

Evaluating the Introduction of English-Medium Instruction at the University of Algiers 2: A Case Study of the Faculty of Human Sciences (Academic Year 2023/2024)

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Abstract

The English language is beginning to take shape within the Algerian university landscape. Encouraged by public authorities supporting its integration into higher education, the Faculty of Human Sciences at the University of Algiers 2 has, since the 2023/2024 academic year, introduced the teaching of first-year module in English. This study aims to assess the use of a foreign language ranked as the second foreign language in the national education system. A mixed-methods approach was adopted, combining observation and the distribution of a questionnaire to students in sections 3 and 4, in order to gather indicators on their levels of comprehension, challenges, and confidence in using a new language. The results showed that 47.5% of respondents have an average level of English. However, 51% feel confident in the language, and 82.5% are making efforts to improve their language skills.

Keywords

English Medium Instruction (EMI) ; Higher Education; Student attitudes; Faculty of Human Sciences; University of Algiers2; Algeria.

1. Introduction

The English language has become the main means of research, discovery and scientific publication in today's world. It has in fact become the key language for access to modern knowledge. This is manifested by the fact that almost all high-quality research results are published in English, as are prestigious scientific conferences, leading to the perception that English has become the essential instrument used in research, and the language of excellence and future prospects.

On another scale, the internationalization of higher education and the encouragement of mobility of teachers and students have led to a profound change in the linguistic medium used to ultimately opt for the use of English as a means of teaching in non-English speaking countries. "English as a Medium of Instruction (EMI) is the teaching of non-English academic subjects using English, where that language is not the first language of the majority of the population. » (Rauteda, 2024). As universities, within the framework of globalization and international cooperation, develop a strategy oriented towards attracting a greater number of international students and teachers, EMI has become a key strategy to realize these projects and improve their overall positioning in the international university landscape. Studies have shown that the adoption of EMI facilitates access to more academic resources, strengthens collaboration with institutions in English-speaking countries and increases the employability of graduates in the global market (Dearden, 2014).

Countries such as China, Germany and the Netherlands have adopted EMI, seeing it as a tool to internationalize their education systems and increase their visibility in global academic rankings. In China, for example, the government has launched policies to encourage the use of English in higher education institutions to promote international cooperation and the global competitiveness of Chinese universities

(Hu, 2009). Similarly, the Netherlands has seen a dramatic increase in the number of EMI programs, with universities offering courses in English to attract international students and ensure their graduates are prepared for careers in multinational contexts (Wilkinson, 2012).

In this context, Algeria has taken several measures in recent decades to promote the teaching of English, such as the creation of a National Accreditation Agency aimed at developing foreign languages, notably English, and to strengthen them in various technical and human sciences fields (Echoroukonline, 2019). The year 2019 marked a turning point in this sense, laying the foundations for a new direction with the creation of a "Think Tank" within the Ministry of Higher Education and Scientific Research. This committee, composed of experts, was responsible for proposing initiatives aimed at strengthening the use of English in teaching and research in order to improve the visibility and "presence" of Algerian universities and to improve their positioning on an international scale. As Mr. Bouzid, then Minister of Higher Education and Scientific Research, declared: "It is impossible to attract international students if teaching in Algerian universities is limited to Arabic and French." (Bouzid T., 2022). Earlier, the Ministry had conducted an online survey through its official website to gauge public opinion on the introduction and widespread use of English in universities. Approximately 94,000 people participated, with a majority of 94.3% in favor of the proposal (MESRS, 2018). At the end of the same year (1919), the Ministry of Higher Education and Scientific Research adopted several measures aimed at promoting the use of English in universities. These measures were introduced in the form of recommendations by the "Sectoral Committee for Enhancing the Use of English." Their final report outlined the following key points (laddada, 2023, P.140) :

- Starting from the academic year 2020/2021, the doctoral program will adopt the "Common European Framework of Reference for

Languages" (CEFR). It provides a common basis for designing programs, teaching methodologies, and unifying certification. The aim is to ensure mutual recognition of language qualifications, facilitating mobility between educational and professional institutions.

The CEFR system divides language education into six (6) levels, each focused on a specific competence :

1. Introductory or discovery level.
2. Intermediate level.
3. Threshold level.
4. Advanced level.
5. Autonomous level.
6. Proficiency level.

