

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Tlemcen



Faculty of Letters and Languages

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**The use of English as a Medium of
instruction in the
faculty of commercial sciences (University of Tlemcen)
and Higher School of Management of Tlemcen.**

*Dissertation submitted to the department of English as a partial fulfilment of the
requirements for Master's degree in Language Science of Foreign Languages*

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2023-2024

Dedication

To those who cradled my dreams with unwavering belief, whose whispers of encouragement were lifelines in the dark. For every step I took, you were the invisible hands guiding my way. To every whisper of encouragement, echoing the sentiment, "You will conquer, not swiftly, but surely," I reserve a special tribute. To my beloved parents, my steadfast brother, my cherished siblings, the laughter of my sister's children, and the kindred spirits, Mimi and Mimich.

I dedicate this thesis to all those who will open and read it, in the past, present, and future.

ELGHERBI AMINA

Acknowledgment

Foremost, my heartfelt gratitude extends to Dr. ILES YAMINA, my supervisor, whose guidance and insightful feedback shaped this research endeavor.

I am equally indebted to all who generously shared their knowledge and resources, enriching my understanding of the subject matter.

I would also like to extend my sincere thanks to the Board of Examiners, including Dr. HAMMOUDI Khadidja as President and Dr. BELHADJ-TAHAR Kamila as Examiner, for their valuable time and effort in reviewing this work.

Special appreciation is owed to the dedicated educators throughout my academic journey, who have tirelessly imparted their knowledge and guidance.

Abstract

This research explores the transition from French or Arabic to English instruction among first-year teachers and students at the Faculty of Commercial Sciences and the Higher School of Management in Tlemcen. The study employs a mixed-methods approach, utilizing both qualitative and quantitative data collection techniques, including questionnaires for students and interviews with teachers. The sample comprises 68 first-year students and four teachers, selected through random sampling. The results indicate that both students and teachers face significant challenges during the transition, including difficulties in conveying and understanding complex concepts in English. Students' engagement and comprehension levels are initially impacted, though targeted support and strategic planning can mitigate these issues. The study concludes that the transition to English instruction necessitates comprehensive support systems, including professional development for teachers and additional language proficiency classes for students, to foster an inclusive and effective learning environment.

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List of Acronyms

BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CLT	Communicative Language Teaching
EMI	English as Medium of Instruction
LAD	Language Acquisition Devices
L2	Second Language
ZPD	Zone of Proximal Development

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General Introduction

General Introduction:

Research in academic settings has shown that the use of English as a language of instruction is increasing, concomitant with globalization and the resulting demand for labor with strong English skills. This study looks at this very context within the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management, focusing on first-year teachers who move from being learners instructed through French or Arabic to instructors through English. This transition brings up intriguing issues regarding language accommodation and teaching methodologies, and generally affecting both the educators and the students.

In this diversity landscape of higher education, the language of instruction is taken as a key motivator of the learning environment. The implications for these teachers are important for this change, from French and Arabic to English, at the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and at the Higher School of Management in Tlemcen. The aim of the study is to determine the Distinctiveness of language use in the process of teaching and to evaluate its potential and impacts on the educational environment.

In fact, the decision to explore the use of English by both the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management is premised on the fact that language is one of the most important elements of good instruction. The present study provides a contribution to the theoretical background since it provides insights into the dynamics of the transition of the language in a specific academic setting. Knowledge of how educators adapt and the student learning outcome helps in informing the policies on language and instruction and thereby enhancing multicultural quality education.

The general purpose of this research is to thoroughly understand the adaptation process, or use of the English language, by the first-year teachers in the faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management, particularly for those who had shifted from being teachers or students from French or Arabic instruction. Through understanding their experiences and the

challenges and strategies they employed in this process, the research will establish a rich and deep understanding of the process of adaptation; therefore, it will bear significant meaning for these educators and their students.

To achieve the study's objectives, the following research questions and hypotheses will guide the investigation:

a) Research Questions:

1. How do first-year teachers in the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management perceive and navigate the transition from French or Arabic to English instruction?
2. What challenges do teachers encounter in adapting their instructional practices to an English-speaking environment?
3. How does the use of English impact student engagement and comprehension in the first-year courses?

b) Hypotheses:

1. Teachers who were previously instructed in French or Arabic may face initial challenges in effectively conveying complex concepts in English.
2. The transition to English instruction may lead to changes in teaching methodologies to accommodate language differences.
3. Students may experience an adjustment period in understanding course materials delivered in English.

The research will employ an exploratory design to investigate the transition from instruction in French or Arabic to English for first-year teachers and students at the Faculty of Commercial Sciences and the Higher School of Management at Tlemcen. This study will use a mixed-methods approach, combining structured questionnaires for students to collect quantitative data on their experiences and challenges, with interviews for teachers to gather qualitative insights into their perceptions and instructional practices. The exploratory nature of this research

allows for a comprehensive understanding of the language transition process, seeking new perspectives and deeper insights into the problems faced by educators and the impact on student motivation and comprehension.

The present study consists of two major chapters to address the full scope of the transition process from one medium of instruction, from French or Arabic to English at the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management in Tlemcen. In the first chapter, it consists of a literature review which contextualizes this research within existing academic dialogue by presenting theories that are relevant to the description of the research variables and clarifying previous study. The second chapter presents the methodology, a mixed-methods approach to combine qualitative and quantitative data collection techniques through the use of questionnaires and interviews and the interpretation and analysis of the data collected from students and teachers and explaining their experiences, the challenges they face, and what do they feel about the transition in the language of instruction. This chapter, including the last part of the study, discusses the findings and gives insights and recommendations for effective English medium instruction in higher education. The structured approach permits thorough inquiry of the research questions and leads with reasonable coherence from theory to meaning.

Chapter One
English Language in Higher
Education:
Literature review

Introduction

The English language has turned out to be an international lingua franca and penetrated nearly all the sectors, including the academic sphere. This is most evident at the highest levels of learning. English as medium of instruction has grown into a fundamental part of the academic world. This tendency toward the usage of the English language as a means of instruction has had its own impact on the teachers and their students in the various specialties and has reshaped a new face of educational environments. In a large number of universities around the world, including those in Algeria, teachers of every discipline are required to teach their subjects in English, regardless of the teacher's level of mastery of the language.

1. Historical Overview of Language Policies in Algerian Higher Education

The linguistic context of Algeria is rich and complex, tracing the historical and cultural diversity. Ranging from the early Arabic and Tamazight influences to the more recent colonial imposition of French, the language policies in this country have undergone important changes. Such historical context can be said to harbor meaningful insights in establishing the status of language education within the higher learning institutions in Algeria.

1.1. Language Dynamics in Algeria: From Colonial Influence to Global Integration

Bouagada (2016) explains that the linguistic map of Algeria reveals an intriguing story of colonial influence and cultural heritage. According to Bouagada, the nation's linguistic identity originates from triglossia and multilingualism, with each language having its own distinct function and significance.

That era of French colonization, which started with the occupation of Algeria in 1830, obviously made a turning point in the linguistic history of that country (Sahel, 2017). Bouagada (2016) states that for 132 years, Algeria was subjected to a policy of linguistic and cultural assimilation, with French being established as the language of

power, education, and culture. Decrees, such as the one from 1892 that restricted the use of Arabic in teaching, solidified French dominance in educational institutions, creating linguistic hierarchies and a mode of linguistic domination.

But the independence of Algeria in 1962 marked an era of passionate search for linguistic recovery and national identity (Sahel, 2017). Berrabah (2013) notes that the policy-led Arabization campaign in Algeria aimed to re-establish Arabic as the official national language. However, due to its hasty implementation and insufficient resources, the campaign was not very successful. Instead, it resulted in a phenomenon of semilingualism, where people struggled to express themselves comfortably in either Arabic or French.

The post-independence era also bore witness to a shift in paradigm in foreign language instruction, keeping in line with the changing geopolitical status of Algeria (Bouagada, 2016). Sahraoui (2020) observes that the economic boom of the 1980s, driven by an increase in oil prices, facilitated expanded trading relationships with the rest of the world. This development led to the introduction of English as a second foreign language in middle schools. In subsequent years, language policy fluctuated, with French and English alternately being emphasized in the primary education system.

Thus, at present, Algeria is at a linguistic crossroads between the past and modernity, diversity and globalization. Though the official language is Arabic, the most obvious legacy of French colonialism is its presence in the country in terms of its use in academia and state administration. Finally, English is now a strong competitor and is very popular among young people as the language through which one can succeed in the world of science and achieve their goals abroad.

Sahraoui (2020) reports that in 2019, Algeria's former Higher Education and Scientific Research Minister, Bouzid Tayeb, proposed teaching in English in universities. This proposal was approved by 94 percent of voters in an online poll. In 2022, a decision was made for English to become the language of instruction in fields such as medicine, science, and technology starting from September 2023. Such a proposition on the use of English as a medium for teaching in universities shows how

critical this language evolution has been in Algeria, where this nation must compete with the world to garner the best academic standards possible. Such changes come with the deep challenge of conserving the linguistic heritage and cultural identity as lightly as innovating linguistically.

The Algerian language journey sits within the broader context of legacies of colonialism, national identity, and globalization processes. The linguistic landscapes of Algeria depict monuments of flexibility, resiliency, and an unwavering pursuit of choice as the nation navigates into the 21st century.

1.2. Linguistic Diversity in Algerian Education

The history of education in Algeria has always been linked with languages that show the multifaceted cultural mix of the country and the complicated historical course. Each epoch from ancient Berber societies to Islamic invasions and the consequent Arabic influence has marked the language environment and formed a rich compound of languages existing in the educational system of Algeria.

According to Benrabah (2013), the arrival of French colonial forces in the 19th century marked a pivotal moment in the evolution of languages in Algeria. French supplanted native languages in educational institutions and governmental functions, establishing itself as a tool of dominance that has had a lasting impact on linguistic dynamics for more than a century.

Independence ushered in an era characterized by fervent struggles aimed at reclaiming linguistic and cultural identity. According to Benrabah (2010), Arabic, infused with nationalist zeal, was designated as the sole official language, signaling a definitive break from the colonial linguistic hegemony. Efforts to Arabize school curricula and public discourse were initiated but encountered significant challenges in both implementation and resistance.

According to Belamri (2018), the recognition of Tamazight as an official language marked a significant milestone in Algeria's linguistic landscape. Algeria has undertaken efforts to safeguard and promote Tamazight due to its cultural

significance within the Berber heritage, aiming to enhance its relevance to national identity and educational programs.

