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INTEGRATION OF ENGLISH LANGUAGE IN THE MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH CONTEXT

The Effectiveness of the English Language Accreditation for Teachers of Yahia Fares University to Keep Abreast of the Latest Researches and Information on Various Disciplines

Research Proposal Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Linguistics

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DEDICATION

- To the memory of Ahlems' father, RABEI " رحمه الله "
- To our beloved parents who work for our success with love, support, and precious advice. Thank you for your sacrifice to help us move forward in life.
- To our dear sisters and friends for their moral support.
  - Faiza MORSLI:
    - Much thanks, love and appreciation to my dear sister Zohra.
    - To my most lovable friend Khaoula for her collabortion and help. I will always be grateful to all the support and love you gave me.
  - Ahlem RABEI:
    - All the love to my dear sister Feriel.
  - Chaimaa BOUKHELIF:
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Abstract

English, as a science language, a lingua franca, and a language of diplomatic interaction, is getting more appreciation and demand around the world. Implementing English as a medium of instruction in the educational sector has always been of perennial interest to the Algerian authorities who have recently begun to take practical steps toward the linguistic shift. Many researchers have recently opted for English rather than French to conduct their investigations due to the amount of data in this language. The present research aims at investigating the effectiveness of making use of English in the Algerian ministry of higher education and evaluating the validity of the strategies and methods adopted. It is also an attempt to shed the light on the Algerian linguistic situation focusing on English status on higher educational systems and institutions. To fulfill the aim of the present research, a descriptive study was adopted through designing three questionnaires, the first one for the professors assigned to teach the university teachers, the second one were addressed the teachers who are learning EMI, the third one for the students from several departments and a face to face interview with the head of the department

Key terms: lingua franca, international interaction, linguistic situation, English status, English as medium of instruction, linguistic shift.

ملخص

تحظى اللغة الإنجليزية كلغة عالمية، لغة مشتركة و لغة التفاعل الدبلوماسي بالمزيد من التقدير والطلب من جميع انحاء العالم.

لطالما كان تطبيق اللغة الإنجليزية كوسيلة للتعليم في القطاع التربوي موضع اهتمام دائم للسلطات الجزائرية، التي بدأت مؤخراً في اتخاذ خطوات عملية نحو التغيير اللغوي. إختار العديد من الباحثين مؤخراً اللغة الإنجليزية بدلاً من الفرنسية لإجراء ابحاثهم العلمية وذلك راجع لوفرة كمية البيانات فيها، يهدف هذا البحث إلى التحقيق في فعالية الإستفادة من ادماج اللغة الإنجليزية في وزارة التعليم العالي الجزائرية وتقييم صحة الاستراتيجيات و الأساليب المعتمدة، كما أن هذا البحث يسعى لتسليط الضوء على الوضع اللغوي الجزائري بما يشمل وضع اللغة الإنجليزية على مستوى مؤسسات التعليم العالي، لتحقيق اهداف البحث التالي؛ تم الاعتماد على دراسة وتحليل ثلاثة استبيانات ومقابلة.

المصطلحات الأساسية: لغة مشتركة، تفاعل دولي، الوضع اللغوي، حالة اللغة الإنجليزية، لغة إنجليزية كوسيلة للتعليم، التحول اللغوي.

Table of Contents

DEDICATION

……..…..…..IV

ACKNOWLEGEMENTS

……V

ABSTRACT……..……V

ملخص……..……..V

LIST OF TABLES ……..…V

LIST OF FIGURES ……...V

LIST OF ABBREVIATIONS ……V

GENERAL INTRODUCTION …… 1

1. Research Background ……... 1
2. Problem Statement …… 1
3. Research Questions and Hypothesis ……. 2
4. Research Objectives …….. 2
5. Significance of the study ……... 2
6. Thesis layout ……. 2
7. Definition of key-terms …… 2

CHAPTER ONE: LITERATURE REVIEW……3

Introduction ……... 4

1. Historical Background of English…….. 4

1.1 Fundamental reasons behind the spread of the English language……. 7

1.2 English status in 21st century …….. 9

1.3 Globalization Effects on English…… 11

1.4 English and science ……..... 13

1.4.1 English as a language of science and technology…….. 13

1.4.2 English as the language of scientific and academic research …… 14

1.5 The Algerian linguistic situation/ policy ……... 15
1.5.1. Arabic ……16
1.5.2. Tamazight …… 17
1.5.3. French ……18
1.5.4 English …….. 20
1.5.4.1 English Status in the Algerian Official Seminars……. 21
1.5.4.2 English status in the Algerian Educational System…….. 22
1.5.4.3 English status in the Algerian Social Life …….. 23
1.6. English in the Algerian higher education Policy ……..…….. 26
1.6.1. The Status of English in Higher Education Worldwide ……..... 26
1.6.2 Language shift policy in the Algerian University……... 27
1.6.3 English teaching for university educators …….. 29
1.6.3.1 General English…… 30
1.6.3.2 ESP …….. 31
1.6.3.3 EMI ……. 33
1.6.3.4 ERPP (research publication) ……... 35
1.7 CEFR (Common European Framework of Reference) ……. 35
Conclusion ……... 37
CHAPTER TWO: METHODS AND PROCEDURES……38.
Introduction ……... 39
2. Overall research design…….. 39
2.1. Research participants…… 40
2.2. Data collection instruments …….. 40
2.2.1. Interview for the administration ……. 41
2.2.2. Questionnaires……. 42
2.2.2.1. Questionnaire for English learners (university teachers)…….. 42
2.2.2.2. Questionnaire for English teachers……... 43
2.2.2.3. Questionnaire for the students……. 44
2.4. Data collection procedures……..… 45

2.5. Data analysis procedures…… 46
Conclusion …… 47
CHAPTER THREE: DATA ANALYSIS……48
Introduction …… 49
3.1. The Analysis of the Interview …….. 49
3.2. The Analysis of the Learners' Questionnaire …… 50
3.3. The Analysis of English Teachers Questionnaire ……... 63
3.4. The Analysis of Students' Questionnaire ……..... 72
Conclusion …….. 77
CHAPTER FOUR: GENERAL DISCUSSION, IMPLICATIONS AND LIMITATIONS……78
Introduction …… 79
4.1. Discussion of the Foreign Language Administrations' Interview …… 79
4.2. Discussion of the Questionnaires' Results …….. 81
4.2.1. Discussion of Research Question 1 …….. 81
4.2.2. Discussion of Research Question 2 ……... 83
4.2.3. Discussion of Research Question 3 ……... 84
4.3. Pedagogical Implications …… 85
4.4. Research Limitations and Challenges …… 85
Further Research …… 86
Conclusion …….. 86
GENERAL CONCLUSION ……... 87
REFERENCE LIST…… 89
APPENDECIES ……94
Appendix 1 …… 94
Appendix 2 ……..... 95
Appendix 3 …… 98
Appendix 4 …… 101

List of Tables

Table 1: The Difference between ESP and GE Discourse ..... - 30 -

Table 2: Demographic Information of Teachers ..... - 50 -

Table 3: Teachers' Faculty Affiliation ..... - 51 -

Table 4:Statements about general perspectives about the importance of English language... ..... - 58 -

Table 5: Statements about the importance of English use in The Algerian University ..... - 59 -

List of Figures

Figure 1: History of Origins of the English Language ..... **- 7 -**

Figure 2: The Use of English around the World ..... **- 10 -**

Figure 3: The Use of English Language in the Algerian Media.....**- 21 -**

Figure4 : Algerian Facebook Pages .....**- 24 -**

Figure 5: A Pharmacy in Ain Dheb……..……**38**

Figure 6: An electronics shop in Ain D.....**- 25 -**

Figure 7: A Coffee Shop in Medea ……**38**

Figure 8: A travel agency at Ain Dhab... ..... **- 25 -**

Figure 9: Consensus to Promote English in Algeria..... **- 28 -**

Figure 10: The Six Levels of CEFR..... **- 36 -**

Figure 11: Agreement on English Use in University..... **- 53 -**

Figure 12: Teachers' Proficiency Level in English Reading Skills..... **- 61 -**

Figure 13: Teachers' Proficiency Level in English Writing Skills..... **- 62 -**

Figure 14: Teachers' Proficiency Level in English Speaking Skills ..... **- 62 -**

Figure 15: A Bar Chart Representing Participants' Gender..... **- 63 -**

Figure 16: A Bar Chart Represents' the Academic Degree of the Teachers .... **- 63 -**

Figure 17: Fields that Teacher are Concerned with..... **- 64 -**

Figure 18: A Bar Chart Represents' Teachers Satisfaction/Dissatisfaction ..... **- 65 -**

Figure 19: A Bar Chart Representing the Agreement on the Existence of Obstacles for Promoting English ..... **- 66 -**

Figure 20: Types of Obstacles ..... **- 66 -**

Figure 21: A Bar Chart Illustrates the Types of Courses Most Appreciated by Learners ..... **- 70 -**

Figure 22: A Bar Chart Representing Students' Fields of Study..... **- 73 -**

Figure 23: A Bar Chart Representing the Appropriate Medium of Instruction **- 74 -**

Figure 24: A Bar Chart Representing English use in Reading Materials **..... - 75 -**

Figure 25: A Bar Chart Representing the Willingness on Writing Dissertation in ENG **..... - 75 -**

Figure 26: A Bar Chart Representing the Resources of Available Knowledge **- 76 -**

List of Abbreviations

IE: Indo European

EFL: English Foreign Language

L1: First Language

AHE: Algerian Higher Education

HE: Higher Education

ENG: English

ESP/ LSP: English for Specific Purposes/ Language for Specific Purposes

EMI: English as a Medium of Instruction

ERPP: English for Research Publication Purposes

LIC: Language Intensification Center

UK: United Kingdom

US: United States

CA: Classical Arabic

MSA: Modern Standard Arabic

ME: Modern English

AMI: Arabic Medium of Instruction

MSA: Modern Standard Arabic

Etc.: Et Cetera

AA: Algerian Arabic

EU: European Union

T/L: Teaching and Learning

CEFR: Common European Framework of Reference

MOI: Medium Of Instruction

%: Percentage

LPS: L Politic Sciences

ME: Managements and Economics

AFL: Art and Foreign Languages

SSH: Social Sciences and Humanities

ST: Science and Technology

&: and

General Introduction

Language is the primary source of communication. It is a tool in which humans express themselves, share ideas and interact with each other forming an organized and interconnected society. Around the world, there are thousands of languages that are used for the purpose of communication. There are languages utilized by millions and others by much less. Our globalized world identifies English as a lingua franca of all times; the most used language among people who speak different languages. The large spread of English is regarded as one of the principle impacts of globalization in the 21st century. The international dimension this language obtains is not a coincidence; the effectiveness of English is proved in all domains: promoting cross-cultural communication and collaboration, improving the scientific and technological discoveries and inventions, and facilitating knowledge transfer. Algeria has started the practical steps towards promoting English in the educational policy in general and a notable emphasis on enhancing this universal language in the higher education and the scientific research level.

Algeria is witnessing Historical changes after Hirak (manifestation), where the Algerians expressed their dissatisfaction about how the country is heading to a negative direction, wanting the complete liberation from all forms of old dependence on France, specifically cultural dependence. Adopting English in the higher education policy as a teaching tool is both brave and inevitable change in the linguistic transactions in Algeria, viewing that most of scientific experiments, research and academic studies are available in the English language. The educational policy makers are observing the role of English in increasing the academic and scientific progress, as a result; the language shift was an inevitable decision starting by the formal integration of English in the primary schools continuing to the university despite the challenges that they are aware of. The process of teaching university educators the English language would take the Algerian university to the next level, in which it will permit them to keep pace with the latest researches and contribute to the world of knowledge, Phillipson concludes that “English in higher education has become a global commodity, which inevitably affects the nature and goals of universities” (2015). Further, the ministry officials, headed by the minister Bouzid

Tayab has invited the Algerian university educators to embrace the living language as a language of instruction within classrooms; a teaching vehicle in which will break the traditional academia to keep up with the academic modernity and be aware of the latest updated information, correspondingly, will give the Algerian university an international reputation. Therefore, this research aims at investigating the effectiveness of the English language accreditation for teachers of Yahia Fares University to keep abreast of the latest researches and information on various disciplines. In this regard, we attempt to answer the following questions:

- How teaching English for all educators would be an effective strategy to keep up with the academic modernity?
- To what extent does English language aid university teachers in their scientific research (studies, articles, PHD, career degrees, etc.)?
- What stance would students raise towards the language?

As this dissertation investigates the efficiency of adapting English by university teachers/students, the following hypotheses are suggested:

- The first hypothesis proposes that since the English language is referred to as a medium of communication for international business, science and technology. Knowledge of the language creates a bridge to the world's most intellectual resources.
- The second hypothesis suggests that teachers mastering English will make an effective contribution to the world of knowledge through improving their career degrees in one hand and the research publishing in the other.
- The third hypothesis views that English as being the pioneer language in the scientific and academic knowledge, Algerian students are expected to exhibit a positive attitude towards the language.

Chapter One

LITERATURE REVIEW

Introduction

1. Historical Background of English

1.1 Fundamental reasons behind the spread of the English language

1.2 English status in 21st century

1.3 Globalization Effects on English

1.4 English and science

1.4.1 English as a language of science

1.4.2 English as the language of scientific and academic research

1.5 The Algerian linguistic situation/ policy

1.5.1. Arabic

1.5.2. Tamazight

1.5.3. French

1.5.4 English

1.5.4.1 English Status in the Algerian Official Seminars

1.5.4.2 English status in the Algerian Educational System

1.5.4.3 English status in the Algerian Social Life

1.6. English in the Algerian higher education

1.6.1. The (Status / Importance) of English in Higher Education Worldwide

1.6.2 Language Policy shift in the Algerian University

1.6.3 English teaching for university educators

1.6.3.1 General English

1.6.3.2 ESP

1.6.3.3 EMI

1.6.3.4 ERPP (research publication)

1.7 CEFR (Common European Framework of Reference)

Conclusion

Introduction

Language is traditionally regarded as the primary mode of communication and a basic technique of conveying messages. However, language is more than simply a method of communication; it is a social activity and function that allows people to express their thoughts and ideas. Language is so important that it may either cause or solve issues.

The first chapter covers how and why English has become an international language, as well as why it is very important in academia as a scientific language. It will also investigate the language landscape in Algeria, concentrating on the English position in the nation, particularly the emergence of the shift in the Algerian University.

1. Historical Background of English Language

When we talk about English we often think of it as a single language, but what do the dialects spoken in dozens of countries around the world have in common With each other?, or With the writings of Shakespeare ?, and does English belong only to Britain.

“In its history, Britain has been populated by a number of different (Britons, Romans, Anglo-Saxons, Scandinavians, French) speaking different languages. This diversity has had an important effect on the way has English language developed … studying the history of English involves carefully weighing evidence (culpeper, 1997).

The answer is that like most languages English has evolved through generations of speakers undergoing major changes over time, so we can trace the language from the present day back to its ancient roots.

"English adopts (without change) or adapts (with slight change) any word really needed to name some new object or to denote some new process. Words from more than 350 languages have entered English in this way. Like French, Spanish, and Russian, English frequently forms scientific terms from Classical Greek word elements" (britannica , 2023). However, while modern English shares many similar words with Latin derived romance languages like French and Spanish, most of those words were not originally part of it, instead they started coming into the language with the Norman

invasion of England in 1066. When the French speaking Normans conquered England and became its ruling class they brought their speech with them adding a massive amount of French and Latin vocabulary to the English language previously spoken there as referred to "Old English ", which was the language of Beowulf.

> "English is a West Germanic language that originated from the Anglo-Frisian dialects and was brought to Britain by Germanic invaders (8th and 9th centuries AD). One second invasion took place by the Normans of the 11th century, who spoke Old Norman and developed an English form of this. That is why a large portion of the modern English vocabulary comes from the Anglo-Norman languages" (terminology coordination unit, 2020).

To conclude, as Roger Loss (loss, 1994) has stated in his book: “Old English is a member of the Germanic family (specifically its western branch), and Germanic is in turn a subgroup of the larger Indo-European (IE) family. "Old English" belonged to the Germanic language family that was first brought in the British isles in the 5th and 6th centuries by the "Angles, Saxons, and Jules" , those who shared a common dialect named as the Anglo-Saxon. Furthermore, The Viking invaders from 9th to 11th century added more borrowings from Old Norse into the mix.

"A significant subsequent influence on the shaping of Old English came from contact with the North Germanic languages spoken by the Scandinavian Vikings who conquered and colonized parts of Britain during the 8th and 9th centuries, which led to much lexical borrowing and grammatical simplification" (wikipedia, 2023).

To sum up all what have been spoken above, it may be hard to see the roots of modern English underneath all the words borrowed from French, Latin, Old Norse, and other languages, but comparative linguistics can help us by focusing on grammatical structure, patterns of sound changes, and certain core vocabulary, which concludes that all these languages were originated from the Indo-European family of languages.

"European languages, including German, Dutch, Latin and Ancient Greek influenced the English vocabulary during the Renaissance. The Old English period was from the mid-5th century to the mid-11th century, the Middle English period from the late 11th century to the late 15th century, the Early Modern English period from the late 15th century to the late 17th century, and the Modern English period from the late 17th century to the present" (terminology coordination unit, 2020). Moreover, English, like all other languages, is subject to that constant growth and decay that characterize all forms of life that can experience various changes. "Most of these changes are so regular as to be capable of classification under what are called “sound laws.” Changes likewise occur in the grammatical forms of a language" (cable, 1951).

English, as we know it today, has become a global language due to British colonization, and is now a primary language in the UK and Ireland, the US and Canada, Australia, New Zealand and a large number of former colonies. The influence of the US's globalized commerce and technology further enabled English to become an international lingua franca in the second half of the 20th century. This is especially true in Europe, where it has overtaken French and Latin to become the common language for businesses and diplomats, for sharing scientific and technical information, and for communication across national borders.



Figure 1: History of origins of the English language

(https://studfile.net/preview/3269695/)

1.1. Fundamental Reasons behind the Spread of the English Language

English, being the language of science, a lingua franca, and an universal spoken language that is nowadays seen as the principal mean of communication and a simple way to deliver messages ,thoughts and ideas, which can create conflicts or solve them, it has spread in a way that its native speakers are not differentiated from those who use English as a target language, as Barbara Seidlhofer puts it "Only one fourth of all English users worldwide are native speakers, and most non-native speakers using English do so in the absence of native speakers" (Seidlhofer, 2013).

But why! What makes English the magic catch-all language that everyone wants to speak fluently?! How did it become so important and widespread?!... The answer does

not only lie in the history of the language, but also in different fields mentioning: politics, culture, education, economy, and technology.