- Doctoral students must attain a B2 level in English, which is the fourth of the six levels mentioned. This level equips learners with the necessary language skills to be self-sufficient in reading, comprehension, and writing in English for entering doctoral studies and defending their thesis.

- To enroll in a doctoral program, students must score at least 12/20 in English on the baccalaureate exam.

- To register for a master's program, students should reach the grade of 11/20 in English during their undergraduate studies, this average must be earned in regular sessions.

- The weekly hours for English language instruction will be increased to three, with half conducted in person and the other half online.

- The English course weighting(coefficient) will be increased.

- Specialized English doctoral schools will be established.

- The "Committee for Enhancing English" will be reestablished to oversee curriculum development and pedagogical support for these initiatives.

- Greater focus will be placed on the "Centers for Intensive Language Instruction" affiliated with universities, revising their regulations and aligning them with the CEFR standards.

- New teachers will receive training and support in acquiring the necessary skills to teach in English.
- Training workshops for educators will be developed, focusing on strategies for building English-language teaching programs.
- Past initiatives will be evaluated to assess achievements and lessons learned.
- Pilot projects will be developed in selected universities for evaluation and potential scaling.
- Collaboration with the British Council and English-speaking universities will be strengthened through cooperation agreements, exchange programs, and initiatives such as establishing "American Corners" at multiple universities. American Corners are cultural institutions established by the United States abroad, supervised by its embassies. They offer free services related to information and documents about American culture and achievements, and engage in other activities such as scientific and cultural meetings, overseeing various exhibitions, and providing English language courses for those interested.
- Distance learning programs will be launched to train instructors in English teaching methodologies and program design. Additionally, cultural, scientific, and pedagogical activities will be promoted through English clubs.

While this project garnered considerable attention, it was not universally welcomed. Some academic and literary figures expressed concerns about the unspoken objectives of rapidly introducing English into universities without sufficient planning or scientific methodology. They argue that Algeria is not yet fully prepared to replace one language with another, as such a transition would require many years of practice, beginning with the training of tens of thousands of teachers to ensure quality education across various disciplines. Furthermore, they argue that English would need to be integrated at all

educational levels, starting from primary school, and supported with the necessary resources to facilitate societal integration before it could be widely used at the university level. These critics also point out that adopting English on such a scale would require significant financial investment, which is currently difficult to justify given Algeria's other pressing priorities. They note that despite nearly 60 years since gaining independence, the country remains linguistically, culturally, and perhaps intellectually influenced by its colonial past, during which French was imposed for 132 years in administration, commerce, education, and public life. Replacing French with another language in a short time frame is a difficult project to realize.

These skeptics also raise a broader question : Can a policy mandating the use of a specific language in science and research automatically lead to progress ? Modern scientific history and major innovations of the 20th and early 21st centuries suggest that they were not achieved in a single language but in many. For instance, "papers that earned their authors Nobel Prizes from 1901 to 2017 were published in 25 different languages, with only a quarter of them written in English." (Nobelprize.org., 2018). Some argue that replacing one language with another may yield different outcomes than expected, and that the challenges faced by Algerian universities are more structural and organizational than linguistic, rooted in the broader educational system.

Despite these doubts and debates, the public authorities have made decisive decisions regarding the official and permanent adoption of English. In preparation for this, an agreement was signed in June 2021 between the Ministry of Higher Education and the U.S. Embassy in Algeria to intensify English teaching in higher education and develop curricula aimed at fostering innovation, creativity, and the dissemination of academic work in English (presse. Cerist.2021).

The most significant step toward the widespread adoption of English was the decision by the Council of Ministers in June 2022, which stipulated that English would be taught as a second foreign language starting from primary school, whereas it had previously only been introduced at the middle school level and beyond.

At the university level, in a session of oral questions before the National People's Assembly in early January 2023, the Minister of Higher Education emphasized that the upcoming academic year would focus particularly on the use of artificial intelligence and living languages, especially English.