The third immediate challenge for Algeria lay in making linguistic adaptations to globalization. Nowadays, the language that has become common in this globalized world is English, and thus, policymakers were coerced to rethink their policies so as to make the Algerian students develop the linguistic skills to be able to communicate with the world.

Algeria's problem is one of choice between language diversity and cultural integration to try to maintain a balance between protection of heritage and the ability to be connected with the rest of the world. Arabic and Tamazight fix the national identity, while French and English open the windows to global conversations and opportunities, displaying the diversified linguistic identity of Algeria in the 21st century.

1.3. The Emergence of English in Algerian Higher Education

1.3.1. English in Algerian Education

According to Moustafa (2023), there has been a significant rise in public support for English in the Algerian education system, reflecting a shift towards linguistic diversity driven by grassroots movements and governmental directives. From elementary schools through higher education, English is positioned as pivotal for educational reform, focusing on global competitiveness and proficiency in science and technology. The government's commitment to introducing English instruction in elementary schools, starting from the third year of primary education, illustrates a strategic push towards multilingual education.

The Ministry of Higher Education and Scientific Research leads efforts to institutionalize English within academia. Strategic measures such as online polls and mandates for bilingual documentation demonstrate a concerted effort to establish English as the language of instruction and academic discourse. Ministerial directives emphasize English proficiency as crucial for academic competitiveness and global engagement, including mandates for bilingual documents and educator training

programs. These efforts aim to enhance educators' English proficiency and pedagogical competencies, ensuring readiness to teach courses in English across disciplines.

Algerian universities aspire to integrate English to support academic excellence and global engagement, positioning themselves as hubs for innovation and collaboration internationally. Embracing English facilitates knowledge exchange across cultures and enhances competitive advantage in the global academic landscape. Implementing English as a medium of instruction increases the visibility of Algerian higher education institutions globally, although challenges remain in integrating linguistic diversity and ensuring equitable access to English language education.

Concerns persist regarding language proficiency, resource allocation, and the need for pedagogical support, necessitating a systemic approach to overcome barriers to inclusion in Algerian higher education. Strategies must address disparities in language skills and resource distribution to create an inclusive learning environment that promotes academic success for all students and educators.

1.3.2. Challenges in Implementing English Integration

However, many challenges have risen to the implementation of this government's English integration initiatives. There have been criticisms against the inadequacy of the language abilities of the students and teachers. There have been resource allocation problems. The critics involve stakeholders such as journalist Zouhir Ait Mouhoub and trade union leader Massoud Boudiba. They called for a more comprehensive language teaching and learning reform (Aljazeera, 2022).

1.3.3. Benefits of English Integration

Benassou and Bourenane (2022) argues that the integration of English into Algerian higher education offers numerous benefits, such as enhancing internationalization efforts and increasing student employability. Access to a broader array of educational materials and research resources also contributes to advancing academic excellence and bolstering the global reputation of higher education institutions.

1.3.4. Opportunities for International Collaboration

Boumechaal (2021) asserts that the integration of English into Algerian higher education creates opportunities for international collaboration, such as partnering with foreign universities and participating in global research networks. This cross-cultural dialogue facilitated by English as a lingua franca enhances academic collaboration on an international scale.

2. Theoretical Underpinnings and Perspectives

Theories and perspectives lend a conceptual base upon which educational practice and policy rest. For this reason, educators and policymakers must be very cognizant of the ideas and views on which they practice. This section is important in discussing in-depth theoretical underpinnings of language learning, bilingual education, important linguistic concepts, and the practice of communicative language teaching in higher education settings.

Understanding ideas about how language learning actually takes place allows the teacher to make helpful perspectives that will help in adjusting their teaching practice to suit the diverse needs of the students. In addition, discussing the theory of bilingual education in a higher education context helps to value language diversity, clarify how multilingualism fits within the academic context, and increases teachers' understanding of the processes and difficulties involved in language learning.

2.1. Insights into Language Acquisition Theories

2.1.1. Overview of Second Language Acquisition (SLA)

Coles-Ritchie (2024) describes Second Language Acquisition (SLA) as the process of learning languages in addition to one's native tongue. SLA encompasses not only language learning but also scientific research and reflection on this learning process. This involves understanding various stages and factors influencing how

individuals acquire a new language after establishing their first one, including the learner's age, environment, language exposure, and cognitive abilities.

2.1.2. Key Theories in Language Acquisition

According to Rivers (1968), the Behaviorist Theory, originally proposed by B.F. Skinner, centers on imitation, practice, reinforcement, and habit formation in language learning. This theory emphasizes the role of the environment and its stimuli in the acquisition of language, suggesting that language learning occurs through conditioning and reinforcement. The theory posits that learning is primarily the establishment of habits through reinforcement and reward, aligning with the stimulus-response model of operant conditioning developed by Skinner.

Lightbown and Spada (2000) explain that the Nativist Theory, proposed by Noam Chomsky, asserts that humans possess an innate language acquisition device. According to Chomsky, this biological predisposition allows all individuals to naturally acquire language.

Vygotsky (1978) proposes the Social Interactionist Theory, which underscores the significance of social interaction in language learning. Central to this theory is Vygotsky's concept of the Zone of Proximal Development (ZPD) and the principle of scaffolding. This theory posits that social interaction actively guides the development of cognition and language.

Coles-Ritchie (2024) discusses Jean Piaget's cognitive theory, which connects language acquisition with overall cognitive development. This theory emphasizes the relationship between language learning and the development of cognitive skills, proposing that language acquisition is an integral part of broader cognitive development processes.

2.1.3. Contributions of Stephen Krashen

Stephen Krashen, a pioneer in the field of second language acquisition (SLA), has significantly advanced our knowledge of the process of learning a language. His theories have long been “a source of ideas for research in second language

acquisition” (Lightbown & Spada, 2006, p.38). known for his influential theories on language acquisition which Krashen (1985, p.1) himself claims to be “the central part of an overall theory of second language acquisition that consists of five hypotheses”:

- ✓ The hypothesis of acquisition-learning: which distinguishes between acquisition and learning and views the former as a subconscious process similar to how children acquire their L1, and the latter as a conscious method of learning about language.
- ✓ The natural order hypothesis: which postulates that linguistic rules are learned in a predictable sequence that may differ from the sequence in which they are taught in class.
- ✓ The monitor hypothesis: which states that the learner's capacity to generate L2 utterances stems from his or her developed competence (subconscious knowledge) during the learning process (conscious knowledge); the monitor just acts as a guide to assist the learner in making adjustments or altering output.
- ✓ Input Hypothesis: Krashen’s Input Hypothesis states that comprehensible input is essential for language acquisition. It distinguishes between subconscious acquisition and conscious learning of language. According to this hypothesis, learners acquire language best when they are exposed to language input that is slightly beyond their current level of competence (i+1).
- ✓ The affective filter hypothesis: states that the affective filter has the ability to restrict, similar to a mental block, the input that can be understood by the Language Acquisition Device (LAD) and used for acquisition.

2.1.4. Insights from Jim Cummins

According to Coles-Ritchie (2024), Jim Cummins introduced the concepts of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICS refers to the linguistic skills used in everyday social interactions, which are typically easier to acquire and less cognitively demanding. On the other hand, CALP pertains to the more abstract and context-reduced language

skills necessary for academic success, requiring longer development time compared to BICS. Cummins suggests that learners may appear fluent in social contexts while still lacking proficiency in academic language skills.

2.2. Discussion of key concepts such as language proficiency, bilingualism, and language transfer

In this section, we embark on a comprehensive exploration of the foundational concepts that shape the landscape of bilingual education. By delving into the intellectual, historical, cognitive, and experimental dimensions of these concepts, we aim to provide a nuanced understanding of their significance and implications.

2.2.1. Language proficiency

Skutnabb-Kangas (2008) discusses three important aspects of language proficiency: First, additional language learning involves learning a new language alongside one's native language, which adds to existing skills without replacing them, helping with thinking skills and communication in different situations. Second, language dominance refers to how well someone uses each language in bilingual communities, which is key for creating effective educational plans that build on strengths and address weaknesses. Finally, assessing bilingual proficiency requires careful consideration, as traditional tests often don't capture all of a bilingual learner's abilities. Dynamic assessment and portfolio assessment are recommended because they account for each learner's unique background and experiences, providing a more accurate measure of their language skills.

2.2.2. Bilingualism

Skutnabb-Kangas (2008) explains that bilingual and multilingual education programs encompass a range of approaches using two or more languages as instructional mediums. These programs, including immersion and mainstream foreign language teaching, significantly influence language learning, academic success, and cultural identity. Bilingualism and multilingualism extend beyond

language proficiency to include engagement with diverse linguistic and cultural practices, facilitating adaptability across various social contexts. Heritage language education focuses on preserving and promoting ancestral languages within diasporic and immigrant communities, fostering cultural continuity and linguistic diversity. These educational efforts play a crucial role in supporting identity formation and community cohesion.

2.2.3. Language transfer

Skutnabb-Kangas (2008) explores how bilingual education centers on integration, where minority groups blend into the dominant language and culture. This process historically faced challenges, including coercive methods that replace heritage languages and cultures with those of the majority. Understanding the dynamics of integration is crucial for creating inclusive educational policies that respect language diversity and promote social cohesion. Code-switching and code-mixing, the use of multiple languages in one conversation, are natural aspects of bilingual communication often stigmatized in schools but essential for expressing complex ideas and negotiating meanings across languages. Translanguaging challenges traditional language separation by highlighting the dynamic use of multiple languages to construct identities and meanings. Educators who adopt translanguaging promote inclusive classrooms that embrace linguistic diversity and improve access to learning opportunities.

2.2.4. Bilingual Education Policy and Practice

Skutnabb-Kangas (2008) highlights key aspects of bilingual education policy and practice. Language policy involves decisions on which languages are used in schools and how resources are allocated to support linguistic minorities. Effective planning aligns these policies with principles of fairness and educational equity, creating inclusive learning environments. Bilingual teacher preparation is essential for equipping educators with skills in bilingual pedagogy, language development, and cross-cultural communication. Professional development for teachers ensures they stay updated with research and improve their instructional practices. Engaging

parents and communities in bilingual education fosters cultural continuity and student success, building trust and collaboration between schools and communities. This collaboration empowers parents as advocates for bilingual education, promoting social cohesion and educational equity.

