



The Effect of Nationalism and Neoliberalism on English as a Medium of Instruction in Algeria

ZEKRI Wafa

Abou Bekr Belkaid-Tlemcen,
Department of English, Algeria

zek.wafaa@hotmail.com

Abstract

The shift towards English in higher education mainstreams is a trend in Algeria. English as a Medium of Instruction (EMI) reflects the nation change to meet with internationalisation and 'Englishisation' of education sectors. The current paper argues that the Algerian community is not only facing the colonial history, but it is encountered with a neoliberal imposition of English. This paper highlights that EMI may deteriorate the status of local/national languages from achieving international level, and complicate its linguistic status. The current paper argues that nationalism in the past assimilates to neoliberalism in their ontologies to develop language literacy and human capital. This study examines the socio-economic sphere changes, including the linguistic landscape to discuss the motivating factors towards the shift to EMI in Algeria.

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1. Introduction

EMI is an authorisation of a single language of instruction aiming to unify language of instruction in hope of raising Higher Education institution rankings (Sah and Fang, 2023), adding that it can be a way of enduring coloniality, perceiving White-Euro-American knowledge and languages more superior than other languages. In this vein, this paper sheds light on the assumptions towards English as a medium of instruction implementation in Algerian Higher Education, with regards to its affordances and challenges to demystify its realities, practices, and perceptions in a postcolonial context boosted with linguistic diversity. However, the widespread of English is rapidly implemented, and teachers of different specialism receive it as an imposition.

This paper questions the implementation of EMI, bringing historical and current perceptions of language policies in Algeria, that may be a thought-provoking of the reason EMI programs receive high attention by the Ministry of Higher Education. This paper is thematically structured. First, it discusses the colonial influence on language policies undertaken in the postcolonial era. It, then highlights the economic need for a linguistic transition towards English due to globalisation. Second, it presents current sociolinguistic reforms reinforced by both bottom-up emphases (increase use by youth, and linguistic landscape), and scientific and academic needs. Third, it discusses EMI as a universal practice, and as a new trend in the Algerian Higher Education sector proving previous research findings to better illustrate the Algerian fit

with language reforms. It ended with a discussion on the depth of both nationalism and neoliberalism agendas to spread one language over other languages, which are mainly co-existing in the community, creating unbalanced attitudes amongst speakers and users of languages.

2. The Legacy of the Colonial on Algerian Nation-Building Model: Language Policies

Algeria gained its independence in 1962. The Algerian government decided to remove French and replace it with the policy of 'Arabization', in order to restate Islamic principles, and to reunite the country and its linguistic diversity. This policy aimed to mark an end to the French language and culture, and to gain a linguistic power (Benrabeh, 2007), in addition to the need for literacy which became a state-wide necessity.

Language policies through education, in Algeria has witnessed several waves. In the 1970s, the former president Boumedienne's political decision of implementing Arabic through education was a way for reconstructing both cultural and linguistic identities by establishing Arabic as the sole official language, although not representing Algeria's linguistic diversity, as it ignored Berber speakers (Briggs, 2010). From 1976 there was a succession of Ministers of Education who alternated between proposing literary Arabic and French as languages of instruction in Primary and Secondary schools. In 1977, education was encouraged to be bilingual, in which primary school scientific subjects such as math and biology were taught in French (Le Roux, 2017).

From 1979 to 1992, Chadli Bendjdid governed the country, and Arabic was reinstated as the language of instruction, in addition to learning of foreign languages (French in the fourth grade in primary school and English in middle school). French has the status of the first foreign language and English as the second foreign language. Moving backward and forward in languages was a desire of former presidents to establish a national identity, as Benrabeh (2010, p.75) defines this policy as “Identity planning through language planning”. However, many researchers regarded that this shift has widened up the identity crisis (Salhi, 2013, Benrabeh, 2010). Education policy through language had inadvertently maintained the languages that it had intended to eliminate (French and Berber) (Benrabeh, 2007). Arguably, the French culture had deep effects on the Algerian society, and bilingualism had become a fact (Le Roux, 2017). French remained a language of prestige and Arabic was and may be still a language that persistently seek to attain a position of modernity.