Several initiatives have already been undertaken, including (APS, 2023) :

- Teaching some subjects in English at the National School of Mathematics and the National School of Artificial Intelligence.
- Launching the first digital platform for distance English language instruction for university faculty, in collaboration with MIT (Massachusetts Institute of Technology), with the aim of raising teachers' proficiency to B2 or C1 levels.
- Issuing directives to all universities to begin teaching English to all faculty where there are available human resources, such as foreign language departments or Centers for Intensive Language Instruction.
- In collaboration with the British Embassy, enabling Centers for Intensive Language Instruction to supervise language proficiency exams such as IELTS and similar tests.
- Implementing a mandatory training program in philosophy, communication technologies, and English for doctoral students in the 2022/2023 academic year.
- Approximately 9,000 faculty members have registered for B2-level language proficiency exams.
- Over 4,000 faculty members have taken English courses through the digital platform.

- Intensive, rapid-results online training programs (Massive Open Online Courses - MOOCs) have been launched, with special English training for newly enrolled students for the 2023/2024 academic year, scheduled between July 20 and September 20, 2023.

- The introduction of some university specializations to be taught entirely in English, starting from the 2023/2024 academic year, with a target of 80% instruction in English for technological and scientific fields.

As far as the University of Algiers 2 is concerned, the introduction of English-Medium Instruction (EMI) benefits from the institution's existing resources, which are well-positioned to support the ministry's national strategy. The university's Department of Foreign Languages, the Institute of Translation, and the Center of Intensive Language Learning provide a strong foundation for the successful implementation of EMI across various departments. These facilities not only offer linguistic expertise and pedagogical support but also serve as platforms for faculty development and student proficiency in English. By leveraging these institutional strengths, the University of Algiers 2 can facilitate a smoother transition to EMI, ensuring that both faculty and students have access to the necessary tools and training. These resources position the university to lead in the national initiative, making it a key player in enhancing Algeria's academic standing and fostering international collaboration through the medium of English.

However, recent research highlights significant differences in the implementation of English as a Medium of Instruction (EMI) between hard sciences and social sciences and humanities (SSH). In fields like engineering, medicine, and natural sciences, the transition to EMI is often smoother, primarily because English has long been the dominant language for academic publications, conferences, and international collaborations. As a result, students and faculty in hard sciences are

more accustomed to engaging with English-language resources, making EMI a natural extension of their existing academic practices (Macaro et al., 2018). Furthermore, the highly technical nature of the hard sciences means that the language of instruction often revolves around universal scientific terminology, which is less culturally or linguistically sensitive than in other fields. In contrast, implementing EMI in the social sciences and humanities presents unique challenges. SSH disciplines tend to be more deeply rooted in local culture, history, and language, making the shift to English more complex and controversial. As a research by Aguilar in 2017 has pointed out the adoption of EMI in SSH often raises concerns about the potential loss of cultural context and the richness of discourse that is more easily conveyed in a native language. Additionally, SSH subjects often involve critical thinking and interpretation, where the nuances of language play a crucial role. In many non-English-speaking countries, such as Spain and Turkey, EMI in SSH has faced resistance due to fears of linguistic imperialism and the marginalization of local languages (Doiz & Lasagabaster, 2020). These challenges suggest that while EMI may be more readily adopted in hard sciences, its implementation in SSH requires careful consideration of linguistic and cultural factors.

2. Literature Review

Extensive literature on the use of EMI in non-English speaking countries, often highlighting both linguistic and pedagogical challenges is available and accessible. Much of this literature examines the advantage and benefits of using this concept in improving students' language proficiency, but also draws attention to the difficulties in understanding complex subjects. For example, research by Macaro et al. (2018) highlights the dual role of EMI: improving students' English skills while risking hindering in-depth understanding of content, especially when students or teachers do not

have sufficient command of the language. Similarly, Airey (2012) points out that students in EMI contexts may struggle with academic concepts if their English proficiency is not well developed, leading to superficial understanding rather than mastery of the material. Tatzl (2011) argues that although EMI promotes linguistic fluency, it can create cognitive overload for students, where the need to process content in a foreign language competes with understanding complex academic materials.

However, the implementation of EMI in Algerian universities is relatively recent. The country is gradually moving from a bilingual system based mainly on Arabic and French to the integration of English in higher education. This transition to EMI in Algeria has been met with both enthusiasm and challenges, as highlighted by several key studies. Miami (2013) provides one of the first comprehensive analyzes of the challenges and opportunities associated with EMI in Algerian universities. The study highlights that many Algerian students and academics recognize the importance of English for accessing international research and improving employability. However, concerns about linguistic preparation and the potential marginalization of Arabic and French are also present. Another study by Boukoussa and Hamzaoui- Elachachi (2021) explores the experiences of students and teachers in EMI programs at Algerian universities. The study calls for more comprehensive language training programs for students and teachers, as well as the development of English resources adapted to the Algerian educational context. A study by Boubakeur (2022) found that SSH students and teachers are more resistant to EMI, fearing that the use of English will marginalize local languages and compromise the ability to discuss culturally specific issues.

