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Instructors' Readiness to Englishization at Higher Education: The Case of EMI at ENSA Algeria 2022/2023. Effective or Defective?

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ABSTRACT: *This study explores the status and the role English performs to serve the needs of the Algerian Higher education: Teachers at the Higher College of Agronomy, Algiers. Being from a Non-English speaking background (NESB), the study attempts to identify the nature of the Algerian tutors' implementation of Englishization, it investigates on their communicative proficiency as well as readiness in English to apply and instruct their lectures with in classes for future teaching career. This study also examines instructors' attitudes toward the transition from French to English as the official medium of instruction in Agronomy at ENSA. This analysis mostly incorporates: ENSA instructors' views on their current level of communicative competence; and to what extent both proficiency and expertise correlates with their employability at a professional level to succeed higher instruction. To find out responses to the declared inquiries, a descriptive study based on both qualitative and quantitative approaches was conducted. Diverse instruments are employed for the analysis comprising: workplace observation, needs analysis based on semi- structured questionnaires and semi structured interviews plus diagnostic tests based on A1 and A2 levels in the 1st year plus other four levels in the 2nd year of submission. The findings show that like all Algerian universities, ENSA has greeted constructively English Medium Instruction. Moreover, the majority of ENSA teachers were ready to the implementation of Englishization whereas Professor Tarik Hartani; the School Director, has offered the teaching team with supportive training requirements in English. Finally, EMI, despite defeats and qualms, was effective at ENSA. This proved that English communicative competencies are among the top determinants for ENSA instructors to be employed in the Algerian higher education especially that scientific research, articles' submission and publications are all required in English. Most respondents interviewed believe that there has been an upgrading trend in the communicative competence of the Algerian trainers over the last decade and they unanimously agree that a high priority should be placed on the excellence of quality of English teachers. Practically, it is concluded that Algerian higher education communication at ENSA reflects an adequate communicative proficiency for it includes a mixture of knowledge, skills, ability and personal characteristic traits that are essential for teachers to guarantee high performance at their workplace.*

KEYWORDS: Internationalization, Englishization, Higher Education In Algeria, University Instructors, English Medium Instruction (EMI), ENSA, Langauge Policy.

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1. Introduction

It is natural that people communicate through the use of language. Much of human existence both individual and corporate is mediated and constructed through communication. With it everything is managed since it represents the ability to share information and convey feelings. All this communicative process can be easily achieved thanks to language which at a societal level serves many ends. Linguistically speaking, Williams Downes (1998) explains further in his book "Language and Society" by stating that language is indissolubly linked with the members of society. On the one hand, language is essentially a means of communication among the members of the general public. On the other hand, S. Pit Corder (1973) added that language is an object like a tool, which we can pick up and use for some purpose. It is a means by which man communicates; a system of contact for the purposes of communication.

Progressively, many languages have been used through history. However, we are living in an era when people are being brought closer together due to many circumstances and since no part can isolate itself from the rest of the world, a great need for a common language is required to enable various nations and races to communicate and learn to understand each other. A familiar common language is one of the most important features of a community.

English has predominantly been imposed as a major vehicle of interaction. This language has witnessed such an emergence and prosperity as a global medium thanks to many reasons. A large proportion of people use it for their day to day needs as it is regarded as a major means to get access to anything that happens in every field: scientific, economic, technological and political…etc. It is also a vehicle of debate and the language of command in many economic organizations as well as the language of many schools and colleges.

Algeria, just like others has had to comply with the situation and to bring English into its educational system. It is considered together with other foreign languages as a means to facilitate a constant communication with the world, to have access to modern technologies and resolve some modern deficiencies. Henceforth, the teaching of English is now part of the curriculum in all schools as well as higher academic institutions through-out the country. English has been appointed as the official language rather than French.

Absolutely, internationalization is a significant trend in higher education today. Universities are increasingly recognizing the importance of integrating a global perspective into their curricula, fostering international collaborations, and enhancing their global presence. These efforts not only broaden the educational experience for students but also promote cross-cultural understanding, enhance research opportunities, and improve the overall reputation and competitiveness of the institutions on a global scale. Indeed, in non-Anglophone countries, the trend of internationalization has significantly influenced the medium of instruction in higher education. Universities are increasingly adopting English as a Medium of Instruction (EMI) for various subjects to attract international students and faculty. This shift not only facilitates a broader reach but also aligns with the global dominance of English in academia and research. As noted by Kirkpatrick (2011), this move towards EMI is part of a larger trend where the internationalization of education often coincides with the "Englishization" of instruction. This approach can enhance the global competitiveness of institutions and provide students with skills and experiences that are valuable in an interconnected world (Turhan & Kirkgöz, 2018). However, it also raises challenges related to language proficiency, teaching quality, and the preservation

of local languages and cultures. Englishization is found in programmes; both the secondary and tertiary sectors.

Research Problem

Dealing with this, the current article discusses the implementation of English as a Medium Instruction in Algeria to explore the Algerian instructors' perspectives; the case of Higher National School of Agronomy (ENSA), regarding the execution of Englishization plus the benefits that the process will bring to Higher education. Most importantly, it attempts also to outline the hitches of employing English as an instructional tool in the classroom for both sides engaged in the learning process. Noticeably, EMI integration in the Algerian academic context has not only exacerbated existing linguistic tensions in Algeria but has also posed issues for teachers in delivering content. Thus, the purpose of this paper is to examines teachers' perceptions and expectations about the effectiveness of the integration of English, studies the effects of the EMI policy on academic improvement and speaking proficiency among the instructors at ENSA, and finally assessing their readiness to integrate English in their teacching career.

2. Account & Insights for Englishization

Globalization, with its far-reaching impacts on various aspects of human life, has significantly contributed to the widespread use of the English language. Long regarded as the most widely spoken and learned language globally as well as the most significant supranational lingua franca, English not only has become a central element in the processes of globalization but is being actually forced into use in many different types of workplaces worldwide (Neeley, 2012; Piekkari, Welch, & Welch, 2014cited in Boussebaa et al., 2014, p.01). This organizational Englishization process, which is impelled by the need for "globalization," can be viewed as ever-changing the identities of non-Anglophone workers in ways that are notionally consistent with decision maker specified objectives.

There is mounting evidence that English is replacing other languages in non-Anglophone organizational contexts. Perhaps this is most noticeable in the business sector, where multinational corporations are increasingly requiring their non-Anglophone employees to work and communicate in English in order to serve global markets and promote cross-border cooperation (ibid.,). Similar trends have been seen in the field of higher education as well, where English has long held an overriding position. However, in recent years, universities all over the world have gradually replaced native tongues with English (Hultgren, Gregersen, & Thøgersen, 2014; Truchot, 2002). "National academic systems [now] eagerly welcome English as a key means of internationalizing, competing, and becoming "world class," as stated by Altbach (2007, p. 3608). Quoted in Mehdi Boussebaa, Andrew D. Brown. (2016). Englishization, Identity Regulation and Imperialism.

