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The Growing Need for Using English among University Teachers

The Case Study of Teachers from the Faculty of Technology at Saida University

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A thesis submitted as partial fulfillment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person, nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I dedicate this work to my beloved family in appreciation of their support, encouragement, and love.

To my generous parents for their continuous encouragement and prayers.

To my siblings for always being by my side.

To my dear wife, who believed in my abilities and was my source of motivation.

To my precious daughters, Lyna and Yasmine, for being my source of strength.

I am grateful to my teachers for providing me with the necessary support in my academic career.

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Abstract

Over the past few decades, the world has witnessed unprecedented globalization of the educational scene, resulting in the widespread use of English as a Lingua Franca (ELF) in many countries around the world. In response to this trend, the Algerian government recently changed its language policy and adopted English as a Medium of Instruction (EMI) at several universities. Therefore, it has become necessary for Algerian university teachers to adapt to this transformation by implementing a series of measures to promote the use of English in the university setting. The current research aims to analyze the theoretical, psychological, and pedagogical aspects surrounding this phenomenon by investigating the factors contributing to the growing use of the English language among university teachers. Additionally, it seeks to analyze the obstacles facing this use and identify the techniques that teachers follow to enhance their proficiency in the English language. Based on these objectives, semi-structured interviews were conducted with a purposive sample of 12 university teachers affiliated with the Faculty of Technology at Saida University to obtain qualitative data. Results revealed a higher level of awareness among teachers, as the majority of them expressed a positive attitude toward the English language. They also recognized both personal and institutional factors that motivate them to use English. However, they acknowledged the existence of obstacles that negatively influence the effectiveness of this use, impacting both teachers and university institutions generally. Finally, the overall results demonstrated a significant increase in the use of the English language, despite the constraints faced by both teachers and universities.

Keywords: English as a Medium of Instruction, Globalization, Language Policy, Language Proficiency, Language Shift, Lingua Franca.

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List of Abbreviations

CCSS: Common Core State Standards

CEFR: Common European Framework of Reference

CILT: Center of Intensive Language Teaching

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

EMI: English as a Medium of Instruction

ESL: English as a Second Language

GTA: Graduate Teaching Assistant

IELTS: International English Language Testing System

L1: First Language

L2: Second Language

TOEFL: Test of English as a Foreign Language

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General Introduction

ELF has become dominant in today's globalized world, allowing communication across linguistic barriers. This phenomenon is particularly prevalent in the academic realm, where the English language holds a dominant position in numerous countries as the primary language for research, publishing, international collaboration, and even instruction. The impact of English extends to nations where it is not the first language (L1), such as Algeria, where there is an increasing recognition among university teachers of the importance of proficiency in the English language.

Algeria, a North African country, enjoys a wealth of cultural and linguistic heritage. It recognizes Arabic as its official language; however, it has been influenced by the French language due to its colonial history. Nevertheless, the significance of the English language has notably increased in recent decades. Various factors, such as globalization, technological advancements, international communication, and the strategic relevance of academic areas, have contributed to the increasing significance of the English language in Algeria. Put simply, Algeria's educational system is characterized by a multilingual environment. Arabic represents the official language while French serves as the medium of instruction in many higher education institutions, alongside the existence of Tamazight languages.

Consequently, the Algerian government implemented a significant change to its language policy in 2023, opting for EMI, replacing French. This transition is a purposeful and strategic attempt to align the educational system in Algeria with international academic standards and enhance its position on the international stage. However, the sudden shift from French to English has created significant challenges for both teachers and universities. This transformation goes beyond simply replacing the language; it requires an in-depth investigation of psychological and pedagogical aspects. As a result, the government and university institutions need to implement a range of coordinated measures.

The current study tries to improve our understanding of the role of English in Algerian higher education. It emphasizes the need for a comprehensive approach to language education that prepares university instructors and students with the necessary abilities to succeed in a globalized academic and professional setting. This research offers valuable

insights to teachers, institutions, and policymakers, enabling them to encourage the use of the English language in Algerian university settings and effectively implement EMI. It also helps them avoid any inconveniences and obstacles that may arise from this sudden shift.

The research aims to identify factors driving the adoption of the English language among university teachers, as well as analyze the challenges and benefits of using English in university environments. Furthermore, the research entails assessing the impact of this trend on university teachers' teaching and research practices.