Going forward, the success of EMI in Algeria will likely depend on the adoption of English as an additive language not as a replacement of

another language, preserving the country's linguistic and cultural identity.

3. Methods and Materials

In application of the new linguistic policy within the Algerian university fabric initiated by the country's authorities, the Faculty of Human Sciences of the University of Algiers 2 Abou lkacem Saad Allah implemented it for the first time during the 2023-2024 academic year by teaching a module entirely in English (EMI) entitled "Introduction to Information Society" intended for first-year students distributed across four sections.

The choice of "Introduction to Information Society" module to be taught in English is not an accidental choice as it is of particular importance due to the global and interdisciplinary nature of the subject. The concept of the information society has gained importance in recent decades, particularly in the fields of information and library science, where understanding the flow and impact of information on societies is crucial. Teaching this subject in English allows students to access a wide range of international academic resources and current research, a majority of which is recent and published in English. As the discourse surrounding digital transformation, knowledge economies and the role of information in societal development becomes increasingly prevalent, proficiency in English in this sense ensures that students can access cutting-edge literature and participate in debates and discussions on a global scale.

Additionally, using EMI also enables students to acquire the language skills needed to participate in global conversations about the information society. In this area, key themes such as the digital divide, global information governance and the ethics of information dissemination are universally relevant, and English is the dominant language for conferences, publications and collaborations in these areas. EMI also improves students' preparation for professional environments where English is increasingly the common language

particularly in sectors involved in digital innovation and information management. Therefore, the introduction of EMI in the module “Introduction to Information Society” not only promotes the linguistic development of students, but also prepares them to actively participate in the global information economy.

The module was supervised by two lecturers; the editor of this small contribution was assigned to sections 3 and 4. In order to evaluate this first experience, work was initiated using a questionnaire distributed by email, with the assistance of the administration, to all students in both sections. The questionnaire is divided into six (6) major themes covering aspects such as language skills, comprehension, and teaching methods. It also included a set of twenty-four (24) questions, including direct questions, most of which (18 questions) were closed, suggesting multiple choices and others were open-ended (6 questions), in which the respondent was free to express his opinion without restriction or condition.

Eighty-four (84) responses were collected via Google Forms, with a response rate of 16%. The low participation rate could be attributed to the timing of the survey, which was conducted at the end of the second semester, just before the make-up exams.

This study adopts a mixed methodological approach, integrating both quantitative and qualitative data collection. In addition to the survey, data was collected through classroom observations and performance measurements of approximately 500 students, either through their interests, participation or through final exams and other continuous assessments or through their performance on a semester project assigned at the beginning of the term and submitted at its conclusion. This bi- or even multi-dimensional approach offers a holistic view of student engagement and their overall experience with the EMI module. Data was collected using a questionnaire (<https://forms.gle/w8NAhRBWTELhQbi3A>) designed to capture

students' experiences with learning "Introduction to Information Society" module in English.

4. Results and Discussion

4.1. General Information

The questionnaire distributed saw the participation of a number of students which can be considered acceptable for carrying out a survey of this type. Thus 84 students belonging to sections 3 and 4 of the common core of the faculty of human sciences, more than 57% of whom are female and more than 60% aged under 20.

4.2. Level of Proficiency in English

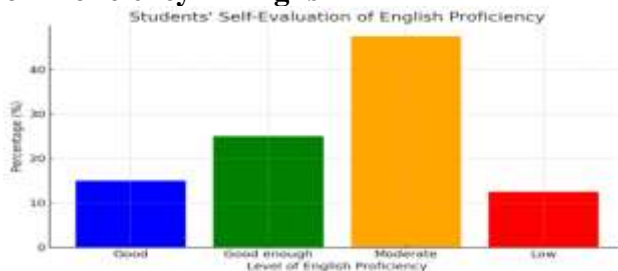


Fig 1: Students' Self-Evaluation of English Level

To the question how students estimate or evaluate their level of mastery of the English language, the respondents ultimately gave varied answers. Almost half say they have an average level while a quarter ($\frac{1}{4}$) of the population think they have a fairly good level.