2.3. Communicative Language Teaching (CLT) in higher education

Communicative Language Teaching (CLT) has been widely adopted in language courses globally, focusing on enhancing learners' linguistic and interactive abilities in authentic contexts. Introduced by Hymes (1972) who claimed that studying human language should put people in social situations, he defined “The communicative is what a speaker needs to know in order to communicate with people” and cited in Vongxay (2013), CLT emphasizes the importance of placing language learners in social situations where they can effectively communicate. It integrates grammar instruction within communicative contexts, aiming to develop proficiency in reading, writing, and oral skills to bolster students' confidence across all language domains (Shejbalava, 2006). CLT prioritizes communication as the primary goal, encouraging meaningful interactions in listening, speaking, reading, and writing. It adopts a learner-centered approach, promoting autonomy, collaboration, and active participation in the learning process. Emphasizing fluency over accuracy, CLT values uninterrupted communication and encourages students to express ideas freely, viewing errors as natural and providing constructive feedback to support learning within meaningful contexts.

3. English as medium of instruction in higher education around the world

EMI is becoming more prevalent in many higher education institutions throughout the world. The reasons for this include internationalizing higher education to attract foreign staff and students, as well as providing students with the necessary skills to succeed in a competitive labor market. However, this procedure is laden with difficulties, particularly those involving English competency and English training for professors and students.

3.1. Exploring the global rise of English in higher education

In the last two decades EMI has mainly spread in higher education institutions in countries where English is not the mother tongue. In a report drawn from a study done by the British Council in conjunction with The Centre for Research and Development in EMI of Oxford University that surveyed 55 countries, 62 percent of the respondents indicated that the countries they represent have implemented policies of EMI in the last ten years, (Dearden,2014). The same study further Concluded that EMI has been adopted by more private institutions than public ones, and initiated by the top management rather than by stakeholders.

The literature on EMI aims often to address the drivers behind the expansion of university programs taught through English. Although researchers differ in their explanations, there seems to be an agreement on the role of globalization and the internationalization of education. One central objective for adopting EMI is to internationalize university to attract more international students and international faculty. But more importantly, it aims to make home students better prepared for A globalized environment (Dearden, 2014).

The position of English as an international language has much to do with its adoption as the means of communication in academic context to enhance students' career prospects and to develop their Skill of communicating and interacting globally.

3.1.1. Historical Context and Evolution

The global rise of English in higher education is deeply influenced by historical legacies, political agendas, and economic interests, stemming from a colonial past where major English-speaking states promoted it as a tool of power (Phillipson, 1992). This historical context underscores its significance for modern educational systems, particularly in many Third World countries where proficiency in English remains highly valued. According to Phillipson, English's association with progress and prosperity has been globally advocated, yet it raises concerns about equitable access to education and the preservation of cultural diversity, often displacing local languages and cultures.

Crystal (2003) argues that the United States' emergence as a 20th-century superpower was crucial in establishing English as a global language, supported by its economic, cultural, and technological influence. Graddol (1997) highlights that technological advancements, such as the internet, have further solidified English as the language of digital communication and academic discourse. According to him, the perceived economic and social benefits of English proficiency have also driven its adoption in higher education worldwide.

Coleman (2006) observes that European universities have increasingly embraced English Medium Instruction (EMI) to enhance their international competitiveness. He suggests that this shift reflects broader trends of globalization and the internationalization of higher education, emphasizing the strategic importance of English in attracting a diverse pool of talented students.

Understanding these perspectives helps illuminate the complex motivations and dynamics behind the global expansion of English in higher education.

3.2. Challenges in implementing English as medium of instruction in Higher Education

Challenges Faced by Stakeholders in Implementing EMI: One of the focal research themes in EMI is about the challenges which stakeholders come across in implementing EMI. Bradford worked, in 2016, to clarify three types of challenges facing people involved in delivering courses through English. Linguistic challenges refer to difficulties lecturers and students face when teaching or studying in a non-native language. The cultural challenges are when the teacher and learner are from different cultures with different norms, hence different expectations. Structural challenges refer to administrative and managerial problems such as the recruitment of qualified teachers, admission of students, and developing academic programs. In a 2020 British Council study of EMI implementation in 52 countries that are recipients of Official Development assistance, the research found that linguistic challenges represent a principal obstacle to the implementation of higher education

programs taught in English. Mostly teachers, as pointed out in the study, do not feel they are linguistically qualified enough to deliver content in English and they have therefore to "dig deep to find the linguistic resources to adequately convey information to students who themselves may have low levels of English proficiency" (Sahan et al, 2020, p11) Despite such linguistic barriers, the study revealed that there is limited professional development offered to lecturers of EMI subjects, except some training in general English but not in the skills needed to: help teach in English or in multilingual or bilingual settings. There are, however, linguistic challenges associated not only with the linguistic competency needed to understand and communicate in English but also with the skills involved in completing academic assignment. The majority of foreign participants in a study that involved EMI lecturers in an international college in Thailand reported that students' ability to complete written assignments and reports is limited (Tang, 2020). Uys et al. (2007) argue that the indifference to training students in the four skills by subject teachers is one of the principal reasons for the lack of academic achievement of students. Such indifference to the teaching this low confidence in using at least one of the four skills may be due to a deficiency in teachers' own skills levels and inability to identify the right strategies to use L2 as a medium of instruction.

Conclusion

In summary, Chapter One has provided a broad discussion of literature related to the use of the English language in higher education, with a specific focus on its implementation in Algerian higher education contexts. An investigation into the growth of English as medium of instruction worldwide highlighted the challenges that this trend in education presents to both instructors and learners. The knowledge from theories on how people learn languages, bilingual education, and important ideas about language skills and teaching methods helped in deepening our understanding of the theory and views that shape teaching English.

Chapter Two
Research Design, Data Analysis and
Interpretation

Introduction

This part is a pragmatic investigation of our research topic, inquiring into the use of the English language by instructors in diverse subject areas within the university setting specifically, within the Faculty of Commercial Sciences at first-year level and higher school of Management. We shift from theoretical analysis to empirical investigation with the view of understanding the attitudes, challenges, and practices involved in incorporating English as a medium of instruction in this academic setting. Overall, our research question seeks to understand how teachers, through different specializations, from the Faculty of Commercial Sciences and higher school of Management make use of the English language in their instruction practice. In answering this question, we have used a methodology that embraces the use of questionnaires administered to students and interviews that have been conducted with faculty members.

The current chapter is thus divided into two phases. The first phase will give a detailed account of the research setting, including the overview of the Faculty of Commercial Sciences and the higher school of Management, profiles of participating teachers, and an outline of the used research instruments—questionnaires for students and interviews for faculty. The second phase will emphasize data analysis and interpretation, which are collected from these instruments. In depth scrutiny of questionnaire responses and interview transcripts, we endeavor to underline common themes, challenges, and patterns with regard to the use of the English language in instructional practices within the Faculty of Commercial Sciences and the Higher School of Management.

The results of this analysis will be discussed in further chapters, providing clues on how to improve the instruction of English in the context of commercial sciences at the University and the Higher School of Management.

1. A Brief Description of the Study Setting

This study is being carried out in the Tlemcen university and higher school , specifically at the faculty of Commercial sciences (University of Abu Bakr Belkaid)

and the higher school of management Tlemcen , which are situated in the Tlemcen districts.

2. Research Design

The methods used in research projects for data collection, analysis, interpretation, and reporting are called research designs. Stated differently, the study design establishes the methodology for gathering and analyzing the necessary data, as well as how this information will be used to address the research questions. As mentioned by Helen" Research design is a blue point or plan specifically created to answer the research questions and control variance".

Because of its adaptability, researchers often use exploratory research as a first step when a problem is vague and undefined. We define exploratory research as an investigation of a novel phenomenon. According to Yin (1994), exploratory studies are a useful tool for determining what is occurring, looking for fresh perspectives, posing queries, and evaluating phenomena from a different angle. (Singh2007p64) defined "exploratory research is a technique that investigates research questions that have not been previously studied extensively".

This study seeks to understand what it means to make a transition from instruction in French or Arabic to instruction in English for first-year teachers and students in the Faculty of Commercial Sciences and the higher school of management Tlemcen, taking into account the problems encountered by teachers and the impact on student motivation and understanding. To enhance the quality of the collected data and provide a preferable alternative way of providing further insight into the phenomenon under study, the data collection process for the current study will incorporate a mixed research method that entails both qualitative and quantitative approaches. Triangulation, or mixed approaches, is applied to meet the requirements of the present study. According to Dornyei (2007)"Mixed methods research involves different combination of qualitative and quantitative research either at the data collection or at analysis level". In other words, mixed methods research suggests using both qualitative (non-numerical data) and quantitative (numerical data) study. Combining

detailed participant knowledge with the ability to identify patterns and generalizations, mixed approaches yield a more comprehensive picture.

3. The sample

A "sample" is determined as «the group participants whom the researcher actually examines in an empirical investigation» Dörney (2007 p 96).

The sample under investigation comprised students and teachers from the Higher School of Management and the Faculty of Commercial Sciences at the University of Abu Bakr Belkaid, located in Tlemcen. The student participants, who numbered 68, were in their first year at the Faculty of Commercial Sciences and the Higher School of Management, while the teacher participants included four (4) teachers from around Tlemcen.

According to Dörney, "Selecting members of the population to be included in the sample on a completely random basis... thus minimizing the effects of any extraneous or subjective factors" is the process of random sampling, which was employed by the researcher.

3.1. Teachers' Profile

The informants were (4) teachers, two of them are a teachers in the faculty of Commercial Sciences (University of Abu Bakr Belkaid), One of these teachers teach marketing with a 11 years of experience, while the other had 13 years of experience. the other two teachers working in the higher school of management Tlemcen , One of these teachers is a mathematique teacher with a 10 years of experience, while the other had 16 years of experience.

3.2. Learners' Profile

The participants in this research were students enrolled in the first year of the Faculty of Commercial Sciences (University of Abu Bakr Belkaid) and the Higher School of Management, ranging in age from 18 to 22 years old. They have approximately 9 months of experience with this change, starting from September and

continuing until May, during which they undertake studies in a few modules delivered in English as part of their academic curriculum.

4. Data Collection Instruments

A research project involves gathering data and using a variety of systematic approaches to analyze it. In order to gather the necessary data for the current research, a questionnaire and interview were employed as research instruments in this study. Hatch and Lazaraton (1991) defined it as "The organized, systematic search for answers to the questions we ask" (cited in Dörney 2007; 15).these significant tools intended to offer valuable data.