Through the current research study, we aim to address and evaluate the following research questions:

1- What is the attitude of teachers towards English?
2- What are the reasons that prompt the use of English amongst university teachers?
3- What are the challenges that prevent the use of English among university teachers?
4- How can Algerian university teachers develop their English proficiency?

Based on the research questions listed above, the researcher suggests four main hypotheses that need to be confirmed or rejected by the end of this study. The proposed hypotheses are:

1- This study hypothesizes that the teachers under scrutiny are not aware enough of how effective English is as far as instruction and scientific research are concerned.
2- This study proposes the hypothesis which assumes that Algerian teachers use English to fulfill several academic and pedagogical purposes, including coping with the lingua franca, getting more access to technological tools and resources, and promoting scientific research.
3- The current study assumes that university teachers encounter difficulties such as poor language proficiency, lack of confidence, and discomfort with teaching in a foreign language, and resistance to change.
4- It is possible that teachers follow different instructions and adopt various methods to promote their levels in English. This may include autonomous learning, training, and relying on technological tools.

To ensure the reliability and objectivity of our research, The researcher selected a purposive sample of 12 university teachers from the Faculty of Technology at Dr. Moulay

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Tahar University in Saida as our case study. The researcher also created and conducted semi-structured interviews with the participants to gather valuable qualitative data about the phenomenon under investigation. This tool will also help us achieve the study's objectives and answer the research questions. In addition, a thematic analysis was employed to examine and interpret the provided data.

The current research was devided into three chapters. The first chapter is concerned with presenting the literature related to the phenomenon of the increasing need to use English among university teachers. It places the phenomenon under study in its temporal context and provides an exhaustive explanation of the concept of EMI. It also presents a group of concepts related to the use of the English language in the university environment, such as English proficiency and obstacles to its use. The second chapter delves into the research design and methodology, as well as the methods employed for data collection and analysis. It also highlights a set of limitations that the researcher faced throughout his investigation. The third chapter deals with presenting the obtained data in detail, discussing it, and analyzing it to obtain answers to the research questions and check the validity of the suggested hypotheses. It also presents many valuable recommendations regarding the investigation process and even the phenomenon under scrutiny.

Last but not least, it is vital to recognize the limitations the researcher encountered during the research, with the most significant being our inability to conduct classroom observations as an additional method of data collection. This was due to the teacher's admission that they did not impart lessons and lectures in the English language. Furthermore, we observed a lack of collaboration from many teachers, which made the sample size relatively small.

Chapter One: Literature Review

1.1. Introduction

The phenomenon of globalization has yielded numerous impacts, one of which is the influence on language use, particularly in relation to the English language. Global trade, diplomacy, scientific research, and Internet-based communication have all adopted the English language as their primary language. Most importantly, many countries around the world have widely adopted English as a second language (L2). As a result, many countries around the world have decided to change language policy by adopting English for teaching, including Algeria. However, this transformation has created a set of serious challenges, especially at the level of university institutions. This shift also obligated the university teacher to take a set of measures to keep pace with the shift in language policy and promote the optimal use of English in the university environment. The current chapter aims to clarify a number of concepts related to the phenomenon of the increasing need to use the English language among university teachers, as well as summarize the existing studies and literature surrounding the phenomenon.

1.2. An Overview of the Rise of English as a Global Lingua Franca

According to Christiansen (2015), the worldwide popularity of the English language can be attributed to a combination of historical, political, and economic factors. The British Empire's influence, the emergence of the United States as a global leader and the widespread use of English in international trade, diplomacy, research, and the Internet have all contributed to the language's rise to prominence. He asserts that English's prevalence in global popular culture and its leading role in research, where practically all eminent scientific periodicals publish their work in English, reinforce its status as a widely used language. As a result, approximately 1.5 billion people speak the language, with the majority using it as L2. The historical and current significance of ELF emphasizes its central role in global communication and information exchange.

1.2.1. Increasing Internationalization of English in Universities

The globalization of higher education is a swiftly expanding phenomenon, driven by causes such as independence, intellectual liberty, and the growing significance of the global aspect of institutions, according to Buckner (2019). This trend is defined by the incorporation of an international, multicultural, or global aspect into higher education's

purpose, functions, or delivery. The reasons for internationalization can be categorized into political, economic, intellectual, and social-cultural factors. Governments and institutions place a high value on international collaboration and develop their own policies to handle its growing importance. Accordingly, Hudzik (2022) believes that the trajectory of internationalization in higher education will be influenced by shifts in student demography, the adoption of technology, and the implementation of cost management strategies, among other determinants.

