English as a medium of instruction in the Algerian higher education: Issues and new avenues

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Abstract

It is widely approved that whatever may be the drive for acquiring or learning a new language, it remains an asset. The instruction of a foreign language is resourceful for any nation as it enhances the linguistic capital among its people. In Algeria, following the discourse of languages at universities, a linguistic shift has been introduced from French as a Medium of Instruction to English as a Medium of Instruction. Nevertheless, this language reform is not free from the impact of some factors such as: political and social since language planning cannot be detached from its social and historical context. Using a mixed-method approach, this research paper attempts to examine teachers' perceptions and expectations about the effectiveness of the integration of English. Sixty students from various faculties and levels responded to a questionnaire by the researchers. The results show that, despite their enthusiastic and supportive views toward the new language project, the respondents affirm that Saida and the Algerian university as a whole are not prepared for this sudden shift. Hence, a myriad of recommendations arises for both teachers and policy-makers in enhancing the acquisition planning for the successful implementation of EMI in higher education.

Keywords: Acquisition planning; EMI; higher education; linguistic capital

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1. INTRODUCTION

The amount that language instruction has evolved is astounding. Given that English has long ago become the most widely used language in the world, teaching and learning English has advanced significantly. To accomplish internationalization and raise the standard of higher education, numerous institutions in non-English speaking countries have opted to teach a variety of academic subjects especially those that are related to science in the language that is most widely spoken around the globe.

Likewise, the use of English as a teaching language in higher education emphasizes the language's global reach and creates new opportunities for educators and learners to improve their exceptional linguistic resources while also being competitive in the job. While also being cautious and conscious of the potential ups and downs it might bring to all educational players operating in Algerian higher education.

1.1. Literature review

1.1.1. English as a medium of instruction (EMI): A new language education direction

The majority of EMI definitions refer to the use of English as a foreign language, a lingua franca, or a medium of communication within a linguistic-cultural environment in which English is not the native tongue (Han, 2023; Simie & McKinley 2024). English as a medium of instruction, according to Dearden (2014), indicates "the use of the English language to teach academic subjects in countries or jurisdictions where the majority of the population does not speak English". Similarly to this, according to Galloway and Ruegg (2020), instructional English refers to "the use of the English language to teach academic content in places where English is not the first language of the majority of the population".

Tsou and Kao (2017) and Chang et al., (2023) claim that EMI is seen as "a strategic decision to improve alumni employment, publications, international academic exchange, etc., all of which contribute to the institution's international profile". In line with this and for the very nature of EMI application in academic and educational arenas, many nations throughout the world have long enacted concrete laws promoting the use of English as a language of instruction for the benefit of their educational systems, English-medium instruction (EMI) is a trend in education that is quickly gaining traction in educational institutions all around the world. EMI is defined by Macaro (2018) as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the majority of the population does not speak English" in his recent monograph on EMI as a global phenomenon. This concept, while appears easy, encompasses several different, distinct practices. The usage of English as a medium of instruction in particular courses can vary greatly: from being used exclusively or almost exclusively as the only language of instruction to being used more or less frequently than students' first language (L1) and to its limited uses that are mostly restricted to academic purposes. When referring to an entire educational program, EMI can also be used to describe circumstances in which some courses are taught entirely in English while others in the same program are taught in the L1 (Macaro, 2018). The fact that EMI can be applied in a variety of ways indicates "a lack of consensus on EMI terminology and definition" (Macaro, 2018).

EMI is not a novel approach to language instruction for students learning English as a foreign language (EFL). It was first used during the British colonial era (Macaro, 2018). EMI has been adopted in some of their institutions for a considerable amount of time, even in European nations that were not under Anglo-American colonial authority (such as the Netherlands and the Nordic countries). However, over the past three decades, a variety of motivating factors have energized and widely disseminated this type of language instruction (Hu & Li, 2017). First, due to the concomitant cross-border flows of people, capital, knowledge, commerce, science, and technology brought about by globalization, English has solidified its position as the world's lingua franca (Coleman, 2006; Hu, 2018). Second, many national governments now see EMI as a key tactic for improving their national

competitiveness, particularly in knowledge production and technological innovation and gaining access to cutting-edge scientific knowledge and technological know-how.

Third, according to Airey et al., (2017), and Mao & Peng (2024) EMI is seen by many ministries of education as an effective strategy to improve the standard of higher education and give students 21st-century capabilities. Fourth, numerous stakeholders have vigorously promoted EMI as a way to internationalize tertiary education to draw top academics from domestic or international institutions that are under pressure to find new sources of funding as well as international/domestic students. Fifth, many universities in Europe and Asia have adopted EMI to improve graduates' employability skills and, as a result, their competitiveness in both domestic and international markets (Lei, & Hu 2014). Last but not least, EMI can significantly improve the standing or status of colleges (Piller & Cho, 2013).

1.1.2. English language and higher education

The use of English in higher education institutions and universities for research and pedagogical purposes is seen as an unavoidable route that policymakers around the world should give serious consideration to. Using English in higher education is seen as "a parallel and unavoidable process resulting in improved international academic communication worldwide," according to Balan (2014). Also, the advantages of this adoption may be shown clearly in university exchange programs where students do not encounter any linguistic barriers.