These responses are corroborated by the 2023 Education First English Proficiency Index (EF EPI), which ranks Algeria 77th out of 113 countries mentioned in the report. This places the country in the "low" control bracket. In Africa, Algeria ranks 10th out of 23 countries, reflecting a moderate level of English proficiency compared to other African countries. The capital, Algiers, has the highest jurisdiction in the country, followed by other regions like Tizi Ouzou and Constantine. (EF.EPI, 2023).

The response data for the question "Do you feel your skills are sufficient to follow the teaching of a technical module entirely in English?" is as follows:

ANSWER	NUMBER	%
Yes	42	51,22
No	40	48,78
TOTAL	82	100

Table 1 : Sufficiency of English Skills for Technical Module

The results suggest that a slight majority of students feel confident and have English skills enabling them to follow the teaching of a technical module, while almost the other half do not feel sufficiently prepared. This will remain a dilemma for the teacher in similar cases where the level in English remains heterogeneous.

Questioning the grade obtained at the baccalaureate exam in English allows us to check the previous question and to situate the linguistic skills of each student. The results show that 65% of students obtained a mark equal to or greater than 10/20 while 30% obtained a grade equal to or greater than 12/20. Only the latter can apply for registration in a doctoral program depending on the measure taken by the Algerian Ministry of Higher Education in 2019 and as already mentioned in the introduction.

When students were asked whether they had attempted to improve their English proficiency in recent years, 82.5% responded yes.

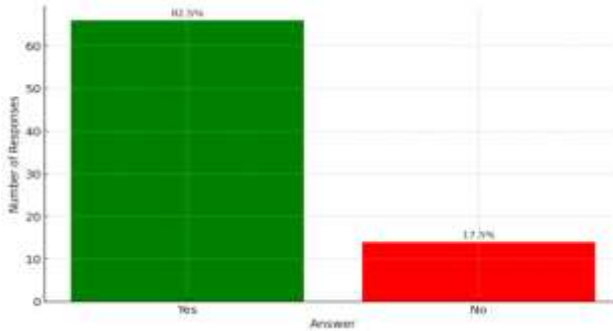


Fig2 : Students'efforts to improve their level in English

When they were asked whether they read documents in English or not, their answer was as follows:

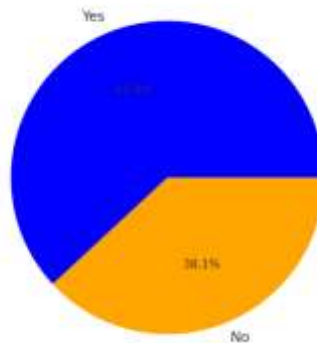


Fig 3 : Reading of documents in English

Although it seems obvious that the teaching provided to a community requires a minimum of linguistic mastery on the part of the learners and subsequently the possibility of obtaining documentation in the language of instruction independently. When asked whether they read documents in English or not, almost 62% of the responders were affirmative. Building on these auspicious responses means that an

additional and rapid effort towards the rest of the students must be initiated.

4.3. Understanding Content and Organization

4.3.1. Level of comfort with the module being taught in English:

To the question about how they felt comfortable with the module being taught in English, their answers were as follows:

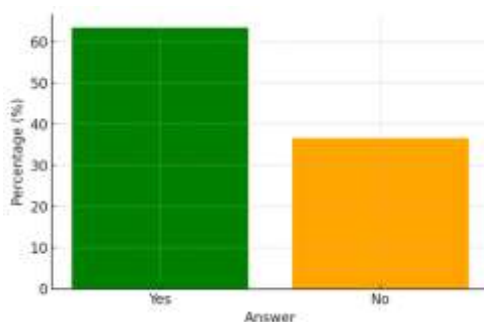


Fig 4 : Level of comfort in following a module taught in English

4.3.2. Challenges Faced with the module being taught in English:

ANSWER	NUMBER	⊘
Understand instructions	24	21,24
Understand the lesson content	34	30,09
Participate in discussions	32	28,32
Completing assignments	11	9,73
Other	6	5,31
<i>Due to work and non-attendance</i>	2	1,77
<i>Difficulty understanding the teacher's explanation</i>	2	1,77