Critical studies offer valuable insights into Englishization as a form of (hegemonic or imperialist) domination (Boussebaa et al., 2014; Meriläinen, Tienari, Thomas, & Davies, 2008; Tietze & Dick, 2013 cited in Boussebaa et al., 2014, p.03). However, no examination on how the need to work in English translates into individual compliance was mentioned.

2.1 Englishization vs. Internationalisation

In linguistics, to adapt towards English, a recent term used to refer to the impact of English on other languages, especially in the noun form Englishization. Englishization, or English as a global language,

refers to the process by which the English language becomes increasingly dominant and pervasive in various domains internationally, especially in regions where English is not the native language (Crystal 2003; de Swaan 2001; Graddol 2006). This phenomenon is characterized by the widespread adoption and use of English in education, business, media, and other aspects of daily life, often driven by globalization and the perceived advantages of English proficiency.

In simpler terms, Englishization is a linguistic practice that commonly refers to making use of English language as lingua franca and converting materials in local language to English in an international corporation or organization (Ursula Lanvers and Anna Kristina Hultgren, 2018, p.1). Crystal (2003) explains that a language can be considered as global when it is spread in every country. Therefore, it is worth stating at this level that the English language prevails in the worldwide academia since it is acknowledged as "the first foreign language in almost all education systems" (Beacco & Byram, 2003, p. 52). 'Englishization', a term originally used to refer to the adaptation towards English on a number of linguistic levels: 'phonology, grammar, lexis, discourse, registers, styles, and genres' (McArthur 1992: 360) quoted in Ursula Lanvers and Anna Kristina Hultgren, Op, Cit).

The globalization process has undoubtedly contributed to the rise of English as the primary language of tertiary instruction worldwide. In this context, Kachru (1983) further states, "As a result, English became the most dominated and most powerful language in the world that motivated many linguists and language researchers to call it an international language". English is said to have killed off other languages. According to Phillipson (1992): "English is both "replacing" as well as "displacing" other languages (p. 27)". He cites a study that demonstrates how English has essentially eradicated Chamorro, Guam's indigenous language, despite it being the island's officially recognized official language, to bolster his claim that English is indeed displacing local tongues (Cited in Bijoy Lal Basu, p.186).

Numerous key factors have led to this phenomenon including: Scientific and Technological Advancements, International Collaboration, Policy and Mobility, Economic and Career Opportunities. These factors collectively underscore the crucial role that English plays in the global landscape of higher education. Englishization; being a comprehensive process, represents one of the leading tasks/ accountabilities to prepare apprentices for effective intercultural communication in a universal, multi-cultural environment.

The term "internationalization" is not new and its definition has been the focus of much discussion for more than 20 years. Although political science and governmental relations have been using the term for centuries, its use in the field of education has only grown in popularity since the early 1980s. International education was the preferred term before this period and is still in use in some nations. Distinguishing international education from comparative education, global education, and multicultural education was the main focus of the 1990s debate on the term's usage.

Among the definitions that has been broadly used to describe internationalization is "the process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution."As clearly quoted: "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education."Jane Knight.(2015, p. 02).

2.2 English as a Lingua franca

Thanks to its widespread usage, its dominance in a variety of international economic and cultural spheres, and the explosive growth of electronic communication, English has become an international language and widely used as a lingua franca (ELF) in other parts of the world. But what, exactly, is ELF?

Briefly speaking, (ELF) or English as a Lingua Franca is a means of communication between individuals with varying first language backgrounds. while according to the Vienna-Oxford International Corpus of English, or VOICE (www.univie.ac.at/voice), the first and largest ELF corpus, ELF is "additionally acquired,".

Finding means of communication in this globalized society, where people relocate all over the world in search of employment, education, or experiences, is the new lingual realism. Thus, as stated by Hülmbauer, Böhringer, and Seidlhofer (2008), we must: "find a common voice in order to bridge language barriers" (p. 26 cited in Elwira Lewandowska. (2019, p. 28). For instance, international sports and news can be found from two sources (see Graddol, 1997, 2006 cited in Jacques Melitz. 2016, p.01). Fast information access is essential for those employed in the global news dissemination sector or by the businesses that are a part of the diffusion process itself.

This English promotion as the new lingua franca has many economic, cultural, and social causes, but it is a fact that: "English has been successfully promoted, and has been eagerly adopted in the global linguistic marketplace" (Phillipson, 1992, p. 7). At the same time, English has been welcomed as a vehicle of efficiency in as a new means of communication for globally emergent localities in a variety of non-mainstream subcultures.

English language teaching and applied linguistics have been the sites of much of the discussion surrounding ELF. Scholars like Widdowson (e.g. 1994), Seidlhofer (e.g. 2001), and Jenkins (e.g. 2000, 2007) have made significant contributions that have opened people's eyes. They have noted that the use of English as a lingua franca has become the fastest-growing and least recognized function of English in the world. Despite the groundbreaking work of a few scholars, including Firth (1996), House (2002), Knapp (1987), Meierkord (1998), and Seidlhofer and Jenkins with their research groups, investigation on English as an ELF has taken longer to gain traction (Cited in Cem Alptekin, 2012, p.248).

2.3 ELF & EMI Perspectives

English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the Internet. On the other side, English-medium instruction, or EMI, has garnered a lot of attention lately in higher education worldwide. It focuses on the disparity between English as a Lingua Franca (ELF) use in EMI classrooms and EMI policies as well as practices.With the acceleration of globalization, English is being used more and more as a lingua franca (ELF) in communicative contexts worldwide.

This is consistent with the growing use of English-medium instruction (EMI) in higher education institutions across the globe to increase faculty and student mobility, make their institutions more appealing and respectable, and make them competitive and employable in the globalized world. Despite the fact that

the spread of EMI and ELF cannot be distinguished, they are rarely explicitly studied in tandem[1] citedin Kumiko Murata.(2019, p.3).

Nearly 15 years after Seidlhofer (2001) expressed her opinion regarding the need for ELF descriptive research, ELF research is now flourishing not only in the European context, where the first ELF research projects were initiated (see, for example, Jenkins 2000; Mauranen 2012; Seidlhofer 2011 among many others), but also in the Asian context, where a major project like Asian Corpus of English as a Lingua Franca (ACE) and various other projects are currently being (or have already been) undertaken (Kirkpatrick 2010, 2012, 2017). Under the ERASMUS project, EMI has been promoted in Europe (Björkman 2016; Bolton and Kuteeva 2012; Coleman 2006, Cots, Llurda and Garrett 2014; Dafouz and Smit 2016; Doiz, Lasagabaster and Sierra 2013; Jenkins 2014, this volume; Kuteeva, this volume; Kuteeva and Airey 2014; Smit 2010, this volume, inter alia) quoted in Wenli Tsou and Shin-Mei Kao. (2017, p. 1-38).