Additionally, technological innovation has completely changed how English is taught and learned. The higher education level institutions need to consider the adoption of English because it is the setting where the significant use of various technical instruments and inventions is required. This use may be connected to improving learning chances or helping to provide new opportunities for discoveries or inventions. According to some experts, such as Moursund and Bielefeldt (1999), improving people's lives is technology's primary contribution. Given that the majority of technologies are the result of research and study conducted in the English language, academics and researchers need to learn how to use them effectively. In addition, learning English gives access to intellectual and scientific knowledge; for example, most academic, scientific, medical, and technological journals are published in English, including those from Elsevier, Nature, Science, and Taylor & Francis; learning English also gives students from all fields additional global opportunities to further their studies; graduate students learning this language have a greater opportunity to work in the medical, industrial, and technological fields as well as in foreign companies if they become fluent in it.

Considering the recent changes that have affected nearly every domain in Algeria, particularly with the growing pronouncements on the use of the English language, the Ministry of Higher Education in Algeria was the first official administration to order its various administrative sectors to embrace the use of this international language. Like French, it is significant to remember that English has not been officially recognized as an official language to be used in official papers, legal procedures, and administrative activities, unlike Arabic and, more recently, Amazigh. For several reasons, the vast majority of Algerians in general and the intellectual community in particular were quite happy with this decision.

The use of English in higher education, for instance, may show how such a rapid adoption could create a platform that could worsen certain issues with knowledge gaps and a lack of ability to sustain effective functioning at different levels in the actual world. Logically, any hasty substitution ought to cause complete chaos and catastrophic outcomes if the required safeguards/measures are not followed and the required boundaries are not set. Still, not much research has been done on the practical aspects of why and how English could be successfully implemented at Algerian colleges. One inevitable problem that arises in a difficult position is the percentage of university professors, who may also be administrators, who think that English adoption at the Algerian educational level would be effective.

1.1.3. Higher education internationalization

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The process of making anything worldwide is known as internationalization, according to the Cambridge Dictionary. The globalization of higher education requires the use of English as a worldwide language and a communication tool. This internationalization links organizations and universities with common interests throughout the world through international publications and discoveries, which should affect universities' international rankings. English should be a language of teaching offered by numerous universities worldwide. Courses such as General English (GE), English for Academic Purposes (EAP), and English for Specific Purposes (ESP) should be included in the university's undergraduate, graduate, and even postgraduate levels to support students and researchers in learning this language and fulfill their educational needs. These programs have proven to be successful in improving the English proficiency of instructors and pupils in several countries, such as the European Union, the Republic of Korea, Turkey, Malaysia, China, Taiwan, and Vietnam (Motteram, 2013; Wang, 2021). For admission to one of these countries' universities' programs, applicants must submit the results of their English language competency exam, TOEFL, and IELTS.

The landscape of higher education is evolving quickly. In an increasingly linked world, universities are buckling under pressure to change their institutional priorities and overhaul their higher education systems. Universities from all over the world started the "getting international" process around the turn of the millennium to prepare students to become "global citizens" (Bretxa & Vila 2014). This trend is concisely described in UNESCO's concept note for the 2022 World Higher Education Conference as "the globalization of the world's economies and a growing acceptance that knowledge societies need highly skilled and competent knowledge workers.". Universities are currently facing more and more pressure from seemingly conflicting policy agendas. On the one hand, they are adopting English as the language of international communication because they are under increasing pressure to produce "highly skilled and competent knowledge workers." On the other hand, universities are frequently seen as important national assets and flagships (Soler & Gallego-Balsà, 2019).

1.1.4. Language acquisition planning

A form of language planning known as acquisition planning is carried out by national, state, or local government systems to influence language-related factors including literacy rates through education and language status and distribution. Although non-governmental organizations can also employ acquisition planning, government planning is more frequently linked with it. Contrarily, acquisition planning is part of a larger language planning process that includes evaluating the status of languages, revising corpora, and introducing the changes to society at large through education systems that span from elementary schools to universities.

A few examples of the many changes that may be involved in this process of change include creating a bilingual language program, changing the structure of student textbooks, or changing the ways that official language instruction is delivered. According to this viewpoint, acquisition planning should be viewed as being far more focused on the following: textbook formatting, which refers to the overall structure, plan, and content of the textbook; method of teaching the official language, which refers to a specific approach taken when instructing students in official language; and modification, which is the act or process of changing something to improve it or make it more acceptable.

For instance, a government may pass legislation mandating that textbooks be published exclusively in this language or that teachers only teach in it if it wish to elevate or lower the status of a certain language. Thus, the language's standing may be raised or its reputation could rise. Thus, acquisition planning is frequently employed to support linguistic purism or revitalization, which can alter a language's standing or reverse a language shift. If a government updates a corpus, schools will need to update their dictionaries and instructional materials to improve comprehension and ensure that language learning continues to be effective (Chou, 2021). Decisions about national language learning are usually made by the government's education ministry or sector, using data from local and

state assessment reports. The duties assigned to the education sectors differ by nation; Kaplan and Baldauf (1997) outline the six main objectives of the sectors:

1.   To determine which languages ought to be included in the curriculum
2. To assess teacher training programs' scope and effectiveness.
3. Involving nearby communities.
4. To ascertain the resources that will be employed and how they will be integrated into the curriculum.
5. To create an assessment system at the local and state levels to track advancement.
6. To ascertain the financial expenses.