1.3. Definition of (EMI) English as a Medium of Instruction

Smit (2023) defines English as a Medium of Instruction (EMI), an abbreviation for the use of the English language to teach academic subjects other than English. The use of EMI for degree programmes, especially at the master's level, is becoming more prevalent worldwide, particularly in higher education. EMI refers to the integration of an international, multicultural, or global element into higher education provision. In countries where English is not the dominant language, it has become popular. The use of EMI has significant consequences for academic and professional communication. Due to the widespread use of ELF worldwide, it is crucial for students and professionals to possess a strong mastery of the language. Furthermore, Dearden (2014) argued that the enhanced economic and cultural dominance of the United States following World War II, along with the swift dissemination of the internet and other technological advancements, played a significant role in the worldwide expansion of this trend. Currently, EMI is experiencing significant growth in educational systems across the globe, encompassing both public and private institutions from elementary to university levels.

1.3.1. The Role of EMI in Academic and Professional Communication

Due to the fact that it is widely used as a lingua franca across the world, English is a medium of instruction that plays a key role in both academic and professional communication. According to Christiansen (2009) and Kroskrity (2010), the significance of English in professional and academic settings may be linked to a number of different aspects, including the following:

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- As a result of globalization, English has emerged as the preeminent language for worldwide communication. As a result, it is very necessary for students and professionals to have a strong command of the language.

- The use of EMI in a great number of educational institutions all over the world is a direct result of the rising globalization of higher education institutions.

- When it comes to professional communication, English is extensively utilized in a variety of fields, including information and communication technology, and the majority of the material that can be found online is written in English. Because of this, it is absolutely necessary for professionals to possess strong communication skills in English in order to be successful in their jobs.

- Because English is the language of choice for a significant number of academic papers and conferences, it is very necessary for students and researchers to have a solid command of the language in order to communicate effectively on academic matters.

- For the purpose of assisting students in developing the language skills necessary for certain academic and professional situations, such as writing research papers or making presentations, ESP courses are meant to help students build an understanding of the English language.

1.4. The Current State of English Proficiency among University Teachers

Runde and Nealer (2017) claimed that proficiency in the English language is a must for university teachers, which includes both teaching assistants and faculty members. International graduate teaching assistants are required to possess sufficient English ability in order to facilitate productive cooperation across the broad intellectual community. Unless they are only teaching courses not primarily conducted in English, those instructing lectures, seminars, recitations, or laboratories must possess fluency in English. Research degree applicants are required to exhibit language ability at a level that ensures their success in both their graduate studies and their roles as teaching assistants. Similarly, Canh and Renandya (2017) highlighted the importance for Graduate Teaching Assistants (GTA) to demonstrate sufficient English proficiency, with an acceptable speaking score serving as an indicator of their ability to speak English. To fulfill the certification requirement, there are multiple options available. These include providing a transcript that proves the completion of at least three years of undergraduate and/or graduate study at a university in

an English-speaking nation, achieving a score of 65 or above on the Versant Test, or submitting a score of 55-64 on the Versant Test along with evidence of effective teaching.