A. The first and most obvious reason that English became widespread in the first place is because of the British Empire. Britons and after they started doing trade with different places around the world , colonizing and invading most countries, the language naturally spread as if it was a spider net. "The linguistic imperialism of English was primarily motivated by the ambition to acquire control of strategic land and resources on the part of Britain, and later, by the United States.´´ (Kachru, 1996)

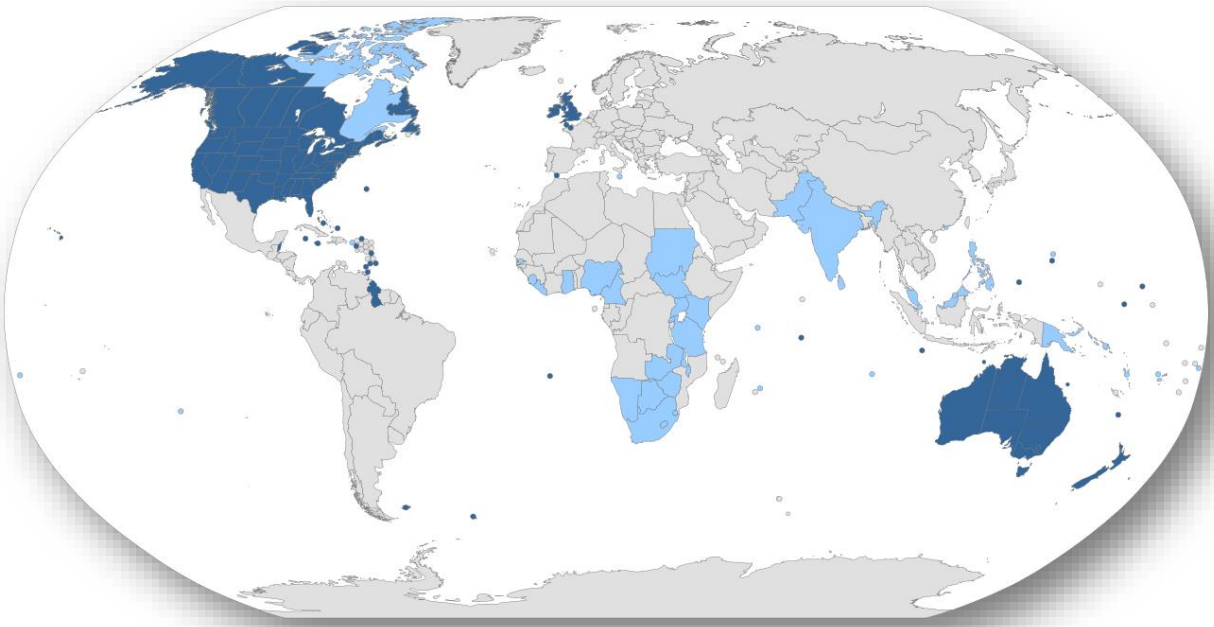
B. At the same time that the USA was becoming the world's business superpower, the internet was also invented in the USA. This created an entire lexicon for computers and technology that was invented in English as well, furthermore, individuals from all around the world became obsessed over the idea of coolness that signifies a certain lifestyle or culture linked to American-style success or entertainment ,as an example advertisers use it all over the world in multi-national markets to sell their products in this way, it is also the most common language used in the film and music industry, And then there are sport American-invented sports today like skateboarding, and even basketball, have an entire vocabulary in English, and many of the best athletes in those fields are English-speaking even if they have been recruited from abroad, as Carol Myers-Scotton defended, ``After World War II, the American role in that war spread the prestige of all things American. The United States was also a mass producer of cultural inventions in English (e.g. films, pop music) although the UK can claim the Beatles.´´ (Carol, 2006)

C. Another reason which is well known that in order to get a good job in today's global market, speaking English is becoming a requirement. That's why students and more adults than ever are taking private lessons, taking language immersion holidays to become as fluent as they can. It is not a guarantee of success, but it certainly does help." the United States rose as a world-class superpower, expanding commercially through Europe, which after the war had been devastated, while spreading its ideology of capitalism. This American supremacy over the economy began to force international companies to learn English in order to have more opportunities within a market that promised great stability and economic security." (Valverde, 2021) .Even though many people neglected that relationship between the language and culture Prue Holmes and Fred Dervin defended this relationship stating that ``LFEs, like other lingua franca, are not cultural vacuums, as in all contexts of language uses, language and culture are fundamentally connected´´ (Holmes, 2016).

1.2. English status in 21st century

English is the vehicle for international communication, It is on the basis of function alone that a language is considered to be a lingua franca, defined by (Samarin, 1987) as " by which term is designated any lingual medium of communication between people of different mother tongues, for whom it is a second language. Applicable to all situations where linguistic communication is difficult or impossible''. If there wasn't a language that is common to all kind of populations all over the world to serve as a mean of communication that bounds countries through improving communication, spread knowledge, increase productivity, therefore, facilitate human life, there would be no peace; as a results of the impossibility of communication, neither innovations nor prosper. Without a doubt, both in numbers and language, communication would be infinitely easier if everyone were able to use the same code, especially in certain contexts where misunderstandings are very costly in terms of money and/or time (Faber, English as an Academic Lingua Franca1, 2010).

The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language; by its depth of penetration into societies; and by its range of functions. "The English language gained considerable importance as it is the most used language in the world especially during the globalization era" (John Rennie Short, 2001). Worldwide; over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language. English is used for more purposes than ever before.[…]English is divesting itself of its political and cultural connotations as more people realize that English is not the property of only a few countries. Instead, it is a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need (Hasman, 2004).



States where English or an English-based creole is the native language of the majority

States where English is an official language, but not the most used language

Figure 2: The use of English around the world

(Source**: English-speaking world https://en.wikipedia.org/wiki/English-speaking_world)**

The English language is used to communicate across linguistic barriers to achieve rapprochement, development and communication; the approaches that fulfill prosperity. English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South. English language is spread all over the world into almost all the fields such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy and to name a few. Undoubtedly, English occupies a unique place as it is the language that is so extensively used and so firmly established as a

dominant global language in the above mentioned fields and the dominance of English has become like a snowball that is too big to prevent (Rao, 2019).

The dominance of this language was not a coincidence, but as a result of the superiority of the United States of America in the scientific, economic, cultural and entertainment domains especially after the WW II; where the USA have witnessed unparalleled prosperity that led to the dominant position in the last years, as well as its polarization of human competencies from all over the world, opens the door for the innovators and explorers by providing them with the different potentials to encourage their creativity and production.

1.3. Globalization Effects on English

Globalization is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. Countries have built economic partnerships to facilitate these movements over many centuries. But the term gained popularity after the Cold War in the early 1990s, as these cooperative arrangements shaped modern everyday life. Globalization encourages each country to specialize in what it produces best using the least amount of resources, known as *comparative advantage*, Expanded trade spurs the spread of technology, innovation, and the communication of ideas, and has helped narrow inequality between the poorest and richest people in the world (What Is Globalization? , 2018) **.**Tomas Larsson stated that globalization:

> "Is the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world" (Larsson, 2001).

The phenomenon that appeared after the WW II came as a movement to facilitate human's everyday life and to encourage interactions and transactions between societies regardless of the distances. Steger (2003) affirmed that "today; globalization had and will continue to have effects on many aspects of society including language" (Poggensee, 2016). English specifically was affected by it; in which it promoted it to be the dominant over the other languages, globalization shaped its standard and the qualities where this language achieved the characteristics of a global language as (Crystal, 1997, 2003) states that "a language achieves a genuinely global status when it develops a special role that is recognized in every country". The international role that English plays today has often been associated with, globalization, or in other words; as a result to the influence of this phenomenon. It is not difficult to make a case that English is intimately tied up with globalization. From its wide use in many domains across the world and the massive efforts in both state and private educational sectors to provide access to the language, to its role in global media, international forums, business, finance, politics and diplomacy (Pennycook, 2009).

English is tied to globalization; it was affected by the consequences of this era that promoted the language to be in the position in which it is now, the global feature that unites nations and cultures by facilitating communication and interaction and also make institutions join together from all over the world toward developing the different domains of everyday life. As Graddol (2006) described it:

> The English language finds itself at the Centre of the paradoxes which arise from globalisation. It provides the *lingua franca* essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities. Yet it is also the national language of some of the most: free-market economies driving economic globalisation, and are often seen as

representing particular cultural, economic, and even religious values (Sharifian, 2008).

Overall, globalization has had a substantial impact on the English language, with English playing a key role in facilitating cross-cultural communication and collaboration. However, as the world becomes more interconnected, it is important to maintain the diversity of languages and cultures while simultaneously acknowledging the benefits that English can provide.

1.4English and Science

1.4.1 English as a Language of Science and Technology

A common language or *lingua franca* is advantageous because it is a powerful vehicle for knowledge transfer, which greatly facilitates cross-fertilization in all knowledge areas (Faber, English as an Academic Lingua Franca1, 2010); scientific information is no exception. Having a common language to serve as a vehicle for scientific communication and production is therefore a necessity. This is the reason for the extraordinary diffusion of English in all areas of scientific activity. "The adoption of English language continues to grow especially with the extensive use and spread of new technologies" (Alfitri, 2012). The perspective was discussed by Walter (1996) who maintains that, throughout the past millennia, there was one language most of the time that was used to articulate sciences in the Occident, from the Sumerian to Greek, Arabic and Latin. Modernity constitutes the exception, when several languages, basically French, English and later on German, gradually substituted Latin[…] At the beginning of the 20th century, three languages, English, French and German, held a central and fairly balanced position in science, although differentiated by disciplines. No one in the developed world could at that time study or do research in medicine, biology or chemistry without reading German and publishing scientific findings in German journals (Hamel, 2007). The same author attributes the reason of the spread of English and the linguistic shift; in relation to science and scientific articles; to that the rise of the USA as the dominant economic and political world power since the end of the 19th century, a process accelerated by the two World

Wars, constitutes the single most important factor that explains the shift towards English as today's dominant language in international communication including the field of science. The same insight was shared by Kaplan (2001) who in turn viewed the spread of English in the registers of science and technology as a result of the accidental confluence of following the WW II (García, 2012). The aspect that presented this language as today's dominant language of science, which can be considered as one of the main fields contributing to the spread of English as an international language.

To conclude, in science and technology fields, the use of a global language to communicate is unavoidable, having a universal language allows for a broader scope and better understanding, which ultimately leads to scientific progress. English will remain a science and technology language as long as the United States dominates research in those fields.

1.4.2 English as the Language of Scientific and Academic Research

By the late 18th century, the English language witnessed a great expansion due to its colonies and geopolitical dominance, commerce, art, diplomacy, science and technology. Wherefore, English today is considered as lingua franca which is a common language spoken by individuals who do not possess the same native language , since English is an international language evidently it is pivotal to academia as a language of science "over two million articles are published each year in English" (Altbach, 2018). In the past years, English became arguably the most wildly spoken language in the world and it is also considered to be the language of scientific and academic research. As a result of the American influence on scientific and technological development internationally which was behind the growth of the language and enhanced it to be the universal language of scientific and academic tongue.

When we talk about academia or higher education we talk about researches that should be promoted and universally understood through the language of science, students have lately selected English as a language in which to write their research papers for the

global abundance of scientific reports in English “98% of publications being written in this language” (Castañeda, 2020). Therefore, “about 7000scientific journal articles are published everyday (Tardy, 2004). Practically, all serious researchers in science and technology are now aware that they must have a good working knowledge of written and spoken English. The expanding network of shared knowledge means that engineers and scientists, who wish to be competitive, must transmit their ideas to the world in English, both in written and oral form (Faber, English as an Academic Lingua Franca1, 2010). This necessity can be achieved by obtaining a certain level of the language competency which prompts this intellectual category from scientists and researchers to learn English.

One of the main features that characterize English is the accessibly regarding the number of people around the world who speak it and communicate with it, therefore, researchers find that they can communicate and publish their findings effectively across borders, cultures and language barriers. Particularly, being the language of the internet also attracts this category to write in English in order to access a broader audience since online publications and researches are spread faster.

In conclusion, our globalized world characterizes English as a special language however, not the best one; because there is no best or worse languages. The fact that English is the language of scientific and academic research is what is shown in numbers and statistics and as long as America is dominating the scientific world and the powerful knowledge, this language will remain the first language of all times.

1.5 The Algerian linguistic situation \ policy

Algeria is a North African country which has quite a wealthy heritage in terms of linguistic circumstance since of its geographic area and cultural diversity “Algeria belongs to the North African Maghreb region this one according to Fitouri emerged as a political and cultural community before 215 BC” (Ennaji, 2015). It is an Arab-Islamic country that has two official dominant languages. First ,“Arabic” is recognized as the proper and the first language used in all official documents including laws and regulation

,also considered as education medium of instruction (EMI) in primary ,middle and high schools duo to its deep bond to the Islamic religion .Second , Berber and its varieties , i.e. chawi, mzabi and tergui. Tamazight language is one of the indigenous languages of Algeria spoken by a significant portion of the population despite its historical and cultural significance. Moreover, they still not the only ones that prevail in the Algerian community. Third, French has been also an integral component of this country linguistic policy as being the colonial language which had a lengthy impact on the country's linguistic and cultural identity.Finally, the English language as being the language of the global and science.

1.5.1 Arabic

Arabic considered as a Semitic language that has been spoken across the Arabian Peninsula, several region in the Middle East and in North Africa including Algeria. This language appeared in Algeria dating back to the pre- Islamic era when Algeria was a home to a multiple Berber tribes, as result of Arab invasions. However, Arabic did not emerge as a dominant language in Algeria until the arrival of Islam (the Islamic conquest) early 8^{th} century AD. Arabic is regarded as a symbol of Islamic identity as it is the language of the holy Koran and also for the prophet, therefore, a means of communication that unites all Muslims. “The Arabic language and Islam are inseparable. Arabic has a privileged position as it is the language of the Koran and the Prophet, and the shared language of all Muslims in the world, language of science, language of culture” (Richard B. Baldauf, 2007).

The term Arabic corresponds to the wide range of dialect (forms) that occur in the Algerian linguistic context and they are: classical Arabic (CA), modern standard Arabic (MSA) and Algerian Arabic (A A).

CA is that prestigious and sophisticated written language specialized with the holly Quran, it is considered to be the purest and the rawest form of Arabic known for its complex grammar and rich lexis. It has established a significant impact on Algerian

culture, literary and identity. For instance, several poets and writers have written in that mode. In addition, CA has a crucial religious significance because it still widely studied and employed in religious settings, “it is used by approximately one billion Muslims for prayers and scholarly religious discourse” (mokhtar, 2018) .

Modern Standard Arabic (MSA) is the standardized version of Classical Arabic , regarded to be the official and the widespread in Algeria , it has a simpler grammar and vocabulary designed on the CA to be more accessible and practical , it is used in advertisement , newspapers , formal speeches , similarly for education as (AMI) mainly in primary , middle and high schools . Right after Algeria's independence in 1963, it was proclaimed in law as the national and native tongue.

The last variety, Algerian Arabic or colloquial Arabic refers to the variety of dialects used by a large portion of Algerians as their mother tongue, in oral communication throughout daily situation and interpersonal interactions. It is recognized as “darija”. Alan S Kaye says: It refers to the colloquial language known as amma, darija or lahja (dialects). It is unwritten although one might encounter an informal written text .For instance, in iconical publications like: El haddaf and Ech-chabka newspapers.

1.5.2 Tamazight

The term Tamazight refers to the oral language amazigh. Beber language also takes place in the Algerian linguistic landscape since it is originated in North Africa, ’Tamazight belongs to Afro Asiatic language phylum’’. History records that the Berbers are the natives of North Africa which ‘served as a transit region for peoples moving toward Europe or the Middle East,[as] Carthaginians, Romans, Byzantines and Arabs’ (H. Chapan Metz: 1994)(5). therefore, ‘’ the origins of Berber are unclear; and not exactly definite, as traces of diverse people have been found; some from western Europe, some from sub-Saharan Africa, and others from North east Africa (Abid, 2017) ’’ Berber origins are obscure; and not entirely definitive, as evidence of numerous populations have been discovered; some from Western Europe, some from Sub-Saharan Africa, and some

from North East Africa. As it has never been recognized as an official language in Algeria, repeated by A. Bouteflika ‘Tamazight will never be an official language ’. But it has never been recognized as an official language in Algeria, repeated by A. Bouteflika “Tamazight will never be an official language”.

Until 2002, Tamazight was recognized as a national language and recently in 2016, with the reformation of the constitution Tamazight has been recognized as an official language. There are currently four distinct Tamazight kinds in Algeria, which are categorized according to geography: Taqvaylit is the Kabylians variety, Tashawit is spoken by the Chaouia people, Mozabit and Tamashaq is used by Mozabits and Touareg respectively (Wolff, 2016). These varieties do not possess the written form spoken by minority of the population

1.5.3 French

After the independence of Algeria from the French colonization in 1962, which lasted for 132 years, French is recognized as the second language spoken in Algeria and the first foreign language, taught from the first years in primary schools till the last year in the high school journey, and not only this but also used as a medium of instruction in higher education especially in scientific disciplines where master two students of Science and Technology faculties take their classes in French and the majority of them write their dissertations in French, moreover French was also integrated in the formal documents and administrations in Algeria. So the question would be what is the path that the French took to be here and how?

During the 19th century, France colonized Algeria then adopted a theory or a policy which they called “Mission Civilisatrice” (Civilizing Mission). Civilizing Mission was to convert colonized people into French citizens by building schools and forcing the citizens to get their teaching from French teachers in their schools as, David Gordon put it:” when Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools” (C, 1962). After that, Algerian

people were obliged to study and learn the language so they adopted it and that is how it was later integrated more and more into the depth of the society until it became a part of it. As a result, after 132 years of colonization, French became a part of the Algerian identity. They displaced the native speech-mainly Berber and Arabic- by French (Maamri, 2009). Later on that was discussed by several writers and politicians and mentioned internationally.

When France colonised Algeria in 1830, it was not merely economic exploitation or political domination it sought, but a comprehensive annexation that aimed at eliminating its culture. The French controlled education, government, business, and most intellectual life for one hundred thirty two years. France's colonial system imposed a harsh programme of acculturation which positioned French as the dominant language on its colonies, ousting local languages, Arabic and Berber. Profoundly de-structured by the colonial settlement, Algeria had to face a series of cultural problems relating to its national identity. A society whose true identity had been denied for a hundred and thirty years could not begin to reconstruct itself without restoring the bedrock of that identity, the Arabic language. (Maamri, 2009)

This colonization spread also reached the educational system itself and carried on till the latest years where Algeria got to witness a variety of several languages that omitted the traces of the French language

1. THE ATTEMPT BY FRANCE to control Algeria through the assimilation of Algerians into French culture was no more clearly demonstrated than in the field of education. The imposition of French educational norms and the denial to the Algerian of his legitimate cultural identity through controls of language, curriculum, and methods of instruction revealed the colonialist policy in its most destructive aspect. The French supplanted Arab educational values and moved to effect and maintains Algerian subordination through structural changes of precolonial education and implicit challenges to the spirit and direction of this education. Naturally enough, Algerians resisted French inroads into their

own Islamic civilization. This resistance, whether passive or violent, as well as the French effort to dominate by changing Algerians, determined the course of social and intellectual history in colonial Algeria (Heggoy, 1973).

French is not listed as a national language or official language in Algeria's constitution. Despite this, on one hand it is a part of daily life and its impact on Algerian speech was clearly seen through the numerous terms that were adopted from French that still in use, such as "kuzina" for " cuisine", "srtfica" for a certificate ,and "pulis" for police. On the other hand, it is considered the second most widely spoken language after Arabic in all government organizations and services including trade, education; and health for it have a higher status with conventional Arabic in Algeria.

1.5.4 English

English (ENG) without a political past with Algeria is getting more appreciation and demand since 2000s by Algerians, and as a lingua franca which is internationally spoken and ranked as the first language; it is also recognized as the second foreign language in the country. It is a world language that plays a critical role in several domains and fields mentioning economics, science, entertainment, sports, and lastly education due to globalization and other factors, English is a language that was introduced in Algeria without any historical connections between the Algerians and the Anglo-Saxon world (Benrabeh, 2013) .It was spread through stages into the Algerian society and highly accepted by the youth whether it is for the " looking dope " factor, or the educational and seeking for immigration one.