Since the 1980s, Algeria witnessed gap years, wherein English teachers who came from the US and the UK to lead language training had to flee the country during the civil war, and this has negatively affected the status of English (Belmihoub, 2018). In the 1990s, the Ministry of National Education introduced English in primary schools, however, children’s parents strongly refuted this choice, and asked for the return of French perceiving speakers of French as elites. Bouteflika’s presidency (1999 – 2019) has met with new market demands motivated by globalisation. He launched the LMD (License, Master,

Doctorate) educational system to increase chances for university compatibility and visibility with European institutions, pushing through Communicative Approach and Competency-Based Approach to improve school learners’ proficiency (Mami, 2013). The aim for the internationalisation of the Algerian university was a driving force for teachers to publish in English, therefore, proficiency became a must not a choice (Slougui, 2009). These policies shift have created a competition between languages, speakers of French believe that Arabic is not a language of science, and speakers of Arabic perceive French as a language of the coloniser and English is the language of science. The change in language policies have not served the community, nor economy, and did not help in boosting the educational system, it has rather complicated it and deteriorated it.

2. Current Sociolinguistic Status:

Partnerships, Linguistic Landscape and Academic Needs

Since globalisation has had its path into the world, it has touched upon economic sectors, including the Algerian educational market. The US embassy has also contributed to this market, by providing cultural exchange programs, such as Fulbright and Youth Leadership programs. The UK has also run a set of projects from 2016 to 2022, which reflected change towards social stability and prosperity on three main areas: 1. Supporting economic reforms, youth and female employment and improvement of national education outcomes. 2. Increasing the inclusivity of the political system and media. 3. Promoting the safeguarding of human

rights in the Algerian justice system. Supporting economic reforms has been legislated by Finance Law in 2020 (The Official Journal, 2023), encouraging youth economic participation through Start Ups projects, and engaging students in creating, and solving societal problems through innovative projects. Not only students, these projects aim to create investors, who are encouraged by updated articles (See Figure 1 and 2) in October 25th, 2023. These articles warranted investors to seek public funding known as ‘crowdfunding’

Fig.1. Article 3 Crowdfunding Law



Article 3 refers to the ability of investors to seek fund from the public, one of the best examples that the public started using is (www.chriky.com). ‘Chriki’ in dialectal Arabic means my partner. This article, in particular spreads awareness towards the role of the public to decrease dependency on the government funds, and to increase public engagement in socio-economic projects that support and improve their lifestyle.

Fig.2. Article 2 about The Participative Investment Project (P.14)

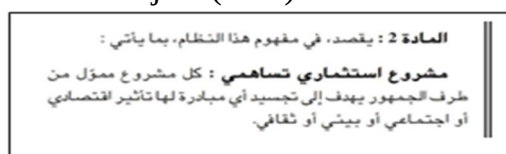


Figure 2 conveys the role of public inclusivity which is concerned with strengthening active citizenship through initiatives that impact the socio-economic, environmental and cultural spheres.

Supporting political inclusivity in the UK-Algerian project came through increasing women political participation and governance and human rights which intended to maintain public security, and improve gender violence (Foreign, Commonwealth & Development Office Algerian program, 2016). Not only socio-economic, or political partnerships which increased the interests in English, but also local business that became a potential socio-economic investment that aims to enhance the Algerian local business such as training centres, private schools, and language centres. It has attracted youth and business-makers influenced by travels and social media. The immense use of signs in business announcements (shops, restaurants), showed that there is an existence of English in the linguistic landscape (Sidhoum, 2016). Another study conducted by Maraf and Vanci Osam (2022), confirmed Sidhoum’s findings, and added that the booming wave of English bottom-up signs, as she called started in 2017, and is continued to the present. Linguistic signs such as the English or Arabic-English use of names of brands mainly in markets and shops are explained as a result of globalisation, defined at local context as glocalisation. Maraf argued that the main factor is not only globalisation, but also the perception of English as a language of modernity and prestige has reinforced its existence in the Algerian context. Sidhoum (2016) also found that the linguistic landscape is a motivating

factor that reinforced the return to English in education.

In a new wave of education reforms, after the Ministry of Higher Education conducted a national survey to collect data from 90 thousand participants including teachers and students in 2019, stakeholders are responding to the findings. The survey results demonstrate a high willingness represented by 94% who voted for enhancing the use of English in Higher Education (Maraaf and Vanci Osam, 2022). The Algerian government in 2022 announced new reforms that integrated teaching English in primary schools starting from the third year of primary education instead of the first year of middle school. Concerning the positive perception that English has held in the community, researchers interpreted that the Algerian context has a 'neutral' position towards it, explaining that English does not identify any one's nation, religion, or history, rather it is a language that ties connections with the world (Belmihoub, 2015). This positionality with the language makes it perceived as less threatening to the existing identities, as Benrabah in his book 'Language Conflict in Algeria', published in 2013 predicts that English is on its way to replace French in Algeria. In 2023, his prediction has become reality, and further are motivated to be made to better understand the future of languages in Algeria.