1.4.1. Overview of English Proficiency Levels

The Common European Framework of Reference for Languages (CEFR) establishes English competency levels, comprising six tiers: A1, A2, B1, B2, C1, and C2. A1 and A2 are classified as elementary user levels; B1 and B2 are categorised as intermediate user levels; and C1 and C2 are designated as advanced user levels. At the A1 proficiency level, learners possess the ability to comprehend and employ fundamental words and expressions. At the A2 level, learners possess the ability to effectively communicate through basic and repetitive tasks. At the B1 level, learners possess the ability to comprehend the primary aspects of unambiguous and conventional information on known topics. At the B2 proficiency level, learners possess the ability to comprehend intricate texts and effectively engage in communication within both social and professional contexts. At the C1 proficiency level, learners possess the ability to comprehend a broad spectrum of challenging and lengthy texts and communicate articulately and effortlessly. At the C2 level, learners can understand the vast majority of spoken or written English language. Their skill is comparable to that of a native English speaker (ibid.).
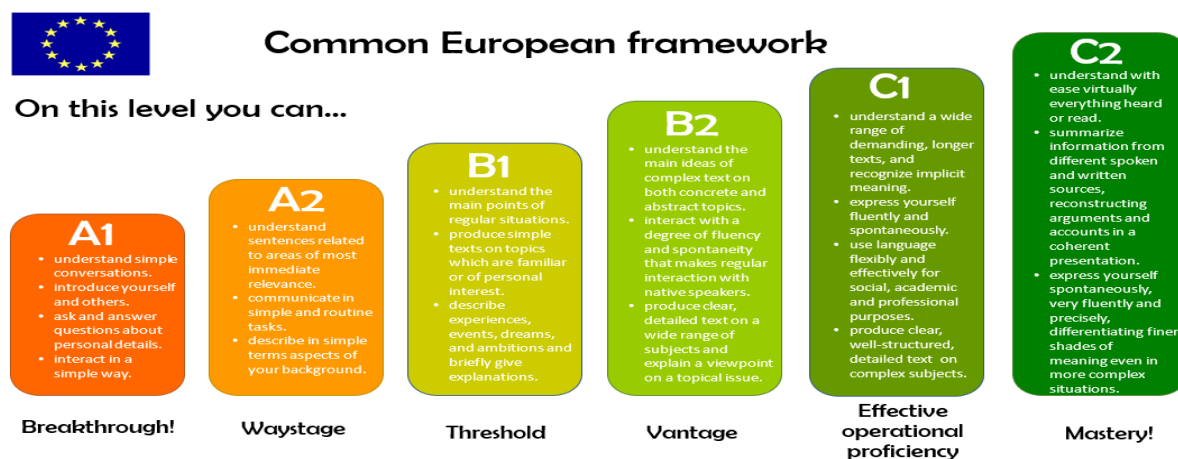

Figure 1.1.The Common European Framework of Reference for Languages adopted from CEFR and ACTEL language proficiency standards, published on 08/06/2020 by Pasqua.

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1.4.2. Challenges in Assessing English Proficiency

According to Cooney (2023), there are a number of obstacles to overcome when evaluating the English language skills of university professors. Aligning language proficiency exams with academic standards like the Common Core State Standards (CCSS) is a key challenge to ensure the tests accurately assess the essential language abilities for content acquisition. Furthermore, in order to effectively assist academic achievement, it is necessary to provide information that is relevant to the connection between language competency and material acquisition. One further obstacle is to make certain that the requirements for English language growth and competency accurately reflect the English that is required for academic achievement. Moreover, the increasing use of English proficiency exams in academic institutions and the workplace necessitates the creation of assessments that effectively evaluate an individual's language abilities in order to facilitate individualized education, student placement, and hiring choices.

The CEFR, a generally accepted framework for determining English proficiency levels, contains six distinct levels of English competence. These levels are as follows: The levels are A1, A2, B1, B2, C1, and C2. These levels span from basic user to competent user, from basic to proficient, with C2 being the highest level, which indicates a level of proficiency that is close to or equivalent to that of a native English speaker (ibid.).

From another perspective, Lemmon (2023) clarifies that the assessment of students' English proficiency is an essential component of English language instruction. It serves as a vital instrument for identifying whether or not students are prepared to take qualifying examinations, gauging the development of learners, and evaluating their language abilities for the sake of academic and professional endeavors. This highlights the enormous importance that English proficiency tests have in the education and employment sectors. Each year, millions of students take the most prominent English tests, such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

1.4.3. Challenges in Assessing English Proficiency for Non-native Speakers

Fleckenstein et al. (2016) argue that assessing the English language proficiency of non-native speakers requires breaking the criteria typically used for native speakers. This

entails modifying examinations and hiring instructors who are not native English speakers. However, it also presents a series of challenges that affect the evaluation process:

- **Insufficient criteria for determining practical competence:** Assessments designed to gauge language ability in individuals who are not native speakers sometimes lack the necessary standards to establish a level of English proficiency that is practically applicable.

- **Linguistic difficulties:** Individuals who are not native English speakers may encounter difficulties in comprehending idiomatic idioms, cultural allusions, and colloquial language that are frequently employed in English discourse, hence impeding their ability to fully understand and participate in English-speaking settings.