1.5.4.1 English Status in the Algerian Official Seminars

Since Algeria's independence in 1962, English has taken on an important role in the country's diplomacy. In seminars, negotiations, and international events, Algerian ambassadors commonly communicate in English. After French, which is the nation's language of government, English has emerged as the second most popular vernacular.

Algeria is no longer using English in the foreign affairs and policies only, however, the use shifted from French as a language of the international transactions and holding press conferences along with Arabic, towards using both English and Arabic. Moreover, the majority of the Algerian diplomats have completed their higher education in English-speaking nations and are fluent in the language. To further their fluency, they have also taken part in training programs and English language classes. In addition, English is widely used in Algerian media for the reason that Algeria has been capable to establish and preserve solid diplomatic ties with English-speaking nations all over the world, and to engage in international relations and negotiate its demands onto the world arena with greater proficiency because of the rising significance of the English language in the Algerian politics.



Figure 3: The use of English language in the Algerian media

1.5.4.2 English Status in Educational System

English as a foreign language (EFL) in higher education is needed. It is a simple tool for communication and documentation. Unlike French, the main objective of teaching English is to share and exchange knowledge, culture and science (Blanchet, 2006) . As a foreign language module, English is taught in practically all university branches and its demand has involved more than the French language which can be seen in the LIC (Language Intensification Center) and in private schools as well.

English and before latest years it did not exist in the educational program concerning the primary schools in Algeria, as well as higher education where it is as a specialty or taught by several teachers in different disciplines such as science and technological fields. The world's language had a history in Algeria that aged from 1980s, when People took part in the exchanges of technology and training abroad. "Besides formal education, many organizations taught English to their employees to facilitate communication with colleagues overseas such as Radio, Algerian television, Ministry of Defense, and Institute of Petroleum Studies." (Belmihoub, 2017) .Before this era Algerians were not capable to manage the English language skills for the lack of information sources that was at that time.

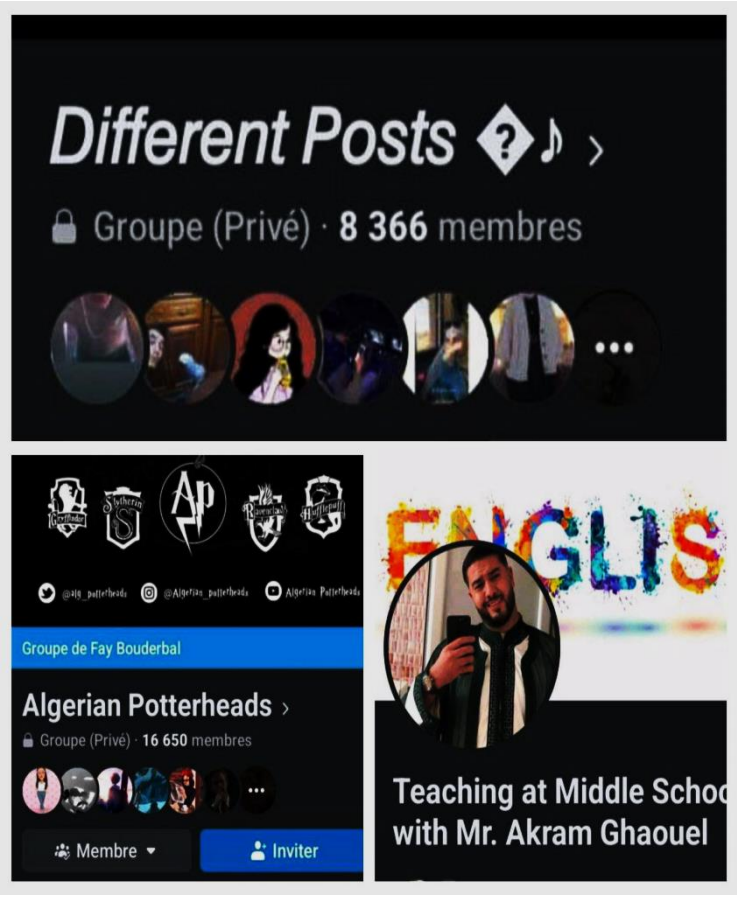
Moreover, in 1993 the Ministry of education in Algeria recommended the integration of the English language in primary schools as a start for the society and the country to open up its doors to the generations of evolution, but the government insisted to propose the matter to the citizens and the parents especially for the reason that they might decline that, and indeed it happened, the parents chose the French language in preference to the English language. After its rejection in the 1980s, the American consulate and the British council supported the education of English in Algeria by offering several scholarships and bursaries, which encouraged people to become more receptive to the language.

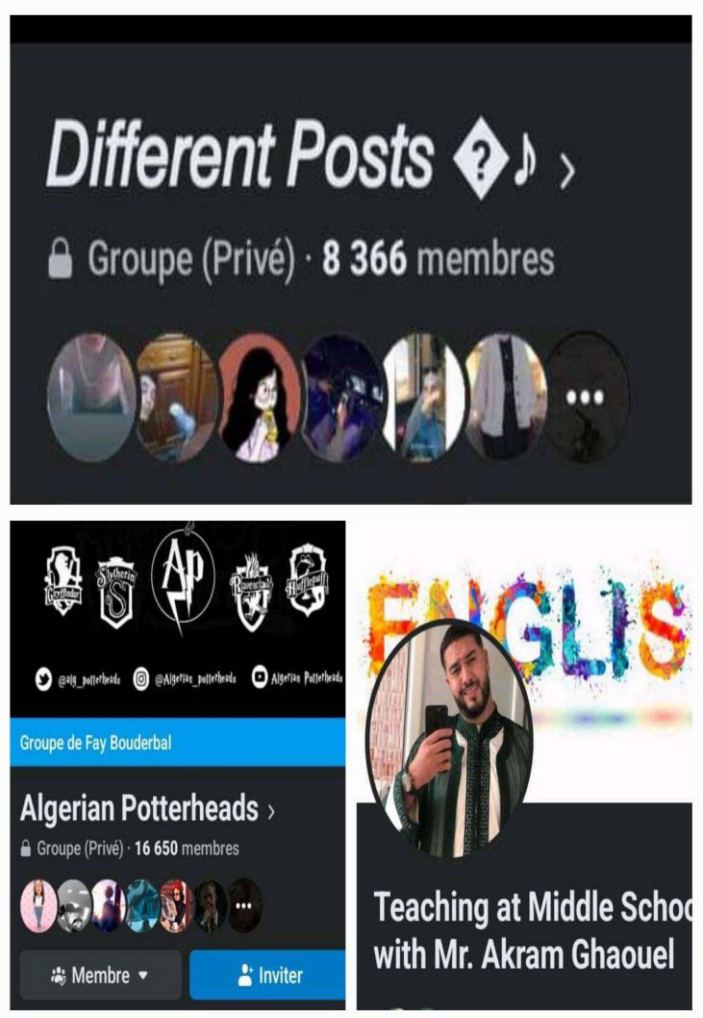
> "From my personal experience, I have observed a friendly competition to recruit Algerian students to European and American universities, aiming at improving ties between various countries, promoting education, socio-economic well-being, and mutual understanding, and reducing conflict." (Belmihoub, 2017).

As a result to that, the journey of the English language took a significant historical step in the educational system and appeared formally in the latest years were it was officially declared to be taught in primary schools as well as for teachers and doctors in universities and higher education.

1.5.4.3 English Status in Social Life

Nowadays there are many opportunities to hear the English language or at least many words-than it used to be in the past, English in Algeria has come to be a sign of modernization and prestige that can be found in several domains, this is due to the important role that English plays in the different fields of life such as technology, sociology, economy, sports, advertisement, entertainment, education, and even social media…etc. English signage may be found at hotels, restaurants, streets, and other locations wherever you go and mainly youth are given opportunities to express themselves and ideas in English and to live different lives from the one their parents lived, from the way they dress to how they speak, their music and even the food. The Algerian society has shown the notable adoption for the English language as a reaction to the official integration of the language.





4 Figure: Algerian Facebook pages





Figure 5: **A pharmacy in MEDEA/ ALGERIA**



Figure 7:a coffee shop in Medea

Figure 6: An electronics shop in MEDEA/ALGERIA

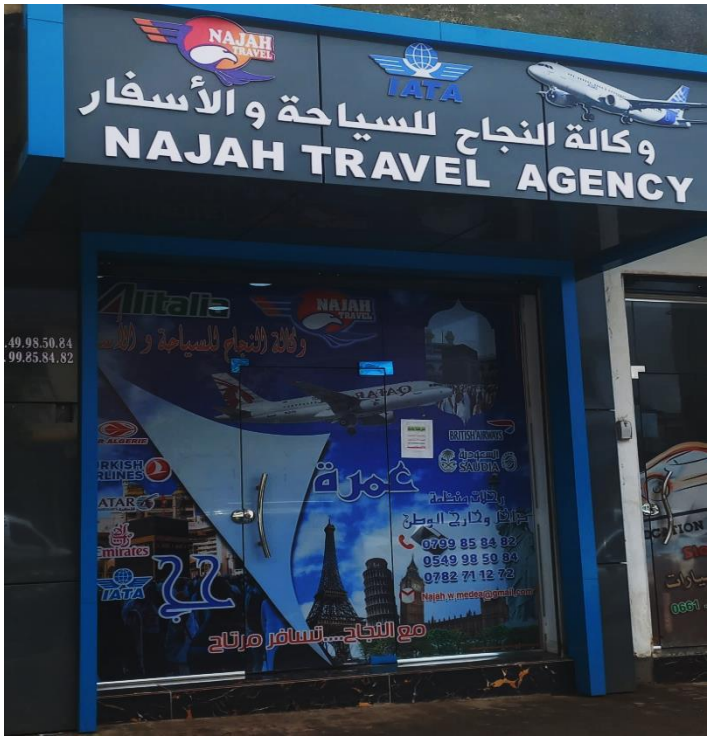


Figure 8: A travel agency in MEDEA

1.6 English in the Algerian Higher Education Policy (University)

1.6.1 The Status of English in Higher Education Worldwide

The role English has played and continues to play in many sectors from technology, science, medicine, economics, politics along with the international relations and the higher education specifically promoted this language to be the first and the dominant language globally. (Balan, 2011)[1], acknowledges that the process of using English in

higher education is deemed to be a “parallel and unavoidable process resulting in improves international academic communication worldwide”. Also Galloway and Rose (2015) declared that “internationalization of higher education remains a priority for universities worldwide and movements are inextricably linked with increasing the role of English in the university setting” (Lyon, 2020). The focus on English in the university policy would raise its international ranking, improve research and reinforce the quality of learning, because it will attract foreign students in which they will interact with local students where they share experiences and knowledge, or even preparing them for the international world. Another insight is that the publications of the teachers’ and students’ researches will be wildly spread and read from different parts of the world; hence, they contribute to the world of knowledge.

It is realized nowadays at the level of Higher Education in many countries around the world, in addition to EU countries as Germany, Turkey, China, Republic of Korea, Malaysia, Indonesia, Japan, Australian, India…, the significance of providing education in English side by side with their natives. Hence, serious steps have taken to improve the quality of instruction in English at the administrative, academic, students', publications and research levels. And in order to prove English language international power, it goes beyond its tertiary. Many English language proficiency, training and degree programs are managed not only inside but also abroad for internationalization of higher education to keep it up to date (AL-Khalil, 2015).

The growth of English in various countries and in higher education specifically is due to the language dominance in the most significant and principle fields of knowledge and development like science and technology. Universities that tend to obtain an international dimension and get within the global environment chose English since it is the key access.

1.6 .2 Language Policy in the Algerian University

Algeria is taking a different direction towards replacing the French language in universities with the English language, in a major historical shift that was pushed by

globalization which in turn has imposed English as a lingua franca, and perhaps one of the most important results of the February 22 movement in terms of culture a prominent title for the profound political transformations that Algeria will experience in the future, within the framework of the process. Comprehensive liberation towards which the masses move to get rid of all forms of old dependence on France, specifically cultural dependence […]. Journalist Abd al-Latif Belkaim believes that the decision to switch to English is a defining moment in the history of linguistic transactions in Algeria, because most scientific experiments, research and academic studies are conducted in the world in the living English language, especially with a great trend among today's youth in universities towards choosing English as a second language to study (Zahar, 2019).

According to the Arab website for the news of the higher education sector in the Arab world, Al-Fanar-Media, the Minister of Higher Education and Scientific Research, Bouzid Tayeb, at the occasion of appointing him at the head of the ministry, he published a proposal on his Facebook page on August 20, at the conclusion of national conference of Algerian universities (Mazzouzi, 2019), “In order to increase the visibility of research in higher education institutions,” Bouzid wrote, “and to open up to the international environment…it has been decided to set up a think tank of specialists and administration officials to present proposals for promoting the use of English in teaching and research”.

The ministers’ words were applied in reality, (Echoroukonline, 2019) journal indicated on August; the Minister of Higher Education and Scientific Research Ministry started to call the chairmen of the regional seminars of universities, to propose six experts from qualified professors and researchers, especially in linguistics and English, and asked them to provide their data as soon as possible. Previously, Bouzid Tayeb announced the end of the opinion poll on promoting the use of English in universities and scientific research, and said in his speech at the National Symposium of Universities that was held on August 1st, that the directors of the institutions of the sector received instructions to open the door for substantive discussion to come up with an integrated action plan for the English language enhancement. The final results of the survey, which was followed by more than

one million Algerians through the official website, on the enhancing of the use of English showed that 94,741 people voted for the latter, of whom 94.4% voted “yes” and 5.6% voted “no”.

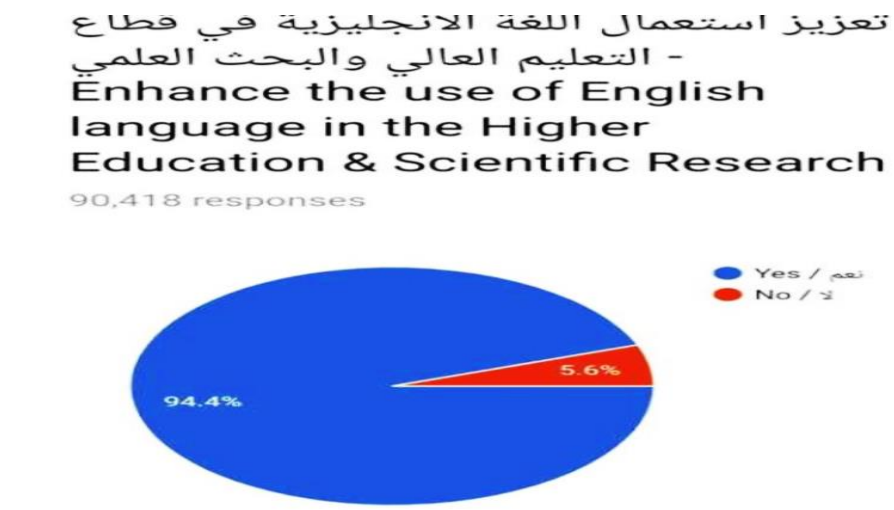


Figure 9: Consensus to promote English in Algeria

Source: (**https://m.elwatannews.com/news/details/4265438?t=mpush**)

Bouzid emphasized the necessity of the gradual integration of English through using it as the primary teaching language in the Algerian higher education, and relying less on French, considering that it was, still now and will be always the language of the previous colonial authority in one hand, and also its limitations and lack of the latest information in the world of knowledge in the other hand The minister declared, “French does not get you anywhere!”

To conclude, both official authorities and Algerian population are willing to overcome the linguistic barrier that made the country and its universities in a late stage in terms of scientific and pedagogical development. The solution to this problem is by the strengthening of the English language, hence, improving learning quality, reinforcing the educational activity of the Algerian Higher Education Institute and finally, opening it to the international environment.

1.6.3 English Teaching for Algerian University Educators

Being fully aware of the significance of English as a foreign language, nationally as well as globally, Algerian curriculum designers incorporated English as a second foreign language (in alongside French) to be taught in the national educational program generally and in higher education particularly. English as a foreign language (EFL) in higher education is needed to be implemented and taught almost every branch by both educators as well students in order to keep up with the academic modernity. The demand for English is increasing faster than for French at universities level, for instance, some teachers instruct using English since programming electronics or coding on computers are mostly done in this language, as evidence by the LIC (language intensification central) and private school.

According to the survey of readership trends at the 24th Algiers International Book Fair (SILA2019) which concerns SILA's audience, although the statistics are not reliable, neither verified nor verifiable, ‘‘ the organizers said they saw a decline in the consumption of books in French and a greater demand for books written in English’’. In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language ‘par excellence.’ (slimani, 2016)

Regarding the field of scientific research, we note that there is a progression regarding the publications in English by researchers, we find summaries in English in the articles as we find authors making accounts in English for their works.

The educators have different levels of knowledge about English from poor knowledge, medium to advanced one. This fact led to directing them to specific classes according to their necessity, the ones who have poor knowledge are directed to general

English and those with advanced level are ready to assist English for specific purposes "ESP", in order to instruct the course in English (EMI), and also without neglecting the significant importance of the English for research publishing purposes (ERPP) for their future research and publishing.

1.6.3.1General English

English used for general purposes is precisely what it says it is: **general English.**It inten ds to provide students with a solid basis in fundamental grammar and speech. Via a variety

of topics; it focuses on improving the fundamental skills of reading, writing, listening, and oral communication. It is the daily language used in everyday circumstances where there aren't many technical terminologies since everyone should be able to understand it despite needing to be an expert. General English tackles or can be used to talk about several subjects in several fields and domains , for instance: identifying yourself, talking about small matters with Friends and Family, as an example: interests, favorite and disliked things, food ,shopping, travel , holidays, hometown , environment ,books ,movies, and even about the plans for the future. As a general English learner they will notice the difference between the learned vocabulary and the one used in academies, for the GE it is known by its informality while academic ENG is completely formal in the lexicon, mentioning some examples :

Table 1: The Difference between ESP and GE Discourse

General English	Academic English
○ Please make sure you arrive on time.	○ Please ensure that your arrival is on time
○ Please give him your travel plans.	○ Please provide him with your itinerary
○ When will I get the package?	○When will I receive the email?
○ Will I get the reports back?	○Would I receive the reports?

To conclude general English can be acquired through the learners innate capacity, the application of prior knowledge, processing of language input, interaction and mapping the relationships between the L1 and the L2 vocabulary, and finally the restructuring of the L2 knowledge system, it can also be acquired through and a variety of tasks and activities, among them we can find: audio books and series, movies and music, beneficial tasks and applications in the internet, watching podcasts and videos of fluent native speakers, having conversations with strangers from all over the world in different apps such as(Facebook, Instagram, Omegle, Talking To Strangers … etc.) , the opposite side of that English language or that general used language is the ESP or the ENGLISH FOR SPECIFIC PURPOSES which we will deal with in the next subtitle.

1.6.3.2 ESP (English for Specific Purposes)

English for Specific Purposes (ESP) is a language teaching method that aims to supply students with the competence proficiency they require in order to succeed as professionals. Diane Belcher says:

> "For those who are at all familiar with the approach to English language teaching known as English for specific purposes, or ESP (also known as LSP), the descriptors likely to spring to mind probably include such terms as *needs-based*, *pragmatic*, *efficient*, *cost-effective*, and *functional*: a view of ESP encapsulated by Hutchinson and Waters (1987) in the statement, 'Tell me what you need English for and I will tell you the English that you need' (Belcher, 2006).

