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Potentials and Challenges of Implementing Content-based Instruction in Algerian Higher Education Institutions

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Abstract

This article discusses Content-based Instruction and its importance in facilitating the learning of both content and language. CBI is based on the assumption that the content can offer a significant and relevant framework for the language items that are being introduced and will be further discussed in the course. Furthermore, the language across the curriculum movement (LAC) is highlighted by focusing on the historical significance of this trend. Central to this is the role of content faculties in the instruction of languages in general and English in particular to cope with the rest of the world and for the visibility of our Algerian higher education institutions in the universal scene. Next, we will discuss particular models that encourage language integration throughout the curriculum and further clarify the distinctions between these various models. Finally, we will examine the case of English as a Medium of Instruction (EMI) in Algeria, focusing on the context of our country and the potentials and challenges for such implementation.

Keywords : content-based instruction, English medium instruction; content Faculty; Algerian higher education

1. Introduction

The Content-Based Instruction (CBI) has become one of the main methodologies employed in the instruction of second/foreign languages, gaining prominence over the last few decades. The curriculum is primarily based on advanced academic content, which not only forms the foundation but also creates many opportunities for second language acquisition (Margorie - Bingham, 2010). The primary emphasis of a Content-Based Instruction (CBI) lecture is on the specific topic or subject matter. During the session, students are engaged in the process of acquiring knowledge about a certain subject. The subject of interest could range from a profound scientific topic to their most beloved celebrity or even a current news event or movie. They acquire knowledge in this subject by utilising the language they are attempting to learn, rather than their native language, as a means of enhancing their understanding and improving their proficiency in the target language. This approach is believed to be a more natural method of enhancing language proficiency, aligning closely with the way we initially acquire our native language (Peachey, n.d).

CBI offers a different approach to language syllabi compared to other types such as the grammatical syllabus, notional syllabus, and task-based syllabus. It allows the course designer

to clearly define the course objectives, the subjects to be studied, the materials to be utilized, the academic skills and language aspects to be addressed, and the assignments to be finished. The content-based syllabus is structured based on the careful selection of relevant and interesting information for the student population. This content then guides all decisions regarding the selection and arrangement of items in the syllabus (Brinton, 2021).

By utilizing a qualitative methodology, this study aims to provide a comprehensive assessment of the linguistic landscape in Algeria; and examine the significance and the potentials of implementing Content-based Instruction in promoting the acquisition of both content knowledge and language skills in Algeria. It suggests that the Content-Based Instruction (CBI) approach operates under the premise that the subject matter can provide a substantial and pertinent structure for the linguistic elements that are being introduced and will be further explored in the curriculum which makes learning foreign languages faster and more enjoyable. Additionally, the language across the curriculum movement (LAC) is emphasized by giving attention to the historical importance of this tendency. Thus, at the heart of this is the crucial function of subject matter instructors to take the responsibility of teaching the language and to effectively engage with the global community and enhance their international reputation. Subsequently, we will explore specific models that promote the integration of language across the curriculum and provide a more precise understanding of the differences between these diverse models. Next, we will analyse the use of English as a Medium of Instruction (EMI) in Algeria, specifically considering the circumstances in our country and the opportunities and difficulties associated with its implementation.

2. The Language Across the Curriculum (LAC) Movement

The foundation of CBI lies in the language across the curriculum movement, which asserts that the most effective way to develop language and academic literacy skills is through exposure to material. At the core of this procedure are not just the language instructor, but also the content instructors from other fields. The essence of this is to combine language and content, as well as the essential requirement for content faculty to assume responsibility for language instruction within their respective fields. Airey (2012) suggests that from a disciplinary discourse perspective, “all university courses can be said to involve content and language integrated learning... even in monolingual settings. Clearly, however, things become much more complex when two or more languages are involved in teaching and learning’ (p. 64). English is no longer the sole responsibility of English language instructors; Instead, it becomes a shared responsibility of all.

It is crucial to provide some historical context here about the origins of the LAC movement. Parker (1985) states that the LAC movement originated in London in 1966, when a gathering of secondary English teachers convened to discuss the significance of oral communication in English teaching. They were interested in gaining further insight into the utilisation of decisions for the purpose of learning. Expanding their attention to encompass several topics, they engaged in discussions regarding the correlation between language and thought. In addition, they discovered it to be infeasible to limit their study solely to language classes. Science teachers participated in the debate, which later expanded to include teachers of other subjects. And then, the focus of the conversation shifted towards the topics of "language in education" and "language across the curriculum" (Barns et al, 1971, cited in Parker, 1985, p.173).

It should be clearly said that the LAC movement emulates the approach of the Writing Across the Curriculum (WAC) movement from the 1980s, which aimed to integrate writing as a primary educational tool in courses that were not part of the English department. Instead of limiting writing instruction to literature or composition classes. WAC offers guidance and support to students in developing the necessary writing abilities for their specific academic disciplines. LAC collaborates with professors to determine the precise terminology and genres that students require to properly function in another language within their academic fields (Fichera & Straight, 1997). There are two key aspects in the literature that have significantly contributed to the advancement of these movements. In 1975, the British Government commissioned the Bullock report, which played a significant role in introducing language across various subjects in education. This report also led to the implementation of content-based instruction (see figure 1)