<i>I can't express it due to lack of level</i>	2	1,77
TOTAL	113	100

Table 2 : Kind of Challenges Encountered

More than half of the responses (51.32%) report being faced with comprehension problems and having difficulty following the lessons of this module due to the language used, emphasizing that the English language constitutes a real obstacle to their understanding. Among the main difficulties encountered by these students are difficulties in understanding lesson content (30.09%), participating in discussions (28.32%) and following instructions (21.24%). A smaller group of students (9.73%) had difficulty completing their homework, while others reported other problems, such as difficulty understanding the teacher's explanations due to their repeated absences for professional obligations. On the other hand, 36.59% of students did not report language-related difficulties as shown in figure 4.

4.3.3. Module's Content Appropriatedness with Students' level in English and Educational Goals :

4.3.3.1 Module's Content Appropriatedness with Students' level in English :

ANSWER	NUMBER	%
Yes	36	45
No	44	55
TOTAL	80	100

Table 3 : Module's Consistency with the Students' Level in English

4.3.3.2. Module's Content Appropriatedness with Students' Educational Goals :

ANSWER	NUMBER	%
Yes	46	56,10
No	36	43,90
TOTAL	82	100

Table 4 : Module's Appropriatedness with Students' Educational Goals

Reading tables 5 and 6 reveal that 55% of the students who responded to the questionnaire said they encountered enormous comprehension difficulties and that the content of the module did not really correspond to their level of mastery of the language. This suggests that the level of language used was either high, or that the linguistic level of the students did not allow them to correctly follow and assimilate these lessons. On the other hand, 45% of students believe that the content is adapted to their level of English and that they can meet the language requirements requested. Furthermore, when evaluating whether the content of the module was aligned with their educational objectives (Table 5), 56.10% of students agreed that the course content was in line with their educational goals. The rest of the students, 43.90%, could not establish a direct link between the content of the module and their academic objectives. One of the reasons can be explained by the fact that these first-year Common Core students are not yet determined about their future choices of specialties.

4.3.4. Students' Opinion about the Module's Workload and Suggested Changes

4.3.4.1. Students' Opinion about the Module's Workload

ANSWER	NUMBER	%
Yes	56	70
No	24	30
TOTAL	80	100

Table 5 : Students' Opinion about Workload

4.3.4.2. Changes students would like to make in the unit

ANSWER	NUMBER	%
Increasing the course duration	16	18,60
Maintain current course duration	28	32,56
More guided or applied work	40	46,51
Other	2	2,33
TOTAL	86	100
<i>offering additional English language support</i>	1	
<i>Study in arabic language, or at least in french</i>	1	

Table 6 : Students' Opinion on Changes for the Module

Concerning the workload, a majority of students (70%) found a one-semester course reasonable, while 30% considered it too short, hence the urgent need to increase its hourly volume. In terms of suggested modifications to the course (table 8), 46,51% of students expressed the desire to add to the current program applied work sessions, highlighting the need for more in-depth study and which will certainly contribute to the linguistic reinforcement of the student. On the other hand, 32.56% prefer to maintain the current course duration, while 18.60% wish to extend it. A small percentage (2.33%) suggested other

changes, such as offering additional support in English or teaching the course categorically in Arabic or French. Nevertheless, the lecturer advocates increasing teaching hours to integrate Content and Language Integrated Learning (CLIL), allowing the teaching of content alongside English support for students, thus accomplishing two goals simultaneously.

4.3.4. Generalizing the Use of English as the Medium of Instruction (EMI)

ANSWER	NUMBER	%
Yes	42	51,22
No	40	48,78
TOTAL	82	100

Table 7 : Students' Opinion on Generalizing the Use of EMI

When asked about the students' opinions regarding the generalization of the use of the English language to other modules and the benefits that it can generate, the students were distributed almost equally. 51.22% were in favor of the idea, while 48.78% were categorically opposed to it. This dichotomy highlights the burden and difficulties faced by students whose English level remains below requirements.

