\*Please follow the instructions to the completion of the questionnaire**

- What does your area of research cover?

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

**\*For this item, you can tick more than one choice.**

- Where did your teaching career take part?

Middle school.     High school     University.

Other: .....

-Do you think that the implementation of EMI in higher education could take place without precedent planning at pre-university levels?

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

**\*In the following items from 1 to 13, you are required to indicate whether you do agree or disagree with the statements by ticking the appropriate number: 1 for "agree", 2 for "undecided", and 3 for "disagree".**

1-Given the status it assumes internationally and the benefits it could result in for science and the economy, English should be the medium of instruction in Algerian higher education.

1-Agree                       2-Undecided                       3-Disagree

2-Political intention and motivation are enough for the implementation of EMI.

1-Agree                       2-Undecided                       3-Disagree

3-Positive attitudes of representatives (teachers/students) are enough for the implementation of EMI.

1-Agree                       2-Undecided                       3-Disagree

4-The implementation of EMI in higher education should be done gradually.

1-Agree                       2-Undecided                       3-Disagree

5-The implementation of EMI should be based on local research and relevant studies to the Algerian context.

1-Agree                       2-Undecided                       3-Disagree

6-The implementation of EMI could be based on previous successful plannings of European and Asian institutions and universities.

1-Agree                       2-Undecided                       3-Disagree

7-English should be introduced in primary school as part of the acquisition planning.

1-Agree                       2-Undecided                       3-Disagree

8-Planners and policymakers should consider a continuing process of curriculum development for better EFL teaching/learning.

1-Agree                       2-Undecided                       3-Disagree

9-Projects that include new curriculum design with new approaches for EFL teaching should be proposed for experimentation before their implementation.

1-Agree                       2-Undecided                       3-Disagree

10-More time should be allotted for the teaching of English in middle school.

1-Agree                       2-Undecided                       3-Disagree

11-English in high school should be allotted a higher coefficient for the scientific and technical streams.

1-Agree                       2-Undecided                       3-Disagree

12-Pre-university teachers of English should receive extensive training on using the adopted approaches to become more qualified.

1-Agree                       2-Undecided                       3-Disagree

13-The shift in the medium of instruction from high school to university should be carefully considered for the success of EMI.

1-Agree                       2-Undecided                       3-Disagree

**\*Please feel free to express yourself in the following items (the number of words is unlimited).**

14-What further can you suggest on the teaching/learning of EFL at the Pre-university levels to be in favour of the implementation of EMI?

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