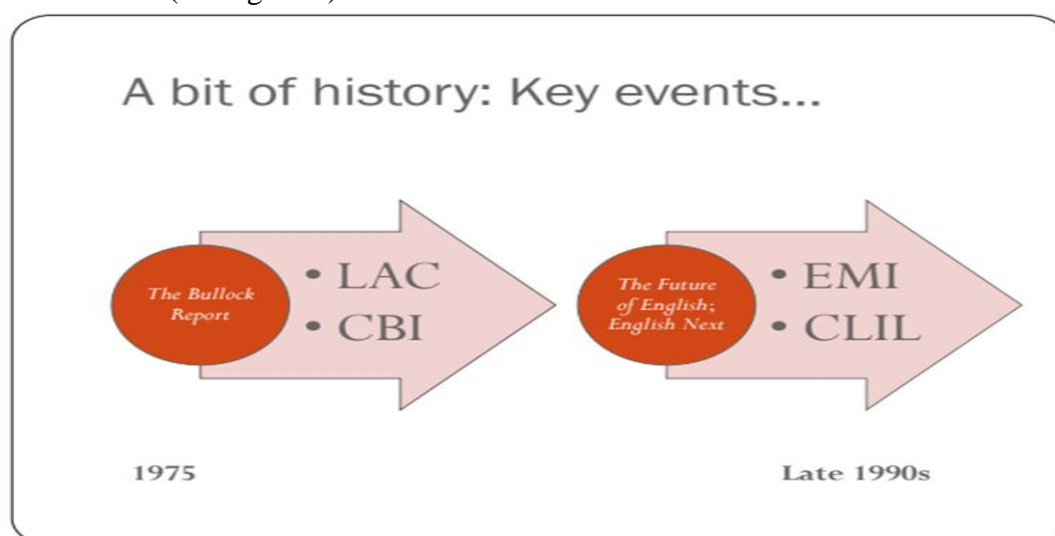


Figure N°02: History of the LAC movement

Source: Brinton (2021)

In the late 1990s, David Graddol, an Applied Linguistics researcher commissioned by the British Council, published two works that further explored this topic. “The future of the English” and its second publication, “English Next”, were both crucial in establishing the concept of English as a medium of instruction and CLIL (Content and Language Integrated Learning). The Bullock study, commissioned by the British Government in 1975, aimed to assess the condition of public education. One significant result from the Bullock study was the need to integrate language training throughout the curriculum, rather than confining it solely to the English departments. Consequently, the Bullock report resulted in the language throughout the curriculum movement gaining pace, which has persisted ever since (Brinton, 2021)

The Graddol publications, namely "The Future of English" and "English Next," are a collection of reports commissioned by the British Council. The purpose of the studies was to provide an update on the current state of the English language, specifically within the European context. The key findings from Graddol indicate that the distinction between ESL (English as a Second Language) and EFL (English as a Foreign Language) has been traditionally created based on whether English is the primary language in a country or largely used as a school language.

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The distinction between languages has become increasingly indistinct in today's globe. Consequently, proficiency in English is now synonymous with being a global citizen, leading to the logical conclusion that English should be universally encouraged in educational institutions. The investigations revealed that the EMI and CLIL movements sprang from the findings of these reports, which date back to the first one called "English, the future of English" in 1997, followed by "English Next" in 2006, and "English Next India" in 2010. Simultaneously, in North America, two individuals are assuming prominent positions. The first is Steve Krashen, affiliated with the University of Southern California, while the second is Mike Rose, associated with UCLA institution.

Steve Krashen collaborated with Marie Wesche and her colleagues at the University of Ottawa. In 1982, he took a sabbatical year and collaborated with practitioners in Ottawa to develop a concept that eventually became recognized as sheltered instruction. At UCLA, about the same period, and possibly even slightly earlier, there was Mike Rose, who served as the director of the Writing department at UCLA. During that period, there were two programs in the field of Psychology. One program, which ran from 1977 to the end of the 80s, implemented an innovative model called the adjunct model. This model was inspired by a model found in the literature. The other program, which was also working in the field of Psychology, had similarities with the first program.

At the University of Ottawa, they observed separated sections of Introduction to Psychology being taught to students who are fluent in either L1 or L2 languages, including French and English. These students were given the option to fulfil this university requirement in their preferred language. At UCLA, they implemented the adjunct model, which involved collaboration between content and language instructors to achieve their goals.

Donna Brinton had experience teaching courses such as Introduction to Psychology. Specifically, she taught for the UCLA freshmen summer program from 1981 to 1987, alongside with her colleague Ann Snow. Their first book on content-based education draws heavily from this teaching experience. In 1977, she participated in the UCLA freshman summer program, which was an adjunct model program. Later, she took Psychology classes at the University of Ottawa in Ottawa, which followed a sheltered model (see figure 2)