Simply speaking English for specific purposes is explained through its name, hence it is used in universities and higher educational degrees, such as PHD and Master Two students in different fields, and even researchers from all over the world use the ESP for their scientific goals. As Magda Kourilova writes,

> "Few would dispute the need for students of scientific disciplines to learn English. The teaching of English to scientists whose first language is not English is essentially utilitarian. The learners need English as a means of doing their work efficiently and of furthering their specialist education, and the language is not taught with a general educational aim in mind, as a cultural or social experience" (Kourilova, 1979).

Furthermore, the language used for the specific purposes has its own points or characteristics also to be acquired, mentioning:

- Only adult students are frequently taught ESP.
- Often given in a formal or office establishing.
- Creates 'users' of the spoken language by motivating students from inside.
- The curriculum is developed to specifically address the requirements of learners.
- It employs the core principles and operations of the industry or profession it serves.
- The learner's activities or line of work will determine the nature of the language's syntax, jargon, register, competencies, conversation, and genre.
- ESP might be developed for particular topics.
- In some circumstances, it could employ a different teaching method than General English or English as a Foreign Language (EFL).
- Primarily intended for intermediate or advanced learners who are adult students studying at the professional, tertiary, or secondary level.
- Most ESP courses assume that the student has at least rudimentary proficiency in the language.

1.6.3.3 EMI

David Graddol (1997) noted that "one of one of the most significant educational trends world-wide is the teaching of a growing number of courses in universities through the medium of English" (p. 45) (Bradford, 2016). English-medium instruction has more

recently become a global phenomenon due to the increasing relevance of English in higher education teaching and research as well as the internationalization of higher education worldwide. (EMI) is where the English language is used in non-native contexts to teach academic subjects (Doiz, Lasagabaster, and Sierra, 2013). According to Macaro (2018) EMI is defined as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p. 19) (Heath Rose, 2021). Recently, EMI has been the focus of attention for education policymakers, researchers and learners that saw this method as a facilitator for teaching/ learning academic-subject content especially the subjects that witness the dominance of English in the published articles like science, technology, economics subjects. In this matter, Balan (2011) states that English provides a variety of social and educational services, countries around the world perceived the importance of endorsing English as a means of teaching (KADI, 2022). This can be reinforced by knowing that English is the language of research, having more English-speaking faculty staff from teachers and administrators to students could boost the number of English-language research published in international journals that will lead to raise the university's ranking.

> In an English Medium Instruction class, the aim is not to learn or acquire the language at all. The language serves only as a tool, as a vehicular language in which content needs to be learned and taught (Dikilitaş, 2018).

The same authors mentioned that EMI programmes are a type of education programme which aim to develop English proficiency by using English to teach the content and skills of mainstream curriculum subjects. Example subjects might include the Sciences. As EMI implementation has become more and more prevalent, (Dearden, 2014)[2] there appears to be a fast-moving worldwide shift, in non-Anglophone countries, from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, geography and medicine This method of the teaching/learning process is different from the other techniques. The subject is

being taught in a language which is not the first language (L1) of the students in a classroom; they don't fully speak with that foreign language, however, interact and use partially some of its vocabulary (teaching through English). Internationalizing universities through seeking for a higher level of recognition, providing for their students an advanced T/L quality and attracting international students is the principal aim in the same time that can be achieved only by implementing this universal language.

To conclude, EMI is arguably a general term for academic disciplines taught in English, with no direct reference to the goal of improving students' level of English. It is a phrase used all across the world, most notably in higher education (HE). Its importance is increasing significantly in the past few years especially within universities in non-Anglophone countries as a result to the dominance of English in the academic and scientific knowledge, and more professors are facing the challenge to learn how to teach their academic subjects through EMI.

1.6.3.4 ERPP (research publication)

Many worldwide intellectual publications have chosen English as their language of publication as it is unquestionably the most important language to master for the increasingly mobile globally since it is regarded as the leading world language ''English as the global academic language facilitates the international mobility of young researchers''(Graddol, D. ,2006). Researchers should be fluent in the English language in order to convey their ideas, opinions, hypotheses, and insights about their research, as well as to disseminate their research findings and conclusions to people in the associated discipline.

English has become the most commonly used language in research publishing, numerous researches whose mother tongue is not English are now using English when

writing and publishing their works under the special term; English for research publication purposes (ERPP). This last is a branch of (ESP) used in academic writing such as: journal articles, books, conference and scientific researches, it is a specialized form of English that is designed to be complex, formal, precise, objective, accurate and hedge. As a result, it is crucial for researchers to have a strong command of English as a language that ensures their publication to be clear, accurate and effective, making it visible to a wider readership.

In closure, this vivid language is an integral part in the academic discourse, promotes the researchers' works in different nations: the thing that permit them to share their findings and exchange knowledge with researchers of variant backgrounds, and most importantly, enables them to contribute to the international body of scientific knowledge.

1.7 CEFR (Common European Framework of Reference)

The Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001) has proved to be extremely influential in the promotion of plurilingualism in Europe, and in syllabus design, curriculum planning, and language examinations in a number of European countries… Foreign language (FL) learners, language teachers, educational institutions, and employers will find the framework a helpful tool in the setting of curricular goals and entry requirements, in comparisons of curricular systems in various countries and regions, and in communicating in rather concrete terms about what language learners can and cannot do in their FL(s). As Little observes, the success of the CEFR might well be caused by its combination of what is familiar (the traditional distinction between "beginner," "intermediate," and "advanced" levels) and what is new (an elaborate system of descriptors giving communicative content to the levels of beginner or basic, intermediate or independent. and advanced or proficient). The notion of language proficiency presented in the CEFR rests on two, closely intertwined pillars: quantity (what the learner is able to do) and quality (how the learner is able to do it) (Hulstijn, 2007).

The CEFR organises language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. (Europe, 2020)

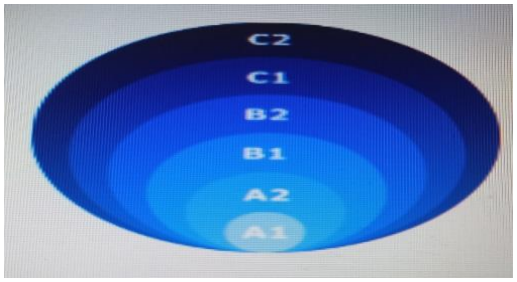


Figure 10: The six levels of CEFR

The main aim of the Symposium had been to investigate the feasibility of relating language courses and assessments in Europe to each other through some kind of common framework … Since no person or institution can be familiar with more than a few of the courses and exams around, this caused a lack of coherence in the organisation of language learning and in the reporting of results achieved at it. Among other aims, there are three (North, Studies in Lnaguage Testing. Multilingualism and Assesment, 2005) :

• To establish a metalanguage common across educational sectors, national and linguistic boundaries that could be used to talk about objectives and language levels. It was hoped that this would make it easier for practitioners to tell each other and their clientele what they wish to help learners to achieve and how they attempt to do so.

• To encourage practitioners in the language field to reflect on their current practice, particularly in relation to learners' practical language learning needs, the setting of suitable objectives and the tracking of learner progress.

• To agree common reference points based on the work on objectives that had taken place in the Council of Europe's Modern Languages projects since the 1970s (North, 2008).

Conclusion

The aim of the first chapter is to provide general information about the English Language from all sides, covering its' historical background, importance and spread in the society, and its' status as an international language of communication and a language of science, as well as the use of foreign languages in national and higher education. Moreover, the next chapter or the second chapter comes to tackle the research methodology, which means the methods and procedures used for this research, and finally the data analysis of this research and its' procedures.

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Chapter 02

METHODS AND PROCEDURES

Introduction

2. Overall research design

2.1. Research participants

2.2. Data collection instruments

2.2.1. Interview for the administration

2.2.2. Questionnaires

2.2.2.1. Questionnaire for English learners (university teachers)

2.2.2.2. Questionnaire for English teachers

2.2.2.3. Questionnaire for M1 and M2 students

2.4. Data collection procedures

2.5. Data analysis procedures

Conclusion

Introduction

As it is indicated in the title, the following chapter reveals the research methodology of our dissertation « The Integration of English Language in the Ministry of Higher Education and scientific Research » which includes the research design, population of the study research, instrument gathering procedures, and the appropriate statistical treatment of data. This investigation is devoted to examine students' and teachers' thoughts, perspectives toward the status of English in the academic setting.

Both quantitative and qualitative approaches are involved for the data collection and analysis, we used three questionnaires and an interview: the first questionnaire is directed to the teachers who are learning English, the second one is pointed to English professors who are teaching university's teachers of Yahia Fares in Medea, and the last one for random master one and two students from four faculties. As well, an interview with the administration.

2. Overall research design

This study adopts a descriptive mixed method approach for gaining different kinds of knowledge, as we dealt with numbers and statistics (quantitative approach) in order to confirm the assumptions through surveys (questionnaires and interview) with closed-ended questions, also we involved the qualitative one through the literature review to look forward the concepts, thought, teachers experiences and to collect in depth insight on our topic. Our primary goal is to provide an explanation of Investigating the effectiveness of making use of English in the Algerian ministry of higher education and evaluating the validity of the strategies and methods adopted. Therefore, pointing out the positive/negative impacts on both teachers and students behind implementing English in variant disciplines at university. The current investigation was conducted in the following departments: foreign languages department, scientific departments, social sciences and humanities. This study contains two main survey methods one principle questionnaire

directed to teachers who are learning (EMI) and two for reinforcement, and an interview with the administration.

2.1 Participants

The data used for this research was collected from two important participant groups, the first set of participants were the teachers from variant departments, where the questionnaires were sent electronically via Google forms.

The questionnaires were directed to three categories of teachers, the first one is targeted to English teachers (the trainers) who are concerned with teaching university teachers, the second one were addressed to multiple department teachers who are learning English as a medium of instruction purpose. The third group of participants were master one and two students from; Art and Foreign Languages, Science and Technology, Social Sciences and Humanities departments.

2.2 Data collection instruments

Techniques utilized for gathering data in study are referred to as data collecting instruments. These tools include, among others, examinations, surveys, observations, and interviews. The subject of the investigation and layout, the type of data being gathered, and the features of the study participants all influence the instrument choice, and before deploying the instruments to gather data from the study population, researchers frequently run preliminary tests and validate them. This process is necessary for collecting data in an arranged format, and the reliability and accuracy of the study findings can be significantly impacted by the choice of these tools.

For this reason, instruments used in this research are an interview, and three questionnaires for three different samples of population (learners- university teachers-, teachers, and students), to provide us with reliable and sufficient data for our research.

2.2.1 Interview for the administration:

A typical method of gathering data for qualitative study is an interview. The participant and the researcher have an in person talk during which the researcher uses open-ended questions to elicit data about a specific area of interest. The interview can be structured, semi-structured, or unstructured, depending on the goals of the research and the amount of guidance required during the conversation. Interviews, on the other hand, entail limits, such as the possibility of bias from the interviewer and the necessity for experienced interviewers to carry out the procedure efficiently. To guarantee the reliability and validity of the results they obtain, scholars must carefully evaluate the efficacy of an interview as a data collecting tool for their particular goals of study and construct it appropriately.

The interview used in this research was conducted to the head of department of the foreign languages branch in Yahia Fares University in Medea, it was a face to face interview recorded through phone plus the note taking method on the personal phone and computer, and it was divided into three main sections. On one hand, the first part of the interview contained two questions focusing on the departments concerned with the EFL learning and the way the process of teaching is formed and programmed. On the other hand, the second part is concerned with the strategies and methods plus the equipment and tools that are used and needed in the English teaching program, and it is formed in three questions. However, the last part of the interview was consisted of eight questions divided between the time management from both teachers and receivers, and also the administration, and the progress of the English integration in higher education, means to what extent the lessons they r receiving are beneficial and how much time does it actually take for them to master the language in both fields whether it is ESP or GE. Finally, the interviewee was asked about the proficiency of the teaching-learning process and is it permanent.

2.2.2 Questionnaires:

Surveys are a common data gathering tool in social research, particularly quantitative investigations. It is a method of getting knowledge from a significant amount of people using the exact same collection of questions; they might be distributed via the internet, via mail, or through interaction in person, providing both researchers and participants with convenience and adaptability. Furthermore, to get relevant and trustworthy findings, researchers must carefully analyze the group they are investigating and customize the questionnaire suitably.

As a result, in addition to the interview, three different questionnaires were conducted to three different sections of the population. We'll see them in the next phases.

2.2.2.1 Questionnaire for English learners (university teachers)

The second questionnaire was directed to the English learners who are university teachers themselves from different departments, it was conducted by Master 02 English students of Medea's university of arts and foreign languages, to better understand the thoughts and beliefs of promoting English as the new policy of the Ministry of the higher education and scientific research. This questionnaire was answered by 46 teachers or learners, and it contained four sections, each of them contained several questions about several fields, so the total number of questions was 38 questions, some of them were integrated as a table and others were as a choosing the appropriate answer questions.

However, the first part and as the first questionnaire asked about the demographic information of the participants in this process, some of them were about the name, age, gender, major and department, educational degree, and finally the teaching experience.

The second part on the other hand discussed the English language status in the Algerian universities, they were asked about the program approved by the Ministry and how was it implemented (step by step, or directly), which lead us to the few last questions in this part that mainly talked about their students reactions toward the integration of the English language in their courses, and the obstacles that faced them during this journey, in the last

question they were asked to rank their use of English in their findings, so the Likert Scale Rating Model[1] was used in this(never, occasionally, sometimes, often, always).

The third part also adopted the Likert Scale ranged from strongly disagree to undecided (strongly disagree, disagree, agree, strongly agree, undecided), it was also added into a table and facilitated through numbering, it mainly asked about the English language, it difficulties, mastery of the language…etc. The questions were direct and easy to answer or to rank in the table. In other words, this part aims at discovering the participants' opinions about the English language and their willingness to be involved in the progress of the integration of the language, and about the different aspects of learning in English language learning and teaching classroom.

The last and fourth part tackled the self-evaluation of the receivers of the language, they were asked to choose a number between zero and five to rank their English learning skills (reading, writing, and speaking), the recipients of the courses answers were to know more about their satisfaction of the language and do they believe that the implementation process is beneficial to improve their skills more for further and future use of language whether it is for ESP or GE purposes.

2.2.2.2 Questionnaire for English teachers

The teacher's questionnaire was used to explore their teaching skills in language learning and teaching classroom, it was precised to the university teachers who are giving English courses for various purposes (EFL learning) as the ministry of higher education and scientific research announced last summer. The questionnaire was comprised of 24 questions, organized into three main sections. That was later on answered by five of the teachers at Yahia Fares University.

For the first section the participants were asked to fill in information about their name, gender, age, educational degree, teaching experience, and their fields.

The second section focuses on general questions about the English status in Algeria and their point of views concerning the Ministry's decision of promoting English in the Algerian universities, furthermore, this part of the questionnaire was reinforced by some suggestions in few questions that will help the teachers to answer in a more clear and sufficient way.

The last and third section is about the process of teaching English for university teachers, it aims at discovering the participants: strategies and methods, materials used, their evaluations and the progress in the curriculum, and lastly if there are any solutions or suggestions to implement that will help in the progress and continuity of this process. This section attempts to investigate the teacher's ability and skills to provide learners with the best and beneficial experience concerning the EFL learning.

2.2.2.3 Questionnaire for the students

The third and last questionnaire was directed to the Master 1 and 2 students at Yahia Fares University of Medea, it was not specified for one department but included them all, and for better understanding from the students part it was written in the Arabic language so there will not be a difficulty to answer it, this questionnaires questions were 13 question that can be divided into four parts, this was answered by 21 students from various branches.

The first part dealt with the students' educational information such as their department, degree, and major, it was asked to provide our thesis with more statistics about the number of students that are actually interested in the English language learning for their future careers. The second section of the questionnaire mainly discussed the Ministry's decision of the integration and its effectiveness; it aimed at knowing more about participant's thoughts concerning the English language, and is it really useful and beneficial for their learning process. The last and third part contained questions for the receivers of language about their future plans, in other words do they really tend to use the English language and skills in their higher educational researches and dissertations instead of the French,

and to what extent English will be useful in their future plans such as PHD degree, immigration, or further plans.

2.3 Data collection procedures

The methods and strategies used to acquire knowledge and data via diverse sources are referred to as data gathering processes. These techniques differ based on the form of data gathered and the goal of the study. Interviews, focus groups, questionnaires, tests, observations, and secondary analysis of information are all typical data gathering methods. However, the correctness and dependability of the data obtained are primarily determined by the choice of data collecting process along with the level of adherence to predefined protocols.

Data of the present study were collected during the second semester of the academic year 2022-2023. The process of data collecting went through several steps. First, the interview was arranged through an appointment with the head of the department of the English language, it was conducted in her office, and a face to face interview that was recorded through personal phone and computer and the recording process was under the permission of the administration, the interview lasted for almost 30 minutes, in addition to the audio-recording, the interviewer wrote necessary notes that were relevant for the data gathering process. Second, the three questionnaires had different periods of times, the first one to be submitted was for the learners (teachers learning English), it was in the beginning of the second semester, while the final two questionnaires took a place at the end of the semester means on April and May. The questionnaires were written in three different languages (French, English, and Arabic) on Google platform and submitted as links to the receivers through their emails by the help of heads of departments and few teachers who are teaching in the English department, the process took a bit time to collect data, yet 72 individuals from different population managed to answer those questionnaires.

2.4 Data analysis procedures

A data analysis procedure is a set of procedures or operations used to turn unprocessed data into relevant findings and information. The goal of data examination is to find patterns, connections, and conclusions that may be utilized in directing decision-making, shape strategy, or expose undetected data. For instance, Data cleansing, modification, representation, statistical analysis of data, testing of hypotheses, predictive modeling, and artificial intelligence (AI) are all popular data analysis techniques.

The data analysis process in this study adopted a mixed method approach through collecting both quantitative and qualitative data. Both the interview and the second section of the learners (university teachers) questionnaire were analyzed through the qualitative approach which was used to analyze each answer from the participants separately. The scholars in this process transcribed the audio-structured-interview and turned them into raw written data that was later read and organized in a form of a long paragraph, while, on the other hand, the questionnaire's answers were organized under each question for a sufficient analysis, also at this process some irrelevant answers were ignored and non-submitted. However, concerning the students and teachers questionnaires as well as some sections of the learners' questionnaire, they adopted the quantitative method; the data in these questionnaires contained a numerical value followed by a bar chart, a diagram, or a table for each question in order to calculate the frequencies and percentages in data analysis, then through the use of descriptive statistical procedures, the data were analyzed.

Conclusion

In its conclusion, this chapter introduced the methodology of the current investigation. At first, the study research design and environment have been described throughout this chapter. Then, participants in the research have been introduced in turn,

and also data gathering tools and processes have been detailed. Finally, the processes for analysis have been provided in details. As for the discussion of the findings and the implementations they will be included in the chapter four along with the limitations and delimitations facing this thesis.

[1] A **Likert scale** is a rating scale used to measure opinions, attitudes, or behaviors. It consists of a statement or a question, followed by a series of five or seven answer statements. Respondents choose the option that best corresponds with how they feel about the statement or question.

Chapter Three

Results and Discussion / Analysis and Interpretation

Introduction

3.1. The Analysis of the Interview

3.2. The Analysis of the Learners' Questionnaire

3.3. The Analysis of English Teachers Questionnaire

3.4. The Analysis of Students' Questionnaire

Conclusion

Introduction

Chapter three presents the results collected for the current research. However, they are divided into four sections. The first section presents the results obtained from the administration's interview while section two and three presents the findings of the

learners' and teachers' questionnaires and the last section represent the questionnaire dedicated for the students. Furthermore, each of the quantitative and qualitative data is analyzed as to answer the suggested questions of the present study.