4.4. Students' assessment of the Teaching Methods

When asking the students to evaluate the teaching methods used in the module in terms of understanding and learning, their answer was as follows :

ANSWER	NUMBER	%
Effective	36	45
Medium effectiveness	28	35

Poor effectiveness	6	7,5
Totally ineffective	10	12,5
TOTAL	80	100

Table 8 : Students Opinion on the Teaching Methods

The students' responses and their opinions on the teaching methods used by the teacher were not uniform or even mixed since 45% of them found the teaching methods "very effective", while 35% considered them "effective". This indicates that the majority of students (80%) believe that the teaching approach contributed positively to their understanding and learning. However, the part of the students expressed dissatisfaction, with 7.5% rating the methods "ineffective" and 12.5% as "very ineffective." In the lecturer's opinion, what helped the students overcome the challenges of learning a foreign language were the assignments given at the end of each unit. This included the construction of a bilingual glossary of terms, the provision of a multilingual bibliographic list and finally a listening comprehension activity at the very beginning of the unit. The listening task consisted of selecting academic topics related to the course topic on YouTube, presented by native speakers to acquire more perfect pronunciation, including new academic terms. Since English words are often pronounced differently from how they are written – unlike Arabic, where pronunciation often corresponds more closely to spelling – the glossary of terms was systematically accompanied by a phonetic transcription.

When it comes to students' suggestions for improving teaching methods, some suggest the increased use of information technology and more modern teaching tools, including graphics and visual aids, to improve the student experience and learning. Others call for more time to be dedicated to language learning to better support students who consider English a second foreign language for them. Other comments reflected mixed opinions on the use of English as the

language of instruction. While some students appreciated the practical methods used, others mentioned their preference for teaching in Arabic, explaining that they chose to study humanities specifically because the teaching had to take place only in Arabic.

4.5. Resources and Learning Materials

4.5.1. Reliance of students on the references suggested by the lecturer.

ANSWER	NUMBER	نسبة
Yes	62	75,61
No	20	24,39
TOTAL	82	100

Table 9 : The reliance of students on the references suggested by the lecturer

The majority of students (75.61%) declare that they refer to the bibliography proposed and suggested by the teacher, which underlines the interest in her (lecturer) choices and that her advice in the selection of resources played an important role for the majority of students. However, a smaller group (24.39%) did not rely on the recommended materials. This can be interpreted in various ways, including the preference for alternative resources, or the option for other references in other languages precisely because, as mentioned above, of the difficulties in accessing or understanding the recommended texts.

4.5.2. Use of Language Dictionaries and glossaries:

ANSWER	NUMBER	نسبة
Yes	30	36,59
No	52	63,41
TOTAL	82	100

Table 10 : Use of Dictionaries and Glossaries

It is interesting to note that the use of dictionaries and glossaries remains important in language classes or as is the case when teaching various disciplines in foreign languages. From the table we see that only 36.59% of students use these means, compared to 63.41% who abstain completely. This suggests several interpretations. Either students felt sufficiently confident in their mastery of English that it makes them independent of linguistic aids, or perhaps prefer the use of other channels like Google Translate or Chat GPT to translate from English into the language(s) they master best. This interpretation is not accidental but is the fruit of the observations and conclusions I made during the teaching period of the module.

4.6. Students' Opinion of the Lecturer : (Open-ended responses)

In rating the teacher's qualities, students highlighted a mix of positive attributes and challenges. Many respondents described the lecturer as "good" or "excellent," demonstrating appreciation for his competence and commitment. However, some students pointed out that the main problem was not the teacher's performance but rather the difficulty of the language used in the course. Other students felt that the very short duration of the course limited their ability to fully evaluate the effectiveness of the lecturer, which highlights that an increase in the hourly volume would give more credit to the student to objectively evaluate the quality of teaching. Others reported, however, that the teacher's explanations were not always simple or clear, which further increased the difficulties in understanding and mastering the content.

In terms of suggestions for improvement, students came up with a series of recommendations aimed at improving the learning experience. A recurring theme was the request for the teacher to integrate Arabic more frequently into the teaching process or to return to teaching in Arabic altogether. This highlights the desire for more accessible education, particularly for those whose level of English language proficiency remains below standards. Additionally, students

suggested using more sophisticated teaching tools to facilitate learning and promote greater student engagement during class. Some respondents suggested implementing distance learning options for those who cannot attend for reasons already mentioned, or even adding applied sessions thus strengthening understanding and development of the language. Finally, students expressed concerns about the slow uploading of course materials to Moodle, hindering their access and minimizing learning opportunities.

4.7. Feedback

4.7.1. After completing the units of this module, how would you assess your current level of proficiency in the English language?