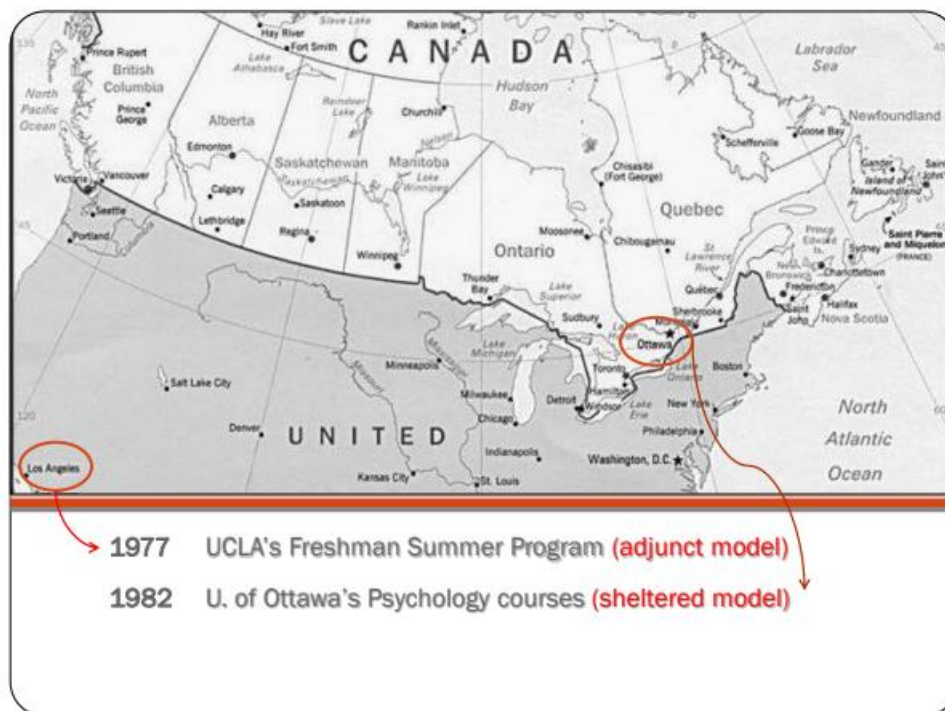


Figure N°02: The map of the origins of the LAC movement
Source: Brinton, 2021

2. The rationale behind merging language and content

Now, let us discuss the concept of merging language and content, which is gaining momentum in various disciplines. The rationale for the choice of subject while discussing linguistic competency and the development of second language proficiency is as follows. One factor is that when the curriculum is aligned with students' interests or professional aspirations, it tends to enhance student motivation. Another important aspect to consider is that the content can offer a significant and relevant framework for the language items that are being introduced and will be further discussed in the course. Providing examples of their activities during their work, such as the freshman summer program where they assisted students in learning Psychology and language structures. They discovered that students needed to acquire specific language skills in order to discuss Psychology topics effectively.

The curriculum is determined by the topic, and when discussing the adjunct model, it is commonly acknowledged that the decisions regarding what to teach and how to organize it in the syllabus are mostly influenced by the content. The content of this module offers excellent opportunities for second language acquisition. It does so by providing learners with comprehensible input, similar to Krashen's theory, which allows them to focus on language and academic skills. Additionally, it provides opportunities for learners to negotiate the meaning of meaningful content. The exposure to high-level academic material in content allows students to develop academic skills that can be applied across different academic disciplines. This is a concise explanation of why content is highly beneficial for students in achieving higher levels of academic language competence.

The incorporation of content and language learning in English as an international language (EIL) is addressed by examining several methods of content-centered learning in a second

language. The methodologies mentioned are bilingual education, immersion, content-based instruction (CBI), content-based language teaching (CBLT), content and language integrated learning (CLIL), and English medium instruction (EMI). The abundance of terminologies can lead to confusion, and ongoing discussions persist over the differences between them. Although all these techniques share the goal of promoting bilingualism by focusing on both content and language learning, they also raise problems about how English as an International Language (EIL) affects content-integrated approaches. Each option is sequentially described, considering the viewpoint of English as an International Language (EIL) and English as a lingua franca (ELF) (Thompson & Mckinley,2018).

4. The role of content faculty in language proficiency and development

Let us now address our first concern, which is the role of content faculty in regards to language proficiency and the level of responsibility they should assume. This may be particularly intriguing for faculty members who are content experts. Here we have faculty from diverse disciplines. We may speculate about the subjects these specific faculty members are teaching, but one of the additional things they are unintentionally teaching, alongside their main field of expertise, is language.

Additionally, it is worth discussing the impact of content on language. In 2012, Airey made an intriguing statement regarding the influence of language on content. From a disciplinary discourse viewpoint, he argues that all university courses can be considered to incorporate subject and language integrated learning, even in environments where only one language is used. Even American students who are native English speakers and enrol in university are required to master not only the subject matter of their lectures, but also the specific language and genre standards associated with that subject area. Undoubtedly, the situation becomes significantly intricate when the process of teaching and learning involves two or more languages. Therefore, the language component has a significant role in content.

Let us briefly examine some of the ramifications. Firstly, it is important to note that the requirement for academic literacy skills applies to all subjects in the curriculum. Therefore, students must possess academic literacy abilities to excel in any topic. Additionally, they must also possess advanced reading skills. Proficiency in advanced writing skills is essential for achieving excellence in their chosen field. While individuals may possess this understanding in their native language, it is also applicable when the information is being conveyed in a second language.

According to much of the literature, a second implication is that English is no longer just the job of English language educators. Instead, it becomes a collective obligation for everyone. To accomplish this objective, we have various alternatives for incorporating language into the curriculum, such as WAC (Writing Across the Curriculum), ESP (English for Specific Purposes), EAP (English for Academic Purposes), CBI (Content-Based Instruction), CLIL (Content and Language Integrated Learning), and EMI (English as a Medium of Instruction).

According to Airey, it is important to convey to disciplinary faculty who take on the task of becoming EMI instructors that all teachers are essentially language teachers. Lecturers need to understand that their responsibility is to familiarize students with the specific language and communication practices of their respective disciplines.

4.1 Early Models Promoting LAC

According to Brinton (2021), these are most of models promoting language Across Curriculum: ESP/EAP; WAC and CBI. Let us begin by discussing ESP, a course and discipline-specific form of English that is familiar in the Algerian context. One significant aspect of ESP is that it is taught by a language instructor and the students in the course have a shared disciplinary background. The ESP curriculum is developed using a needs analysis, and it focuses on using authentic materials and tasks as the central components. There are numerous examples of specialized English courses, such as English for meetings, English for giving presentations, English for negotiating, English for crisis management and English for translators, to name just a few. The range of possibilities is extensive, depending on the specific subjects taught at a university or the occupational field in which one works. Certain professions necessitate a greater degree of proficiency in the English language.

English for academic purposes (EAP) is a sub-field of English for Specific Purposes (ESP) that focuses on teaching and conducting research to fulfil the linguistic requirements of individuals in academic and research environments. EAP consists of two primary domains. The initial domain pertains to the study of English language for academic purposes. This section is designed to assist students in acquiring the necessary English language skills to effectively engage in academic activities, such as attending lectures and seminars, and to successfully complete various types of written assignments, including essays and laboratory reports.