4.1. Students Questionnaire

The questionnaire is a research instrument consisting of a series of questions for gathering information from respondents who answer on it. Brown (2001:6) defines it as:«Any written instruments that present respondents with a series questions or statements to which they are to react either by writing out their answers or selecting for among existing answers" qtd in Dörnyei (2003:06)

The interviewees were 68 first-year students in the Faculty of Commercial Sciences at the University Abu Bakr Belkaid in Tlemcen and the Higher School of Management. It includes a few sections with a total of nine questions in the form of closed, multiple-choice, and open-ended questions. The main purpose of the questionnaire is to get an idea about the experiences and perceptions of students regarding the use of English by their teachers and how the shift from French or Arabic to English instruction influences their engagement in and understanding of the courses.

Introduction: It will begin with an explanation of the purpose of the study and why their responses are important in providing valuable data to understand the impact of transition.

Information Profile: In this section, demographic information about the respondents is collected, including their age, gender, and self-assessed proficiency in English

(Fluent, Proficient, Moderate, Basic). This will help contextualize their responses and analyze how different demographic factors influence their perceptions and experiences.

Section 1: Perception of Language Transition: This part, composed of two questions, aims to find out how students feel about the transition from French to English instruction and how easy it is for them to adjust. In order to capture a variety of views from highly positive to very negative and from very easy to very difficult, the questions use a Likert scale structure.

Section 2: Understanding Course Materials: This section includes three questions designed to assess students' confidence in understanding course materials delivered in English, the challenges they face, and how well they grasp complex concepts compared to when instruction was in French or Arabic. The questions range from assessing confidence levels to comparing comprehension across languages.

Section 3: Impact on Student Engagement: This section contains two questions, each of which targets the effect of the language transition on student engagement. It asks about the difference in the level of engagement of the students and their participation in class discussions or activities after the transition of instruction into English.

Section 4: Suggestions for Improvement: The last section contains two questions aimed at the identification of further support that will help students to fit better in courses taught in English. It includes multiple-choice questions, such as additional English language classes, some tutoring sessions, bilingual course materials, and study groups, with an open-ended alternative for other suggestions. The last question provides space for further comments or suggestions pertaining to the use of English in their courses.

In general, the objective of the survey is to provide an in-depth analysis of students' experience in transition to English instruction, focusing on potential sources of help and challenges that do exist to better their results in learning.

4.2. Teachers Interview

An interview is a qualitative research method for the collection of in-depth information from participants through questioning. This is a method that will allow the researcher to study all sorts of complex behaviors, experiences, and views, which are otherwise not so easily recorded with, for example, questionnaires or observations.

Referencing Smith (2010:12), the interview is defined as "A structured or unstructured interaction between an interviewer and an interviewee, wherein the interviewer poses a series of questions or prompts for the interviewee to respond to verbally. These exchanges may range from highly formalized inquiries to more open-ended discussions, facilitating in-depth exploration of the interviewee's perspectives, experiences, and insights."

The interview involved four teachers from the Faculty of Commercial Sciences, University of Abu Bakr Belkaid of Tlemcen, and the Higher School of Management. It consists of a number of segments, comprising open-ended questions to explore their experiences and perceptions of the change in teaching from French or Arabic to English. The main objective of the interview is to know from the teachers' side of view the problems, adjustments, and impacts of this change

- **Introduction:** The interview begins with an introduction explaining the purpose of the study and the significance of the teachers' participation in providing insights into the transition to English instruction at the first-year level.

- **Information Profile:** This part is designed to collect demographic information regarding the respondents; it includes queries on their gender, department, years of teaching experience, and self-assessed proficiency in English. This information helps in contextualizing their responses and analyzing how different factors may or may not influence their experiences.

- **Section 1: Perceptions of Language Transition:** This section contains two questions that attempt to understand teachers' initial perceptions and reactions to the transition from teaching in French or Arabic to English. It seeks to understand how

easy or difficult this change was and their initial support, hesitation, or concerns related to the transition.

- **Section 2: Challenges in Instructional Practices:** This section has two questions that investigate the specific challenges faced by the teachers while teaching in English. It calls for a detailed description of their difficulties in conveying complex concepts, appropriate terminologies, or interacting with students. This section further inquires about any change in teaching methodology concerning teaching style, materials, or methods of assessment post-transition.

- **Section 3: Impact on Student Engagement and Comprehension:** Impact on Student Engagement and Comprehension: This section contains two questions that focus on the perceived impact of English instruction on student engagement and understanding. It seeks to understand changes in student participation, interest, motivation, and levels of comprehension in comparison to when instruction was in French or Arabic.

- **Section 4: Support and Resources:** This section contains two questions aimed at identifying the nature of support or resources that would help teachers manage teaching better in English. It seeks to explore the potential usefulness of further training, teaching materials, or language support and collects suggestions for improving the transition for future cohorts of teachers.

- **Section 5: Additional Feedback:** The final section offers a possibility for teachers to give all other comments or observations about the use of English in their teaching environment. This open-ended question allows for the inclusion of insights or suggestions that may not have been covered in the previous sections.

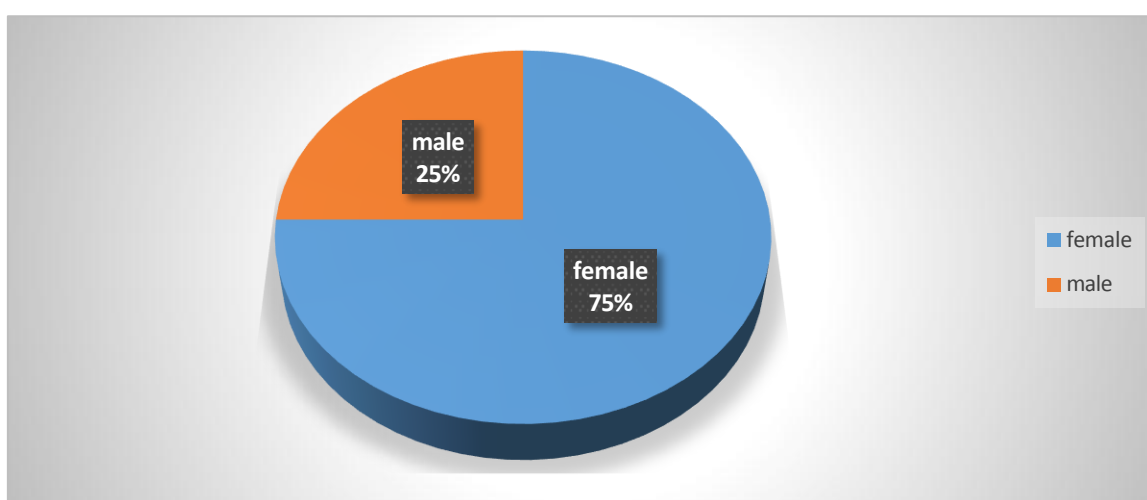
Generally, the interview is aimed at exploring detailed experiences of the teachers in the transition to the use of English as an instruction language and pinpointing the challenges and potential areas for support in the enhancement of their teaching effectiveness and student learning outcomes.

5. Data Analysis

5.1. Students questionnaire Analysis

Rubric One: General Information**A. Gender:****Table 1.1: Gender**

Gender	Number	Percentage
Male	51	75 %
Female	17	25 %
Total	68	100%

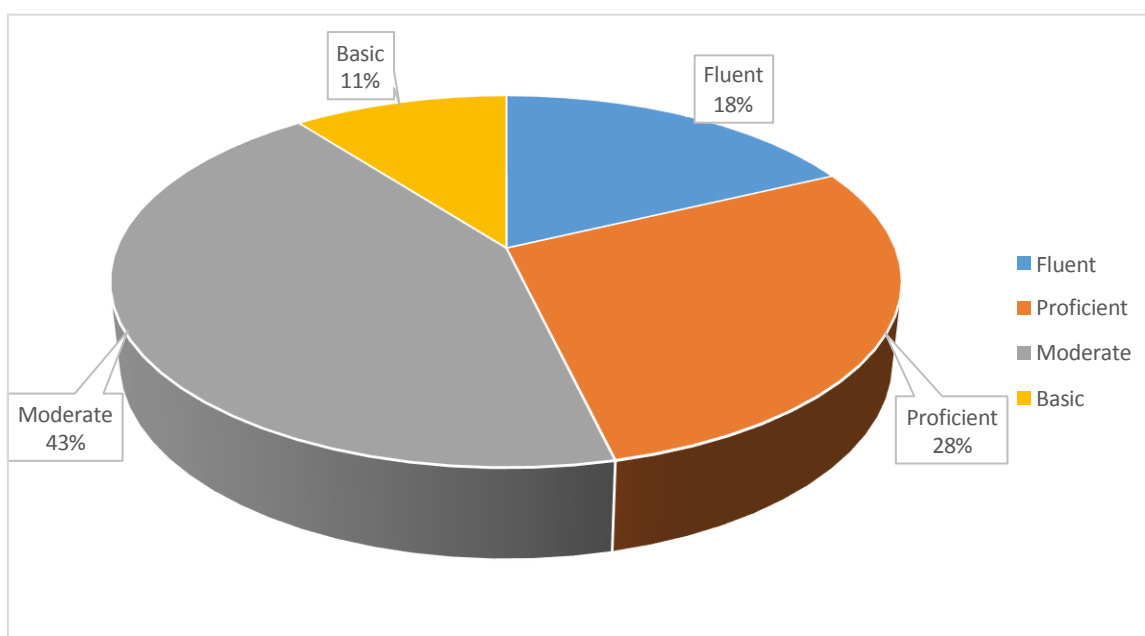
**Pie chart 1.1: Gender**

As one can see from the results presented in the table and the figure, it is easy to observe a huge gap in the gender distribution of the students surveyed, since 75% of the interviewed identify as female and only 25% as male. Such variation proves that points of view and experiences gained during the research are mostly from female students. There could be some educational experience and other challenges and attitude differences relating to the transition to English instruction between male and female students, which may influence the analysis of the outcomes taking into consideration the gender skew. A good representation of a range of opinions is provided. To ensure that different points of view are fairly represented, future research may need to take into consideration a more balanced sample.