East Asian nations like China and Korea also exhibit this tendency in large numbers (see Cheng 2012, Cho 2012, Hu 2005, 2009, Hu and McKay 2012, Park, J-K 2009, this volume, Park, K-J 2009, Wang, this volume). In Japan as well, EMI is now formally supported by a number of government policies, and more university courses are offering it (MEXT 2011, 2014, see also Iino 2012, this volume, Murata 2016 a, 2016b, Murata and Iino 2018). Similar to other Asian and European nations, the Japanese government is now keen to support EMI in order to promote student exchanges. This includes both sending more Japanese students overseas and inviting more international students to Japan (Iino 2012, this volume, Murata 2016a, 2016b, Murata and Iino 2018) cited in Kumiko Murata.(2019, p. 14)

In order to achieve this, the government has taken the initiative to provide special funding to a select number of universities. Beginning in 2009 with "the Project for Establishing University Network for Internationalization" (Global 30), 13 universities received funding for five years to encourage student exchanges and to provide EMI courses (JSPS 2009, 2011; see also D'Angelo, this volume, Hino, this volume ume, Iino 2012, this volume, Iino and Murata 2016, Jenkins 2014, this volume, Murata 2016 a, 2016b, Murata and Iino 2018 and Oda, this volume), ibid.

To put at a nutschel, a number of universities were called upon so as to encourage the "internationalization" of higher education and prepare students for life in the globalized world (MEXT 2012). Hence, the current article attempts first to offer an exploration of the process of Englishization in its transition from an individual phenomenon (idiolect) to the national and international system of higher education. Second, English being the most distinctly employed voice communication, a study was carried out to vision how instructors complementarily enact this process in their teaching career, highlighting its benefits in Algeria's senior pedagogy referring to the case of ENSA.

3. Internationalization vs. Englishization in Higher Education

Internationalization in the context of higher education is defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p.2 quoted in British Educational Research Journal, p1371-1390). In an approximate analogous state, Rahmani (2021) maintains that the internationalization of the higher education sector involves approving the English language as an inclusive etymological tool and a communication vehicle (mentioned in Abla Ahmed Kadi. 2022, p. 650).

These perspectives highlight the evolving nature of higher education in response to globalization. On the one hand, Knight emphasizes a holistic integration of global dimensions in educational institutions, which includes curriculum development, research collaboration, plus student and staff mobility. Rahmani, on the other hand, underscores the importance of English as a lingua franca, suggesting that proficiency in English is essential for meaningful participation in the global academic community (ibid.)

Together, these views suggest that effective internationalization of higher education involves both structural changes to incorporate global perspectives and practical steps to ensure that stakeholders can communicate effectively in a global context (ibid., p.651). Higher education internationalization policy links universities with similar interests around the world and serves as a means of improving the quality of university instruction. It achieves this by fostering international publications and research collaborations, which, in turn, bolster the university's international profile. By promoting such exchanges and cooperative efforts, universities can improve their academic standards, gain global recognition, and contribute to a broader, more diverse body of knowledge. Crystal (2003) explains that a language can be considered global when it is widespread across every country. In this respect, it is pertinent to note that English surmounts in the global academic scene, as it is acknowledged as "the first foreign language in almost all education systems" (Beacco & Byram, 2003, p. 52). This prevalence underscores the role of English as a key medium for international communication, research, and collaboration in higher education. Galloway and Rose (2015, p.i-xii) declare that "internationalization of higher education rests a primacy for academies universally, and movements are intricately associated with increasing the role of English in the university setting" (p. 230). This statement highlights the strong connection between the drive for internationalization and the growing importance of English within academic institutions, reflecting how global integration in higher education often involves an emphasis on English as a primary language of instruction and communication. Motteram (2003 quoted in Rahmani, 2021, p.1205) emphasizes the many-sided benefits of assimilating English at universities, mentioning that it serves as a key catalyst for advances in countless areas, comprising technology, scientific research, medicine, engineering, and higher education. Additionally, the use of English enhances universities' global recognition, promotes research output, and boosts graduates' employability (Delgado-Márquez et al., 2013 recited in Abla Ahmed Kadi, 2022, p.651). Particularly, technology is thought to be a major factor in hastening English's globalization and enabling its broad acceptance and influence in both academic and professional domains.From his part, McKay (2003) admits the role of technology in the universal flow of English, noting that an increasing number of non-native English speakers are learning the language to gain access to "scientific and technological information, international organizations, global economic trade, and higher education" (p. 34). This underscores how technology not only facilitates the spread of English but also drives the demand for English proficiency among non-native speakers, enabling them to participate more fully in various global arenas (Op cit, 2022, p.651).

To meet the demands of the 21st century, Algerian authorities recognized the necessity for a gradual and radical shift towards the internationalization of Algerian higher education. This strategic move aims to align with global educational trends and enhance the standing of Algerian universities on the international stage. By adopting such measures, Algeria seeks to elevate its academies to a higher status and improve their global competitiveness and reputation.

3.1 Englishization & Internationalization Aspects in Higher Education: A Focus on Algeria

Internationalization has currently become a priority for universities around the globe. Many efforts are being made to internationalize curricula, establish and extend international partnerships, publish internationally and conduct collaborative research with international partners to raise international profiles.

In non-Anglophone settings, this internationalization has led to an increased focus on teaching content subjects in English, as higher education institutions come under increased pressure to offer programmes that use English medium instruction (EMI) to draw international students and staff (Kirkpatrick, 2011, p. 212–224). This Englishization is found in programmes in both the secondary and tertiary sector. In this context, EMI has been defined as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English' (Macaro, 2018, p. 19).

The Englishization of higher education (The Englishization of Higher Education in Europe (oapen.org) has significantly transformed institutions across the world. This process involves adopting English as the medium of instruction (EMI) in non-Anglophone contexts (quoted in Ursula Lanvers and Anna Kristina Hultgren, 2018, p.1). English has lately gained popularity as the second most widely studied foreign language in Algeria, following French. However, in the 1960s and 1970s, English was not prominently featured in Algerian textbooks, possibly due to apprehension regarding a neocolonial experience similar to that of France. As claimed by Saidani Rima & Afkir Mohamed: "The experience of English in Algerian universities is limited to its introduction as a subject, except at the Institute of Electric and Electronic Engineering at the Institute of Boumerdes, which is considered to be the first institute that adopts English as a medium of instruction to teach subject content (2023, p.298). The manifestation of EMI in Algerian higher education was primarily hosted in 1976 at the Institute of Electrical and Electronic engineering (INELEC) (IGEE, n.d). Later on by the mid-1980s, English started to gain space in society. According to a 1984 report by the British Council, English was considered a third language in Algeria. Here are some key points and what aspects the latter has brought to the system:

3.2 EMI Perquisites

It has long been understood that the English language can significantly enhance Algeria's opportunities for engagement with the global community. Over the past few decades, numerous reforms have been initiated to transform Algerian higher education. The primary motive behind these reforms has been to establish an educational system tailored to the practical needs of university teachers and students alike. By integrating English as a medium of instruction, the aim is to enhance the quality of education, foster international collaborations, and better prepare students for the global job market, thus aligning Algeria's academic framework with international standards.