EAP, which stands for English for Academic Purposes is a main branch of ESP and it is popular in all the countries of the world. It is taught by a language instructor and focuses on teaching a more generalized form of academic English. This is necessary because the students enrolled in the course come from several academic disciplines, rather than a single discipline. An EAP program's goal is to help students communicate effectively in a classroom setting; all EAP activities, regardless of their form, structure, or strategy focus, aim to help students become better readers and writers of academic texts (Nesi & Vincent, 2022). The core curriculum is specifically developed to familiarize students with an advanced level, academic vocabulary, and sub-academic vocabulary. The course frequently incorporates interdisciplinary genres and tasks, which are generally tailored to the student's disciplinary background. Examples of advanced skills that could be beneficial for graduate students include advanced reading and writing abilities, proficiency in thesis and dissertation writing, and the development of professional presenting skills.

Writing Across the Curriculum models (WAC) are highly popular at US universities, such as UCLA university. These models consist of two types of courses. The first type is a writing intensive course, which focuses on writing assignments within the students' specific discipline. Students can earn credit for both their writing course and a content course. They are concurrently enrolled in a content course and a writing intensive course. Typically, the content course is a large lecture taught by a professor, while the writing intensive course includes a writing tutorial section led by teaching assistants. The writing assignments in the writing intensive course are specifically designed to align with to the course content and the discipline. The written assignments are evaluated by the Assistant Teacher (TA) in the language tutorial segment and by the Professor in the content area. This course is a modified adjunct course.

And then writing for whatever the discipline is. This is a comprehensive writing course specifically designed for a given discipline such as physics or electronic engineering. It covers various aspects of writing within these subject area disciplines. The course may be instructed by either the content professor or a language faculty member specifically assigned to the department. Unlike the writing intensive course, this tutorial-style program is not associated with any particular academic course. However, the assignments are specifically designed to align with the typical requirements of the subject matter curriculum. These two possibilities fall under the broader category of language across the curriculum.

4.2 Approaches for Integrating Content in Language Teaching

The integration of subject and language in language teaching has garnered substantial interest in the past decades. Content-Based Instruction (CBI) is an instructional strategy in second language teaching that focuses on organizing teaching around the subject matter that students will learn, such as history or social sciences, rather than following a linguistic or other curriculum. Students acquire both language and content simultaneously, with each aspect reinforcing the development of the other. Content-Based Instruction, commonly referred to as CLIL in Europe, is a curriculum that integrates both content and language learning (Lyster 2007 “as cited in” Richards & Rodgers, 2014)

The Three Prototype Models of CBI

This session will concentrate on three "prototype" types of theme-based, sheltered, and adjunct training (see Figure 3), specifically examining their suitability in the higher education setting.

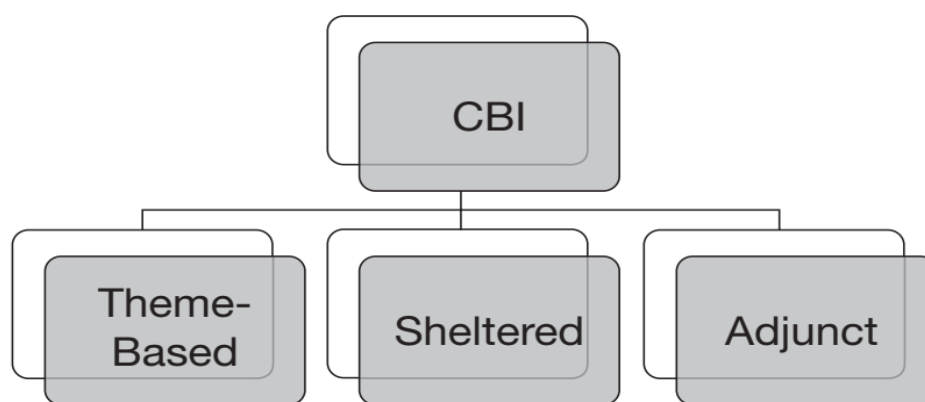


Figure N°03: A map of the ICL “prototype” models

Source: Brinton, Snow & Wesche (1989)

Theme based Instruction

Theme-based model is an instructional strategy that focuses on certain themes or topics that are interesting and relevant to learners. It is the most flexible model of CBI. The main goal of this model is to improve learners' second language communicative abilities. Therefore, the instructor, while knowledgeable about the subject matter, is typically an expert in language rather than content instruction. Evaluation primarily centers around language learning. The organising principle is that these themes work as the central focus for planning and instruction, establishing a cohesive thread that connects different classroom activities. The topics, such as Heroes, Save the Environment, or Making Peace, serve as the main organising

element for the course and serve as the starting point for instruction focused on skills and language (Snow & Brinton, 2017)

Sheltered Instruction provided in a protected or supportive environment. This subject matter is taught by a content instructor, not a language instructor, to a class of students who are learning in their second language. It is often taught to these students because they have been identified as lacking strong academic literacy skills. The instructor in this situation is specifically trained with expertise in the Second Language learning; enabling individuals to consciously prioritize the language skills necessary for achieving success in their courses. One of the concepts discussed in the Wesche reading is the utilization of sheltering tactics during course lectures to improve students' understanding. Several of these methods for providing shelter are the incorporation of visuals, manipulatives, built-in redundancy in language, and regular clarification questions ensures that students are able to comprehend and keep up with the lecture (Margorie -Bingham, 2010).