3.EMI as a Universal Practice

The internationalisation of English has come as a response to the process of Bologna signed in 1999. The Bologna process aimed to create a homogeneous teaching in the European area. Spain was one of the countries which held EMI

programs for undergraduate and postgraduate levels, which are taught in English. In Asia, EMI has been implemented in primary schools such as Malaysia in 2003 and Indonesia in 2016 (Gilanyi, Andy Gao, and Wang, 2023). Vietnam and Taiwan set EMI policy as a language of instruction to teach Maths and science. In Taiwan, English is planned to develop a bilingual nation. In North African countries, such as Tunisia, English has been instructed as a medium of instruction in the 1990s in primary schools (Boukadi and Troudi, 2017). The call for a universal education does not only aim for a common content, but a common language through EMI. There are many reasons that increased the shift to EMI internationally. Gardner (2012) explained, first, universities felt the urgent need for scientific contribution and communication in English which could increase their ranking. Second, cultural exchange programs which students are engaged in filling the need to improve their English to increase their participatory chances. Third, students of English desire to pursue their studies in international universities.

4. EMI in Algeria

EMI in Algeria is a response to the former factors linguistic landscape, academic needs, as it has represented a barrier to academics who were interested in publication and international journals to validate their credibility in the domain knowledge. English has also gained positive attitudes from primary school children and middle school students. However, for some academics, it is a political decision which aims to decolonise the Algerian educational system, which the former Algerian minister Tayeb BOUZID

named as a 'Linguistic Revolution', and later announced that this project is financially supported by the US State Department, and it has been under the supervision of Colombian University. This revolution begins as a national project, which targets human capital and its potential control of linguistic capital to solve the issue of linguistic identity. However, its endeavour can not only represent English language, rather hegemonic language trends that can contribute to the subordination of contexts (R'boul, 2023). The non-critical stance towards language practices may advocate an alternative Anglo-spheric supremacy.

The objectives of EMI practice in Higher Education institutions according to Ourniki (2023, p.178) are discussed as:

1. The government is making efforts to modernise and internationalise the educational system.
2. It has recognised the importance of teaching with English, and EMI as a way to improve the quality of education.
3. To enhance the competitiveness of graduates in the global market.
4. To attract foreign students to Algerian universities.

A few research has been conducted on EMI in Algeria, as the project was only executed in July 2022, and the language support program began in December 2022. As a few research reported on the challenges the Algerian context faced in the implementation of EMI. This section discusses some of the previous research findings on teachers' perspectives on EMI (Medfouni 2020, and Ourniki, 2023), and students' perspectives and performances in the Institute of Electric and Electronic

Engineering in Boumerdes (Saidani and Afkir, 2023).

Medfouni's (2020) study on teachers and students' preferences of different medium of instructions showed that not all teachers and students were satisfied with the use of French as a medium of instruction, however, when they were asked about their attitudes towards English, the majority preferred English to be used as a medium of instruction. The negative view on the national languages (Arabic and Tamazight) is influenced by the lack of resources and training to use them for teaching and learning purposes, as Badwan (2021) highlighted the neoliberal discourse encourages languages that are 'valuable' and employable, but all languages are valuable to their history (Badwan, 2021). Languages move by their speakers, they are not static, they are productive when they function by and in domains.

Ourniki (2023) conducted a semi-structured interviews with ten teachers of different specialism (Physics, biology, law, history, psychology, architecture, computer sciences, and economics, English, and chemistry)) to find out how they perceive the integration of EMI in Higher Education institutions. Teachers showed that EMI could be an opportunity to access the global market through collaboration. However, it can create a students and teachers at the margin, in case they do not meet with the language proficiency. Ourniki's study highlighted three main areas which discuss EMI challenges in Higher Education: (1) Language proficiency (the ability to speak fluently to convince students of the content studied), (2) pedagogy (curriculum and assessment methods), and (3) institutional

support (funding, English materials, technological resources).

Ourniki's findings did not cease at the challenges, it has also provided contexts for EMI relevance reported from teachers' perspectives (See Table 1).