3.1. The Analysis of the Interview

The examination of the interview and its responses offers several key insights. First, the Ministry has created an English generalization plan for higher education. The Department of Foreign Languages is in charge of implementing the strategy, appointing teachers, holding training sessions, and ensuring the initiative's overall success. To create a specialized organizational framework, a Local Council comprising of Department professors has been formed. Regular discussions are done with all deficiencies in order to address issues and establish appropriate solutions.

According to the data, this process involves over 800 teachers at the University of Medea. Many of them showed a desire and need to learn English, and more teachers are likely to participate in the future. According to Ministry instructions, teachers of scientific disciplines are highly concerned by learning English. This survey highlights one of the most important questions that were evaluated before to the training. This evaluation included placement exams and diagnostic assessments to establish the teachers' competency levels as well as their individual requirements and objectives. The results of these evaluations were used to divide the teachers into groups based on their degree of skill.

In terms of training hours per week, four hours per group per week is the recommended quantity. In addition, a weekly two-hour online session has been scheduled to suit the demands of teachers, ensuring that all instructors, regardless of location, have access to training. Moreover, in terms of the initiative's progress, the administration confirms that there has been significant development. The teachers' experience and qualities, such as autonomy and attention, have all contributed to this great outcome.

The project comprises all university professors, with various goals for each group. By writing and publishing in English, teachers of French, Arabic, Humanities, and Social Sciences aim at internationalizing their achievements. Teachers in the Scientific and Technical branches learn English as a medium of instruction to promote successful teaching and to broaden their work's international scope. Interestingly, for the general English category, teachers range in academic status from Assistant Lecturers to Lecturers, Senior Lecturers, and even Master's Graduates.

In conclusion, the survey findings shed light on the strategies, evaluation processes, training hours, progress, participant engagement, teaching methods, focus areas, and materials used in the implementation of the Ministry's instructions for the generalization of English in higher education.

3.2. The Analysis of English Learners Questionnaire
Section One: Background Information about the Respondents

To obtain demographic data about the respondents, the teachers were asked in this section to specify their gender, academic degree, and teaching experience. They were also asked about their faculty affiliations. Table 1 and 2 recapitulate the respondents' basic characteristics.

Table 2: Demographic Information of Teachers

Variable	Characteristics	Frequency	Percentage %

Gender	Male	22	48%
	Female	24	52%
Academic Degree	Classical license	06	13%
	Master LMD	00	00%
	PhD	40	87%
Teaching Experience	2 - 5 years	09	20%
	6 - 10 years	14	30%
	11 - 15 years	10	22%
	more than 15 years	13	28%

The analysis of the first three questions revealed the participants' profile. Among the 46 respondents, 52 % are females while 48 % are males. The vast majority of the teachers 87 % have a PhD degree, while 13 % hold a Magister degree. The large part of the teachers 50% have been teaching English for more than ten years. This means that most of the respondents are experienced teachers.

Table 3: Teachers' Faculty Affiliation

Faculties	Scientific Faculties	Art and Foreign Languages	Social Sciences and Humanities
Teachers' Percentage	65%	15%	20%

Table 3 shows that the teachers belong to different faculties, notably, there is a high percentage of teachers of the scientific fields and specialization as a result of the

Ministry's emphasis on adopting English at university concerns mostly these teachers who belong to the scientific specialties since their teaching medium is in the French language mainly.

Section 2: General questions about English

The second section consists of 11 questions; it tackles general questions about English, its importance, its status in the academic and scientific research domains.

Q1: Do you think you are motivated to learn English? In which way?

The answers to this question were mainly under the same point of view according to those learners. On one hand, only few of them answered with a NO illustrating their answers with the cause of age gap between them and the trainers; because they did not accept the idea of being taught by younger teachers, and also the matter of the family responsibilities, while on the other hand, the majority expressed their motivation to learn English as a GE or an ESP, not only this but they also explained the suitable ways for the learning process, mentioning from them:

- Reading (books, journals, articles…etc.).
- Attending training courses whether it is abroad in English speaking countries or in Algeria.
- Listening, as an example talking with native speakers of the language, or even using specialized applications or audio books.
- Through the Ministers training program suggested for them, for the reason they think of it as a beneficial experience especially as it adopts the face to face learning method.

Q2: Do you think English is important to learn? Why?

The receivers of this question were asked to rank the importance of learning English and the reasons behind that, and as before, only few rare who answered that English in only important as a way of communication and not as a language to be learnt inside a classroom

which means that they seek to learn the GE only. Furthermore, the rest of learners who form the majority agreed strongly on the importance of the English language in our lives not only as a way of communication but also as a vernacular in academies and higher education, they also stated that it is the world's language, language of sciences, referencing, and of scientific researches, finally adding that it is not a choice but an obligation for individuals if they are seeking to finish their studies abroad in universal colleges, and to develop their skills so they are in need of ESP.

Q3: Do you agree for using English language in the Algerian university for academic purposes?

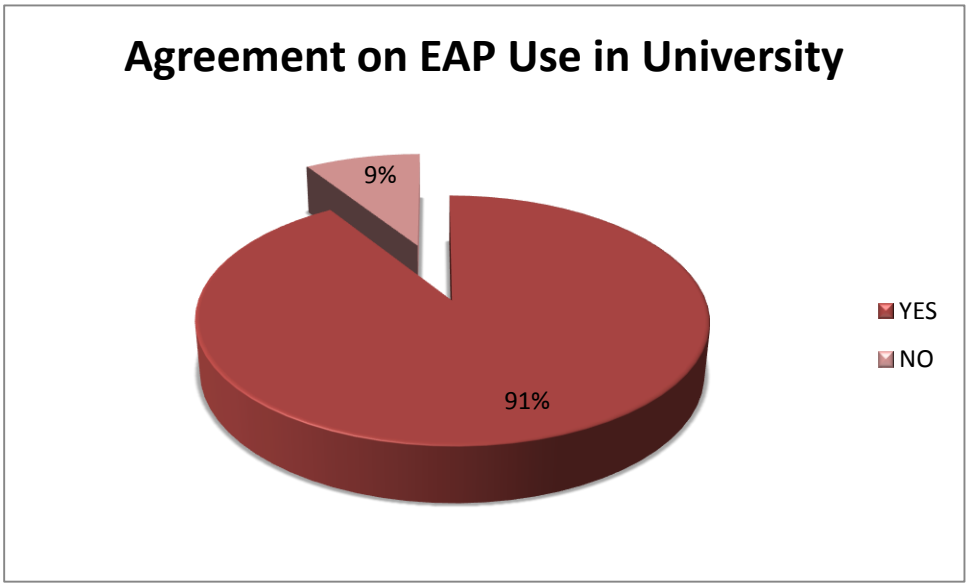


Figure 11: Agreement on English Use in University

Q4: What is the importance of the endorsement of English in both pedagogical and administrative sections?

This question insisted on the importance of English in both sections, and the numerous answers were sufficient with several advantages of it in all sections, so we chose some of the answers. First, they described English as the world's language that opens doors for its learners, and the first spoken mother tongue around the world, since most of universities around the world use English as the main topic. Second, it has a positive impact on the

individuals set of mind for the reason that it develops their skills in writing, detailed searching for information, scientific and academic researches, higher educational degrees, and even the communicative side by allowing them to gain several friends and mates from different countries to open them more into the worlds cultures and supply them with the wanted career chances they have dreamed of. Finally, they insisted that English in all sections or fields, whether it is as GE or ESP; enhances the level of learning.

Q5: Did you attend the imposed English teaching program by the ministry?

If no, what is the reason? If yes, how do you evaluate it?

The answers to this particular question were variants. First, they were divided into those who did not have an idea about the program taught on the platform or missed the deadline of the one taught in the university and they were rare, and then those who found difficulties logging in the platform for technical reasons or miss of the organization of the process as they mentioned. Second, the rest of the answers were separated between YES or NO and supported by few reasons. Some of who answered with a yes evaluated it as good for enhancing the level, beneficial, interesting, full of instructions and ambitious, great or sufficient, while there are others who mentioned that they did attend, yet it was not enough, had withdraws or insufficient as they thought, or that the tutors were mostly from scientific fields or teachers with an advanced level of English which composed an obstacle for them to learn properly so they decided to withdrew. However, for those who answered with a NO stated that there was a lack of time and communication sometimes, family and career commitments, health problems, while few of them did not choose to participate for reasons of them being intermediate in English or already having high degrees and advanced level in English (***visiting researcher*** member, a private school teacher for adults, a researcher in England). To sum up all what has been mentioned above, there was diversity in answers yet all of the teachers agreed on that the platform had weaknesses on performing the process successfully.

Q6: What are the assumptions that you created about your students reactions towards the shift of the teaching language?

We asked our learners from teachers about their students reactions towards the shift of languages in their classrooms, they tend to answer approximately the same, half of the number answered that some or few of their students neglected the idea completely for reasons of their specialty that they used to be taught by the French or the Arabic as the main language in class since the very beginning, or that their level in English is still intermediate or even poor. They view that the language shift will form an obstacle for them. As a result, they suggested that English should be integrated step by step to avoid the language shock, also that the administration should provide the needed materials for them to acquire the vernacular properly especially the Master students. However, the rest of teachers expressed that the majority accepted and welcomed the idea and process very well and with full appreciation, arguing that some of them are already onto the globalization and trending of English, so they feel motivated, excited and appreciate that the interesting language as they described is now on their floors, whether in form of full lessons or even as small passages or schemas during the lesson suggested for them.

Q7: Do you think that the university's administrators having English courses ESP is as important as the teachers having them?

Concerning the adaptation of English from university administrators, the answers were uneven yet, the majority agreed on that decision, considering that they need to be intellectual in order to communicate in a sufficient way with the other administrators from different universities for aware of the language as much as the teachers to give better picture for the University of Yahia Fares, and regarding the Ministry's decision to implement it in all fields, they must acquire it to keep up with the world. Furthermore, the minority who reacted negatively indicated that because they are administrators, they must use Arabic or French, since the majority of administrative papers are written in those languages, and finally few of them saw that the teachers or PHD holders at university

have the priority to acquire the language since it is used more often in classrooms with learners.

Q8: Would you endorse English gradually in your teaching method or you tend to make a full endorsement?

This question was especially directed for those who agreed on the existence of English in their classrooms, we asked whether they preferred the step by step endorsement or the direct one. Only few teachers answered that they go for the direct method which they believe it is easier and full of excitement, whilst the greater number of them tend to adopt the gradual shift which they think is more successful. Interestingly, they mentioned the crucial significance of English integration in the primary schools concerning the future generations. Furthermore, they suggested to start with the most important terms at first, given that their level in English is still on the beginner for some, they pointed on the necessity to neglect the French in teaching. In fact, a considerable number of the scientific fields' educators used English in their classrooms which has witnessed a large acceptance among their recipients, and even though the path is full of obstacles they believe certainly that this process will find its way to success.

Q9: Did you do any training courses? If yes, describe?

After tending to ask our learners about their training courses, the answers were really interesting and catch the attention. At first, few of them mentioned that they have not attended any classes stating that learning should be autonomous and not reliable only on training courses instructed by teachers. During the time, their mass quoted that they had; whether by presence in some known academies trainings such as: the International Center of Foreign Languages in Hydra in Algiers, University of Algiers, the Intensive Language Learning Center in Algiers (2013-2015), and in Yahia Fares University by advanced professional and teachers during the winter holidays for 4 hours per week. Or by taking online courses, through international seminars or applications such as MOOC and Zoom,

which to conclude they confirmed that these training courses helped them during the learning process.

Q10: Do you have any desire to use English next year in your teaching? Why?

Knowing that we asked the questionnaires' participants about English and its importance, this question tended to know if there will be any future plans on using English, as a result, the answers were fifty-fifty. The first half of them agreed on using it now that it is finally suggested, yet it should be gradually as their level is still in its beginnings for them and their students especially the linguistic side, and they even agreed that it should be an intensive decision so the next generation of doctors would be perfectly fluent in the global language, without forgetting that most scientific researches and bibliographies are in English. Moreover, the other half of them think that it is early for this decision to be taken since the process is still in progress and lacks few steps of amelioration, they also tend to favor their old teaching method which is French that they used it for years, knowing that English will cause them a problem especially in speaking, but they finally added that this matter is on the students to decide, whether they accept the new global advanced language or the old French.

Q11: Do you consider that the produced decision of the ministry to integrate English in the pedagogical system is fruitful in this manner? If yes, how? If no, do you suggest any other strategies like autonomous learning or online one?

To conclude our general questions in the second section, we asked about the Ministry's process whether is effective or not, as seen more than a half agreed that this step was one of the best and greatest steps ever taken, yet, it should be for a longer period of time rather than just one year, otherwise, it will not be as fruitful as it is expected, adding that it should also be applied on students and strengthened by linguistic tours and seminars presented by English fluent teachers where at the end of the process learners will get a diploma , and also that the English integration should be gradually implied as an example from the primary schools to provide them with the basis needed or else; it will witness a

great fall. To sum up all what have been mentioned before, even that we find few or even rare percentage of the answers that find the English learning in higher education ineffective causing they cannot change their French named roots, but the majority declared that although it takes plenty of time and materials, English implementation is a must to keep pace with the technological developments that are available in the universal language.

Section 3: **Ticking the suitable statements**

In section three of the questionnaire, university teachers (learners) were asked to respond to 16 statements which focus on English, along with their points of views concerning the Ministry's application of the language in higher education. The results obtained from this section reflect the extent to which those learners believe English is a beneficial language in their lives or their further studies, and do they actually agree on this decision of the Minister is effective. Furthermore, the statements were divided into two parts presented by two tables.

In the following tables, teachers were asked to scale from 1 (strongly disagree) to 5 (Undecided), in which they express their approvements on the statements or the disapprovements.

Table 4: Statements about general perspectives about the importance of English language.

Statements	Strongly disagree	disagree	Agree	Strongly agree	Undecided
	%				
English is a difficult language.	28.2	36.9	15.2	10.8	2.6
Learning English can be important to me because I'll need it for further studies.	6.5	2.1	17.3	60.8	13
Learning English is important to me in order to achieve a personally important goal (to get a higher degree...).	8.6	4.3	21.7	47.8	17.3

English is a great plus regarding Research Publishing.	6.5	2.1	17.3	54.3	19.5
English develops learning and its quality.	6.5	13	26	36.9	17.3
Researches wrote in English are likely to be wildly shared, spread and read by people with different backgrounds.	6.5	6.5	26	45.6	15.2
English is being the key access to the scientific and academic knowledge.	8.6	4.3	23.9	54.3	8.6

Surprisingly, the data shows that the majority of learners (university teachers) expressed their appreciation and embracement towards the English language use in the higher education field. The language gained a remarkable reputation that was well acknowledged by the respondents. Particularly, as shown in the table above, the largest part affirmed that learning English is a crucial phase to achieve both personal and academic goals (strongly disagree 8.6%, disagree 4.3%, agree 21.7%, strongly agree 47.8%, undecided 17.3%), gave positive perceptions concerning the access to research knowledge and publication (strongly disagree 8.6%, disagree 4.3%, agree23.9%, strongly agree 54.3%, undecided 8.6%).

The outcome reveals that more than a half views the mentioned advantages can be achieved easily through acquiring the language, in which they claimed that it not difficult to learn (strongly disagree 28.2%, disagree 36.9%, agree 15.2%, strongly agree 10.8%, undecided 2.6%).

Table 5: Statements about the importance of English use in The Algerian University

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Undecided
	%				

Using English for academic purposes in Algerian university is seeing as inevitable change.	15.2	2.1	26	45.6	10.8
Mastering English helps Algerian educators to attend or even participate in international conferences in different domains.	8.6	2.1	23.9	52.1	13
English opens more opportunities to researchers as an access to foreign students who are interested in different domains.	8.6	0	26	56.5	8.6
The English accreditation is an inevitable path in the Algerian ministry policy.	10.8	15.2	26	32.6	15.2
The Algerian higher education's level will be developed and reinforced.	15.2	6.5	32.6	28.2	17.3
English has marked its significant presence in the latest scientific research updates.	8.6	2.1	21.7	54.3	13
The necessary goal behind this learning is to learn about English vocabulary and grammar.	17.3	8.6	39.1	19.5	15.2
Teachers are expected to adopt a positive attitude towards the language	13	4.3	28.2	43.4	10.8
Teachers will make an effective contribution to the world of knowledge through the research publishing in the universal tongue.	8.6	2.1	23.9	54.3	10.8

The results of the table demonstrate the respondents' awareness of the positive impacts of English integration in the Algerian university agreeing on the inevitable change (strongly disagree 15.2%, disagree 2.1%, agree 26%, strongly agree 45.6%, undecided 10.8%). In the other hand, they approve the idea of the uncountable opportunities obtained when mastering the language of academic and scientific knowledge, in which it permits them attending or even participating in international conferences in different domains (strongly disagree 8.6%, disagree 2.1%, agree 23.9, strongly agree 52.1%, undecided 13%). A crucial statement is included in the table concerning the learners' the positive reactions and attitudes behind the integration (strongly disagree 13%, disagree 4.3%, agree 28.2%, strongly agree 43%, undecided 10.8%), believing that the level of AHE will be developed and reinforced.

Section 4: Auto-Evaluation

This section contains three Bar Charts representing the percentage of the respondents' English Reading, Writing and Speaking mastery. They were asked to scale from 1(poor mastery of the skill) to 5(an advanced mastery).

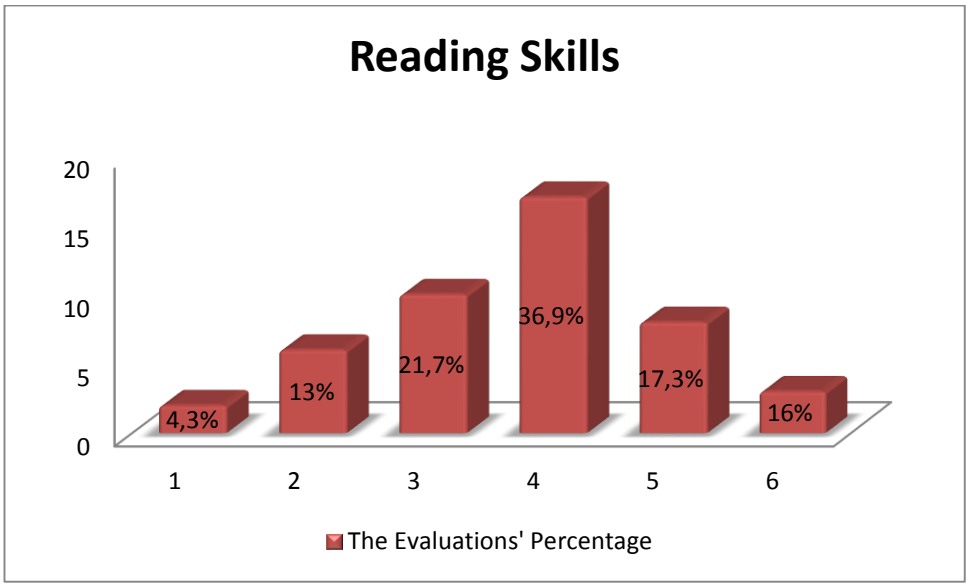


Figure 12: Teachers' Proficiency Level in English reading skills

In figure 12 appears that concerning their reading skills, a considerable number of teachers with a percentage of 17.3 % do not really have a good mastery of the English language reading skill and that 58.6% have an average level. However, it is also worth noticing that a considerable number of teachers with a percentage of 33.3% seem to have an advanced level in that language skill.