The adjunct model

The courses offered are interconnected, consisting of both subject and language components. These courses are instructed by faculty members specialized in their respective fields. Therefore, there are two distinct courses: one focused on content and another on language. It is crucial to emphasize the significance of this description. Coordination is a major concept and necessity in this model. The subject course and the language course are synchronized in terms of language objectives coverage, necessitating meetings between faculty members from both disciplines. They examine their syllabi and coordinate their teaching methods for the courses. An additional crucial element of adjunct training involves the incorporation of many abilities, utilizing authentic resources that emphasize both skill-based and language instruction, while also placing an additional emphasis on critical thinking. This technique provides a thorough and extensive method for teaching language across several academic subjects. It is said that this particular approach is ultimately the most effective. However, it is worth noting that this model can also be costly due to the requirement of having two teachers.

Other Models of CBI

Subsequently, this article will present examples of various models that have been detailed in recent literature (see figure 4). These models incorporate distinct sets of CBI properties and are specific to particular contexts. Let us start with EMI English which holds the status of a global language or one that is often used in the region as a lingua franca. EMI English has gained significant popularity inside the European Union. This is the point at which it garnered the most of its impetus. The motive behind offering these courses is generally the desire of an institution to provide its students with a more comprehensive international experience. The concept of internationalizing universities and implementing English as a medium of instruction (EMI) has gained popularity in almost every country. EMI has achieved significant popularity worldwide, particularly in countries like Japan, which was among the earliest adopters outside of the European Union. Thailand has also made substantial progress in this regard, indicating a global presence of EMI (Brinton, 2021).

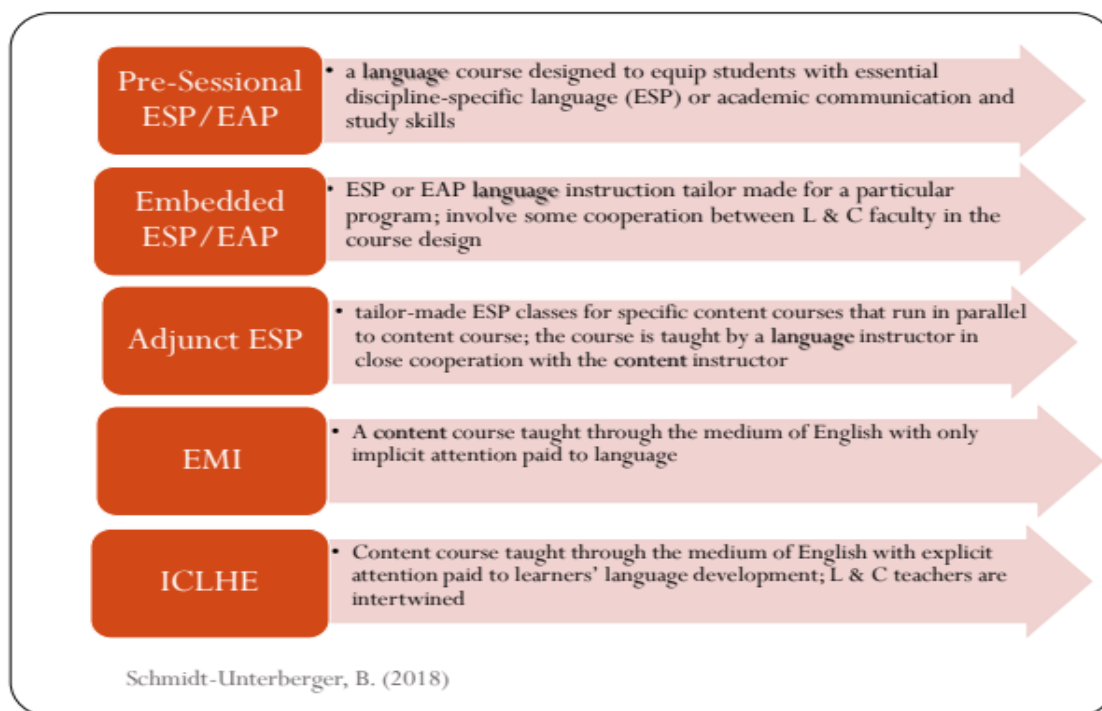


Figure N°04: Other Models of CBI

Source: Brinton 2021

EMI is of utmost significance, and it is essential to note that this course mostly focuses on content. Furthermore, the instruction is provided in the students' second language by an expert in the subject matter. The use of English as a medium of instruction (EMI) is predominantly discussed in higher education settings, particularly at the university level, and is less common in secondary schools. Students must possess a relatively high level of proficiency in their second language in order to meet this requirement. An observable trait is that all course materials and assignments exclusively employ the students' second language, without any form of sheltering throughout the delivery of the course. This course offers an authentic learning experience in a second language, without any extra accommodations to make it simpler for the students.

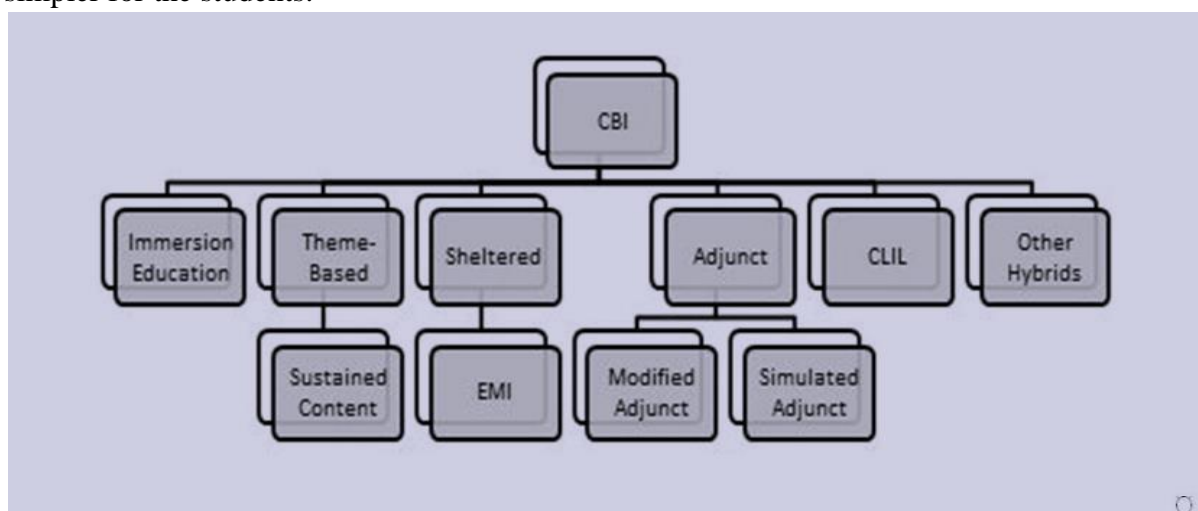


Figure N°05: An updated “map” of CBI, circa 2017

Source: Brinton & Snow (2017)