University teachers are required to expand their English linguistic competence to strengthen the position of English and uplift Algerian higher education to meet international standards. The rise of English as an internationalization tool has prompted countries worldwide to embark on language programs. Kirkpatrick (2011 quoted in Heath Rose, p. 6) refers to the linkage between modern education and English as a medium of instruction, highlighting that universities globally depend on Englishization to achieve internationalization. By improving English proficiency among educators, Algerian universities can better align with global academic practices, enhance their international reputation, and provide students with greater opportunities in the global arena (cited in Abla Ahmed Kadi. 2022, p. 651).

Along the same lines, Balan (2011) states that English provides a variety of social and educational services, leading countries around the world to recognize the importance of endorsing English as a medium of instruction. He notes that the process of using English in higher education is regarded as "a parallel and unavoidable process resulting in improved international academic communication worldwide" (p.15). Further, Wilkinson (2013, p.3) confirms that programs based on English as an instructional tool have become very popular in non-native English higher education contexts. Englishization has overwhelmingly

emerged as a growing phenomenon in almost all countries where English is not the native language. Algeria is no exception, as the authorities in charge of the higher education sector have found themselves confronting this growing trend. At this point, implementing English as the language of teaching and scientific research has become a highly debated topic, making it necessary to expand discussions with the academic community and the Algerian people on strengthening the English language.

Belmihoub (2018, p.7) asserts that the Englishization policy started long ago through various collaborations. He adds that the internet has played a significant role in this process. Private language centers, the US Embassy, and British Council support for various English education programs have contributed to the rise in the number of English users since the end of the Civil War in the 1990s. This long-standing effort to promote English has laid a solid foundation for the current initiatives, further supporting Algeria's goal of integrating more deeply into the global academic community.

Facilitated by the Algerian Government's Communications Ministry, the advent of the internet and mobile technology has also improved access to online resources and platforms for English learning and use, thereby increasing the number of Algerian youth using English (ibid.). From his part Balan (201, p.1) notes that the English language has also significantly impacted international academic journals, which began publishing their papers in English long ago. Most indexed journals, including those previously published in other languages, have switched to English to guarantee worldwide authorship and readership. This shift underscores the global dominance of English in academia and further motivates the Algerian higher education system to adopt English to enhance its international presence and scholarly contributions.

Therefore, Englishization has extended its reach to Algerian universities in response to the pressures of an internationalized world. The Ministry of Higher Education authorities have urged university teachers to embrace English in the classroom EMI to transform the teaching and learning environment into a more vibrant one. By integrating English EMI into the educational framework, Algerian higher education institutions aspire to achieve global recognition and contribute more effectively to the international academic community.

3.3 Englishization & EMI Inclusion: The Case of ENSA 2023

In Algeria, French has often represented the language of the former colonizer and the second means of communication after Arabic. For many decades since independence, the latter has had a profound effect on the Algerian society and various sectors, including higher tutelage. This has created another incentive for the shift from French to English, targeting to emancipate Algerian universities from the constraints of French-oriented instruction (quoted in Khadidja Kouicem, 2019, p. 577).

Respectively, the choice to assume English as a medium of tutoring at the academia level has not developed in a vacuity; rather, it is founded on numerous reflections. Despite being aware of the defeats involved, executives in charge of the Ministry of Higher Education and Scientific Research in Algeria have requested instructors to implement English as a teaching vehicle. They have compelled mentors to steadily retreat from old-style academia and endeavor to provide the Algerian university a transnational character. This shift is seen as essential for aligning Algeria's higher education system with global standards and enhancing its competitiveness on the international stage.

Actually, English is progressively becoming a tool of both linguistic and methodical advancement, serving as a driving force in scientific research, technological innovation, and instructive encroachment. According to Macaro et al. (2018, p. 37), English medium instruction (EMI) is defined as "the use of the English language to teach academic subjects (other than English itself) in states or territories where the

archetypal linguistic communication of the bulk of the population is not English." Particularly in response to the boom of EMI phenomenon, researchers from all over the world have been investigating policy implementation, program development, student and teacher beliefs as well as practices, and other topics. Consequently, the implementation of English as a schooling instrument in Algerian universities and higher colleges has been a persistent attention for Algerian authorities. Recently, the pedagogical staff at the Higher National School of Agronomy ENSA has begun taking practical paths toward the official incorporation of English in higher education, thereby modernizing conventional pedagogical practices to align with contemporary teaching transformations within Algerian universities.

The Higher National Agronomic School ENSA in Algeria is the country's main institution for training agricultural engineers. Located in El Harrach, Algiers, ENSA offers education, research, and expertise in various fields such as food, sustainable agriculture, biotechnology, environment, and territories. ENSA has a long history, dating back to 1905, and provides various programs leading to degrees like State Engineer's degrees, Master's degrees, and Doctorate degrees. The school is known for its strong emphasis on research and innovation, with numerous projects and collaborations.

Undeniably, ENSA staff affirmed that English has not only become a key to boost universal headways at diverse ranks but also serves as a lingua franca that abolishes communication impediments and a vehicle for countless inclusive dealings. Likewise, it has become progressively an integral fragment of intercontinental tutelage syllabi and a recognized tool for lesson delivery. However, in the Algerian higher education context, English is commonly still in its initial stages. Generalizing its use among the community of university teachers is a long-term process that involves significant time, intensive efforts, and a multi-dimensional program to attain complete assimilation into the higher education setting. In this context Abla Ahmed Kadi added that because academic and scientific prevalence coexist with this widely spoken language, the Algerian community in general and the authorities in particular agree that English acts as a passageway towards the internationalization of Algerian educational institutions. (2022, p. 650)

In view of what has been conversed, the push for English as a medium of instruction in Algerian universities aligns with broader global trends toward Englishization in higher education. The adoption of English is intended to enhance scientific research, technological innovation, and educational progress, positioning Algerian universities within the global academic community. However, this transition comes with challenges related to cultural identity, educational quality, and access inequality. It is crucial for Algerian authorities and educators to navigate these complexities thoughtfully, ensuring that the move towards EMI supports both national goals and the diverse needs of students.

Considering these negotiations, this article aims to shed light on Englishization at ENSA and to probe the teaching staff's perceptions vis-à-vis the benefits that the Englishization progression brings to the Algerian academia. Most importantly, it tries to outline their readiness versus the shortcomings of executing English as an instructional tool in the classroom.