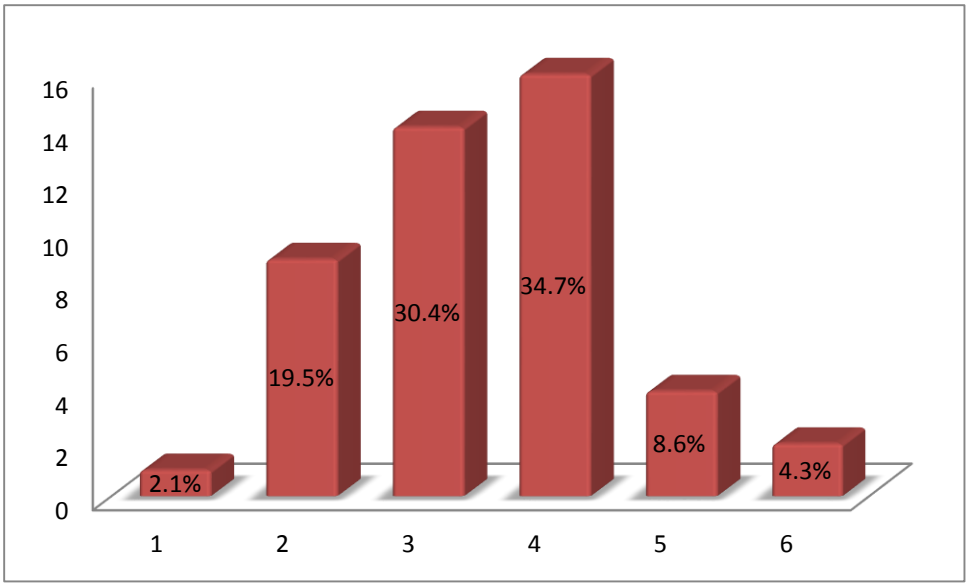


Figure 13: Teachers' Proficiency Level in English writing skills

This figure shows that 21.6% of university teachers have a poor level in writing in English and 65.1% have an intermediate level, while only 12.9% master this skill.

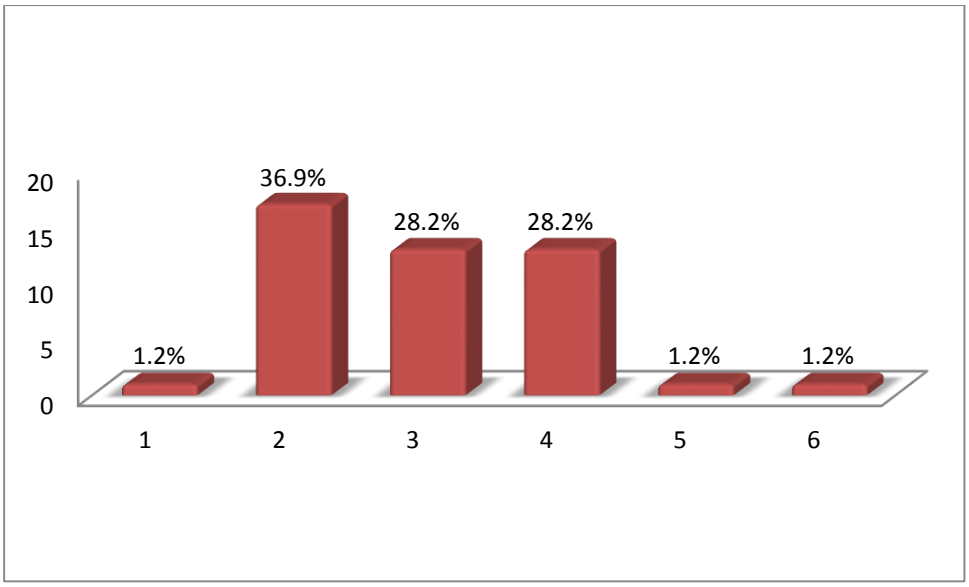


Figure 14: Teachers' Proficiency Level in English Speaking Skills

The Bart Short shows that 38.1% of them have a poor knowledge of it, 56.4% have an average level, while just 2.4% master the English speaking skill.

3.2. English Teachers' Questionnaire
Section 1: Demographic Information

The questionnaire was addressed to the university teachers who are giving English courses to university teachers for various purposes (EFL learning) as the ministry of higher education and scientific research announced last summer. The questionnaire was comprised of 24 questions, organized into three main sections. That was later on answered by five teachers of Yahia Fares University out of (**Number of English teachers in the process).**

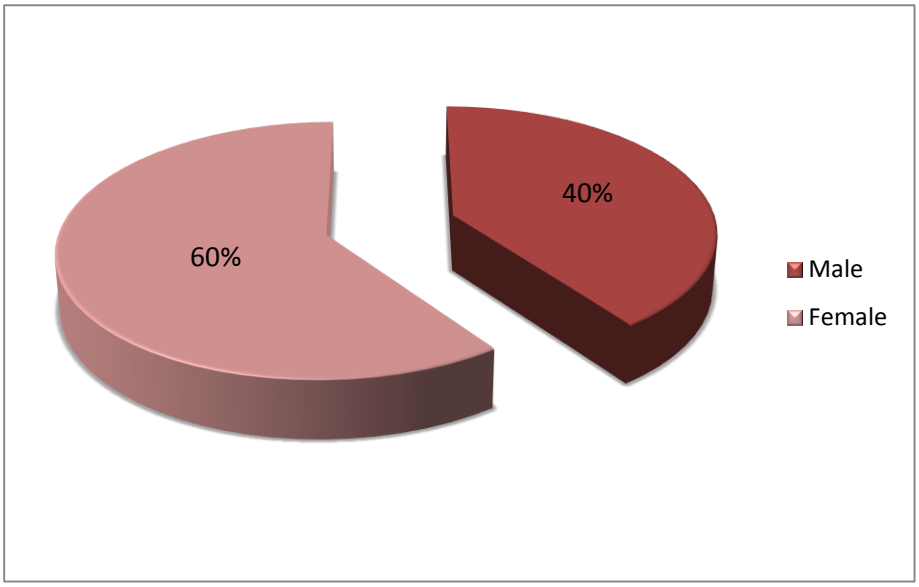


Figure 15: A Bar Chart Representing Participants' Gender

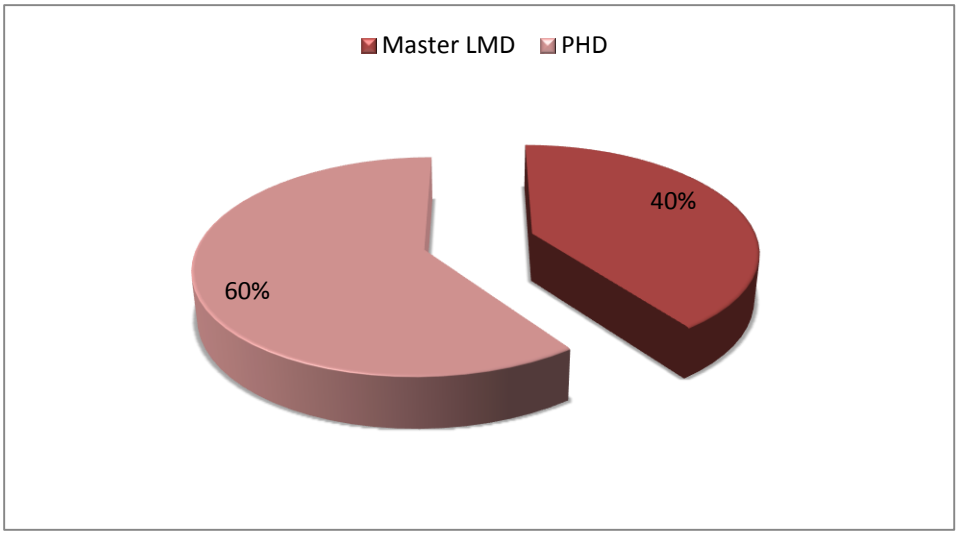


Figure 16: **A Bar Chart Represents' the Academic degree of the Teachers**

The bar chart demonstrates that the 60% (3) of the respondents are female teachers, while 40% are males (2).

- What are the fields you are concerned with? (Teachers of which departments)

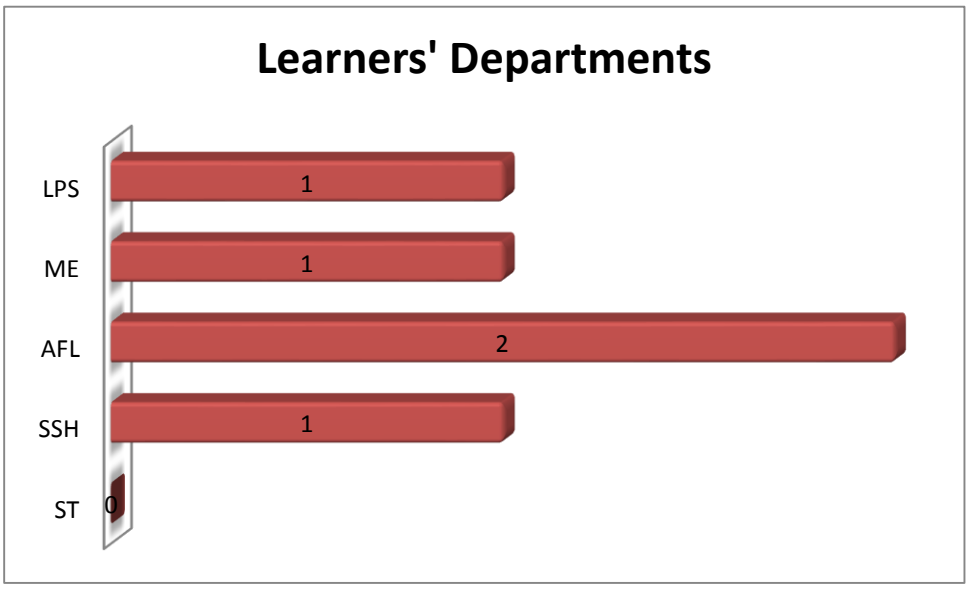


Figure 17: Fields that teacher are concerned with.

Section 2: English Status in Algeria

In this section, teachers were asked about their perspectives regarding the statues of the English language in Algeria. They answered a variety of questions which can be shown below.

Q1: Are you satisfied with the English status in Algeria? Why?

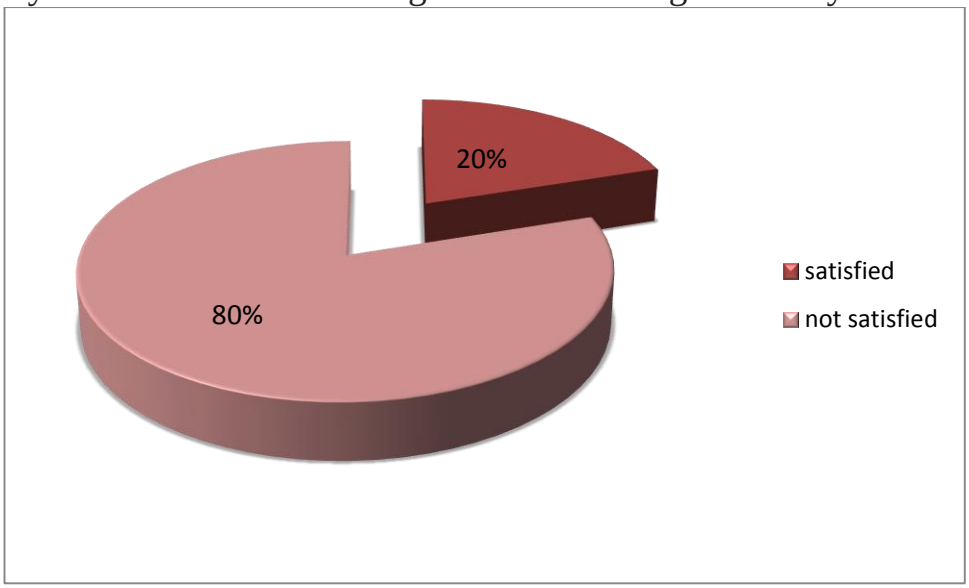


Figure 18: A Bar Chart Represents' Teachers Satisfaction/Dissatisfaction

In the first question, teachers were asked whether they are satisfied with the English language status in Algeria or not 80% of them (4 teachers) voted no; in which it represents their dissatisfaction. The setting of English in Algeria is not reinforced where there is a lack in the English use in society; also in the educational system, the thing that permit French to keep dominating the academic and scientific fields. The domination of the language that lacks the latest information in the world of knowledge in all the fields is a negative orientation. However, it is important to enhance the living language to make Algeria keep pace with the progress achieved in education, sciences and technologies, the respondent continues, even though it is a little late viewing the global statue of English worldwide. Whereas just one teacher only (20%) expressed her satisfaction, believing that the Algerian authorities and society are gradually embracing English and start taking serious and official steps to prioritize it.

Q2: How do you see the step taken by the ministry of higher education to promote English in the Algerian universities?

According to the population of this questionnaire, they all agree that this official step is positive and inevitable despite that the language shifting into adopting English as a

Medium of Instruction in higher education is a late step that could mark its benefits earlier in all the fields of the country. However, the established policy has several shortcomings; in which it lacks organization and shortage of time.

Q3: According to you, is there any obstacle that may affect promoting English as the first foreign language in Algeria?

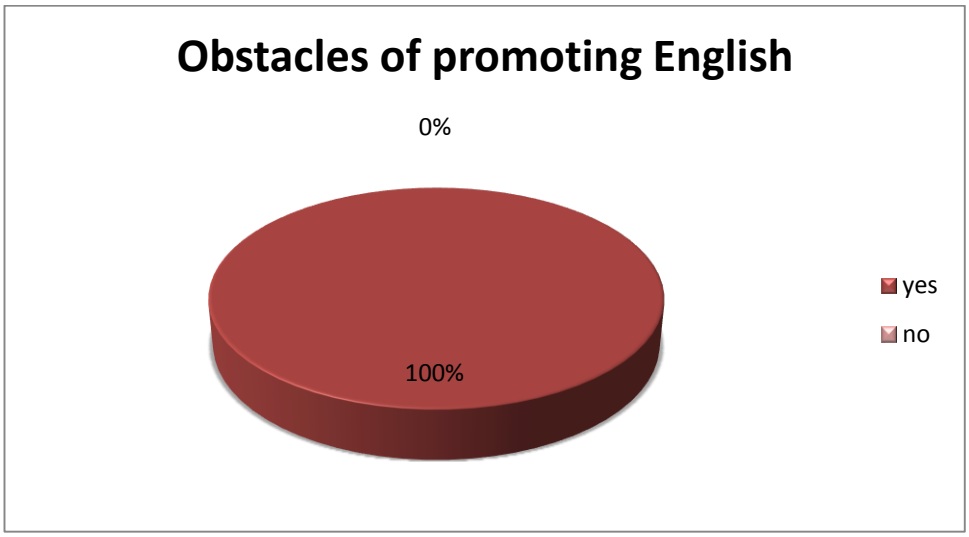


Figure 19: A Bar Chart Representing the Agreement on the Existence of Obstacles for Promoting English

In the third question, the teachers have been asked to respond with yes or no on whether there are obstacles that obstruct promoting English in Algeria. As shown in the chart, the five teachers (100%) answered that there are indeed obstacles. According to them, these obstacles are attributed to:

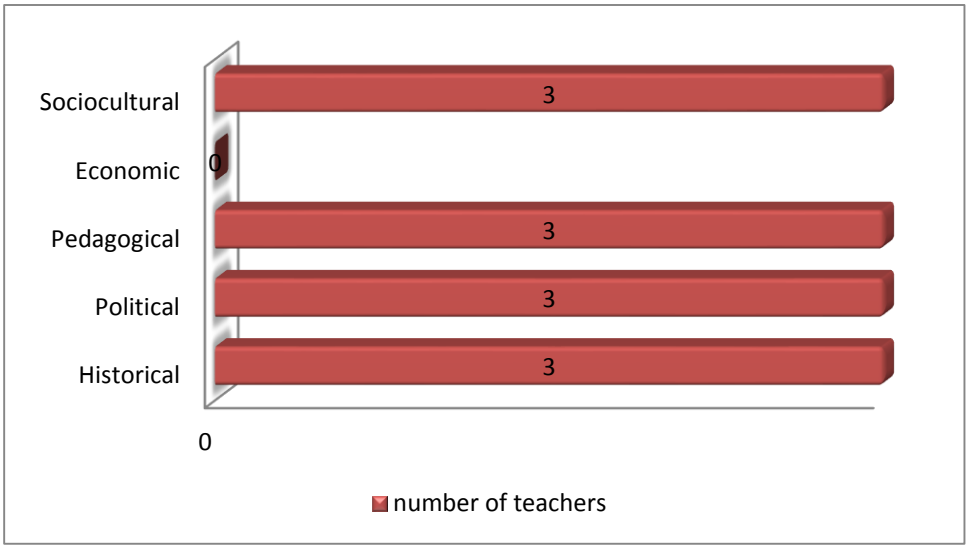


Figure 20: Types of Obstacles

The selection of the types of obstacles as revealed in the figure, 3 choices were made on each of the historical, pedagogical, political and sociocultural obstacles, viewing the long conflict within the Algerian authorities and society to abandon the colonial linguistic orientation of the French language. Concerning the pedagogical sector, some believe that the method English is implemented is not based on a national survey that results in the identification of needs, the development of "national" curricula, the creation of syllabuses. Moreover, the necessity to give greater attention to trainers training. Finally, there is no obstacle related to economics that may hinder the promotion.

Q4: As an English teacher, give suggestions that would reinforce the statue of English in Algeria to be the first foreign language.

Teachers gave variant suggestions by their virtue of their knowledge of the pedagogical matters and the needs of the language. A summary of their answers is as follows, including English as a language in the media for example; an Algerian English speaking TV channel, News in English, shows for kids, movies and music; in other words, contents in English for the Algerian audience. Furthermore, it should be more English exposure at all academic levels and set agreement on a national curriculum through designing materials relevant to the Algerian context, invite international teachers and make cooperation by establishing exchange programs for international students and teachers from English speaking countries to set trainings.

Q5: Mention the benefits of promoting English in the Algerian universities as a medium of instruction.

The majority of educators agreed on the positive reflection of using EMI, in which it reinforces and updates the educational system through getting access to the latest scientific/academic achievements and publications; which in fact are largely in English, to be up to date with the world of knowledge. In the other hand, this teaching method serves both the Algerian universities and scholars to improve the ranking

internationally and get more visibility concerning the scientific network. On another level, one of the most significant benefits is the promotion of the reputation of Algeria as an advantageous destination for international students, which will constitute a source of revenue for Algeria.

Q6: Using English as a medium of instruction at university will benefit the sector of higher education only or the different sectors of the country in general (economics, trade…etc.)?

This category of participants didn't approve only that learning English as a medium of instruction will benefit the sector of higher education but also it involves other several domains since they are interlinked , it permits the facilitation of international interactions, the global competitiveness in other words; business and trade. As they mention that this initiative aids a lot in terms of jobs and career for instance, in the psychology field, therapists are still relying on old and outdated researches, EMI will permit the future therapists to stay updated with the diver's range of investigations, strategies across different cultures.

Section 3: University Teachers' Training of English

Q7: Is there a high demand from teachers to learn English?