1.2. Purpose of study

This research paper attempts to examine teachers' perceptions and expectations about the effectiveness of the integration of English. Research Question: In the context of Algerian higher education, what perspectives do pedagogical players have about the new training process and prospects for EMI integration?

A gradual integration and systematic implementation of English acquisition planning would have a positive and productive impact on Algerian higher education.

Aims of the study:

- Investigating the effectiveness of the language training process and the extent to which it meets the teacher's needs and expectations.

- Showcasing the prospective positive or negative impact of EMI integration.

- Offering practical solutions and some suggestions that may boost the modus operandi of English in higher education.

2.   METHODS AND MATERIALS

2.1. Data collection tool

This study relies on a research technique that emphasizes the use of interviews and questionnaires as primary data-gathering tools to meet the practical concerns raised above. Research methodology is defined as a way to comprehend and examine social reality in this manner. To address the research issues, a method, a collection of procedures, and strategies for gathering and analyzing data are used. An explanatory sequential mixed method design is used by the researcher to collect, analyze, and integrate quantitative and qualitative paradigms in a single study to comprehend a particular problem. Combining, integrating, connecting, or embedding the two study threads is another aspect of mixed-method research. In this paradigm, the investigator starts by gathering the quantitative data and subsequently gathers the qualitative data to provide context.

It was essential to speak with and listen to everyone impacted by and participating in the process to comprehend views of EMI and uncover teachers' thoughts regarding the new language training method. To learn more about the respondents' opinions of EMI, the researcher conducted several interviews. The interview protocol is split into two sections. The first section is devoted to the opinions of the training teachers regarding the effectiveness of the course and their experiences with it. The views of teachers regarding the integration of EMI prospects in Algerian higher education are the focus of the second section. Most of these questions are left open-ended. It expresses comments about the recently launched language project. Teachers are key interview informants who are selected from several academic departments, including science and technology, computer sciences, law, psychology, and political science. They are the agents who carry out the pedagogical endeavors.

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A semi-standardized questionnaire with structured questions, such as open-ended and closed-ended questions, is at the other extreme of the range. Researchers tend to employ the former more frequently; responders merely need to check the appropriate box, and data are collected and organized automatically. The latter allows for more flexible responses that allow for the open expression of ideas and opinions. A questionnaire is deemed standardized when the same questions are asked of every responder and the same response coding technique is applied. Because of its hybrid format, it can be used in a range of contexts. Here, the main objective is to allow for the interpretation of different question answers. A semi-standardized q is at the other extreme of the spectrum.

2.2. Participants

Sixty students from various faculties and levels (master, L2, L3) at the University of Tahar Moulay in Saida were given the questionnaire. The sampling strategy was non-probability purposive sampling.
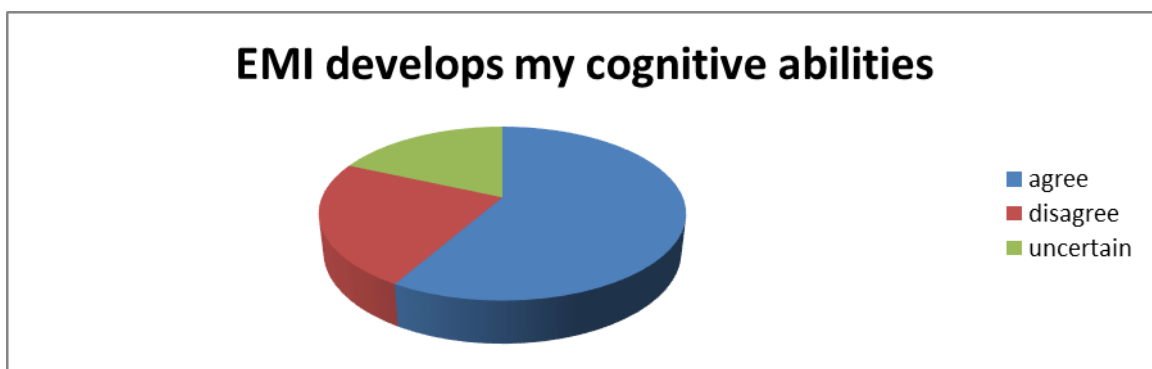
3. RESULTS