Table. 1. Ouarniki's Finding on EMI Relevant Contexts of Study

Domains	English Skills	Objective
Science and Technology	Exposition to technological terminology and concepts	Communication and participation in the global market
Business and economics	Exposition to language of international commerce	Job applications (local/abroad)
Social sciences	Interdisciplinarity and engagement with English scholarship	Study-abroad scholarships and research opportunities

Looking at the previous research findings, language proficiency is indicated as the major challenge to the success of the EMI execution in Algeria. Ouarniki (2023) went further to suggest potential solutions to address the challenges: (1) Pre-service and in-service teacher training: to develop teachers' proficiency and pedagogical skills to deliver their content in English). (2) Development of English language skills: inclusion of language training programs for both teachers and students. (3) Curriculum development: teachers should revise their course objectives, materials, and assessment methods that align with the EMI principles. (4)

Technological support: universities should provide access to technological resources (platforms, multimedia) that enhance the EMI practice. (5) Research and EMI evaluation: universities should engage in evaluating the EMI programs for a better implementation.

In regards to students' perspectives, Saidani and Afkir (2023) investigate students' perspectives in the Institute of Electric and Electronic engineering in Bumerdes, which is the first institute that hosted English as a medium of instruction since 1976. As there were little empirical studies conducted on attitudes towards learning English, and no context to study EMI, as Saidani and Afkir stated, their research aimed to present the strength and weakness of teaching subject content in English. Researchers used a survey to collect data from 232 students. Their main findings discussed their reasons of enrolment in the EMI course.

The majority of the students selected that English is the language of science, and they are interested for study-abroad. In terms of the influence of EMI on their knowledge acquisition and fluency, 80% of students agreed/strongly agreed that the EMI improved their speaking. Also, 80% agreed/strongly agreed that EMI improved their writing skills. The majority of students (81%) agreed that EMI improved their receptive skills (reading and listening). Students in this study showed unagreeable attitudes towards their instructors' accents and proficiency, which Saidani and Afkir interpreted as a factor that minimise students' trust of their instructors. Students' highlighted challenge of instructors' proficiency is a consequence of instructors' degree studies

in French, which can be cause students' impediment in learning.

The issue of teachers' proficiency is common in the review of literature on EMI, and Saidani and Afkir confirmed it through the context of their study. I argue that language proficiency can influence knowledge proficiency, and language proficiency is one of the main aspects that may guarantee the success of EMI course (Broggini and Costa, 2017). As a researcher, I recommend that within the language planning phase, stakeholders should take into consideration training teachers on both language and content proficiency.

5. Language Planning: Challenges Reported on the Context of Tlemcen University 'CEIL'

Language planning refers to efforts made to affect structure, function and language acquisition. The most important choice is the medium of instruction (MI) (Tollefson and Tsui, 2004). The past informs about reforms in Algeria since independence that were taken in a rapid pace of time. In addition, reforms of teaching foreign languages are not well founded, as neither teachers are well trained to handle their content in English, nor students are ready to grasp knowledge in English, which they often struggle in French. A little time has been allotted for the EMI practice to be implemented, as Bouroumi (2008) said each reform that is imposed rather proposed will fail and be replaced by a new project.

Language support programs started in December 2022 in many Algerian universities which have been selected to carry these programs through CEILs. Tlemcen university has been selected for

contextualisation in this paper (Shehadah, 2020) to bring an interpretation of the contextual factors relevant to the issue under discussion, which is in this case EMI execution. Starting with a discussion on the language support program, the table below presents teachers of English profiles (See Table 2)

Table.2. Trainers' Profiles

Number of trainers	Gender	Specialism
Trainer 1	Female	Grammar
Trainer 2	Female	ESP
Trainer 3	Female	Sociolinguistics
Trainer 4	Female	Literature
Trainer 5	Male	Sociolinguistics
Trainer 6	Male	Psycholinguistics

This table represents the teachers as trainers of the English language support program, and their specialism. In EMI, teachers should be trained to teach both language and content of the teachers' subjects to guarantee the success of the EMI in Higher Education. However, trainers in this context are teachers of English who were invited to deliver the language support program without any received training on EMI practice. Trainers in a social chat with the researcher in January 2023 expressed their worries of not being provided with a syllabus, they were rather asked to teach English that meets with the content subject teachers' needs.

The teachers of different content subjects who enrolled to study English came from diverse fields. They are experts in their content subjects, and their aim was to improve their language proficiency to be able to deliver their course in English.