We should not forget some specialists who may hold a different opinion on the assertion that the course may or may not have language enhancement, it is possible that there might be a more concentrated emphasis on language or no emphasis at all. This outcome is contingent upon the precise implementation of English as a Medium of Instruction (EMI) in a given context.

CLIL, which stands for content and language integrated instruction, is another CBI's model and it is a subject-specific course. Although the word CBI is commonly used in North America, in Europe the term CLIL is used interchangeably and has been officially designated as the primary tool for attaining the goal of producing a multilingual population in Europe (Dalton-Pufer, 2007, p1). Furthermore, it aims to maintain the autonomy and vitality of indigenous languages by not advocating for an immersive approach in English as a Second Language (ESL) settings. Instead, it focuses on fostering the growth of English language communication abilities for individuals who utilize it as a common language. CLIL seeks to provide ideal circumstances for the learning of a second language by exposing learners to relevant and intellectually challenging linguistic input (Brinton, Snow, & Wesche, 1989; 2003). This kind of language instruction frequently entails a subject instructor utilizing a second or foreign language as the medium of instruction to deliver lessons focused on content (Graddol, 2006). The curriculum is meticulously designed with the skill level of students in the second language in consideration.

CLIL, or Content and Language Integrated Learning, is commonly referred to as Hard CLIL or "Type A" CLIL. Hard CLIL primarily emphasizes content. The course is instructed by a content expert, and assessment is based on specific content criteria. The second category is Soft CLIL, alternatively referred to as "Type B" CLIL, with its main emphasis on language. The instruction is provided by a language instructor who utilizes language criteria for assessment.

CLIL is primarily discussed in the context of secondary education, specifically in high schools. In this setting, a subject specialist teaches a subject in the students' second language. The second language frequently holds the position of a worldwide language or one that is esteemed in local politics. In the context of clinical courses, the European language English was highly favoured, while other languages were also considered. In Spain, CLIL courses were being offered in Basque, a language that held significant political importance in the local context. The main objective of the CLIL movement is to foster bilingualism or multilingualism, as well as the concept of global citizenship or internationalization. The trend is a direct response to the particular language requirements and objectives of global economies.

In CLIL, the course is gradually introduced over time. For instance, in Year One, students would only take one CLIL course, which focuses on a specific subject taught in their second language. However, in Year Two, they may have an additional CLIL course in a different discipline. This pattern continues to increase in subsequent grade levels, depending on factors such as the local school district and national language policy. However, it is important to note that the curriculum is meticulously designed with the children' L2 competence level in mind. Additionally, the expectations placed on pupils progressively grow as they progress through successive years in the school system.

The pre-sessional model. This language course is specifically designed to focus on the discipline-specific language and academic communication skills, which is commonly known as the pre-sessional ESP or EAP model. It occurs prior to students potentially enrolling in an EMI course and serves as a beneficial method of equipping students with the required skills

and knowledge in order to succeed in the content area in a course being delivered in their second language. Proficiency in academic English is necessary to excel in a course taught in a second language.

Another concept discussed by Schmidt Unterberger (2018) is the embedded ESP/ EAP. This refers to language teaching in ESP or EAP that is specifically designed for a particular application. This would require collaboration between the language and content teachers in the course design. This course would be integrated into the content area and associated with a specific department, such as the physics department. The language used in the course would align with that department's focus. An integrated ESP or EAP course would be affiliated with the physics department. That is distinct from the procedural ESP or EAP that takes place within the language departments.

An adjunct English for Specific Purposes (ESP) program refers to customized language teaching designed for specific content courses that are taught alongside the content course. This is the model I was referring to when discussing my experience with adjunct instruction. The language instructor and content instructor collaborate closely to develop their syllabuses in tandem, ensuring that their courses are fully aligned with one other.

The ICLHE is rather a new term and model. The abbreviation ICLHE stands for the process of Integrating Content and Language in Higher Education. It embodies a vibrant community that promotes the convergence of content and language in higher education. The ICLHE Association unites educators, linguists, policymakers, researchers, and professionals who are enthusiastic about improving teaching and learning by incorporating an additional language. Their objective is to foster dynamic exchanges of viewpoints, experiences, initiatives, and state-of-the-art research in this domain. This course focuses on the content taught in English and emphasises the development of learners' language skills. English is used as a medium of instruction for a particular course or a full programme in which curricular and syllabus are designed jointly by content and language specialists.

According to Brinton (2021), Schmidt Unterberger makes a distinction between EMI and ICLHE that not anyone can make. EMI, according to her definition, is a content-based course that is delivered in English, with a primary focus on the subject matter rather than explicit language instruction. Unlike ICLHE, which is a content course taught in English with a focus on learners' language development and the integration of language and content teachers, this experience is more of an additional or supplementary nature. The distinction being made here is between EMI, where language instruction is just implied, and ICLHE, where language learning goals are explicitly designed and taught. ICLHE involves the integration of approaches from both topic and language specialists, with a strong emphasis on collaborative program design, materials development, assessment, and even team teaching. Content and language are explicitly taught in all classes, with language instruction being closely integrated with the subject matter.