- **Psychological obstacles:** Non-native speakers may experience self-consciousness over their accent or apprehension about committing errors while speaking English, both of which might impede their advancement and confidence in using the language.

- **Allocation of time and resources:** Individuals who are not native English speakers may dedicate a disproportionate amount of time and financial resources towards academic endeavors, such as the preparation of conference presentations, the composition of journal articles, and attendance at conferences. This is mostly due to challenges related to language proficiency rather than financial constraints.

- **Paper rejection:** Individuals who are not native English speakers are more likely to have their papers rejected due to linguistic factors, and they are almost twelve times more likely to get requests for paper revisions.

- **Validation of language credentials:** Although the CEFR offers a generally acknowledged structure for assessing English language competency, it may not be uniformly endorsed by all educational establishments, employers, and immigration authorities.

1.4.4. Impact of English Proficiency Level on Classroom Instruction

English language proficiency significantly influences classroom instruction, especially in educational environments that implement EMI. Wang (2021) found a positive correlation between teachers' English language proficiency in the classroom and their

confidence in their teaching abilities. The choice of instructional language is a crucial determinant in detecting this correlation. This relationship is important because it influences the effectiveness of language learning and the level of engagement demonstrated by students in classroom discussions and tasks. However, Goodwin's (2018) study found no impact on the advancement of reading abilities when grouping English learners together in courses. This discovery questions the current approach of segregating students with limited proficiency in English. Furthermore, the instructors' overall proficiency in English significantly affects how they use language in the classroom to enhance learning.

1.4.5. Influence on Collaborative Research and Publication

Proficiency in the English language has a significant influence on collaborative research and publication, particularly in the context of international collaboration and scientific publishing. Dusdal and Powell's (2021) study demonstrates that communication challenges arise when multilingual teams use ELF for research and publishing, particularly for non-native English speakers. Furthermore, having proficient knowledge of the English language serves as a reliable measure of the quantity and quality of articles published in respected medical journals. Researchers with exceptional proficiency in English writing typically outperform their peers, who have insufficient skills in terms of citations. Teaching writing collaboratively, especially in an online environment, has a positive impact on language proficiency and writing ability in the context of language learning. Therefore, a proficient command of the English language is crucial for effectively carrying out collaborative research and publishing, particularly in a globally networked scientific community.

1.5. Factors Contributing to the Growing Need for Using English

Anwari (2019) posited that several factors, including its recognition as a global language of communication, its influence in scientific research and publishing, and its association with social status and access to opportunities, are driving the increasing demand for English. English is the most widely spoken language, with around one-third of the world's population speaking it. Most governments choose English as their primary foreign language, establishing it as the dominant global lingua franca. English competence plays a crucial role in scientific research and publication, particularly in the context of

collaborative work and publishing output, especially when working with multilingual teams and engaging in worldwide cooperation. Moreover, Flynn and Hill (2005) stated that the projected ability of English to enhance job opportunities, facilitate movement, and promote involvement in the international economy motivates the desire for English language acquisition. Hence, its worldwide recognition, its significance in scientific discourse, and its perceived value for individual and career progression drive the increasing demand for English.

Figure 1.2. Map showing the use of English as a first language, an important second language, and an official language in countries around the world, adapted from the Encyclopedia Britannica published on April 15, 2015.

1.5.1. Globalization of Higher Education

According to Marlina (2013), English is becoming increasingly important as a medium of instruction as a result of the globalization of higher education, which is a crucial factor contributing to this situation. Over the past several years, EMI has rapidly become the predominant medium of instruction in educational institutions all over the world, including

universities, secondary schools, and even primary schools. Developing language-learning abilities, generating bilingual students, expanding awareness of a target culture, and opening up opportunities for students to work and study are some of the reasons that governments have stated for adopting English as an L2. The use of EMI is also a driving factor behind higher education's internationalization. Universities portray internationalization as a strategy to integrate their institutions into a global environment, leading to the use of English as a medium of instruction. EMI implementation is considered a strategy to recruit students and teachers from other countries, make the institution more visible on a global scale, and improve its ability to compete with other educational institutions. As a result, the globalization of higher education has been a key contributor to the increasing need for EMI.