4. Research Design & Methodology

The integration of English into Algerian higher education, which was previously limited to middle and secondary school (cited in Sonia Imerzoukene, 2023, p. 344) has created a serious debate among university and college tutors since its insinuation in 2022/2023 by the Higher Ministry. English has officially been professed that national higher academies will start instigating English officially as a medium of tutoring in classes starting from September 2023. A brief look at Algeria's sociolinguistic situation, historical background, and the range of languages offered in schools shows that this matter has greatly raised a set of views, challenges, and perceptions for students, teachers, and professional needs. As

previously stated, the article aims to illustrate the perspectives of tutors; the targeted participants, who are members of eight distinct ENSA thematic departments, to discuss their challenges and fears of such a decision.

The research was conducted via a semi-structured questionnaire and directed to a systematic sample of 105 ENSA instructors from eight distinct thematic specialties. They were distributed online via Google-forms on March 2023 prior the official impementation of EMI in classes, September 2023.The study is a selective or judjemntal sampling where the number of participants is chosen on purpose; and not randomly simply because they represent the required EMI community applicants. The instrumentation option aims to achieve qualitative data. These measures represented the preparatory procedures, the school Director and Communication Cell have impelemented under ministerial exsigencies to assess instructors' readiness of EMI. Responses were analysed both quatitatively and qualitatively. Regarded as a powerful tool, the quantitative study was based on stastical analysis measured on numerical data and comparing datasets; while qualitative analysis helped understand the context behind the existent collection.

The study was drawn from a language education policy which involves managing language employment in instructive settings through explicit policies. An approach to language use and instruction that aims to establish links between classrooms, discussions, and other contexts in order to relate the local conditions of language to larger social formations.

4.1 Research Questions

The research attempts specifically to investigate the below research questions

- **a.** Was Englishization really executed at ENSA under ministerial decisions?
- **b.** Are ENSA tutors ready and communicatively competent to undertake such a globalised linguistic shift effortlessly?
- **c.** What aspects has distinguished Englishization process at ENSA?
- **d.** Was Englishization/ EMI inclusion at ENSA effective or defective?

4.2 Research Objectives

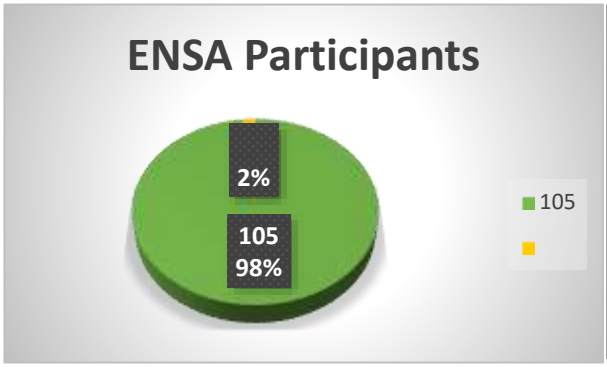
The purpose of this study was to examine the Englishization process and EMI inclusion at the Higher School of Agronomy- El Harrach, Algiers. Most importantly, to explore ENSA instructors' insights about the Englishization of teaching programs and their readiness vis-à-vis the implementation of EMI in class and communicative competence required. The final objective of this questionnaire is to get firstly nearer the inquiries of instructors about the learning of English for General Purposes in general and Specific Purposes in particular. Secondly, it permits the researcher to design an adequate strategic syllabus, propose tolerable approaches that meets the requirements of teaching English for agronomic interests in every department. It is finally intended to enhance teachers' training and promote qualified communicative proficiency in the Algerian teaching- learning context. Such a methodological instrument is deliberate to collect data based on teachers' perspicacity concerning both the teachers' academic and professional language needs in their fields of specialty as well as communicative requirements.

4.3 Sampling & Instrumentation

4.3.1 Participants

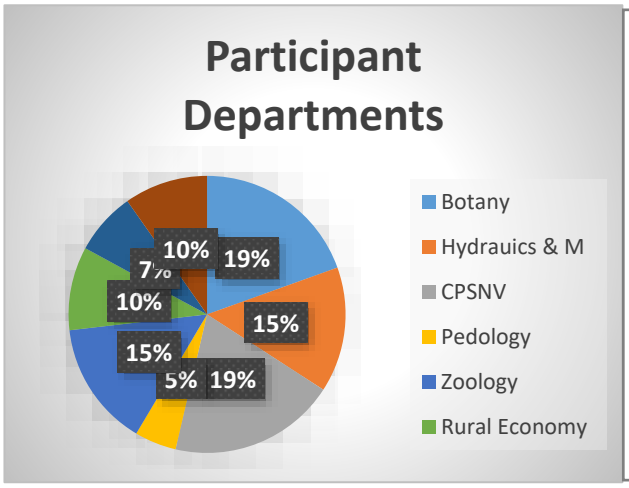
In pursuit of this stated intent, an online questionnaire was addressed to a sample of 105 teachers from distinct departments at ENSA. The choice of participants has been undertaken firmly. The premise

behind such a choice is to identify the extent to which teacher's attitudes about EMI are shared or level-specific. Both quantitative and qualitative data were accumulated. Quantitative data on the one hand were subjected to statistical analysis. On the other hand, qualitative data were treated using thematic analysis. For the sake of offering evidence about the application of English as EMI in Algeria, a thorough investigation was designed as an outstanding part of an academic research. The intent focused primarily on teachers' readiness and insights over the Englishization of Algerian education knowing that Algeria is a bilingual country relying on both Arabic and French.



As anticipated all participants (105) partook both the survey and level tests. The teachers' decent involvement was really supportive, it provided vital data and effective course evaluation for the benefit of the instruction and all its interested parties.

Figure.1. ENSA Tutors Participants in English Survey & Level Tests A1 & A2



A systematic sample of (105) ENSA instructors from different fields of specialization at eight (08) departments as an attempt to estimate their cognitive and emotional state with respect to their preparedness to both Englishization integration as well as EMI request at the ENSA.

Figure.2. ENSA Tutors Participants in English Survey & Level Tests A1 & A2

4.3.2 Data Collection

In accordance with the descriptive nature of the methodological decision opted for this investigation, data collection was based on the teacher questionnaire which has been deemed to be an appropriate tool for data collection and analysis. The questionnaire destined to ENSA teachers includes three rubrics encompassing the following:

a. Rubric I: Background Information (Instructors Sketch)
b. Rubric II. An Inquiry about GE (General English)
c. Rubric III. An Inquiry about ESP (English for Specific Purposes)

Inquiries about ENSA instructors' background in GE and ESP is of paramount significance to rank them into proper groups and decide fitting training required. The first rubric tries primarily to identify

Instructors Sketch to identify Gender (class number of males vs. females). Secondly, it emphasizes personal data, their subsequent qualifications (Grade: Master degree, PhD, others) and finally their status as an instructor at the school (whether Full- fledged/ Permanent, Part- time/ Vacataire.

The second rubric examines 11 questions related to: instructors' satisfaction about GE diagnostic tests already delivered, trustworthiness of the diagnostic tests, a classification to strengths and weaknesses, a personal consideration to proficiency/competence in GE, deficiencies encountered while using English, linguistic deficiencies tests A1 and A2 revealed about their real level in GE, significance of getting training in GE plus themes required, skills mostly relevant to their professional needs, therefore, to improve communication competence, and finally the grammar lessonsrules preferred in GE or kind of terminology required in their field of specialty.