B. Language Proficiency in English:

Table 1.2: Language Proficiency in English

Language Proficiency in English	Number	Percentage
Fluent	12	18%
Proficient	19	28%
Moderate	29	43%
Basic	8	11%
Total	68	100%

**Pie chart 1.2: Language Proficiency in English**

The findings showed: On language competency, the majority of the students indicated that they were competent at a moderate level, 43.3%, while 28.4% considered themselves proficient, 17.9% fluent, and 10.4% basic. That means although a good proportion of the students felt relatively comfortable with English, there was still a considerable portion of students with low proficiency. This disparity in language skills could affect how students react to English-taught courses and may require

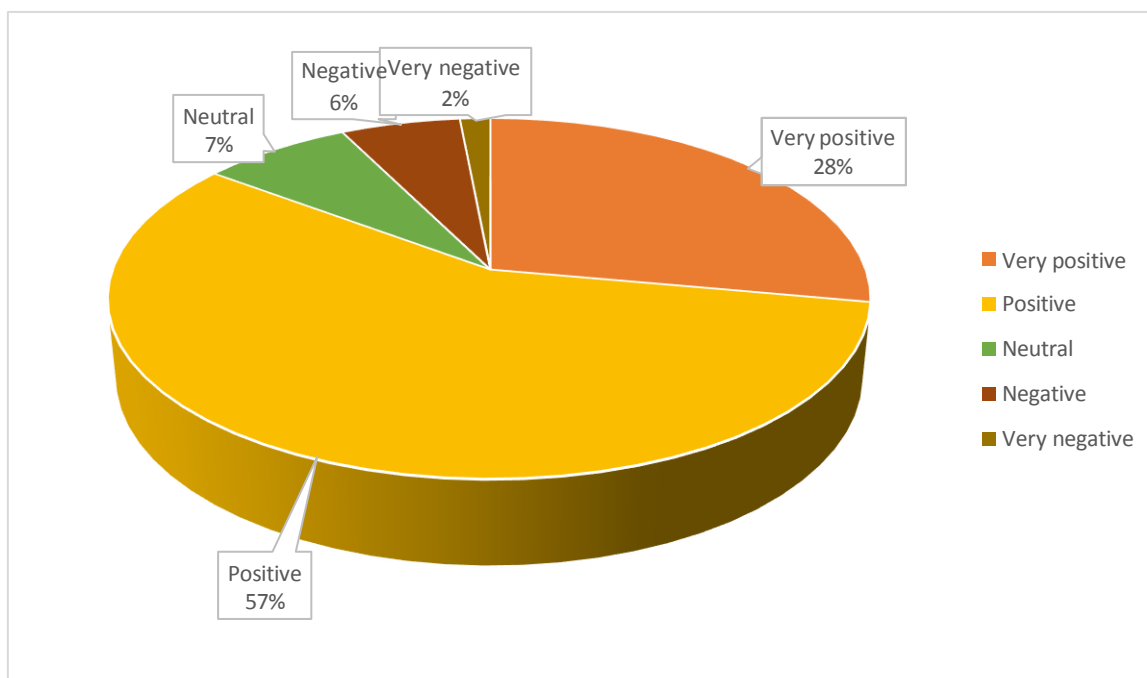
differentiated instructional strategies to ensure that those with lower proficiency can cope.

Rubric Two: Perception of Language Transition

A. How do you feel about the transition from having classes primarily taught in French to having them taught in English?

Table 2.1: Feelings about the Transition to English Instruction

Answers	Number	Percentage
Very positive	19	28%
positive	39	57%
Neutral	5	7%
Negative	4	6%
Very negative	1	2%
Total	68	100%



Pie chart 2.1: Feelings about the Transition to English Instruction

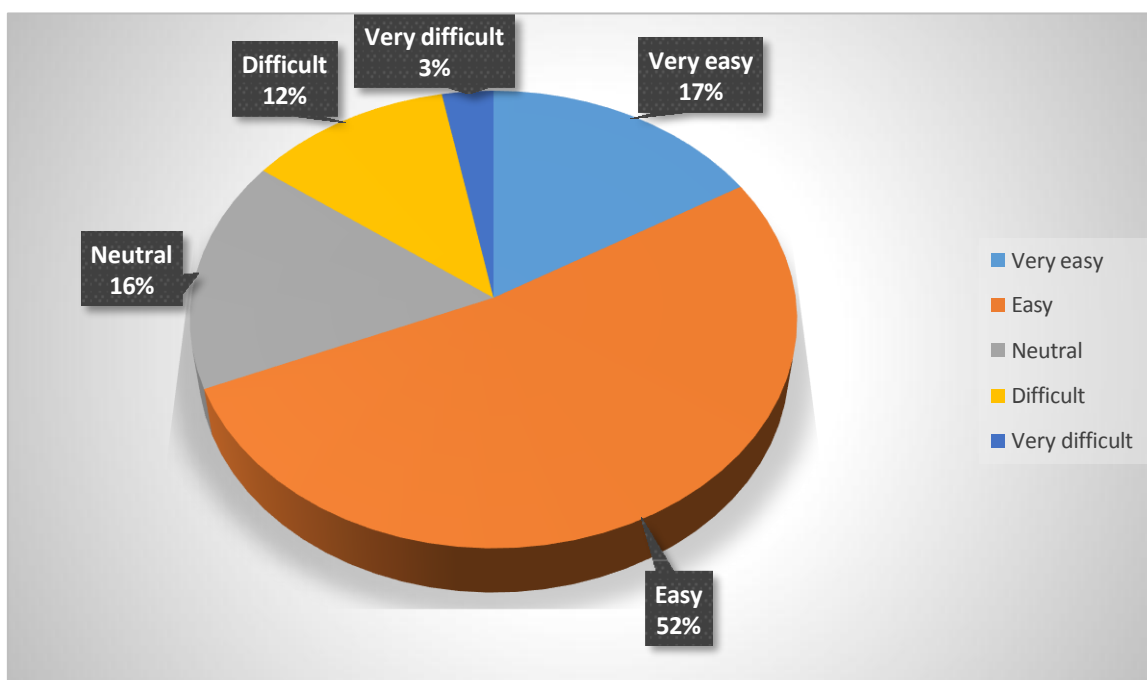
Pie chart 2.1, TABLE 2.1: Level of Positivity towards Transition from French or Arabic to English Instruction. The majority of the students responded favorably to

the change of instruction from either French or Arabic to English: 27.9% are very positive, while 57.4% are positive. A small percentage of students reacted neutrally (7.4%), negatively (5.9%), or very negatively (1.5%). It would seem from this generally overwhelmingly positive response that the majority are open to, or are enthusiastic about, the shift to English as an opportunity for improved learning or a better future.

B. Do you find it easy to adjust to classes taught in English?

Table 2.2: Ease of Adjusting to Classes Taught in English

Answers	Number	Percentage
Very positive	11	17%
Positive	35	52%
Neutral	11	16%
Difficult	8	12%
Very difficult	3	3%
Total	68	100%



Pie chart 2.2: Ease of Adjusting to Classes Taught in English

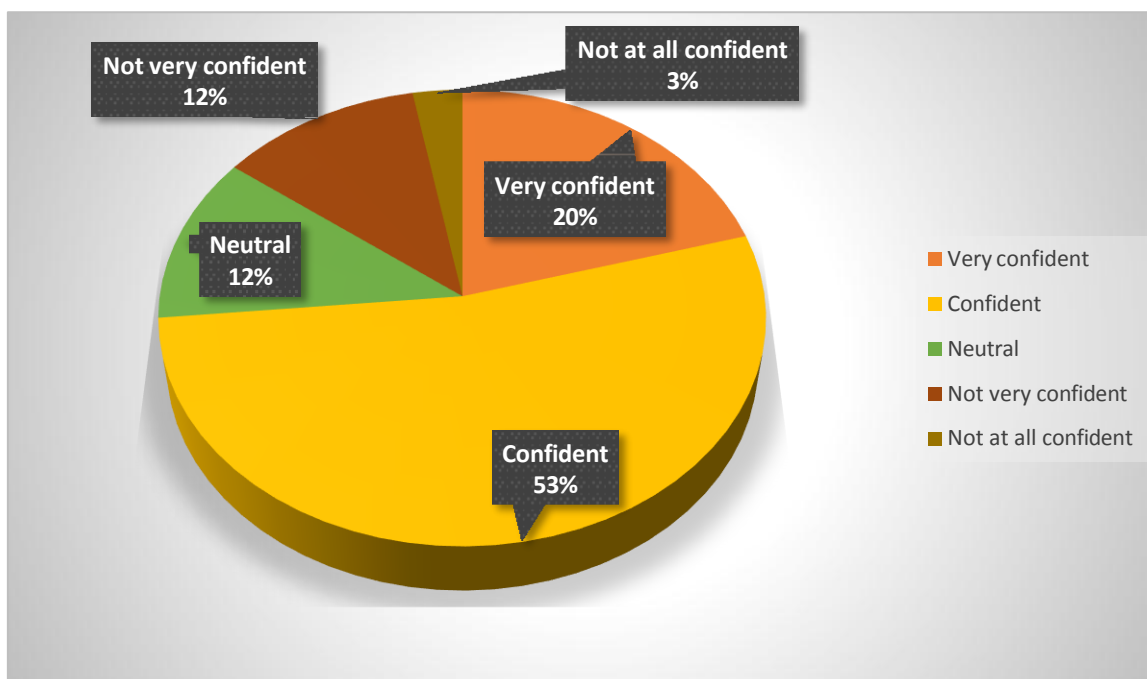
The results obtained: For many students, the adjustment to English-taught classes has been easy; 16.4% were neutral, while 14.9% combined, found it either difficult or very difficult. These results indicate that though a majority managed the transition without problems, a considerable number of students faced difficulties. It can be viewed that targeted support mechanisms are required in order to help these students adjust better.

Rubric three: Understanding Course Materials

A. How confident are you in understanding course materials delivered in English?

Table 3.1: Confidence in Understanding Course Materials in English

Answers	Number	Percentage
Very confident	14	20%
Confident	36	53%
Neutral	8	12%
Not very confident	8	12%
Not at all confident	2	3%
Total	68	100%



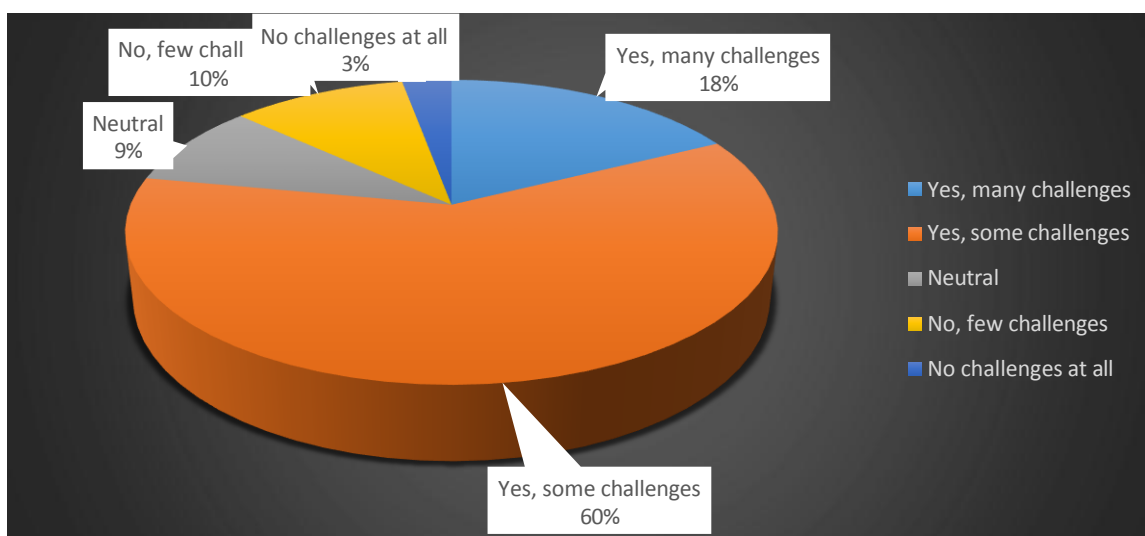
Pie chart 3.1: Confidence in Understanding Course Materials in English

The results show that: When asked about confidence in being able to understand course materials delivered in English, 52.9% of the students responded that they were confident; 20.6% were very confident; 11.8% were neutral; 11.8% were not very confident, and 2.9% were not at all confident. Although most students feel confident, showing that English instruction does not hinder their understanding, less confident students were present, signaling a potential area of intervention to ensure all students succeed.