1.5.2. Academic Publishing and Communication

There has been a huge increase in the demand for EMI as a result of the globalization of academic publications and communication. The English language has emerged as the dominant language for academic journals and publications, particularly those edited in the United States and the United Kingdom, resulting in the language's growing influence on scholarship all over the world. Many academic journals and book series have established rigorous English-medium policies, further strengthening the use of English for research and publishing. In many countries, EMI has quickly gained traction as the dominant medium of instruction. Higher education has observed this trend, driven by the need for a common language for international communication and the desire to attract international students and faculty members. It is for this reason that the globalization of academic publication and communication has been a key factor in the increasing need for EMI, (Altbach 2007).

1.6. Challenges Faced by University Teachers in Using English

Muzamil's recent study in 2023 highlights the difficulties non-native English university teachers encounter when using the English language. These difficulties include linguistic barriers such as accent and fluency, as well as sociopolitical issues related to racial discrimination and prejudice in recruiting practices. Non-native English-speaking teachers may have a lack of confidence while using English, leading to increased stress levels, reduced excitement for teaching, and a higher percentage of teachers feeling disconnected.

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Furthermore, non-native English-speaking teachers may encounter challenges caused by inadequate learning materials that may not meet students' needs, excessively large class sizes and school environments, and decreased student motivation. In addition, Hasanah (2020) argued that non-native English-speaking students face challenges in understanding and engaging with non-native English-speaking teachers, which can result in misunderstandings and breakdowns in communication. The widespread use of the English language in academia presents unique challenges for non-native English speakers, as they may face difficulties in creating research papers that are clear and concise, as well as effectively communicating their ideas at conferences. Non-native English speakers face substantial linguistic barriers, necessitating a disproportionately high investment of effort, time, and financial resources in academic tasks that their native English-speaking counterparts find effortless. To address these challenges, it is crucial to provide improved support to non-native English speakers in the academic community. This support should include language education, mentorship, and opportunities for networking. Reviewers should undergo training to augment their understanding of the challenges faced by individuals who are not native English speakers. Furthermore, we should encourage individuals to extend leniency towards non-native English speakers.

1.6.1. Linguistic Challenges Faced by University Teachers in Using English

According to Alshehri (2018), there are a number of linguistic challenges that university teachers who are not native English speakers experience while utilizing the English language. Accent, language competency, and adhering to the norms and requirements of English-conducted classes are among these challenges. Having to deal with these difficulties might result in a lack of self-confidence when it comes to using English, which in turn can lead to increased levels of stress and a lack of enthusiasm for classroom instruction. In addition, instructors who are not native English speakers may have difficulty writing and communicating in English, which can have a negative influence on their ability to interact successfully with both their students and their colleagues. Moreover, the preponderance of English in academic settings provides a distinct set of obstacles for those who are not native English speakers. These individuals may have difficulty writing research papers that are clear and succinct, as well as successfully communicating during conferences. There is a possibility that these language obstacles will have a substantial

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influence on the teaching and professional development of university professors who are not native English speakers.

1.6.2. Pedagogical Challenges Faced by University Teachers in Using English

Non-native English university teachers face a variety of pedagogical obstacles while teaching English, such as adapting to the standards and demands of English-medium classrooms, interacting effectively with students and colleagues, and meeting the linguistic needs of diverse student groups. In addition, these teachers may have challenges when it comes to sourcing genuine educational resources, establishing an optimal learning atmosphere, and effectively managing students with varying levels of proficiency within the same classroom. Additionally, they may encounter challenges in teaching English culture, addressing pronunciation issues, and overcoming students' limited exposure to English culture. The pedagogical difficulties can have a substantial effect on the teaching and learning process in an English-language setting (Utami 2020).

1.7. Strategies and Initiatives for Enhancing English Proficiency

According to Budiman et al. (2023), university teachers can effectively enhance their English language proficiency by incorporating the following strategies and initiatives:

- **Language and Literacy in the Classroom:** When working with students learning English, it is important to place an emphasis on academic language, literacy, and vocabulary.

- **Create a connection between learning and prior knowledge and culture:** Increasing the accessibility of the material may be accomplished by incorporating the student's prior knowledge and culture into the learning process.

- **Boost Comprehensible Input and Language Output:** In order to boost language output, it is important to provide students with chances to engage in organized and unstructured discourse, collaborate with one another, and engage in daily low-stakes writing across all subject areas.