ANSWER	NUMBER	%
Same level	42	50
sophisticated	18	21,43
advanced	24	28,57
TOTAL	84	100

Table11 : Level of English proficiency at the end of the teaching hours

When asked about their proficiency in the English language at the end of the semester and completion of the module program, the students' responses, as shown in table 13, were varied regarding their language progress. 50% felt that their skills remained at the "same level", resulting in a lack of perceived improvement despite their presence and participation in class. In contrast, 21.43% of students noted an "improved" skill level, while 28.57% thought they had reached an "advanced" level. Indeed, given the short duration of the module (one semester), it was almost impossible to hope for better improvements in language skills, especially if we believe in the principle of "learning by doing".

4.7.2. How would you assess your ability to communicate in English at the end of the semester compared to the beginning of the year?

ANSWER	NUMBER	%
Better	46	57,5
Stable	28	35
Other	6	7,5
TOTAL	80	100

Table 12: Assessment of the level of communicating in English

This question, somewhat identical to the previous one, aimed to verify the real involvement of the respondents to the questionnaire. 57.5% say they feel “better” and therefore better equipped to be able to communicate easily in English after this course. The data collected indicates a positive change and improvement in self-perception regarding their communication skills. Additionally, 35% of students felt their skills remained “stable,” suggesting that some participants may have reached a skill level with which they were comfortable, but did not feel the need to improve any further. Only 7.5% of respondents selected “other,” which may reflect specific circumstances or perceptions not captured by the other categories.

Conclusion

The introduction of English as a language of instruction (EMI) at the Faculty of Human Sciences of the University of Algiers 2 presents specific challenges, as evidenced by the results of the pilot implementation of the module "Introduction to the information society" during the 2023/2024 academic year. This experiment revealed that 63.41% of students experienced difficulty understanding the courses due to language barriers, and 55% felt that the course content was not in line with their English proficiency level. Critical thinking and in-depth understanding, essential in these disciplines, can

be compromised if students do not have sufficient command of English. Additionally, the study found that although 51% of students felt confident in their ability to complete a technical module entirely in English, a significant proportion remained unsure about their preparedness for such a transition.

An alternative approach to overcoming the challenges posed by EMI could be the adoption of Content and Language Integrated Learning (CLIL). Unlike EAP/ESP, where language teaching is more formal, and EMI, which focuses solely on English as the language of instruction, CLIL integrates both the acquisition of language and content mastery. This allows students to learn the language naturally while engaging with academic content. This dual emphasis allows students to improve their English skills while immersing themselves in the topics covered. Given that many students (46%) expressed a desire for more guided or applied work, CLIL could offer a valuable solution, particularly in the humanities, where it is essential to understand complex ideas, cultural nuances and theoretical frameworks.

Future research should explore the potential of promoting trilingual education in Algerian higher education institutions. If linguistic neoliberalism and neo-imperialism are determining factors, there are challenges related to maintaining the vitality of languages and organizing school and university education to train critical multilingual citizens (Phillipson, 2018). Therefore, English should be introduced as an additional language, rather than replacing French, especially considering that 30% of English words are derived from French (Stein-Smith, K., 2016, p. 11). This common linguistic base would considerably facilitate learning English in Algeria, where French is considered a second language rather than a foreign language. The Library of Congress reflects the richness of linguistic diversity, with approximately half of the book and serial collections in languages other than English. More than 460 languages are

represented (Billington, J. H., 2024). Despite this, the United States lags behind in language learning: only 25% of Americans speak a language other than English, and enrollment in foreign language courses at universities has fallen to a historic low of 8.1% (Stein-Smith, K., 2016, vi preface). This 25% figure does not include emigrants and their children, so many of the library's foreign language materials are likely used by emigrants and whose exploitation would benefit Anglo-Saxons since its outcomes are published in English. Meanwhile, American scientists rely primarily on English, the global lingua franca, as researchers around the world are required to publish in English, giving American scientists a competitive advantage in the global research landscape.

The promotion of English in Algerian universities, through EMI or CLIL, requires strong political will, and adequate resources. As Steffen (2019) points out, "language does not influence research outcomes, as it remains neutral in terms of development and evaluation." However, the implementation of these language changes must be managed thoughtfully to ensure that they enhance, rather than hinder, students' academic success and global competitiveness.

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