B. Have you encountered challenges in understanding course materials delivered in English?

Table 3.2: Challenges in Understanding Course Materials in English

Answers	Number	Percentage
Yes, many challenges	12	18%
Yes, some challenges	41	60%
Neutral	6	9%
No, few challenges	7	10%
No challenges	2	3%
Total	68	100%



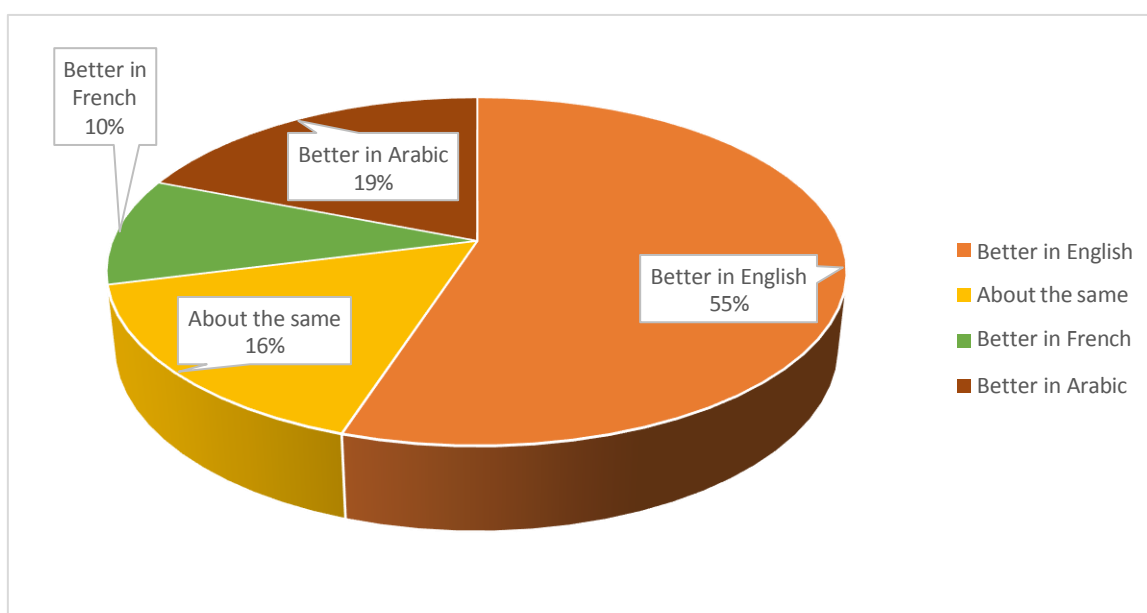
Pie chart 3.2: Challenges in Understanding Course Materials in English

The results show a majority of students—60.3%—who responded that they have some challenges; 17.6% mentioned they face many challenges when understanding course materials in English. A minority percentage seems neutral with 8.8%, has few challenges with 10.3%, or has no challenges at all with 2.9%. From the results, it is affirmed that even though the majority of students can cope, there are considerable obstacles for many. That calls for extra resources and support to mitigate these challenges.

- C. Do you feel that you understand complex concepts as well as you did when they were taught in French or Arabic?

Table 3.3: Engagement since Transition to English Instruction

Answers	Number	Percentage
Better in English	37	55%
About the same	11	16%
Better in French	7	10%
Better in Arabic	13	19%
Total	68	100%



Pie chart 3.3: Engagement since Transition to English Instruction

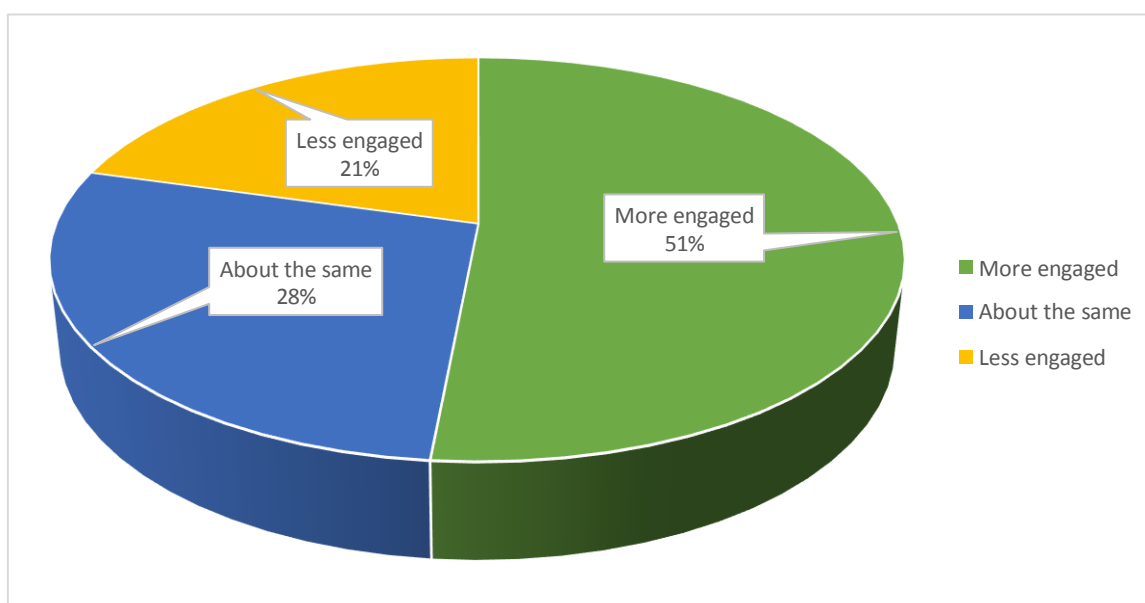
The graph indicates that in understanding concepts that are somewhat complex, 54.5% of the students feel that they do better in English, 16.2% feel about the same in French or Arabic, 10.3% do better in French, and 19% do better in Arabic. The mixed response implies that while many students do benefit in instruction in English, a significant proportion still find French or Arabic more effective in understanding complex ideas, hence a need for blended or bilingual instructional approaches.

Rubric four: Impact on Student Engagement

- A. How engaged do you feel in your courses since the transition to English instruction?

Table 4.1: Engagement Since Transition to English Instruction

Answers	Number	Percentage
More engaged	35	51%
About the same	19	28%
Less engaged	14	21%
Total	68	100%

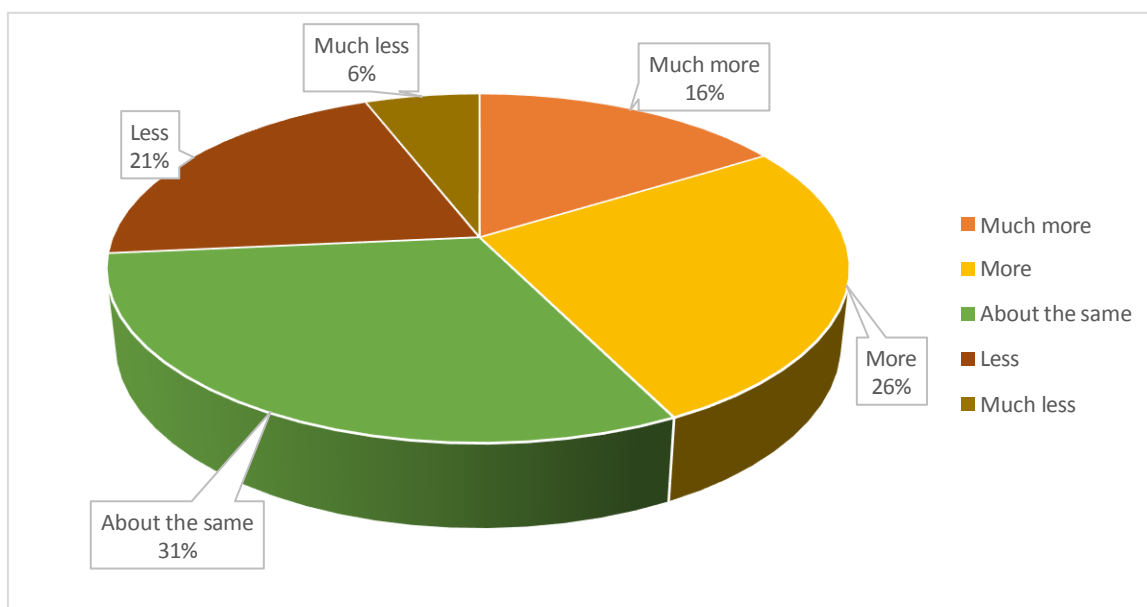
**Pie-chart4.1: Engagement Since Transition to English Instruction**

The final results showed that the change to English teaching had positive effects on students' engagement: 51.5% of the respondents felt more engaged, 27.9% the same, and 20.6% less. These results indicate that English teaching may bring interest and engagement to most students, but a fair number feel less, hence the need to investigate how to maintain or boost engagement for all students.

- B. Do you participate more or less in class discussions and activities since the transition to English?