The answers of the respondents differ; in which the majority of them have witnessed the increasing interest among the university teachers to learn English, through attending face to face courses, the online ones, or even each with his/her resources (attending other trainings, learn autonomously…etc.); considering that the world of knowledge has imposed English as the language science. In the other hand, the other respondents commented that not all of the learners are motivated to this learning process, believing that they don't see the purpose behind it because they don't have further goals or academic achievements to attain through this language in the future.

Q8: What are the different strategies and methods used in your teaching?

The teaching methods vary from teacher to another, each with a way that serves the category he/she works with. The aim of the program is to start with GE, then ESP. There are three of the respondents are concerned with the GE method. They illustrate their methods as follows: using explicit teaching as they begin the learning moving forward to the implicit one, considering their progress. It includes also the assignment of homeworks and the intensive speaking practices. The ESP method according to the two other teachers is through the activation of the learners' schemata, in the framework of Content Based Instruction. And also the use of texts that are relevant to the field of the learners.

Q9: What are the different materials used? (Audio learning, visual learning or audio-visual learning "data-show")

The mentioned materials are all used by the teachers. Mrs. Bencheneb stated that she uses audio recordings from the Speakout program. At the end of each unit she plays a DVD for them and we discuss it later on. It is important to point out that the importance of varying the teaching in which they provide effective results.

Q10: Comparing to the beginning of this process in October. Is the number of the attending teachers increasing or decreasing? The reason behind:

According to the majority of teachers, the number of the attending learners is notably decreasing; this question was an opportunity to point out the different shortcomings and reasons that obscure the organized/ continuous attendance. The summary of the answers as follows:

- The teachers noticed that some of the learners do not show much interest in learning the language.
- Some of the teachers pointed to the learners' other different commitments in and out of university.

- The university teachers aren't well informed about the importance of the initiative, which explains the demotivation.
- Time constraints. The lack of adjutancy of teachers' schedules in which their workshops and study days clashes with the English learning program that prevent them from balancing between teaching their modules and learning English.

One of the teachers declared that it still the same number of attendees consistently.

Q11: Which method is more appreciated by learners? Why?

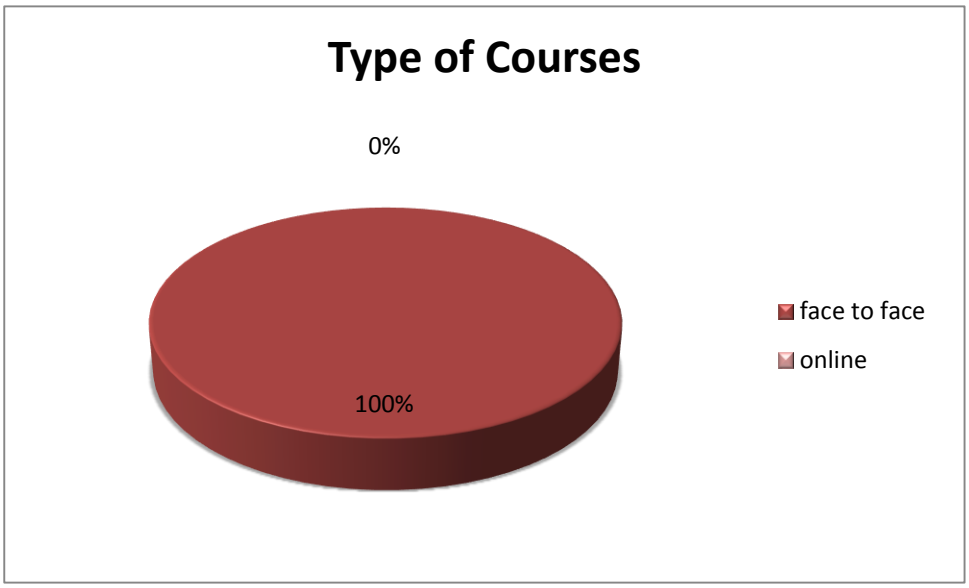


Figure 21: A Bar Chart Illustrates the Types of Courses Most Appreciated by Learners

According to the English language educators, the face to face courses are more effective as shown in the bar chart (100%) especially with the case of the learners at their beginner level, arguing that it is a dynamic process where classroom interaction helps them in overcoming their "fear and risk taking" when starting to practice English. Others noticed the difficulties the learners' face using Internet, zoom and PC in general.

Q12: Do you make regular evaluations to teachers?

The responses revealed that two teachers only make evaluation from time to time as a result of the shortage of time, but in the same time is not harmful to include and assess the level of comprehension for each teacher. Others declared that they did not make any evaluation so far since the important evaluation is based on the Common European Framework of Reference for Languages, this training started with a placement test and by the end of each level. At the end there is an evaluation and for their level before passing to the upper level.

Q13: Is there significant progress in the level of learners so far?

The English teachers have noticed the progress of their learners, they agreed on the difference and the improvements of the performances comparing to the starting point. The description was that is the progress is slow but steady. Moreover, the teachers believe that their learners know new and interested things they didn't before in which it improves their skills. Mr. Zinai stated: 'Yes, there is a certain progress. Through the method and strategy I have adopted, they are starting to get interested in producing some contents in English, to sharpen their skills and achieve after a certain time a level which allows them to conduct researches and write them in English and why not, participating in conferences and symposiums in English.

Q14: Is there an interaction between you and the administration? In other words, are your suggestions and concerns heard and taken into consideration?

Reviewing the respondents' feedbacks, there isn't much contact with the administration, they did not think before to approach the administration to express their concerns, and they the possibility of doing so in the near future. An interesting point was by one a teacher that the administration is providing all the necessary means. It also supports in adopting the methods and strategies in order to achieve their goals and the ones of the trainees.

Q15: Do you think that the teaching program/curriculum you follow is comprehensive and complete, or does it have some shortcomings?

The trainers stated that the program contains several shortcomings in which it is not well designed; the thing that make it neither complete nor comprehensive. The response that was multiply repeated was the lack of time and the bad scheduling of the courses. They described it as a slow process and a challenging one for very beginner level. Finally, they pointed on the necessity to add other lessons and manage to make a suitable schedule.

Q16: Do you have any suggestions or solutions for improving and reinforcing the process in the future?

The suggestions and solution conducted by the trainers are:

- Learners need more time (learning hours) and more English classes, in the law faculty they study only 2 hours a week.
- Make the attendance obligatory, and provide a unified assessment as a means of evaluation.
- Make teaching a full-time job for teachers.
- Develop relevant curricula and train teachers to be trainers.

3.3. The Analysis Student's Questionnaire

This survey was administrated to master one and two students at Yahia Fares university of Medea, it encompassed to all the departments without exception, composed of 9 questions. This was answered by 21 students from several branches; the majority of the participants were from the faculty of sciences and technology with 34% (8 students) while, foreign languages and arts and economics commerce faculties were responded with similar percentage 26% however, the lower number of participants were from humanities and social sciences with 13% (3 students). This questionnaire was answered by master one student with 39% (9 students) and master two with 60% (12 students).

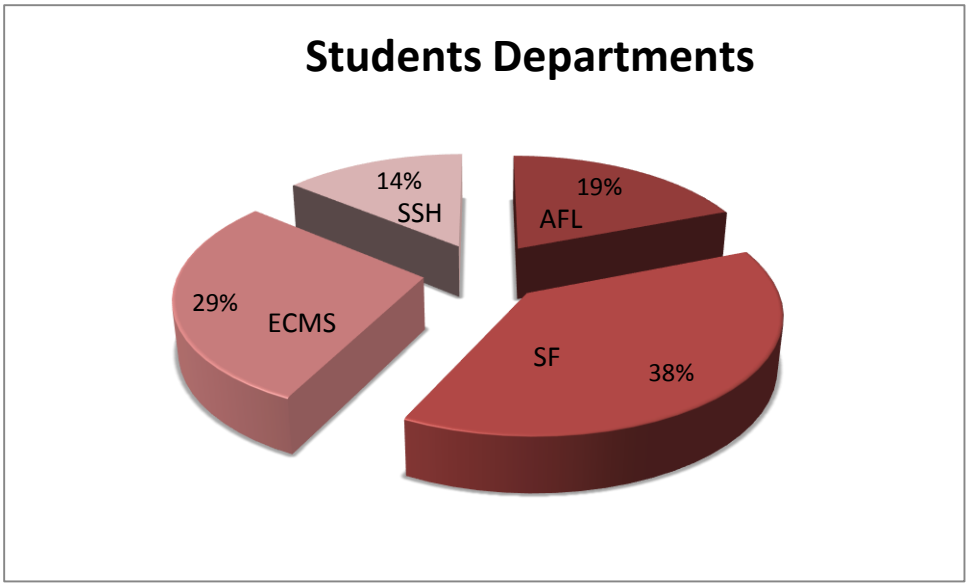


Figure 22: A Bar Chart Representing Students' Fields of Study

Here it shows the considerable number of students from the Scientific Faculties representing 38% of the respondents, 29% from the Faculty of Economic, Commercial and Management Sciences, while 19% of them belong to the Art and Foreign Languages faculty, and the rest of them are from the Faculty of Social Sciences and Humanities (14%).

Section two: General Questions

Q1: What do you think about the Ministry's declaration about the Im0lementation of English in the higher education?

This question aimed at knowing the participant's thoughts and opinions concerning the declaration of the ministry about the integration of English in the higher education, all the participants have shown their agreement and support to the ministry's proposal which indicates their agreement and desire to adopt English at the university level.

Q2: Which language do you think is more appropriate to be used as a medium of instruction within classroom in your specialty?

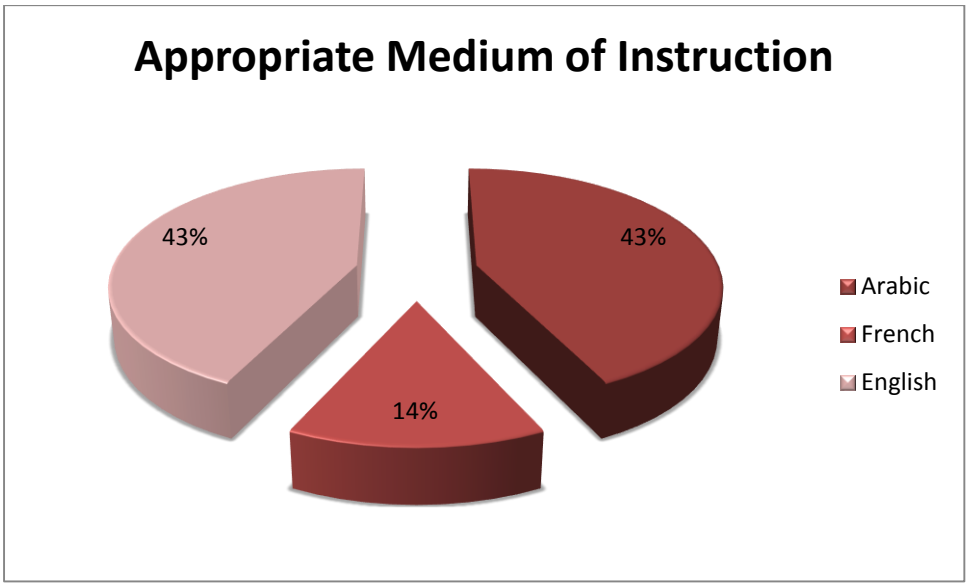


Figure 23: A Bar Chart Representing the Appropriate Medium of Instruction

This is one of the most crucial questions in our research, we asked this question to recognize the participants' tendencies in terms of languages. According to the figure 23. 43% of respondents believe that English is more appropriate as a language of instruction because it has become necessary for social and professional success, the second category of participants see that Arabic is the suitable language with 43% to be used as a medium of instruction maybe because it is the Algerian mother tongue, others see that French is more relevant with 14%. According to the statistics we can notice that Algerian's attitude towards English has changed. English is getting more acceptance and appreciation since it is the language of science and technology all over the world including Algeria.

Q 3: Concerning reading materials (books, articles…) in which language do you prefer to read for your study purpose?

The vast majority of participants rely on French and Arabic languages written books, papers, and journals for their research purposes with (10/10 students) since the most of the answerers write their dissertation in French and Arabic. And only one student prefers to go to English sources when they want to collect data to their research, which indicates the lack of mastering and understanding the language.

Q4: How often do you translate from English to Arabic?

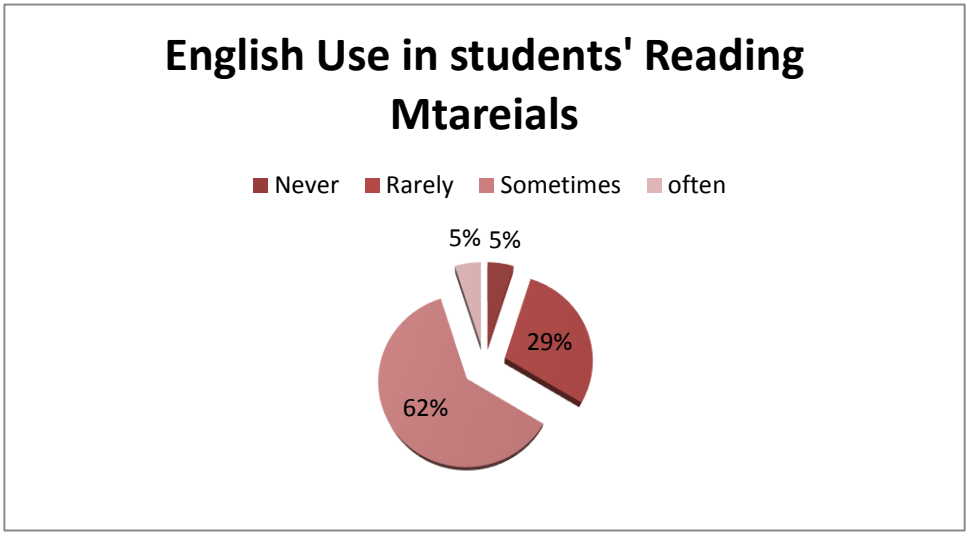


Figure 24: A Bar Chart Representing English use in Reading Materials

This question is meant to know how frequently they employ translation from English to Arabic, which tells us how much they rely on English sources and how English is important to them. The most of participants said sometimes with 62% (13 students), others said rarely with 29% (6 students), one of them said always about 5%, and 5% of them said never. The statistics ensure that English is crucial to be used in their studies en general.

Q5: To what extent you are willing to write your dissertation in English?

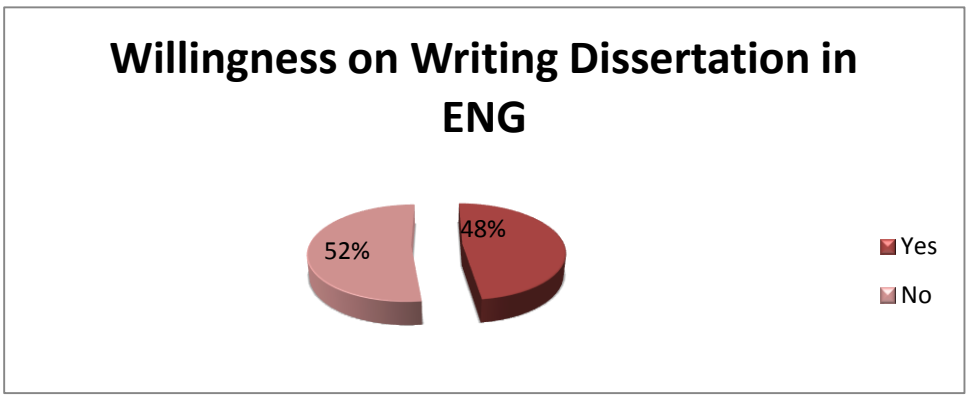


Figure 25: A Bar Chart Representing the Willingness on Writing Dissertation in ENG

Through this question we inquired if the participants are willing to write their dissertations in English. It is yes or no question, 48% answered yes, and the others with 52% said no.

Q6: Are you willing to write your abstract in English?

This question comes to confirm the answer of the previous one, 15 participants said yes, and only 6 of them will not write their abstract in English. We can see that a wide range of the many students are willing to substitute French with English when writing their research abstract, for them; because English is the language of science, much easier to use, the most language spread internationally. And those who are against attributed it to their lack of mastering the language, and that French is used in their specialty as a medium of instruction.

Q7: When gathering data for your research, in which language the resources are available more?

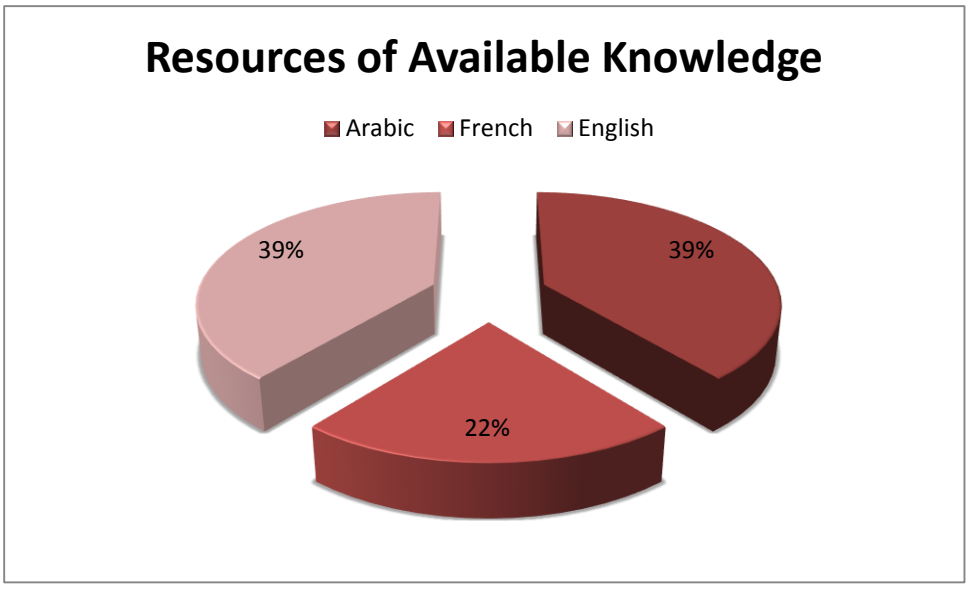


Figure 26: A Bar Chart representing the resources of available knowledge

With this question, we attempted to determine which language is more valuable by asking about the significance of each language in the course of conducting research. An equal percentage of students (39%) argue that both Arabic and English languages are

crucial to collect data with the same abundance of information on each. however; a minority of participants with (21%) believe that French has more available resources.

Q8: Do you agree that writing your dissertation in English makes it better, richer and more current. How much do you agree?

19 participants are clearly in favor of English, more than half of the students agree on the fact that writing a dissertation in English makes it better, richer and up to date, and 4 of them strongly agree, others (4) remained neutral. And no one disagree with this statement. This data reveals that Algerians are conscious of the significance of English, particularly in the field of scientific research publication.

Conclusion

The use of mixed methods in this study's data analysis provides a more comprehensive understanding of the research questions. The integration of both quantitative and qualitative data in the interview and the three questionnaires helps to triangulate the findings, check for consistency, and produce rich and useful research outputs. Furthermore, after turning the raw data into findings, the discussion will take part in the fourth and next chapter.

Chapter Four

General Discussion, Implications and Limitation

Introduction

4.1. Discussion of the Foreign Language Administrations' Interview

4.2. Discussion of the Questionnaires' Results

4.2.1. Discussion of Research Question 1

4.2.2. Discussion of Research Question 2

4.2.3. Discussion of Research Question 3

4.3. Pedagogical Implications

4.4. Research Limitations and Challenges

4.5. Further Research

Conclusion

Introduction

The nature of our case study lead us to investigate the effectiveness of the integration of English in higher education context among all Yahia Fares university faculties and disciplines, this overall research covered the three main populations from administrators, teachers, and students. The instruments used are an interview and three questionnaires, answered later by 72 participants (46 university teachers, 5 teachers of English department, and 21 university students), the examination of the three surveys and the interview reveals that students, and more significantly teachers and researchers, are aware of the crucial role of English in the present state of science.