- **Encourage Interaction in the Classroom:** Motivate students to communicate with one another in the classroom in order to facilitate vocabulary growth and understanding for English language learners.

- **Application of actual things and entire physical reactions:** In order to facilitate the learning of language, it is important to implement instructional techniques such as the utilization of actual things to demonstrate ideas and the utilization of entire physical reactions.

- **Provide Students Options and Encourage Confidence in Speaking:** In order to help English language learners feel more confident while speaking, it is important to provide students options for what they may say, to utilize scaffolding tools like word walls and sentence frames, and to establish an environment that is encouraging from the beginning.

1.7.1. English Language Training for University Teachers

English language training for university teachers plays a crucial role in enhancing their language proficiency. Here are specific ways, as stated by Balachandran et al. (2021), in which such training can be effective:

- Identify particular language abilities that require work, such as grammar, vocabulary, pronunciation, or academic writing. This is an example of targeted skill development.

- Develop training programs that focus on addressing these specific areas by implementing activities and exercises tailored to their needs.

- Conducting interactive workshops that include practical exercises, debates, and role-playing situations is a great way to engage participants.

- It is important to provide opportunities for instructors to actively participate in speaking and listening activities in order to improve their interpersonal communication skills.

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- Integration into real-life situations: Place an emphasis on the incorporation of English language abilities into real-life situations that are specifically relevant to the academic environment.

- We recommend incorporating examples, debates, and case studies from academic fields into the program to make the training more relevant to their teaching and research duties.

- Implementation of Technology: Make use of technology to improve language instruction by utilizing online platforms, language learning applications, and interactive multimedia materials.

- It is important to encourage the use of language learning technologies that provide learners with chances for practice and tailored feedback.

- Language Immersion Programmes: Facilitate language immersion programs, which bring instructors into contact with an English-speaking environment for a prolonged period of time.

- By offering continuous exposure to the language in a variety of settings, immersion experiences have the potential to fast-track the process of language acquisition.

- Collaboration with Peers: Stress the importance of communication and collaboration among peers in English.

- The goal is to create a supportive learning environment by pairing instructors with varying levels of language ability so that they may participate in collaborative projects, conversations, and peer evaluations among themselves.

- The provision of frequent, constructive feedback on language performance via tests, evaluations, and observations is an essential component of the assessment process.

- To assess your progress and identify areas for improvement, we recommend combining self-evaluation, peer evaluation, and expert input.

- Customized Instructional Programs: We should tailor language training programs to meet the unique needs and preferences of each student.

- We should conduct pre-assessments to identify specific challenges and preferences, allowing us to customize training courses for each individual.

- Establishing language labs and materials: Set up language labs equipped with resources to facilitate independent research and study.

- Provide users with access to a wide range of materials, such as grammar guides, vocabulary builders, pronunciation aids, and software for language learning.

- Integrating English Language Training into Professional Development: Incorporate English language instruction into university faculty members' larger professional development programs.

- You should demonstrate the relevance of language skills in terms of job progress, academic writing, and successful communication with students and coworkers.

1.7.2. Language Centers and Resources

When it comes to improving the English language skills of university professors, language centers and resources are extremely important participants. Education professionals may enhance their own English language abilities and increase their ability to teach English language learners with the assistance of these resources, which offer support and training sessions. The following are some of the most important resources and initiatives (ibid):

- Language centers provide a variety of resources for educators, including English as a Second Language (ESL) teaching materials and assessment methods for assessing the language ability of English language learners. All of these resources are available to teachers.

- Instructors have access to a variety of resources, including professional development tools, instructional materials, lesson plans, and teaching practices tailored to English language learners.

- Supporting the establishment of English teaching acknowledges the gradual nature of L2 development. Additionally, they provide resources to assist instructors in providing effective teaching for the development of academic language skills.

- These materials emphasize practical tactics that enhance language competency through language use, such as authentic opportunities for debate and analysis.