However, the program designed presented basic needs such as grammar lessons, vocabulary (both general/technical), and communication. Teachers of content subjects hoped the language support program would meet their needs. However, the researcher found out through a conversation with some colleagues that the content of the program was irrelevant to their subject needs.

Another issue that hindered the best execution of the EMI practice in the context is time and scheduling. Content subject teachers with all their overwhelming tasks, they were motivated to join the language support program, therefore, their heavy schedule, sometimes viva examinations, exams, and marking limited their program. Another issue that hindered the best execution of the EMI practice in the context is time and scheduling. Content subject teachers with all their overwhelming tasks, they were motivated to join the language support program, therefore, their heavy schedule, sometimes viva examinations, exams, and marking limited their program attendance. For 2023-2024, the Ministry of Higher Education started an online language program, asking teachers to pursue a bachelor degree in English. Teachers expressed their frustrations towards their online attendance which might not help them develop their proficiency in English. Many challenges were expressed by teachers who are motivated to teach in English, but they think that both teachers and students need time to accept it, improve it, and practice it.

6. Discussion of Nationalism and Neoliberalism as Trends for EMI

As discussed above, there were many shifts in language policies during post-independence due to the need of nationalism. In the Algerian context, languages (Arabic and Tamazight) of which the community spoke, were deconstructed through the coloniser 'French assimilation policies' (Ashcroft, 2001). However, the ideology underneath language is still used as a tool of power domination. Phillipson (2009), in his discussion of linguistic imperialism noted that language is one of a continuous European legacies and expansions, enacted through economy and education. As Pennycook (1998) noted that language education is a perpetuated act of colonialism. The turn, now, arrives to English and its neoliberal perspectives, which the Algerian market should be aware of, as its implementation is held not only through adjusting to new linguistic systems such as the EMI reform in education, but also through other socio-economic activities such as the start-ups, cultural exchange programs, digitization and the use of international educational platforms, rather local ones, and the Finance Law established in 2020 (See Section 8).

It is understandable that the need of linguistic competence can speed up such language policies to take place, however, under a variety of ontological principles (Badwan, 2021) that support ideologically one language over others. In the same vein with nationalism aims, neoliberalism aims to liberate the individual (Harvey, 2005), mainly for economic purposes. It is a system based on "the merging of the state and the market in a new form of corporate governance" (Flores, 2013, p. 502). This form of neoliberalism promotes for the

individual to establish an ‘ideal subject’ who is flexible, autonomous, and able to adapt (Besley and Peters, 2009). An ideal subject in learning or working is the one with willingness for self-enterprising, skills updating, and autonomy to meet job market demands (De Costa, Green-Eneix and Li, 2022). The neoliberal self is a lifelong learner, who focuses on language and communicative skills to enact market services. Phillipson (2009) highlights the focus on communicative skills as a way of ‘communicative imperialism’, which involves a one-way communication from the expert knowledge to the subaltern culture (Cameron, 2002). Then, part of this communicative system would create geopolitical boundaries, and individual agency for native speakerism accents, and world ‘working language’ (Gray, 2002). With this Liyanage and Canagarajah (2019, p. 432) state that there is “no guarantee that English proficiency will improve or change people’s life conditions”. As the individual agency of widening their linguistic repertoires, adding English to develop their intercultural awareness, thereby their employability chances remain an illusion (Phillipson, 2012). The rationality towards linguistic capital is a political authoritarian neoliberal governance (Badwan, 2021). The EMI reform in Algeria is implemented and supported through education to engage youth generation in self-achievement process, preparing them for the economic market, acting as autonomous and independent individuals.

The neoliberal discourse in Algeria encourages the teaching of English in order to economically participate in a globalised world (Warriner, 2016), as found by Ouarniki (2023) The neoliberal agenda

presents a necessity to this shift, especially the engagement of universities in preparing students for a marketplace (start-up projects). The increasing interest in teaching science and technology in English, dual certificates project, teachers’ language support through CEIL, and integrating teachers of content subjects in an English degree, all of these projects have been launched in 2023-2024, as a reflection of the self as an investor, and a knowledge producer, but in English. These poli-educational decisions are met with positive attitudes from the academic family, which considers English as a language of science, as it facilitates their access to the academic field. Since this is the case in many countries in Asia, as the status of English is a lingua Franca used for intercultural exchanges. The status of English in Algeria may move to that, as this may introduce the Algerian market to its international counterpart countries.