Rubric III is an inquiry about ESP (English for Specific and Agronomy Learning Purposes). The instructors were questioned about their training preferences in ESP (what phases should be integrated the most?). Another debriefing communicates preferences about training launching; whether based on: Individual Learning (1 department), Binary Learning (2 departments or more); otherwise, which departments can share the same terminology and learning concepts so as to group them and to see if these departments can share the same training syllabus or they have simply to name their department and identify its linguistic requirements.

An insistence is made by the researcher about the type of terminology that should initially be taught the most and emphasized whether: Technical - Scientific – Agronomic? Which topics preferred to discuss in their field of specialty plus strategies they favor in studying English. The linguistic and cognitive objectives of their department were taken into account too.

5. Findings' Interpretation

The phenomenon of Englishization in Algeria, as in many non-Anglophone countries, is multifaceted and elicits a variety of perspectives from different stakeholders. The adoption of English in education can be seen through various lenses, including educational, cultural, economic, and political viewpoints.

The results showed that ENSA director has immediately offered priority to "English Implementation" at the college right after Ministerial Decrees. Notably, the vast majority of ENSA respondents advocated for adopting the English language EMI, alongside French, in formal communications. Therefore, the decision met with a consensus of opinion among the Algerian population and university community alike, demonstrating the extent to which Algerians are aware of the growing urge to be internationally involved. As to perspectives versus Englishization at ENSA, respondents hailed the implementation of EMI in higher education in general and ENSA in particular. As provided by them, the EMI process encompasses definitely various benefits like:

- **Vocabulary Enrichment**: English has introduced new words and expressions into other languages, especially related to modern technologies and scientific concepts.
- **Prestige and Status**: English is often considered a prestige language. Speaking English can symbolize education and elevate a person's status.
- **Global Communication**: English serves as a neutral language for global communication. It enables migration within countries like India and contributes to technical vocabulary.
- **Breaking Barriers**: Using English in higher education can break down linguistic barriers, promoting more open communication.

The Englishization of ENSA has garnered significant support from educators who argue that it aligns the institutions with global higher education standards, facilitates access to the latest research developments, and enhances participation in international academic events. Additionally, the respondents claimed that English supports apprentices to attain better results and gain opportunities for scholarship abroad to exchange programs, thus incorporating the Algerian academia in inclusive rivalry for international graduates. Instructors have also claimed that the Englishization policy will endorse Algerian institutions in global academia rankings and attract talented academics from abroad allowing Algerian higher education to the universal community. ENSA tutors consider English as an indispensable medium for accessing scientific acquaintance in their areas of interest. EMI is required mostly to obtain evidence from English resources and data for their projects, inquiries, and speculations. Other responses offered that EMI paves the way to various prospects for both partners integrated in the same route. It entices high-quality canvassers and instructors from overseas, ease cooperative partnerships with academies worldwide, and enhance the global reputation of Algerian higher education as well. Without question, Englishization at ENSA facilitates cross-cultural exchange and enhances communication in our interconnected world.

To put the aforementioned language policy into practice, the Ministry of Higher Education and Scientific Research in Algeria ultimately collaborated with the US Embassy in Algeria to enhance the process of English language learning at ENSA. They signed an agreement to elevate Algerian higher education to the same status as other international universities. This alliance promises to "transform the way Algerians learn English at ENSA and ultimately ensure that all Algerian graduates, professors, and researchers acquire the English skills they need to succeed" (U.S. Embassy, 2023). This partnership aims to bolster the English proficiency of the academic community as well, thereby fostering internationalization and improving the global competitiveness of Algerian higher education institutions. Following the same paths, ENSA school under the supervision of the General Director Pr. Tarik Hartani has exerted tolerable procedures, sophisticated energies to support teachers with effective English training and course that best meet the needs of the professional teaching staff and instruction at the school by offering two types of training: (local and foreign). This constituted one of the drastic measures that ENSA pedagogical staff has implemented staring from the 1st year of execution to make the process effective and operative. The school has offered two types of training; national vs. international thanks to an equipped English Lab that facilitated the training progression ….

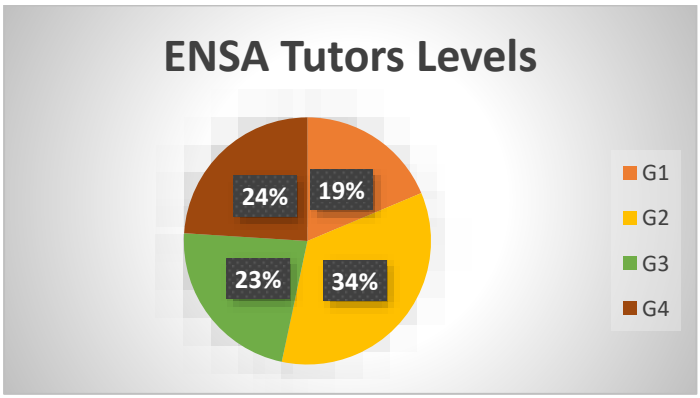


Figure.3. ENSA Tutors' Levels after Tests A1 & A2

The preliminary training started on February 2023 via level tests A1 (elementary) and A2 (pre-intermediate) under the responsibility of Executive Director of Communication Unit Pr. Malek Amiali and ENSA instructors of English presided by Dr. Hanane Bellal. In attempt to reckon instructors' readiness to English employability in real context, the researcher sought to find out accurate English level of the selected

community. Hence, A1 and A2 English tests were initially offered simply because they are crucial for several reasons. Among these is to categorize instructors':

- **Basic Understanding**: whether ENSA tutors at this level can apprehend and use rudimentary phrases and expressions related to personal information, daily routines, and basic needs.

- **Simple Communication**: whether they can introduce themselves and others, ask and answer simple questions about personal details, and communicate in routine situations like ordering food or asking for directions. These tests attempts to ascertain:
- **Foundation Building**: assess basic language skills, ensure ENSA instructors have a solid foundation in English.
- **Confidence Boost**: successfully passing these tests can boost ENSA instructors' confidence, encourage them to pursue higher levels of English proficiency.
- **Practical Communication**: at these levels, ENSA instructors can handle everyday communication, such as basic conversations, understanding simple texts, and writing short messages.
- **Didactic and Professional Communication**: ENSA instructors require proofs of English proficiency to converse with smoothly in class.
- **Personal Growth**: learning a new language enhances ENSA instructors' cognitive abilities and cultural understanding, enriching personal development.

In terms of content, these tests typically include sections on grammar, reading comprehension, listening comprehension, and sometimes speaking.