3.1. Questionnaire: students' attitudes towards the efficiency of EMI:

3.1.1. Responses to Question1

Figure 1
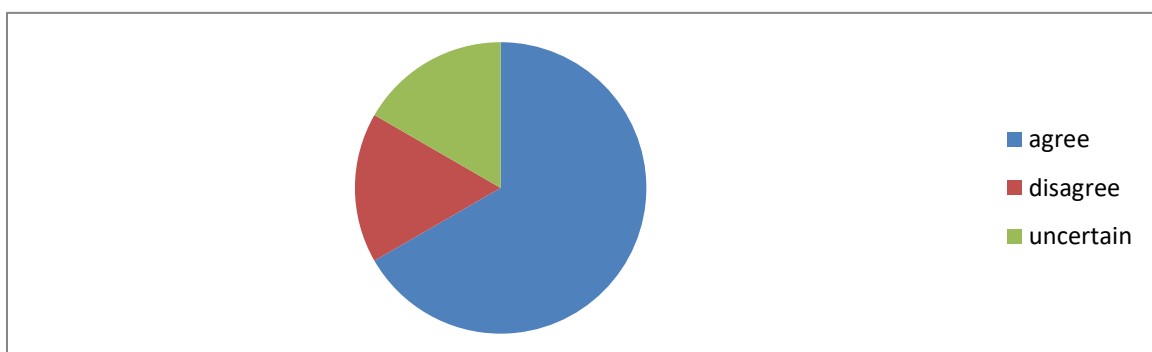*EMI Develops My Cognitive Abilities*

As far as the first question is concerned, the majority of students express their positive attitudes towards the implementation of English as a medium of instruction. While 23.33% disagree that EMI develops their cognitive attitudes (figure 1). 18.33 of the respondents show their uncertainty about the issue.

3.1.2. Responses to Question 2

Figure 2
EMI enables me to Develop Divergent and Critical Thinking

Senouci, S. & Gacem, M. (2024). English as a medium of instruction in the Algerian higher education: Issues and new avenues. *Global Journal of Foreign Language Teaching 14*(3), 186-200. https://doi.org/10.18844/gjflt.v14i3.9261
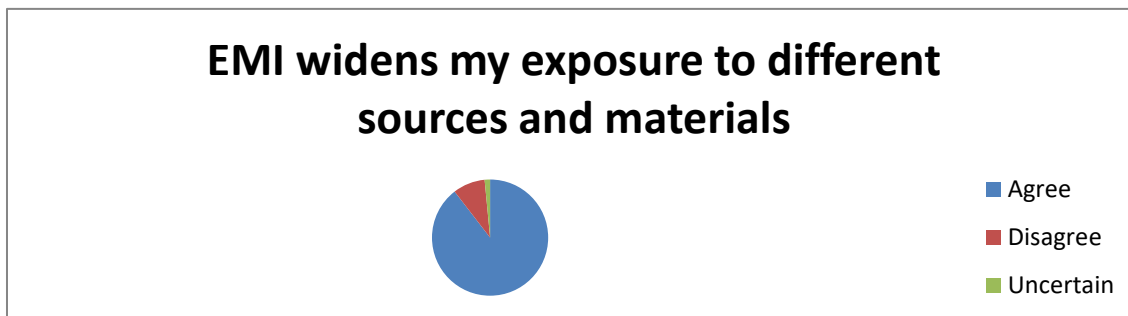
When the researchers investigate whether EMI enables them to develop divergent and critical thinking, 66.66% agree and an equal percentage, that is 16.66% express their disagreement and uncertainty respectively (figure 2).

3.1.3. Responses to Question 3

Figure 3

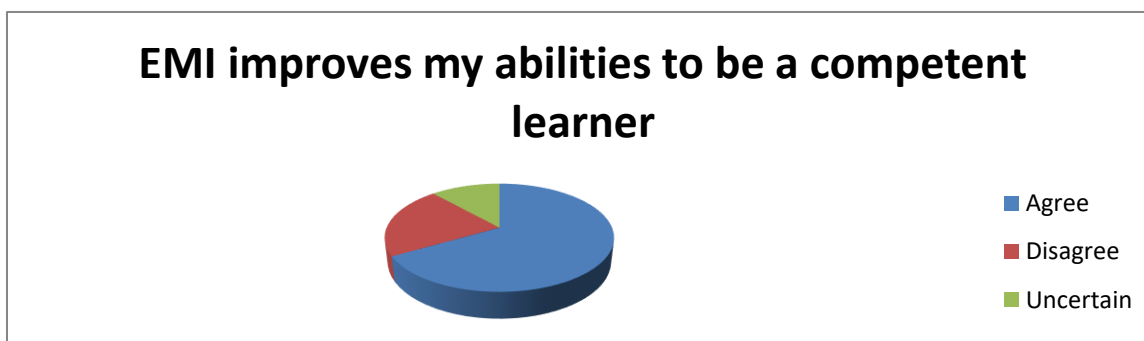*EMI Widens my Exposure to Different Sources and Materials*

A high percentage of agreement was also expressed in this question, 83.33 consider EMI a reason that widens exposure to different sources and materials. Whereas, 8.33% disagree and 8.33% are uncertain (figure 3).