Table 4.2: Participation in Class Discussions and Activities

Answers	Number	Percentage
Much more	11	16%
More	18	26%
About the same	21	31%
Less	14	21%
Much less	4	6%
Total	68	100%



Pie chart 4.2: Participation in Class Discussions and Activities

Our results present that the transition to English has different impacts on class participation: 26.5% participate more, and 16.2% participate much more, while 30.9% participate about the same. However, 20.6% participate less, and 5.8% participate much less. The implications of these findings are that although the transition may have increased participation for some, it is clear that it has decreased participation for others. This shows that differential language proficiency and

confidence levels May somewhat implicate students' participation or non-participation in class discourses and, therefore, a need for supportive class environments to have all students actively participate.

Rubric five: Suggestions for Improvement

A. What type of additional support would help you adjust better to courses taught in English?

Table 5.1: Suggestions for Improvement

Answers	Number	Percentage
Additional English language classes	32	47.1%
Tutoring sessions	20	29.4%
Bilingual course materials	11	16.4%
Study groups	5	7.4%
Total	68	100%

This describes a clear preference hierarchy amongst the participants on the additional type of assistance required for a smoother transition to courses taught in English. In this context, 47.1% of respondents said they would prefer more English language instruction, pointing to a basic need to enhance language skills. 29.4% prefer tutoring sessions, showing a need for individualized help to address particular difficulties with academic work. 16.4% prefer bilingual course materials, demonstrating the importance of comprehension of complex ideas not only in English but in one's native language, too. Finally, 7.4% choose study groups, showing a smaller but still noticeable preference for group learning. All this implies that even though language competency still is the most critical factor, students with various learning needs may receive a variety of instructional assistance, suggesting that a multifaceted approach would likely be effective.

- B. Do you have any additional comments or suggestions regarding the use of English language in your courses?

From the answers obtained, one can see that opinions on the English language in courses differ. A number of respondents point out that when teaching grammar, great importance should be attached to practical examples and real-world application; with stories, students will be more involved. There is a need for further provision of the English language, which indicates that more proficiency is needed in order to understand lessons. Some of the comments point out the fact that English is important all over the world, especially in technology and business fields, for the future of a student. Some call for auxiliary materials and special trainings to help master the English language. A minority of voices favors French over English, referring to the cultural and historical ties to the French language in Algeria. Generally, though, there is a strong feeling of necessity toward the adoption of English as an element of global relevance but also an awareness of the need for comprehensive support to reach proficiency and consideration for French established role in the educational system.

5.2. Teachers interview Analysis

Section 1: Perceptions of Language Transition

Q1. How did you perceive the transition from teaching in French or Arabic to teaching in English?

- Some teachers found it easy to switch to teaching in English, while others found it difficult. This suggests that teachers had different experiences, and those who struggled might need more help and training to adapt to the new language of instruction.

Q2. What was your initial reaction when you learned about the transition to English instruction?

- Among the teachers, reactions to the news about the transition to English ranged from support to reluctance. This means that a number of teachers liked the very

idea of teaching in English, while others were afraid of not being able to teach effectively in that language.

Section 2: Challenges in Instructional Practices

Q1. What specific challenges have you encountered while teaching in English?

- There were specific challenges that teachers highlighted with teaching in English—these included challenges in explanation of concepts, finding the right words, and communication with students. The student-related problems had to do with understanding the content in English; several students could not understand the lesson, and teachers spent extra time in translation of content and switching between languages. This was considered very time-consuming and diminished the lesson flow. Such challenges imply that teachers need more training and resourcing to enable them to present complex concepts, communicate well in English, and to help the students understand languages.

Q2. Have you noticed any changes in your teaching methodology since the transition?

- Yes, the teaching styles of teachers, the materials used, and how they assessed the students had to change with the switch to English. This compelled them to adjust through the use of simpler language, greater reliance on visual aids, and different types of assessments than what would have been used otherwise.

Section 3: Impact on Student Engagement and Comprehension

Q1. How do you perceive the impact of English instruction on student engagement in your courses?

- Transitioning to teaching in English affected student engagement; changes occurred in their participation, interest, and motivation. Some students were not very participatory because of the language problem, which means using more active teaching methods, with support on the language used, can enhance the level of engagement among students.

Q2. How do you assess students' comprehension of course materials delivered in English?

- Some students understood the course material well in English, while others did not. The disparity is a clear indication that students with better skills in English did well, whereas those who struggled most in English found the material hard to comprehend. Additional language support and differentiated instruction may help to overcome these comprehension issues.

Section 4: Support and Resources

Q1. What types of support or resources would help you better navigate teaching in English?

- Teachers identified a need for more training, better teaching materials, and language support in how they teach in English. This shows the requirement for continuous professional development courses on language proficiency for teachers and students. Besides, most teachers have called for accessing quality English textbooks and references related to their subjects. They need to be able to use well-regarded English books and resources to ensure that they teach accurate and relevant subject matter. Finding and using these English references will improve the quality of education in general and help teachers effectively deliver their courses.

Q2. Do you have any suggestions for improving the transition to English instruction for future cohorts of teachers?

- Teachers suggested introducing a gradual transition to English instruction, such that it first begins with one subject per faculty, involves willing teachers and students, and such that English resources are available. This can be a step-by-step process to facilitate a smooth adaptation and create a more enabling environment.

Section 5: Additional Feedback

Q1. Do you have any additional comments or observations regarding the use of English language in your teaching context?

- Teachers advise that the improvement in language skills should be prioritized, and that changes have to be done in the course materials and with deliberate transition to English. They noted language barrier and student participation as two big challenges. In this comment, it is underscored that strategic preparation, gradual implementation, and language improvement are of great importance in delivering a smooth transition to English instruction.

6. Data Interpretation and Discussions**6.1. Students' questionnaire Results:**

The findings from the students' questionnaire of the Higher School of Management and the Faculty of Commercial Sciences of the University of Abu Bakr Belkaid show a vivid picture of what is experienced by the students in the shift to the teaching of English. One striking observation is the gender distribution among the respondents, where the vast majority is female. This gender gap is important to consider because it could mean that the experiences and viewpoints shared in the survey might favor more of the female perspective.

At the level of language skills, while the majority of students feel comfortable with English, also a good number only have basic skills in it. This is a sign of the diversity in language abilities; meaning that it is not all students who begin at the same level when it comes to adapting to courses taught in English. This may mean that educators may want to take on a varied approach so that the needs of those with different levels of proficiency are taken care of.

Despite the differences, the majority of students seem positive about the move to have instruction done in English. This could be because of various reasons: perceived opportunities for wider communication or better chances of getting a job in the

current job market where English seems to be the language. However, one should take note that positivity in this case does not necessarily mean that adaptation will be easy. While the majority found the transition rather smooth, there are still great challenges faced by good numbers of students.

One major difficulty is in understanding course materials delivered in the English language. While a majority express confidence in their ability to understand such materials, a good percentage still have problems. This would mean that though the motivation and the will to learn in the use of English exist, more support would be required if they are to fully understand the material.

Interestingly, however, despite these challenges, there is a sense that engagement has risen since the transition. This will, therefore, imply that despite the challenges to climb, the move to English may help rejuvenate learner interest and engagement with studies. However, there is the need to appreciate that not all learner's benefit from this increase in engagements. Some may feel they are becoming less engaged, which might mean something has to be done to make them get more involved.

Additionally, from the survey, it comes out that there are some subtleties in the way students express the ability to understand complex concepts in English compared to the native languages. While many will feel they are very good in English, a good percentage will still feel they can take more from French or Arabic. This shows that, in educational settings, linguistic diversity should be highly recognized and respected as students may have different preferences and strengths in the languages they speak.

Additional support wanted for better adjustment to English-taught courses: a clear hierarchy of preference can be seen in students' choice of what should be done. Almost the same number of students wanted additional English language classes and tutoring; a great need to strengthen language skills to make the transition better is expressed. Next, the choice of bilingual course materials underlines the need for complex concepts in English to be explained in a student's native language; it underlines, in fact, the need to be linguistically diverse in the classroom. Preference for study groups expresses great interest in collaborative learning; students can study with their peers and work on a better understanding of the course material to support

each other throughout the process. These findings reflect the students' diversified needs in adjusting to English instruction and suggest a multi-faceted approach as potentially effective in providing tailored support.

Generally, the results of the survey convey the complexity of the process involved in the transition to English instruction. There is overall positivity and increased engagement, but there are also quite a few challenges that have to be addressed. Knowing and taking care of such challenges will help educators guide their students better along their path toward academic achievement in an English-taught environment.

6.2. Teachers' interview Results

The data collected from the interview with the teachers of the Higher School of Management and the Faculty of Commercial Sciences at the University of Abu Bakr Belkaid has provided rich details on opportunities and difficulties related to this paradigm change in education. The diversity of teachers' responses, which reflects the vast range of experiences seen in the transition process, is one of the most striking observations. Language hurdles and pedagogical adjustments were among the significant obstacles that some educators encountered when transitioning to teaching in English. All this variety underscores the imperative for a specialized and intelligent strategy to aid educators in the process of change.

Moreover, the differing initial responses from teachers show the complex interaction of variables affecting attitudes toward English teaching. While a small group of educators welcomed the shift with enthusiasm, some were apprehensive about their level of language competency and how it would affect their ability to teach. These differing viewpoints emphasize the necessity of taking early action to allay worries and improve teacher confidence so they are prepared to teach English-language subject.

The difficulties found in instructional practices have useful details on the complex process of changing teaching strategies that suit the new instructional language. It has been observed that there is a set of challenges teachers have had to meet creatively:

from attempting to explain hard concepts, to bridging language difficulties with the students. The dynamic character of educational adaptation in response to language switches is shown by changing methodologies for teaching, adding visual aids, and developing alternative evaluation methods.

Besides, the main highlight in this discussion is the effect on students' understanding and involvement. It shows that a difference in levels of participation and understanding by the students calls for certain strategies to help reduce the impact of the language gap. Through the creation of dynamic learning environments and the provision of specialized linguistic help, teachers can foster better student involvement and create equal access to education.

Underscores the imperative support and resources, such as funding regular professional development, access to excellent learning tools, and language proficiency classes. It also underlines a phased transition strategy approach, which indicates that strategic planning and resource allocation in this transition would be necessary for it to be easy and successful. Thus, the analysis gives information on the challenges in switching to English instruction, proving the need for an active and holistic strategy in assisting teachers and students to navigate through this process of change. Participants in education can, by such insights, collaborate to develop specific strategies that further fair and inclusive learning environments and encourage academic achievement.