It was intended that all ENSA survey and placement test partakers undertake English training but only 75/105 of them did. Later on, teachers were divided into 3 groups (G1: 35- G2: 20- G3: 20) based on levels acquired and directed to an intensive training course of six weeks including 22 hours. The training insisted primarily to assist teachers overcome their misgivings using the English language in front of their students in class, build confidence and express themselves freely, refresh their minds and practice the language they have not a long time employed. The training course content diverged depending on themes requested by tutors depending on their linguistic needs and cognitive priorities while grammar was selective. Orientations on strategies to adopt in classes that facilitate instruction in English such as gamification, using videos, translation… etc

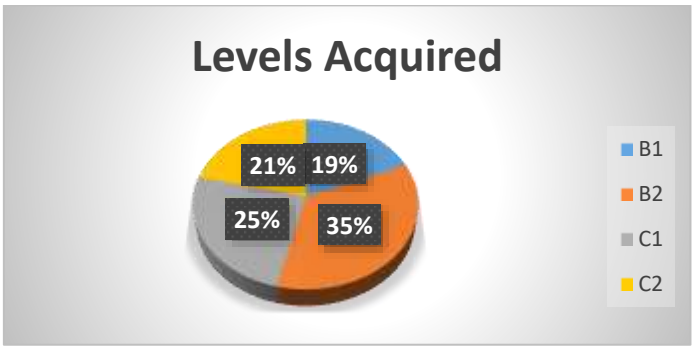


Figure.4. ENSA Instructors' English Training Results & Progression

Another type of training offered by the school consisted of foreign training in collaboration with the US embassy and a Native American Trainer Dana Slayton under the supervision of Pr. Bouras- Chekired Fatma Zohra at ENSA. The training insisted on approaches and methodologies to assist teachers employ EMI in their classes. Workshops on different strategies and methodologies were appointed as well.

All those announced procedures delineated the preliminary steps and preparatory phases applied by ENSA staff before EMI application in a real context. Some instructors were already making communication trials with their learners to overcome reverence.

The training was very effective for teachers as it integrated them into context and broke the ice to smoothly initiate instruction in English thanks to coaching presentations and shared debates at the English Lab. They showed an eager interest in learning English, applying it despite their linguistic deficiencies, they all presented satisfactory lectures during training sessions methodically and verbally despite their fears. At the end, certificates of participation and proficiency level tests were distributed.

The transition to Englishization in the School of Agronomy in Algeria is accompanied by several fears and concerns. These include cultural erosion, challenges in maintaining educational quality, issues of equity and accessibility, plus practical implementation hurdles. Addressing these fears requires a thoughtful, inclusive, and well-resourced approach that balances the benefits of Englishization with the preservation of local languages, cultures, and educational standards. By implementing comprehensive support systems, providing adequate training and resources, and ensuring equitable access to English education, the institution can mitigate these fears and successfully navigate the transition.

Additionally, the fallouts authenticated that the ENSA instructors consider that the Englishization process will offer the school a comprehensive character and lay the foundation for a renewal in the educational practices. The findings also discovered that the ENSA instructors meet actually an excess of obstacles in integrating professional English in the classroom. Despite efforts exerted, ENSA lecturers feel they are still linguistically reserved to deliver total content in English and they have then to "dig deep to discover the etymological resources to satisfactorily supply information to apprentices who themselves may have low levels of English proficiency" (Sahan et al, 2020, p11) quoted in Messeded Moustafa. (2023, p. 38).

In essence, despite the fact that the study was conducted before EMI official implementation, the research has proved its effectiveness. Noticeably, the community's selection has displayed whether ENSA instructors are communicatively competent and ready to undertake such a globalised linguistic shift effortlessly. It has explained whether ENSA tutors welcomed the practical inclusion of EMI in their classes, it has display the type of impacts this implemenation brings to the teaching system as well. And finally, it has elucidated the variety of difficulties hindering their actual communicative process. According to the critical review, instructors added that the proper implementation of EMI can lead to better academic results and language proficiency on the long run. But the reappraisal also raises issues regarding EMI's possible detrimental effects on non-native English speakers' development of linguistic and cultural identities in the Algerian context.

6. Recommendations & Proposals

Implementing Englishization in a higher education institution like the Higher School of Agronomy in Algeria can indeed require deep-seated procedures to overcome significant challenges and ensure a successful transition. David Hayes (2021) states: "Whatever role English plays as a medium of instruction or as a subject and whatever form school leaving examinations take in the future, teachers in schools will continue to need assistance to help them to fulfil their roles in changing circumstances. However, it is also likely that educational administrators will lack the human and material resources to provide sufficient

assistance in a timely manner. Self-initiated continuing teacher development is thus likely to remain important in compensating for deficiencies elsewhere in the system. (p.3). Below are some of the drastic measures that ENSA pedagogical staff has implemented staring from the 1st year to make of the process effective and operative. Some of these suggestions have already taken part at ENSA effectively and commendably.

I. Intensive Faculty Training Programs

To improve instructors' chances of successfully implementing EMI, a rigorous training program built on the best practices in the field of teaching competencies is needed.

1. Mandatory English Proficiency Courses

a. **Comprehensive Training**: Implement mandatory intensive English language training programs for all faculty members to ensure they achieve a high level of proficiency.

b. **Certifications**: Require faculty to obtain certifications such as TOEFL or IELTS to demonstrate their proficiency in English.

2. Specialized Pedagogical Training

a. **Teaching in English**: Provide specialized training on teaching methodologies for delivering content effectively in English.

b. **Continuous Professional Development**: Establish ongoing professional development workshops and courses to keep faculty updated on best practices in EMI.

Other measures could be considered to accelerate and solidify the process:

II. Robust Student Language Programs

1. Pre-University English Preparation

a. **Foundation Year**: Introduce a foundation year or preparatory courses focused on intensive English language learning for incoming students.

b. **Summer Programs**: Offer summer language immersion programs to boost students' English proficiency before they start their academic courses.

2. Language Support Services

a. **Tutoring and Mentoring**: Set up tutoring centers and peer mentoring programs to provide additional support for students/tutors struggling with English.

b. **Language Labs**: Invest in state-of-the-art language labs equipped with modern software and resources to facilitate language learning.

III. Curriculum and Resource Overhaul

1. Development of English-Language Materials

a. **Custom Textbooks and Resources**: Commission the development of customized English-language textbooks and teaching materials that are relevant to the local context of Algerian agronomy.

b. **Digital Resources**: Create an extensive digital library of English-language resources, including e-books, journals, and online courses.

2. **Integration of English Across the Curriculum**

a. **Bilingual Curriculum**: Develop a bilingual curriculum where key courses are taught in both English and the native language initially, gradually increasing the English content.
b. **English-Infused Assignments**: Incorporate English language assignments, projects, and assessments across all subjects to ensure continuous language practice.

IV. Institutional Policies and Incentives

1. **Policy Mandates**
   a. **Institutional Policy**: Implement institutional policies mandating the use of English as the medium of instruction for certain programs or levels.
   b. **Graduation Requirements**: Make English proficiency a requirement for graduation, ensuring all students attain a certain level of English competence.