3.1.4. Responses to Question 4

Figure 4

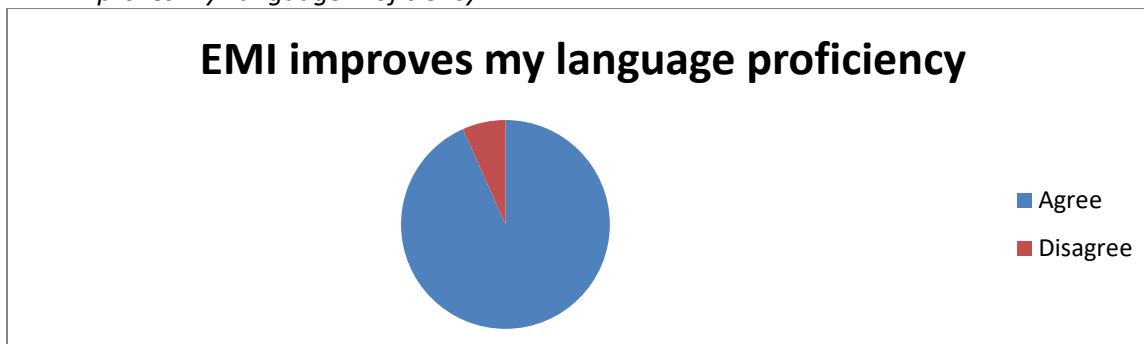*EMI Improves my Abilities to Be a Competent Learner*

As for the present question, 66.66% of the respondents agree that EMI improves their abilities to be competent learners. However, 21.66% show negative attitudes and 11.66 are uncertain (figure 4).

3.1.5. Responses to Question 5

Figure 5

EMI Improves my Language Proficiency

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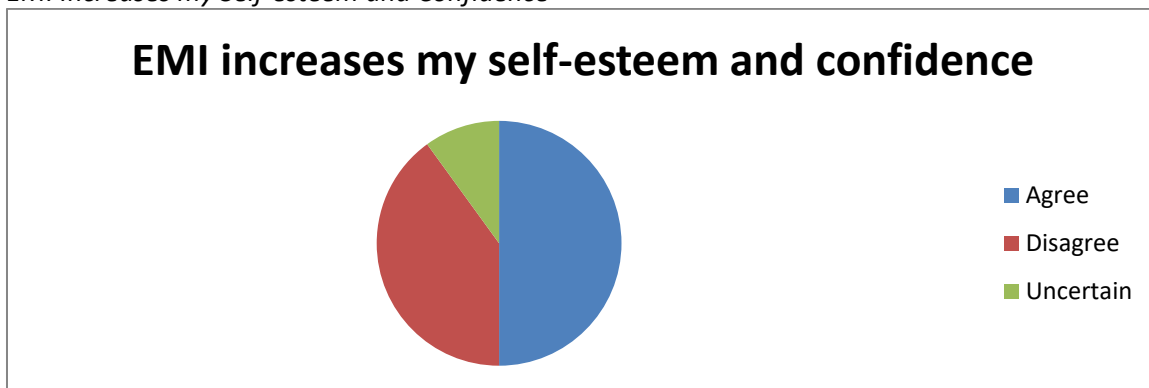
Question number 5 which attempts to gauge the respondent's attitudes towards the effects of EMI on language proficiency, 93.33% agree that it improves their abilities in this language, while 6.66% disagree (figure 5).

3.1.6. Responses to Question 6

Figure 6
EMI Increases my Self-esteem and Confidence

When asked whether EMI increases their self-esteem and confidence, 50% say yes, and a considerable percentage i.e., 40% disagree and 10% feel uncertain (figure 6).

3.1.7. Responses to Question 7

Figure 7
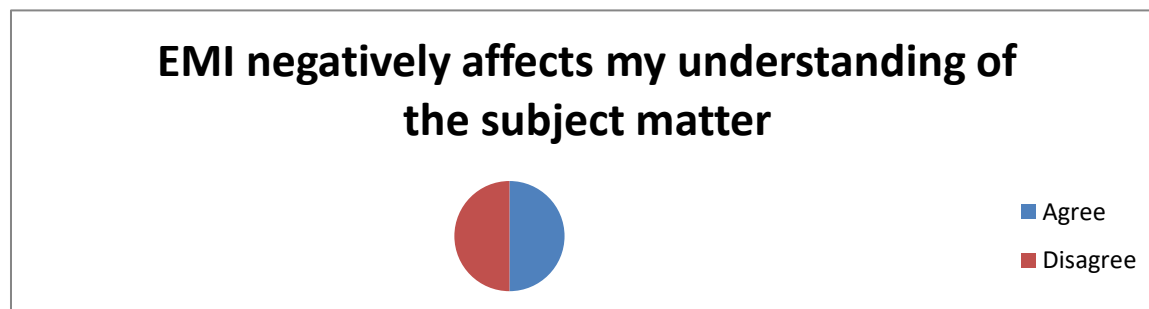*EMI Boosts my Chances of Better Job finding Prospects*

In this question, results show that 91.66% of the respondents agree that EMI boosts chances of better job-finding prospects and only 8.33% disagree (figure 7).