7. Limitations of the Study

Evidently, several contextual and methodological limitations that beset this research, preventing the realization of the expected results. Foremost among these was the fact that there were not enough resources such as articles and books specifically dealing with the use of the English language by teachers in Higher Education in Algeria. A shortage of available teachers who teach in English for the study made it difficult to gather sufficient data and obtain an adequate number of responses from first-year level instructors. Thirdly, when the questionnaire was first distributed in English, not enough responses were obtained, thus needing to be translated into Arabic, which, on the other hand, got sufficient data collection but

may have brought some variations in how questions were interpreted. In addition, most of the responses were from female students; this introduces a potential gender bias in the findings. Some respondents gave very short answers to questions that required detailed responses; this created difficulty in properly understanding the issues. Lastly, a limited timeframe within which the study was to be completed restricted the scope of the research and the extent to which data may be collected and analyzed. Despite such limitations, the research instruments used enabled the researcher to draw a clear picture of the use of the English language by teachers at the Faculty of Commercial Sciences and the Higher School of Management in the first year level. The findings were sufficient to address the research questions and confirm the hypotheses. Teachers who were previously instructed in French or Arabic indeed face initial challenges in conveying complex concepts in English. This transition has induced changes in teaching methodologies to accommodate language differences. Students at the first-year level experience an adjustment period in the assimilation of the course materials presented in English. These results confirm that the stated hypotheses are a true reflection of the observed experiences and challenges in the transition phase of the usage of English as the language of instruction.

Conclusion

This chapter of the study deals with the practical exploration of the research topic, concentrating on the use of the English language by instructors within the Faculty of Commercial Sciences and the Higher School of Management. The chapter highlights the methodology of research work, delineating the type of research and the data collection tools, which include questionnaires for students and interviews with faculty. It gives a description of the setting, where the study took place, and describes the participants of the study. The analysis of the data collected through these instruments gives way to key themes, challenges, and patterns with respect to the use of English in instructional practices. The findings contribute to better ways of improving English language instruction and point out the need for targeted support so that students' engagement and understanding can be improved, thereby reinforcing the research hypotheses.

General Conclusion

General Conclusion:

The study explores the shift to English as the language of instruction in higher education, specifically focusing on the Faculty of Commercial Sciences at the University of Abu Bakr Belkaid and the Higher School of Management in Tlemcen. The main goal was to understand how first-year teachers and students adapt to this change, the challenges they face, and the strategies they use. The thesis includes a literature review that situates the research within existing academic discussions and a methodology section detailing a mixed-methods approach with data from questionnaires and interviews. The results reveal that both teachers and students initially encounter difficulties. Teachers struggle with conveying complex concepts and adjusting their teaching methods, while students find it challenging to understand course materials in English. Despite these challenges, there is a general sense of positivity and increased engagement among both groups. The findings support the research hypothesis that teachers accustomed to French or Arabic instruction face initial hurdles when switching to English, necessitating changes in their teaching methods and a period of adjustment for students. These findings are significant in the broader context of globalization and the growing need for English proficiency in the job market. The transition to English is not merely a linguistic shift but also a cultural and pedagogical one, reflecting the internationalization trend in higher education where English is becoming the dominant instructional language. This shift has important implications for educational policies and practices, underscoring the need for targeted support and resources to facilitate effective English medium instruction. Comparing these results with past research, it is evident that the challenges faced during the transition to English instruction are consistent with findings from other studies in similar contexts. Previous research also highlights the initial difficulties for both teachers and students, such as language barriers and the need for new teaching strategies. However, unlike some studies that reported prolonged negative impacts, this research found a quicker adaptation and a generally positive outlook among participants. This difference may be attributed to the specific strategies and supports implemented in the institutions studied, suggesting that tailored interventions can significantly ease the transition process.

For future research, it's recommended to explore the long-term effects of the English instruction transition on teachers and students. Investigating the effectiveness of various support strategies, such as professional development programs and language proficiency classes, would provide valuable insights. Comparative studies across different universities and regions could help generalize findings and inform broader educational policies. Additionally, examining students' experiences in other disciplines would offer a better understanding of the impact of English instruction across different academic fields. In conclusion, the transition to English as the language of instruction presents both challenges and opportunities. While teachers and students face initial difficulties, there is overall positivity and increased engagement. The study highlights the need for targeted support and resources to facilitate this transition and improve educational quality. These findings contribute to the broader understanding of language policy and educational practices in a globalized world, emphasizing the importance of multilingual and multicultural approaches in higher education.

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Appendix

Questionnaire for L1 Students in the Faculty of Commercial Sciences and in the Higher School of Management

Introduction:

Thank you for participating in this research study. The purpose of this questionnaire is to gather insights into your experiences and perceptions regarding the use of English language by your teachers in the Faculty of Commercial Sciences at the first-year level. Your responses will help us understand how the transition from French or Arabic to English instruction impacts your engagement and comprehension in courses.

Information Profile:

Please provide the following information about yourself:

1. Gender:

a) Male

b) Female

2. Language proficiency in English:

a) Fluent

b) Proficient

c) Moderate

d) Basic

Section 1: Perception of Language Transition

1. How do you feel about the transition from having classes primarily taught in French to having them taught in English?

- a) Very positive
- b) Positive
- c) Neutral
- d) Negative
- e) Very negative

2. Do you find it easy to adjust to classes taught in English?

- a) Very easy
- b) Easy
- c) Neutral
- d) Difficult
- e) Very difficult

Section 2: Understanding Course Materials

1. How confident are you in understanding course materials delivered in English?

- a) Very confident
- b) Confident
- c) Neutral
- d) Not very confident
- e) Not at all confident

2. Have you encountered challenges in understanding course materials delivered in English?

- a) Yes, many challenges
- b) Yes, some challenges
- c) Neutral
- d) No, few challenges
- e) No challenges at all

3. Do you feel that you understand complex concepts as well as you did when they were taught in French or Arabic ?

- a) Better in English
- b) About the same
- c) Better in French
- d) Better in Arabic

Section 3: Impact on Student Engagement

1. How engaged do you feel in your courses since the transition to English instruction?

- a) More engaged
- b) About the same
- c) Less engaged

2. Do you participate more or less in class discussions and activities since the transition to English?

- a) Much more
- b) More
- c) About the same
- d) Less
- e) Much less

Section 4: Suggestions for Improvement

1. What type of additional support would help you adjust better to courses taught in English?

- a) Additional English language classes
- b) Tutoring sessions
- c) Bilingual course materials
- d) Study groups

2. Do you have any additional comments or suggestions regarding the use of English language in your courses?

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Interview for teachers in the faculty of commercial sciences and in the higher school of management

Introduction:

Thank you for participating in this interview. The purpose of this interview is to gain insights into your experiences and perceptions regarding the transition from teaching in French or Arabic to teaching in English in the Faculty of Commercial Sciences at the first-year level. Your responses will help us understand the challenges, adjustments, and impacts associated with this transition.

Information Profile:

Please provide the following information about yourself:

Name :

gender:

Department:

Years of teaching experience:

Language proficiency in English:

- a) Fluent
- b) Proficient
- c) Moderate
- d) Basic

Section 1: Perceptions of Language Transition

- a. How did you perceive the transition from teaching in French or Arabic to teaching in English?
- b. What was your initial reaction when you learned about the transition to English instruction?

Section 2: Challenges in Instructional Practices

- a. What specific challenges have you encountered while teaching in English?
- b. Have you noticed any changes in your teaching methodology since the transition?

Section 3: Impact on Student Engagement and Comprehension

- a. How do you perceive the impact of English instruction on student engagement in your courses?
- b. How do you assess students' comprehension of course materials delivered in English?

Section 4: Support and Resources

- a. What types of support or resources would help you had better navigate teaching in English?
- b. Do you have any suggestions for improving the transition to English instruction for future cohorts of teachers?

Section 5: Additional Feedback

Do you have any additional comments or observations regarding the use of English language in your teaching context?

Summary

This study examines the implementation of English as a medium of instruction (EMI) in Algeria's Faculty of Commercial Sciences and Higher School of Management. It investigates its impact on student academic performance and career opportunities, highlighting challenges faced by teachers and students in explaining complex concepts and engaging effectively. Despite these difficulties, students show a positive attitude towards EMI, acknowledging its long-term benefits. The research stresses the need for strategic planning, resource allocation, and continuous support, including professional development for teachers and additional language classes for students to enhance English proficiency. Overall, it advocates for a comprehensive approach to support successful EMI implementation in higher education in Algeria.

Key words: English, Medium of Instruction, Higher Education, Tlemcen, Language Transition, Bilingualism.

Résumé

Cette étude examine la mise en œuvre de l'anglais comme langue d'enseignement (EMI) à la Faculté des sciences commerciales et à l'École supérieure de gestion en Algérie. Elle explore son impact sur la performance académique des étudiants et leurs opportunités de carrière, en mettant en lumière les défis rencontrés par les enseignants et les étudiants pour expliquer des concepts complexes et s'engager efficacement. Malgré ces difficultés, les étudiants manifestent une attitude positive envers l'EMI, reconnaissant ses bénéfices à long terme. La recherche souligne la nécessité de planification stratégique, d'allocation de ressources et de soutien continu, y compris le développement professionnel pour les enseignants et des cours supplémentaires de langue pour améliorer la maîtrise de l'anglais. Globalement, elle préconise une approche globale pour soutenir la mise en œuvre réussie de l'EMI dans l'enseignement supérieur en Algérie.

Mots clés : Anglais, Langue d'Enseignement, Enseignement Supérieur, Tlemcen, Transition Linguistique, Bilinguisme.

ملخص

تتناول هذه الدراسة تنفيذ اللغة الإنجليزية كوسيلة للتعليم في كلية العلوم التجارية والمدرسة العليا للإدارة في الجزائر. وتقوم الدراسة بفحص تأثير ذلك على الأداء الأكاديمي للطلاب وفرصهم المهنية، مسلطة الضوء على التحديات التي يواجهها المعلمون والطلاب في شرح المفاهيم المعقدة والمشاركة بفعالية. على الرغم من هذه الصعوبات، يظهر الطلاب موقفاً إيجابياً تجاه اللغة الإنجليزية كوسيلة للتعليم، مدركين فوائدها على المدى الطويل. تؤكد الدراسة على ضرورة التخطيط الاستراتيجي وتخصيص الموارد وتقديم الدعم المستمر، بما في ذلك التنمية المهنية للمعلمين ودروس إضافية في اللغة لتحسين إتقان اللغة الإنجليزية. بشكل عام، تدعو الدراسة إلى نهج شامل لدعم تنفيذ اللغة الإنجليزية كوسيلة للتعليم بنجاح في التعليم العالي في الجزائر.

كلمات مفتاحية: الإنجليزية، وسيلة التعليم، التعليم العالي، تلمسان، انتقال اللغة، ثنائية اللغة