2. **Incentives for Faculty and Students**:
   a. **Incentive Programs**: Offer incentives such as salary bonuses, research grants, or professional development funds for faculty who achieve high proficiency in English or excel in teaching in English.

   b. **Scholarships and Awards**: Provide scholarships, awards, or academic credits for students who demonstrate significant progress in English proficiency.

V. Strategic Partnerships and Collaborations

1. **International Collaborations** :
   a. **Exchange Programs**: Establish faculty and student exchange programs with English-speaking universities to provide immersive language experiences.
   b. **Joint Degrees**: Develop joint degree programs with international institutions where courses are taught in English.

2. **Guest Lectures and Visiting Professors**:
   a. **International Experts**: Invite guest lecturers and visiting professors from English-speaking countries to teach courses and provide workshops.
   b. **Collaborative Research**: Engage in collaborative research projects with international institutions to provide real-world applications of English proficiency.

VI. Monitoring and Evaluation

1. **Regular Assessments** :

a. **Language Proficiency Testing**: Conduct regular English proficiency assessments for both faculty and students to monitor progress and identify areas needing improvement.

b. **Course Evaluations**: Implement thorough course evaluations to gather feedback on the effectiveness of EMI and make necessary adjustments.

2. **Quality Assurance Mechanisms**

a. **Audit and Review**: Establish a system of regular audits and reviews to ensure that the quality of education is maintained and that the shift to English does not compromise academic standards.

b. **Feedback Loops**: Create structured feedback loops involving students, faculty, and external reviewers to continuously improve the EMI implementation process.

Other tenders have been offered by ENSA instructors:

- All esteemed teachers insisted to schedule English courses to restore their English language in the four main skills and make of this training a priority.
- They advocate that some rewards could be praised to those who succeed to expand their English language skills in short periods of time to make it more competitive in terms of a Linguistic Stay/ Sojourn.
- Lecturers stress on the gradual and systematic adoption of English to evade any objectionable aftermaths.
- Among the counsels offered by the DE (Directeur des Etudes) to the ministry is offering extensive English courses to accelerate the process of this shift or a Licence subscription at the Department of English, Algiers University.

- Another proposal offered by DE and DRH director concerns offering also English training course to all the administrative staff plus engineers via introducing ESP courses for them.

Prodigious methodologies were necessary to effectively implement Englishization at the Higher School of Agronomy in Algeria. These tactics involved intensive training programs for faculty and students, significant investments in curriculum and resource development, strategic policy implementations, robust monitoring and evaluation systems. By adopting these measures, the institution could ensure a successful transition to English Medium Instruction, thereby enhancing its global competitiveness and educational quality.

7. Conclusion

Internationalization has become a key priority for universities worldwide, including in Algeria. The drive towards internationalization encompasses several strategic initiatives aimed at enhancing the global engagement and academic standing of academies. These initiatives are designed to create a more interconnected and collaborative academic environment, fostering international partnerships and opportunities for both students and faculty. The current study has explored the specific efforts and goals associated with internationalization in higher education, with a particular focus on Algeria at ENSA.

Incorporating English as a medium of instruction (EMI) has significantly transformed higher education in many countries all over the world. This phenomenon, often referred to as Englishization, denotes the blossoming and prospering practice of English as a means of communication in non-English contexts.

This Englishization process is evident in programs across both the secondary and tertiary education sectors. In the context of Algeria, this study presents a case related to the National School of Agronomy (ENSA), examining how English Medium Instruction (EMI) is being implemented and its impact on the institution's internationalization efforts. Through this case, the study explores the specific strategies and outcomes of adopting English in Algerian higher education, providing insights into the broader implications for the country's educational landscape.

To conduct this research, a semi structured questionnaire was organized by the researcher and distributed to a systematic sample of (105) ENSA instructors from different fields of specialization at eight (08) departments as an attempt to discern their perspectives regarding their readiness to both Englishization policy as well as EMI at the workplace. Frequencies and percentages were computed using descriptive statistics.Thematic analysis was used to qualitatively analyze the data gathered from the open-ended questions. The instructors' responses were accumulated prior EMI implementation in classrooms. This ensures that their perception were theoritical and speculative rather than on genuine classroom practice.

The Englishization of the Higher School of Agronomy in Algeria presents both significant opportunities and challenges. By strategically implementing English Medium Instruction and supporting it with robust language training, resource development, and cultural considerations, the institution can enhance its global competitiveness and educational quality. Balancing Englishization with the preservation of local languages and cultural identities is crucial for ensuring that this transition benefits all stakeholders and contributes to the overall development of agronomy education and research in Algeria.

Therefore, Englishization has extended its reach to the Algerian university and colleges in response to the pressures of an internationalized world. The ministry of higher education authorities urged the university and ENSA teachers to embrace the language in the classroom in order to transform the teaching-learning environment into a more vibrant one, give the Algerian academia pedagogy a contemporary frame and, most importantly, come up with a university internationally valorized.

Higher education tutoring organizations, especially those in Algeria, are moving toward Englishization for a number of strategic reasons that increase their appeal internationally and fit in with larger globalization trends. This change not only draws a diverse student body and creates opportunities for international collaboration, but it also incorporates these institutions into the English-speaking global academic and professional community.

Englishization is not without controversy; it has sparked legal challenges in several countries and is implemented variably across universities in Algeria. Thus, the fallouts at ENSA authenticated that the instructors consider that the Englishization progression will give ENSA a comprehensive character and lay the basis for a rejuvenation in the educational practices. The findings also revealed that ENSA teachers encounter concurrently a plethora of impediments in integrating English wholly in the classroom.

Henceforth, the process is not uniform; while instructors at ENSA are adopting Englishization, each lecturer does so in his/her own unique manner, reflecting its specific cultural, legal, and educational contexts. This variation highlights the complexity and diversity of implementing EMI, as ENSA tailor its own specific training approaches to fit the instructors' particular circumstances and objectives.

While Englishization offers many benefits, it is important for educational institutions including ENSA to balance this with the need to support and maintain local languages and cultures, ensuring that the pursuit of internationalization does not come at the expense of linguistic and cultural diversity. To put it at a nutshell, English, as a historically neutral language in the Algerian context, holds potential to play a

modernizing role that was initially anticipated from French. Future research should further investigate how Englishisation in Algerian higher education affects linguistic diversity and cultural identity, ensuring that internationalisation efforts align with national educational goals.

A number of recommendations that can effectively assist EMI instructors in evaluating and enhancing their classroom pedagogy as well as pursuing ongoing professional development, taking into account the characteristics of EMI teacher expertise have been already identified.Without doubt language and content cannot be taught separately; thus, EMI instructors are advised to increase their English proficiency and employ a variety of language-related teaching strategies. In this case, language can be a powerful tool that contributes to the success of EMI courses (Macaro, 2020; Zhang, 2018).

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