3.1.8. Responses to Question 8

Figure 8
EMI Negatively Affects My Understanding of the Subject Matter

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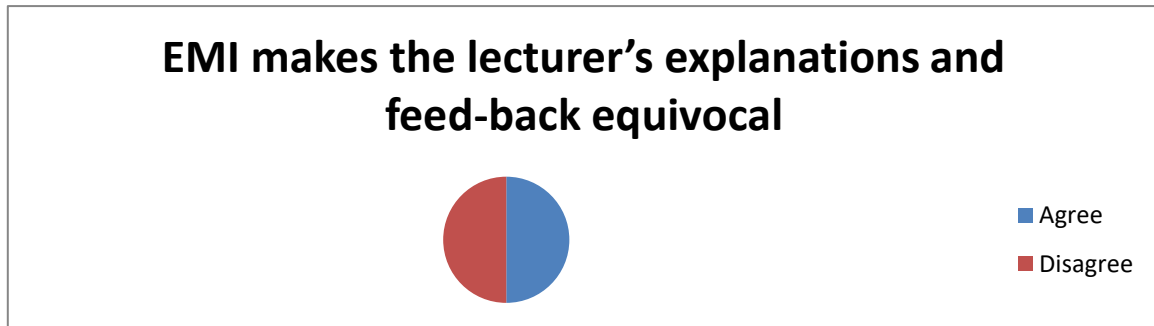
As far as the comprehension of the subject content, an equal percentage was noticed 50% expressed that EMI affects negatively their understanding of the subject matter, and 50% disagreed (figure 8).

3.1.9. Responses to Question 9

Figure 9
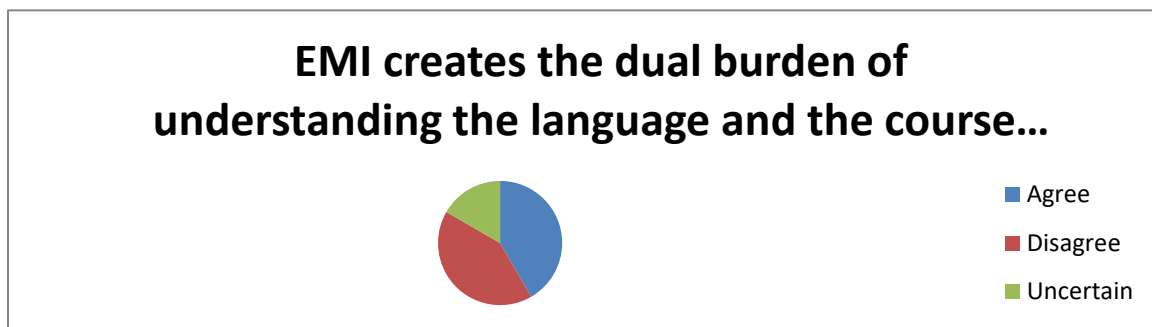*EMI makes the Lecturer's Explanations and feedback equivocal*

The same results were also obtained in this question when 50% said that yes EMI makes the lecturer's explanations and feedback equivocal and 50% disagreed (figure 9).

3.1.10. Responses to Question 10

Figure 10
EMI Creates the Dual Burden of Understanding the Language and the Course Content
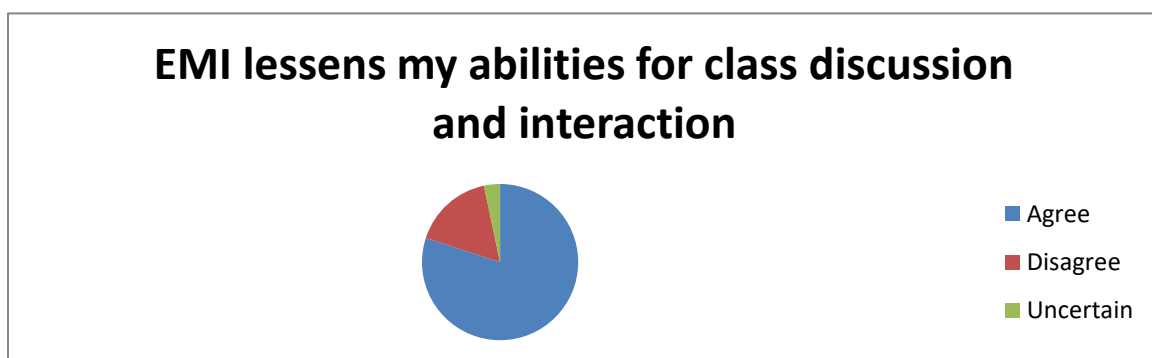

41.66% agree that EMI creates the dual burden of understanding the language and the course content and the same percentage i.e. 41.66% disagree and show their negative attitudes while 16.66 percent of the respondents express their uncertainty (figure 10).

3.1.11. Responses to Question 11

Figure 11
EMI Lessens my Abilities for Class Discussion and Interaction

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When asked whether EMI diminishes their abilities for class discussion and interaction, 80% of the students expressed their agreement, 16.66 showed negative attitudes, and 3.33% felt uncertain (figure 11).

3.2. Interview

3.2.1 Teachers' Perspectives (the trainees) on the Training EMTUSA Course and its Effectiveness.

Q 1. Did the teachers seriously respond to this decision?

R 1. Teacher's Response to Training:

Participants agreed that university teachers did not completely respond to the training sessions. They attributed this to the fact that the training hours did not correspond to their university schedules. Additionally, the decision was implemented at the end of the year, which is, in the opinion of the professors, the most stressful and demanding time of the year, when teachers are required to complete several pedagogical duties. Examples include the requirement of finishing the course, assigning homework, fixing tests, overseeing students during viva voce, as well as the speed at which the decision is put into action. The majority of the teachers who responded to the in-person training were primarily from the Faculty of Science and Technology, Computer Science, and Mathematics, which is noteworthy. On the other side, the instructors had very little, if any, access to the platform. As a result, teachers are unaware of the kinds of exercises that are provided on the lesson ETMUS platform.