5. Status of English in Algeria

The status of English in Algeria has undergone significant evolution and has attracted much attention throughout the years. French was the predominant language in Algeria during the period of French colonial rule. Following its attainment of independence, Algeria undertook initiatives to Arabize its legal and education systems, substituting French with standardized Arabic. In the previous months, President Abdelmadjid Tebboune of Algeria made a notable change in policy: English will now take precedence over French as the principal second language taught in public elementary schools. President Tebboune highlighted that English is

the predominant global language and acknowledged its significance. But certain experts raise worries regarding the scarcity of proficient English instructors and suitable instructional resources. The choice to shift focus towards English has evoked recollections of the 1970s when Algeria vigorously pushed the process of Arabization without a good preparation.

Although English is not commonly spoken by the majority of the population, but there is in fact a noticeable desire among the working and political classes to separate Algeria from France's political, economic, and cultural influence. Establishments in the tourism industry frequently provide services in basic English. The use of English in the linguistic environment of Algeria is progressively increasing, particularly in business settings. Algeria's decision to prioritize English signifies a desire for autonomy from past influences, although there are difficulties in effectively implementing English language instruction. English has become more popular as the second most commonly studied foreign language in Algeria, after French. During the 1960s and 1970s, English was not given much importance in Algerian textbooks, presumably because there was concern about repeating a neocolonial experience similar to what happened with France. English began to gain prominence in society by the mid-1980s. According to a 1984 assessment published by the British Council, English was classified as a tertiary language in Algeria.

According to Belmihoub (2018), the substantial influence of the English language in Algeria became apparent in the early 1990s when international energy corporations, specializing in gas and petroleum, started operating in the southern portion of the country. Algerian scholars have begun studying English in order to conduct scientific research and publish their findings. From 1998 to 2003, a total of 1,410 national projects were published in Algeria. Among these, 681 projects (48%) were published in English, while 528 projects (37%) were published in French. Since 2017, the popularity of the English language has markedly increased, mostly as a result of the internet's growth and the flourishing of social media platforms. This phenomenon is evident not just in social media, but also in the fashion and food industries, as well as in private language schools, training centres, business facilities, and online platforms (Maraf et al, 2023).

President Abdelmadjid Tebboune has prioritized the instruction of the English language in Algeria. Commencing in 2022, the inclusion of English language acquisition commenced in the third year of elementary school, alongside the implementation of a training program for recent high school graduates. The government also provides help for teachers to strengthen their English language proficiency prior to the commencement of the new academic year.

5.1 Importance of using English in Algerian Higher Education

The utilization of the English language in higher education institutions and universities for research and pedagogical objectives is regarded as an unavoidable trajectory that warrants significant attention from policymakers worldwide. The utilization of English in higher education is seen as a necessary and inevitable process that leads to enhanced global academic communication. The researcher argues that the advantages of adopting this approach are evident in university exchange programs, where students who are proficient in English do not encounter any language barriers while conducting their research.

Furthermore, the progress in technology has completely transformed the methods of teaching and acquiring knowledge in the English language. In the context of higher education institutions that demands substantial use of various technical instruments and inventions, it is necessary for them to consider adopting English. This application can be associated with either enhancing the process of learning or enabling the exploration of new possibilities for inventions or discoveries. Furthermore, English serves as a medium for obtaining academic and scientific knowledge. Without a doubt, a significant proportion of academic, scientific, medical, and technological periodicals are published in the English language. The internationalization of higher education necessitates the utilization of the English language as the universal medium of communication. This internationalization fosters collaboration between institutions and universities with shared interests worldwide. It greatly values the enhancement of universities' quality through international publications and discoveries, which can have a positive impact on their global ranking. This notion can be used in nations with educational infrastructures that do not promote the use of English as a second language. English should be used as the primary language of instruction in institutions worldwide. It is advisable to incorporate courses such as General English (GE), English for academic purposes (EAP), and English for specific purposes (ESP) at various levels of university education, including undergraduate, graduate, and postgraduate, in order to support students and researchers in acquiring the language skills necessary for their educational requirements. According to Motteram (2003), these courses have been shown to effectively enhance the English proficiency of both students and teachers in several nations, including European Union countries, Republic of Korea, Turkey, Malaysia, China, Taiwan, and Vietnam. Universities in these nations need learners to submit their scores from English language proficiency exams, such as TOEFL or IELTS, in order to enrol and be admitted into one of their programs.

5.2 EMI in Algeria.

EMI is not new to Algerians but the range and the scope of using it is new. Before taking any decision, we should ask the following question: What are the motivating factors for adopting English as the primary language of instruction in specific academic fields or across other fields? We can say that the main driving force in Algeria is the issue of “internationalization”. The concept of transforming the university into a more globally oriented institution that addresses global challenges, meets worldwide demands, and equips its students to become global citizens. In this context, English proficiency is considered an asset for academic studies, multicultural contact outside of the institution, professional endeavours, and career growth in the worldwide community. The visibility of any higher education institution in the world now should be done through “English”.

But, according to Brinton (2021) and Medfouni (2011), It appears that there is a scarcity of available research on the current state of EMI at Algerian universities. This research is severely deficient. While this may be perceived as a negative aspect, it can also be viewed as a positive one, since it indicates ample opportunities for study to be conducted. Brinton adds that the implementation at the university level seems to be mostly influenced by individual departments and their own policies. It appears that the implementation of English as a Medium of Instruction (EMI) varies not just among different departments within a university,

but also among different universities. Some universities and subject areas choose to implement EMI, while others do not participate in this endeavour at all. The current situation is highly inconsistent.