7. Fieldnotes

The researcher of the current study argues that language proficiency is not a matter of a short-term practice, it needs time and willingness. The way the EMI has been introduced to teachers in Higher Education was received as an imposition, there was a lack of empirical studies on learners and teachers’ attitudes towards moving to EMI in short-term (Saidani and Afkir, 2023), adding that Medfouni’s (2020) study on students’ attitudes based on their aspirations to move to EMI, but not on their attitudes based on EMI practice in classroom. In addition, the Ministry survey delivered in 2019 did not explain that it is soon to be implemented, as said by a teacher in the Department of Agronomy in Tlemcen University in an interview the

researcher conducted with. Teachers from different specialism enrolled in the language support program ran in CEIL, however, none of them was able to translate or to redesign their syllabus. As in Biology Department, a colleague also mentioned that in 2022, they (administration) were perpetually asked to teach in English, as they explained that they are not proficient to explain beyond terminology in English to their students, the whole staff agreed to carry on in French. This teacher prompted a question during our conversation: "Is it still mandatory to teach in English, I haven't heard any of my colleagues doing, and the Head of Department has not mentioned it, is it because we were not accepted in the Brix, English is not now that of obligation! I only wonder, and I am not sure, but this what I have been thinking of!" As a researcher, I had to take notes, but we both had no answer!

8. Recommendation

1. To guarantee a better execution of EMI is to focus on resources provided to improve the quality of teaching English in middle and secondary schools. Teachers at these levels have at least a Masters degree which make them eligible with training to act on this position. Starting English at early age has not been supported the assumption of the earliest is better (Annamalai, 2004). Using anecdotes from teachers at Tlemcen University in the medical sciences, ecology, agronomy and biology, all of them agreed that First Year Students struggle with French language, and the 'Darija' we use to explain to not keep students in vain. To question now French as a language that all Algerian

started in their third grade, what did we achieve?

2. Teachers in-service training should focus on English teaching pedagogy making technological apps inclusive to attract the taught age-group. Training should be, first continuous. i.e., takes years and each time updated with novelties in the teaching of English. Second, training should be performed and assessed. i.e., teachers should be assessed not necessarily by inspectors, it can be by other colleagues who would rather bring their experiences into in a dialogic approach to help the teacher observe their own teaching. Colleagues can be provided by sheets to evaluate whether teachers did good, average, or weak.

3. There should be research on the congruence between EMI pedagogy and teachers' practice. Listening to teachers in the periphery as presented in the fieldnotes (Section 8) would inform stakeholders of realistic terrain challenges, opportunities and needs.

4. I think that Standard Arabic (SA) has showed its comprehensibility in media (news, broadcasts, political and cultural shows, and newspapers), it had a chance in the community in both spoken and written forms, it would be an opportunity to pilot it for teaching and learning as a medium of instruction, by keeping the use of English as a medium of knowledge accessibility.

9. Conclusion

This paper notes that the shift to EMI implementation in Algerian education, and Higher Education is a move from to 'Englishisation' (Rose and Mackinly, 2018), though the balancing motivator is to remove French as a language that has been dominating in science, by replacing it with

English to enable teachers and students produce and disseminate knowledge representing the self as an elite, in a language that can meet with a transnational world (De Costa et al., 2022).

Drawing on postcolonial linguistic policies, and current policies with the shift from multilingualism to EMI, can be interpreted as a handicap of establishing a language policy model. The linguistic context is often in an ambivalent situation, questioning the linguistic need of keeping update with science and knowledge, however, neglecting national/local languages. A similar scenario is occurring with English, which is perceived as a language for science and research, but positively embraced by youth, and academics. The challenge in Algerian language policies is creating an unbalanced linguistic status, which gives a perpetuated supremacy to foreign languages, neglecting the linguistic role of local/national languages. The researcher argues that the use of English in teaching STEM (Science, Technology, Engineering, and Mathematics) can entail the entanglement of other aspects such as the supremacy of English, and teachers' positive attitudes towards English represented by its status of modernity and knowledge, which will again downgrade the status of existing languages (Dialectal Arabic, Standard Arabic, and Tamazight). It is not only the dominance of English language, rather hegemonic language trends can contribute to the subordination of contexts (R'boul, 2023). However, the non-critical stance towards language practices may advocate an alternative Anglo-spheric supremacy.

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