From another angle, several teachers ascribed their lack of response to the training to a misunderstanding of its relevance, the educational dimension it contains, and its purposes. Furthermore, some teachers did not reply due to their disinterest and indifference while others did so due to the devaluation of the available alternative.

Q 2. How do you envision the implementation of English-language teachers' training?

R 2. The Implementation of the Training Course:

There is a strong unanimity among respondents that implementing the training program was a necessary step to give the trainees a solid base and useful linguistic qualifications that would enable them to teach in the English language. The training was divided into two parts; one part representing level A and the other representing linguistic level B. The training professors also prepared a set of lessons that were in line with the needs and requirements of each level, after six classes of teaching, exams were conducted to confirm and control the level. Some points must be mentioned, which are the lack of training classes, which were estimated at six classes, each **class having six hours.**

Q 3. Will the initial class of professors graduate with a B2 level of English proficiency, sufficient to teach in that language?

R 3. The Appropriate Level of Language Proficiency for EMI

The teachers expressed their skepticism regarding the viability of teaching courses for various English language specializations due to their rapid training, the fact that the decision was still in its infancy, and the fact that the training itself was focused on mastering and improving the language's fundamentals. The second stage of training, which involves accompanying professors while they teach so that we can offer modifications and assessments that are all in the best interests of the professor and the student, is deemed necessary if we want to deliver an effective English lesson.

3.2.2 Teachers' Perceptions on the Integration of EMI Prospects in the Algerian Higher Education:

3.2.2.1. Viewpoints about the decision:

The participants are almost unanimous in their beliefs that the new ministerial decision regarding the integration of EMI in higher education is a critical step toward preparing students for a globalized world, boosting academic and employment prospects fostering cultural interchange, and advancing the country's development in several domains.

Their responses demonstrate that EMI is relatively new and there is no national consensus as to whether to accept or reject it. Interestingly enough, they add, that this new language project represents a huge step forward in advancing the status of English in the education system. However, teachers view this decision as sudden and unanticipated, and an abrupt integration of EMI would be unfeasible and would fail in the absence of thorough and rational planning. Accordingly, policymakers introduce EMI as the impetus for economic growth, prestige, and internationalization without considering its proper implementation. They further contend that this opaqueness is also manifested in which subject in the university should be taught in English, and what level teachers should have before teaching through EMI.

3.2.2.2. EMI as an education necessity

Participants on the other end of the spectrum noted that the manner EMI is introduced is fundamentally polarized and one-sided, with no collaboration amongst key stakeholders (i.e. academics, instructors, and learners). As a result, they underline that they should be regarded as essential policymakers rather than simply sages on the stage.

From another parameter, teachers confirm the absolute educational necessity for EMI introduction as English would foster students' abilities to be competitive in an integrated world. EMI is also a vital mechanism for creating opportunities to join a global academic community and a way to increase international mobility. More importantly, EMI is a means of high-quality research papers in English and thus moving up in the international rankings. One teacher points out, "The importance of English as a global language cannot be overstated in today's interconnected world". Accordingly, in Algeria, proficiency in English has become increasingly fundamental for university teachers. English serves as a gateway to access global academic resources, foster international collaboration, and enhance the quality of education.

Another teacher affirms "Yes, for sure today there is a practical necessity of English as a tool for empowerment and progress in all domains. Thus, we have to prepare our students for an increasingly interconnected world".

3.2.2.3. Insufficiency of top-down support and recognition

More so, according to teachers' opinions, governmental support and recognition are not the main determinants of language policy's effectiveness, and its presence is insufficient for the future implementation of EMI. One of the respondents made the following statement, "it becomes crystal clear that bottom-up actors' approval of language projects is primordial and their support to new pedagogical matters is of prime necessity. Thinking about and participating in education language endeavors at both the macro and micro levels is highly recommended", another teacher comments, "not really, such a decision needs deep and further planning, taking into account the views and instructions of all members of the academic community"

3.3. Unreadiness of stakeholders for EMI integration

From another angle, teachers confirm that neither the university language ecology is well prepared for teachers, nor students are ready enough to embrace EMI. They think that decision-makers should conduct an in-depth analysis of the sociolinguistic context to highlight the parameters of time convenience. In a similar vein, the majority of the participants agree with the progressive EMI introduction, a procedure that will give planners more time to go through any hurdles that impede the process. Additionally, when gradual integration is made, planners will be able to conduct a time and quality-efficient small-scale evaluation of the project.

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Also, teachers believe that equal priority should be devoted to both training teachers and preparing students. Thus, universities should adopt a preparatory year covering training courses and programs for students intended to bring them to a level at which can operate through EMI. Parallel to that, teachers voice concerns about receiving extensive training and ongoing supervision. Being aware of this fact, respondents insisted on reconsidering the acquisition planning for English at the university and pre-university level by allotting more time to the learning of English and providing education support quality of EMI such as materials and support services. One teacher claimed "Clearly missing! Access to up-to-date textbooks, technology, and multimedia resources is profoundly limited.