The following chapter aims at discussing the gathered-analyzed data (interview and three questionnaires), as well as providing implementations and suggestions for further research, and finally the limitations and delimitations faced by scholars in this process.

4.1 Discussion of the Foreign Language Administration's Interview

The current Algerian policy is working on promoting English to be the MOI in universities, which will provide great opportunities to open up into the international environment. Furthermore, the interview was conducted to give insights into the strategies and processes used to carry out the Ministry's guidelines on English generalization. The Department of Foreign Languages has been assigned with monitoring this approach by selecting teachers, scheduling training sessions, and ensuring the project runs well. Additionally, to create a specialized organizational framework, the Vice-rector of Pedagogy has formed a Local Council comprised of instructors from the department engaging in this program. Regular meetings are held to gather all stakeholders, listen to their issues, and propose appropriate solutions.

An evaluation was undertaken prior to the start of the training to assess the teachers' levels and define their individual requirements and objectives. This evaluation process; aided in categorizing teachers into groups depending on their levels of proficiency. Furthermore, The Ministry's instructions stipulate the use of the Common European

Framework of Reference for Languages (CEFR) and a weekly curriculum session of four hours per group for training university teachers. Furthermore the onsite sessions, an online two-hour session is provided each week for teachers who are unable to participate in person. Many of the university teachers have expressed their willingness and need to learn 5 English, and it is expected that more teachers will join in the future. Moreover, concerning the academic rank of teachers involved in teaching ranges from Assistant Lecturers to Lecturers, Senior Lecturers addressed to teach ESP, and even Master's Graduates for general English.

The manner of teaching or the focus of implementation differs based on the teachers' proficiency levels and their respective specialties. For beginner-level teachers, the emphasis is on general English. Teachers in fields such as French, Arabic, Humanities, and Social Sciences concentrate on English for Academic Purposes (EAP). Scientific and Technical branches focus on English as a Medium of Instruction (EMI) to enhance their ability to teach in English effectively and provide an international dimension to their achievements (researches).

The initiative applies to all university teachers, although the goal may differ depending on the categories. By writing and publishing in English, teachers of French, Arabic, Humanities, and Social Sciences hope to internationalize their accomplishments. Teachers in the Scientific and Technical fields, on the other hand, learn English as a medium of instruction to improve successful teaching and to increase the international character of their work.

The learning focus incorporates all four skills: writing, listening, reading, and speaking. Additionally, to assist effective learning, a variety of elements, including audio, visual, and audio-visual resources, are used. Based on their unique needs and preferences, teachers are given both online and offline courses. As a conclusion, this survey does not provide information on how the teachers responded on the obligation of this initiative.

However, it is essential for teachers of scientific subjects as per the Ministry's instructions.

In addition to the interview conducted to the administration, three different questionnaires were supplied to three different samples of population, those surveys tended to study the language effectiveness among teachers and their learners/students.

4.2. Discussion of the Questionnaires' Results

The current study is a descriptive study aims at exploring the effectiveness of English language use in the Algerian university and specifically, Yahia Fares University. It also attempts at investigating the teachers' perceptions and attitudes towards enhancing the language as the university's medium of instruction. In this section the results will be discussed by answering the following research questions:

1. How teaching English for all educators would be an effective strategy to keep up with the academic modernity?

2. To what extent does English language aid university teachers in their scientific research (studies, articles, PHD, career degrees, etc.)?

3. What stance would students raise towards the language?

4.2.1. Research Question 1: how teaching English for all educators would be an effective strategy to keep up with the academic modernity?

This question seeks at gathering feedback on the effectiveness of present English language programs in universities and identifies areas of improvements.

The questionnaires dedicated to both university teachers of all fields, also the English department teachers came as an attempt to provide answers to the first research question, through examining their beliefs towards the opportunities that they may encounter as result of the process announced by the ministry to enhance English use . The findings

reveal expected and unsurprising results. They show that the majority of learners are aware of the significant global statue in higher in education, and their teachers presumed to undertake; which is demonstrated in their questionnaire (Q2), it is agreed that it came a bit late and could have marked its benefits earlier in all fields of the country, such as reinforcing and updating the educational system by accessing the latest information (Q5). Moreover, it will help Algeria go international in doing business with foreign countries (Q6).

Additionally, learners questionnaire also took a part in their agreement on the statements that tackled the importance of English as a language of science and academic knowledge as shown in (Q2/Q3/Q4), where they illustrated their beliefs by describing the vernacular as the worlds' language, referencing and scientific researches(Q10) . Furthermore, most universities around the world use English as the main topic. In fact; it is an obligation for individuals who seek for accessing to the international environment (Q5). As well as, the strong improvements on the 16 statements on English advantages showed in the third section of the questionnaire.

Despite the fact that both English teachers and learners referred to this language teaching as a medium of communication for international business, science and technology. Knowledge of the language creates a bridge to the world's most intellectual resources. Yet, the ministry's process contains a countable number of shortcomings that are related to the shortage of time, lack of sessions, the scheduling conflicts, and the poor designed curriculum, the thing that can be attributed to the novelty of the process in Algeria, which demonstrates that the English language requires more time to reach the highest status and achieve certain prevalence in the higher education context. Accordingly, these deficiencies are the administrations' mission study to undertake and guide both educators and learners towards when, how and what to learn.

4.2.2. Research question 2: to what extent does English language aid university teachers in their scientific research (studies, articles, PHD, career degrees, etc.)?

The second question of the study aims at investigating the amount of aid can English provide to university teachers in their scientific further researches and academic future plans.

The data gathered through the questionnaire posed to the learners and teachers, contained answers and responses of the research question itself; by turning the data from being raw data to final results of discussion, several points were cleared and confirmed concerning the amount of assistance that English language can supply to educators and scholars aiming for a convenient scientific and academic research. The results according to learners' survey were quite sufficient and beneficial; a great number of participants described English as the language of science and scientific researches that must be learned and acquired to reach the goal of being a member in universal colleges, as well as ameliorating their skills for higher educational degrees (Q2 and Q4), also a great acceptance of the language as an EAP was clearly shown in figure 11by 91%(Q3). In addition to that, a positive impact due to the language was noticed when it came to the individuals set of mind (writing, speaking, and communicating skills), besides the improvements included to the level of learning (Q4).

Further, the process of implementing the language in this field marked its name by being a subject of interest especially when mentioning the next generation of doctors and learners, in other words, this process serves them in their educational degrees(Q10), added by the teachers-in their questionnaire- that this process should have been taken earlier as it gives great opportunities for the recipients by reinforcing and updating the educational system, taking into consideration that the language has access to the latest scientific/academic publications(Q2 and Q5). Correspondingly, EMI will not only benefit the educational sector but also facilitate the global interactions and competitiveness (business and trade); (Q6).

To sum up all what have been mentioned in the discussion above, all samples of population from teachers, learners, students, and even scholars who are seeking for further scientific studies, by mastering English they will make an effective contribution to the world of knowledge and science; and through improving their career or higher educational degrees by the use of the worlds' language, they will mark their names in the modern scientific researches field.

4.2.3. Research question 3: what stance would students raise towards the language?

The discussion of this quantitative survey is based on the analysis of eight questions that were given to master one and two students at Yahia Fares University in Medea, it included all departments without exception in order to find out the participants' views and thoughts on the ministry's announcement about the integration of English in higher education. First of all, according to the results of the questionnaire evaluation, an overwhelming number of students are aware of the current scientific reality and the relevance of English in all domains generally, and at the level of higher education specifically as they implies their agreement and desire to adopt English as a medium of instruction since it is the key to access the vast scientific literature as well as the global communication.

This survey reveals one of the most crucial questions which demonstrates the students' linguistic inclinations, we can say approximately half of participants believes that English is more appropriate to be used as a tool of instructions within classroom. However, they do owe on French and Arabic when collecting data for their research purposes and this is duo to their lack of mastering English, also because they used to utilize the scientific terms in French.

Concerning translation, in (Q4) the question intended to determine how frequently learners use translation from English to Arabic, which indicates how much they rely on English sources and how English is essential to them, the statistics show that they use translation from English to Arabic more than from French to Arabic which indicates that

the more available data is in English language. Finally, one of the most essential topics we posed was about the substitution of French by English, we have notice that the answerers are endorsing the idea as they consider it as a practical step to provide the country with worldwide opportunities.

4.3. Pedagogical implications

The following pedagogical implications are obtained from the investigation's conclusions. Those implications aim at raising and enhancing teachers' as well as learners' awareness towards the effectiveness of the English vernacular at Yahia Fares University in Medea:

1. The process curricula and program should be built and corrected by the administration according to both the teachers' and learners' instructions to ensure a sufficient running of the implementation.
2. Teachers should classify tasks and tests according to their learners' level (intermediate, advanced…etc.).
3. Learners and students should be encouraged to participate in additional cooperative activities and contribute toward a shared objective.
4. More educational tools, such as laboratories, seminars, online spaces, and so on, are required to be available at the university.
5. The duration of the process should be extended for more than a year or two, and finished by a diploma for more motivation.
6. Instructors should encourage learners to seek information from a variety of sources, and be more autonomous in learning.

4.4. Research limitations and challenges

The limitations of this study include ones arising from the data gathering as well as those emerging from the process of analysis. This research looks into the effectiveness of English integration in higher education. The first challenge faced was the lack of

resources concerning the learners' questionnaire, in other words it was truly difficult to reach them, until Mr. Zenai helped in delivering the link for them. The second limitation was the low rate of the students' questionnaire response; taking into consideration that Master 1 and 2 students from all departments are included in our study, but only 21 answers were received. Finally, some answers from the learners' questionnaire were hard to publish as data, as they contained a full rejection of the English language in all their replies complaining that French is the only language that deserves conquering, for the reason they felt threatened by the language

Further research

The current work may serve as a springboard for further investigations. The Algerian linguistic situation is a critical and vast topic to be examined and researched due to the several and varied languages and dialects spoken in this country. Especially, when it involves language use and language as a medium of instruction in the educational sector as a whole. The incorporation of the English language into higher education is a fertile and new subject that may be broadened to encompass a wide range of inquiries, for example, the possibility to write a PhD thesis in English, or the incorporation of the English language at the university administrative level.

Conclusion

This chapter presented a general discussion of the research questions along with the data gathered, with tackling the perspectives of Yahia Fares University's instructors and learners on the effectiveness of the English language in the program of higher education. In addition to that, the findings indicate that our participants' university teachers and students from all departments as our surveys show regard and favor English on other languages describing it as the globalization portal.

General conclusion

The present investigation seeks to describe and analyze the integration of English language in the ministry of higher education and scientific research context at Yahia Fares University in Medea. In addition, examining the effectiveness of making use of English in the Algerian ministry of higher education and evaluating the validity of the strategies and methods adopted.

English has been increasingly endorsed in higher education in Algeria over the past few years. In that, the Algerian government recognized the importance of English as a worldwide language, English language classes have been introduced in secondary schools and universities. To enhance the teaching of English in higher education in Algeria, the Ministry of Higher Education and Scientific Research has formed collaborations with numerous English-speaking nations. As a result, several Algerian universities now include English language courses in their degree programs, and started to form their teachers by setting trainings of the English language, and some require students to take English language competence exams as a condition for entrance. This support for English is projected to boost Algerian students' worldwide competitiveness and enable research collaboration between Algerian and English-speaking universities.

This study was built on four key chapters: the first was the theoretical background of the study, which focused on a literature review on numerous components such as the English status globally and its relation with science, the Algerian language policy, English in the Algerian higher education, EMI, and so on. The second chapter, which is the dissertation's cornerstone, is carried out to offer answers on which this study is based also it is regarded as a plan that we followed in order to obtain answers, information, and thoughts . This chapter focuses on the research instruments used (surveys), the targeted participants, the research methodology and the gathering procedures. Ultimately, the third chapter dealt with the analysis of each data point, question by question, utilizing both qualitative and quantitative methodologies, as well as diagrams, bar charts, and tables. Finally, this dissertation concludes with the general discussion chapter, which discusses

the study's findings, limitations, and obstacles that we faced while doing the research, as well as some proposals and suggestions for further investigations.

In brief, our assumptions were validated by the results, which revealed that both teachers and students eventually favor English and have a positive attitude toward this language. They also demonstrated recognition of the value of English in scientific, economic, and other fields, as it aids them to improve their career degrees in one hand and the research publishing in the other.

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The link of English teachers' questionnaire: https://forms.gle/UqhsqU8mDrFNJda27

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Appendix 1

The administrations' interview

- The concerned department :

1. What strategies and methods are set to implement the ministry orders?
2. Where will these teachers receive their learning (CEIL)?
3. Did you do any evaluation before?
4. How many hours are enough per week to obtain an effective result?
5. How long would this process take?
6. Is there any progress so far?
7. How many teachers started learning the language? Is there any teachers will start learning later on?
8. The method of teaching / the focus of the implementation (whether to start by general English and then move to ESP)?
9. Is English learning for teachers obligatory? If yes, how they responded to it?
10. Whether all the specialties are included? Or it is addressed only for the specialties that use foreign language (French)?
11. What is the academic rank of teachers involved in teaching?
12. Are professors who are about to retire included in this implementation? (3 to 5 years left)?
13. What are the different materials to achieve an effective learning (audio, visual, or audio-visual learning), (online courses, off-line courses)?
14. On which basis does the learning focus (writing, listening, reading or speaking skills)?
15. Is the reason for the old teachers' lack of proficiency in English due to their academic training in French?

Appendix 2

The questionnaire of learners (university teachers)

Part 01: Demographic Information

- Name:
- Gender :
- Age:
- Department:
    - Scientific Department
    - Departments of Social Sciences & Humanities
    - Department of Foreign Languages

  (Please specify)

- Major:
- Educational degree:
    - Classical license
    - License LMD
    - Master LMD
    - PHD

- Teaching experience:
    - 2 - 5 years
    - 6 - 10 years
    - 11 - 15 years
    - More than 15 years

Part 02

- Do you think you are motivated to learn English? In what way?
- Do you agree for using English language in the Algerian university for academic purposes?
- What is the importance of the endorsement of English in both pedagogical and administrative sections?
- Did you attend the imposed English teaching program by the ministry? If no, why?
  If yes, how do you evaluate it?

- What are the assumptions that you created about your students reactions towards the shift of the teaching language?

- Do you think that the university's administrators taking English courses ESP is as important as the teachers taking them?
- Would you endorse English gradually in your teaching method or you tend to make a full endorsement?
- Did you do any training courses? If yes, describe?
- Do you have any desire to use English next year in your teaching? Why?
- Do you consider that the produced decision of the ministry to integrate English in the pedagogical system is fruitful in this manner? If yes, how? If no, do you suggest any other strategies like autonomous learning or online one?
- What are the different obstacles and challenges that will face promoting English in Algerian university? Please explain.
- Do you agree for delegating French to a second position after English? Why?
- How often do you use documents written in English as references to your study or research?
    - Never
    - Occasionally
    - Sometimes
    - Often
    - Always

Part 03

Directions: Please read each statement and tick the one that indicates your attitude to the statement the best:

Strongly disagree	Disagree	Agree	Strongly agree	Undecided
1	2	3	4	5

English is a difficult language.					
Learning English can be important to me because I'll need it for further studies.					
Learning English is important to me in order to achieve a personally important goal (to get a higher degree...).					
Using English for academic purposes in Algerian university is seeing as inevitable change.					
Mastering English helps Algerian educators to attend or even participate in international conferences in different domains.					
English is a great plus regarding Research Publishing.					

English opens more opportunities to researchers as an access to international students who are interested in different domains.					
The English accreditation is an inevitable path in the Algerian ministry policy.					
The Algerian higher education's level will be developed and reinforced.					
English develops learning and its quality.					
Researches written in English are likely to be wildly shared, spread and read by people with different backgrounds.					
English has marked its significant presence in the latest scientific research updates.					
The necessary goal behind this learning is to learn about English vocabulary and grammar.					
Teachers are expected to adopt a positive attitude towards the language					
Teachers will make an effective contribution to the world of knowledge through the research publishing in the universal tongue.					
English is being the key access to the scientific and academic knowledge.					

Part 04: Self-evaluation.

Circle a number from zero to five. Zero (0) means you have a poor knowledge about it yet, Five (5) represents your mastery.

- Reading skills 0 1 2 3 4 5
- Writing skills 0 1 2 3 4 5
- Speaking skills 0 1 2 3 4 5

Thank you again for your cooperation

Appendix 3

The Questionnaire of the English Department Teachers

Part 01: Demographic Information

- Name:
- Gender:
  - Male
  - Female
- Age :
- Educational degree :
  - Classical license
  - License LMD
  - Master LMD
  - PHD

- Teaching experience:
- What are the fields you are concerned with? (teachers of which departments)
  - Scientific departments
  - Social Sciences and Humanities departments
  - Art and foreign languages departments
  - Others:
    (Please specify) Majors:
- A teacher in Yahia Fares university :
  - Yes
  - No

Part 02: General Questions

1. Are you satisfied with the English status in Algeria?
   - Yes
   - No

-Explain your choice:

2. How do you see the step taken by the ministry of higher education to promote English in the Algerian universities?
3. According to you, is there any obstacle that may affect promoting English as the first foreign language in Algeria?

- Yes
- No

- Are these reasons attributed to :
  - Historical obstacles
  - Political obstacles
  - Pedagogical obstacles
  - Economic obstacles
  - Sociocultural obstacles
  - Others, please mention: …….

4. As an English teacher, give suggestions that would reinforce the statue of English in Algeria to be the first foreign language.
5. Mention the benefits of promoting English in the Algerian universities as a medium of instruction:
6. Using English as a medium of instruction at university will benefit the sector of higher education only or the different sectors of the country in general (economics, trade…etc.)? Give an explanation/illustration.

Part 03 : About the process

1. Is there a high demand from teachers to learn English? Describe
2. What are the different strategies and methods used in your teaching? (general English ,ESP)
3. What are the different materials used? (audio learning, visual learning or audio- visual learning "data-show")
4. Comparing to the beginning of this process in October. Is the number of the attending teachers increasing or decreasing?
5. According to you, what is the reason behind it?
6. Which method is more appreciated by learners?
   - Online courses
   - Face to face courses

Why?

7. Do you make regular evaluations to teachers?
8. Is there significant progress in the level of learners so far? Describe.
9. Is there an interaction between you and the administration? In other words, are your suggestions and concerns heard and taken into consideration?
10. Do you think that the teaching program/curriculum you follow is comprehensive and complete, or does it have some shortcomings? Illustrate.
11. Do you have any suggestions or solutions for improving and reinforcing the process in the future?

Appendix 4

The Questionnaire of Students

1. Students' departments
2. What do you think about the Ministry's declaration about the Im0lementation of English in the higher education?
3. Which language do you think is more appropriate to be used as a medium of instruction within classroom in your specialty?
4. Concerning reading materials (books, articles…) in which language do you prefer to read for your study purpose?
5. : How often do you translate from English to Arabic?
6. To what extent you are willing to write your dissertation in English?
7. Are you willing to write your abstract in English?
8. When gathering data for your research, in which language the resources are available more?
9. Do you agree that writing your dissertation in English makes it better, richer and more current? How much do you agree?