Brinton stresses the fact that the process by which the current curricular were developed and the extent to which the several contextual considerations specific to the Algerian environment influenced the overall course design remain ambiguous. To establish a more cohesive policy, comprehensive research on all the aforementioned issues is needed. Therefore, as a community of practice, we need to address and provide recommendations for practical considerations related to Algeria's process of identifying disciplinary faculty who can teach in English and assessing their language proficiency. Which specific sorts of pre- and in-service training will be identified as essential for these faculty members to effectively carry out this task? Which specific model are you referring to? And this variability may be contingent upon the specific field of study, as well as whether we are referring to a university or the ENS. What is our approach for making this decision? Once a choice has been made to proceed under this model, we need to determine how to develop EMI curricula and build the necessary materials to support student learning and staff instruction.

5.3 Algerian ICLHE: The First Seeds

In 2021, Algerian Mentees, participating in the Algerian ICLHE Programm Cohort 1, were greeted by Professor Milliani Mohamed (the Head of the Algerian Steering Committee, and Professor James. E Purpura (the representative of Teachers College, Columbia University, US.) during their speeches, they provided a comprehensive overview of the programme, including its main components, objectives, and various partners. The Professional Development Program aims to enhance English language instruction in Algerian universities and ENSs by focusing on teaching integrated content and language. This program is part of a broader initiative to develop English language education, both as a subject of study and as a medium of instruction. This effort is a collaboration between the Algerian Ministry of Higher Education and Scientific Research, the United States Department of State, the Columbia University Global Center in Tunis, and the Applied Linguistics & TESOL Program at Teachers College, Columbia University.

The Professional Development Training Course is the result of extensive discussions over a six-month period between both parties regarding teaching techniques in the Algerian setting, which were formed following the LMD Reform in 2004. This context encompasses a diverse range of English Language Teaching (ELT) providers, including universities, Ecoles Normales Supérieures (ENS), and Centres d'Enseignement Intensif des Langues (CEIL) inside higher education institutions. This program is a component of a broader project that commenced in 2016 with the implementation of induction training for the teaching staff. It is intended for Algerian educators who teach English, such as teacher trainers, language instructors, and subject matter instructors from universities, ENSs, and CEILs, this resource offers two main benefits. Firstly, it presents a thorough framework for understanding the connections between academic and workplace skills. Secondly, it provides practical guidance on how to develop curricula, instruction, and assessments that combine disciplinary content with language learning.

The Professional Development Training Course consists of four modules focused on instructing Integrated Content and Language in Higher Education (ICLHE). The modules are as follows: Module 1: Contextualizing Integrated Content and Language in Higher Education (ICLHE) through a Learning-Oriented Framework; Modules 2 and 3: Fundamentals of ICLHE Course Development and Instruction in Face-to-Face and Online Contexts and Module 4: Fundamentals of Language Assessment Theory and Practice in an ICLHE Context. All Modules are grounded on theory and research, but they prioritize experiential learning and the practical application of theory. In theory, both partners have agreed on a non-traditional approach to ESP courses in order to explore new opportunities for teaching and research, in order to meet a wide range of requirements and settings.

5.4 Implementing EMI in Algerian Higher Education: Facts and Required Decisions

According to Brinton (2021), if any EMI strategy is to be established for the Algerian higher education system, we need to highlight the following conditions as essential. These prerequisites are only the basic essentials. There are numerous factors that must be taken into consideration while making this policy decision. The first evident indication in Algeria is the approval of the policy by the Ministry. Another crucial aspect is obtaining the agreement of all parties involved in the decision, specifically the content area instructors who will need to be open to reevaluating their teaching methods and embracing the challenge of teaching in English. Additionally, any language instructors who may be involved in this endeavour, whether through an adjunct model or an embedded EAP/ESP model, must also be in agreement. It is essential that all affected parties reach a consensus on the objectives and rationale behind this decision.

A consensus needs to be reached regarding the best suitable model or models of integrated content and language for the given context. It is anticipated that this discussion may be contentious due to potential disagreements on specific criteria. However, I believe that in the end, we will be able to reach a well-informed conclusion. Examination of the specific responsibilities of the University, the CEILs, and the ENSs. Finally, the establishment of curriculum and materials design cohorts is crucial for the success of this initiative.

When considering content-based education in a non-English speaking nation such as Algeria, there are various procedural applications that need to be taken into account: Content-Based Instruction (CBI) is a strategy that centers teaching on the content or knowledge that students will learn, rather than just focusing on language syllabi. It combines language acquisition with academic content, enabling students to acquire both at the same time.

It is essential to comprehend the dynamics of language interaction in Algeria, considering its multilingual environment encompassing Arabic, Berber, French, and English. Language interaction consequences encompass the phenomena of borrowing, code-switching, and code-mixing. In addition, it is crucial to distinguish between first language acquisition and second language learning. Effective teaching strategies are informed by theories of second language acquisition. Furthermore, examining the reception and rejection of English within the Algerian speech group is essential. Gaining a comprehensive understanding of its function within the educational system is crucial for effectively carrying it out. It is important to bear in

mind that these applications must be in line with the particular educational context and objectives in Algeria.

4. Conclusion:

Although CBI has challenges and demands for both teachers and students, it also offers great stimulation and opportunities. We need to have a more comprehensive understanding of the different approaches of EMI, as well as the merits and drawbacks of each, and which ones are best suitable for the Algerian higher educational setting. When discussing the implementation of EMI, there are several factors to consider. We need to justify the decision to offer EMI courses and if the objective considered suitable within a specific institution and educational setting or not. Identifying and acknowledging the presence of diversity within the student population and how to prioritize the learning of the skills that are pertinent to the needs of learners and the objectives of the program in our EMI courses is very essential. Furthermore, setting the standards by which we can assess the effectiveness of our EMI programs is needed before initiating the implementation of these programs, it is imperative that we carefully consider this matter.

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