Furthermore, there is a lack of educational and organizational principles that could facilitate effective EMI. Furthermore, there is minimal EMI content in initial teacher education programs and the appropriate level that teachers should achieve. Teachers also believe that there is a lack of exposure to native English speakers and authentic English materials which can hinder language acquisition. Also, Algerian classrooms often have large numbers of students, making it difficult for teachers to provide individualized attention and practice opportunities for each student; furthermore, the assessment exams in English can be challenging, and there may be a need for standardized testing or evaluation methods to measure progress accurately.

3.4. Future expectations

Moreover, when asked to share their expectations about the future intricacies that may occur after the implementation of EMI, teachers considered English language proficiency a daunting challenge. Accordingly, they may struggle with pronunciation, and the grammar of the language. As far as success factors for EMI endorsement are concerned, participants emphasized the need for a systematic and strategic ELPP that would set authentic goals, adequate methodologies, and clear priorities. The professors affirmed that the new linguistic project lacked a thorough research foundation. As a result, sufficient time and insight into all project-related aspects—such as offering a strong foundation for teaching English beginning in the primary stage—are necessary for the success of this educational process. Furthermore, correct and intensive acquisition of the first language must be prioritized to ensure successful and effective acquisition of other languages.

To achieve linguistic reform, educators and decision-makers must also provide answers to a series of questions that ascertain the viability of certain projects. Language-in-education planning, according to Kaplan and Baldauf (1997), comprises six main requirements:

- **Target population identification**

It must first decide which language(s) and to whom within the student body will be taught a language. The kids or students who will get language instruction need to be identified as the target demographic.

- **Teacher supply**

Before beginning a foreign language project in particular or a language reform in general, teacher supply is a crucial concern. One may wonder what portion of the entire pool of candidates for teaching positions language teachers will be chosen from. What kind of training will they receive to get ready to become teachers? What distinguishes its training from that of other teacher training programs? Because languages change quickly, these concerns pertain to both pre-service and in-service training. Therefore, plans might be developed to offer effective in-service training often enough to prevent language proficiency from being lost.

- **Syllabus**

Upon identification of the student and teacher pools, one must turn their attention to the syllabus. The question about the syllabus touches on the subject of training duration and on-set. It provides answers to queries like: "When should language education begin, at what grade- level? If the individual

wishes to undertake a second educational language, when should that probably begin? What is the probable duration of that education? Is the time normally allocated to language study sufficient? Should all students be required to achieve the same proficiency? Is there any possibility of variable entry and exit?"

- **Methods and materials**

One cannot discuss the question of syllabus without dealing with the issue of methods and materials: What methodology (is/ will be used to teach language?); how and when will teachers be trained in the recommended methodology? Who to compensate for the differences between teachers during the training? (Taking into account that teachers do not belong to the same generation). Then, who will prepare the materials?

- **Resources identification**

Defining the resources that are available to support a language education program and their sources would be the fifth important topic of concern in language-in-education planning. How much will it cost each student year to supply the classrooms, instructors, and supplies (including extra materials) required to run a successful program? To get the answers to this series of queries, some form of cost-benefit analysis will need to be implemented.

- **Evaluation**

An important topic that immediately impacts every other aspect is evaluation. Here are some questions that need to be answered: "what level of proficiency is a student expected to achieve at the end of each study? How will it be determined whether the student has achieved that level of proficiency? Who will prepare the assessment instrument? How long will it take to prepare such an instrument to be administered?"

Because there are countless potential problems, planning projects in general and educational concerns, in particular, are ongoing procedures that would not only adhere to a clear and continuous strategy but also respond to the inevitable changes that may be flexible. Furthermore, analyzing and debating the issues at hand is beneficial for the success of this project as well as any that may come after.

4.   CONCLUSION

The goal of the current research project is to examine the state of language instruction today and the potential for English language adoption in Algeria in the future, with a focus on higher education. Policy makers thought leaders and those in charge would benefit from knowing the new language project's efficacy in helping them recognize the necessity of this transitional phase. Higher education is regarded as a delicate area that offers society perspectives on the country's future in all areas.

Additionally, instructors stress that there would be a lot of good, encouraging effects from the English language being gradually integrated into Algerian universities and institutions as opposed to a sudden one. Instructors point out that this approach is thought to be a means of linking Algerian universities to related foreign research and university institutions, thus improving their standing internationally. Recommendations include the following:
- ELP should be carefully catered for a rational framework encompassing the three key areas: initiation, implementation, and evaluation.
- The gradual introduction of EMI as an education necessity.
- The study of the current language ecology, the analysis of the sociolinguistic context, and the readiness of stakeholders are key tenets in the pedagogical endeavor.
- Schedule English training courses designed for teachers, and preparatory language sessions for students to improve their proficiency.

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- Accentuating on presenting ESP courses and co-teaching procedures to strengthen EMI dynamism.
- Rewards for those who enhance their language proficiency levels to increase competition.
- Reconsidering the acquisition planning for English at the university and pre-university level
- The endorsement of EMI at universities is a collaborative process between top-down and bottom-up actors.

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