1.7.3. Policies Promoting English Language Proficiency

The Algerian government has been making considerable adjustments to its language policy, notably with regard to the use of English in the educational system. Within the framework of the new education strategy, the nation has been working to broaden the scope of English language instruction within its educational system, with a particular emphasis on teaching English as a strategic choice. According to Bouabdessalam (2022), this extension is considered to be a practical change, with the purpose of highlighting the significance of the language in different scientific and technological domains. It is the intention of the government to implement English language teaching in elementary schools, in addition to maintaining instruction in French. People have expressed worries about the potential effects of this shift, particularly the influence of English on the Francophone population in Algerian society. Discussions have been held related to this possible impact. Additionally, plans are underway to transition higher education from French to English. Zakia (2016) states that this transition is a reflection of a larger trend towards the use of English in the education system of the country. These developments, taking place within the framework of the changing ties between Algeria and France, have implications for language, politics, and social impact. This is a significant development that reflects Algeria's evolving language policy, along with its impact on the education system and society at large. The turn towards English in Algerian education is a significant development.

1.8. Conclusion

In order to respond to the changing environment of higher education, this literature review concludes that there is no denying the indisputable relevance of English competence among university teachers. Several reasons, such as globalization, the internationalization of education, and the growing need for teaching in English as a

Chapter One: Literature Review

medium of instruction, are contributing to the increased requirement for university professors to use English. The studies mentioned above confirm this. Furthermore, the literature places a strong emphasis on the vital role that English literacy plays in increasing communication, cooperation, and scholarly exchange both inside and beyond the bounds of individual nations. However, it is of the utmost importance to recognize the difficulties and complexity that are involved with this trend. Some examples of these are the linguistic variety that exists among faculty members and the possibility of language-related hurdles to the efficiency of teacher instruction. In order to go forward, educational institutions need to give priority to efforts that aim to improve the English language skills of their teaching staff while simultaneously encouraging inclusive practices that are able to accommodate a wide range of varied linguistic origins. As a result, institutions should better equip their educators to manage the complex demands of contemporary academia and make important contributions to the global knowledge economy if they take this course of action.

Chapter Two: Research Methodology

2.1. Introduction

Unlike the first chapter, which was purely theoretical, the second chapter provides a detailed description of the research methodology by focusing on the approach adopted to collect data and its relevant tools. The chapter also emphasizes the studied sample population and the rationale behind its selection. Furthermore, it gives an overview of the techniques used for analyzing data. It should be mentioned that this chapter provides short definitions that explain why this methodology was followed. Finally, the chapter mentions some limitations that the researcher faced, which could affect the study in different ways. The table below summarizes the main steps of the research design:

Research design approach	Data collection method	Data analysis technique	Sample selection
Qualitative approach	Interview	Thematic analysis	Purposive sampling

Table 2.1. Research design of the current study

2.2. Research Design

The qualitative study design in the research methodology chapter was carefully planned to explore the personal experiences, perspectives, and interpretations of a group of university teachers at the Faculty of Technology. The study adopted a phenomenological method to investigate the essence of the growing need to use English among university teachers. This was achieved by examining their academic experiences in the realms of teaching and scientific research. Participants were chosen through purposeful sampling to ensure a variety of viewpoints and ideas relevant to the study's aims. Interviews utilized thematic analysis approaches to uncover underlying themes and patterns in the qualitative data, enabling a comprehensive understanding of the phenomenon from the participants' perspectives. as a method for collecting detailed data. Thematic analysis approaches were employed to reveal underlying themes and patterns in the qualitative data, providing a thorough comprehension of the phenomenon from the participants' viewpoints. The qualitative research design allowed for a thorough investigation of the research questions, offering significant insights into the intricacies of the phenomenon being studied.

Chapter Two: Research Methodology

Roller (2011) defines qualitative research design as an approach for collecting non-numeric data that aims to comprehend complex social events, experiences, and insights. Qualitative research methods differ from quantitative ones. Data is collected using various methods, including interviews. This methodology was chosen because qualitative research is beneficial for investigating understudied subjects, comprehending human experiences, and achieving a more profound insight into difficult social processes.

2.3. Data Collection Tools and Procedures

In research, the methods used to gather data are quite important, and one of the most commonly used methods is the interview. According to Abawi (2017), interviews are a key method of data collection that entails direct interaction with the participants in order to acquire information that is unique to the study. Researchers are able to ask precise questions, probe for thorough replies, and clarify material in real-time when they use this strategy. Individual interviews can be organized, semi-structured, or unstructured, depending on the requirements of the study being conducted. Whereas semi-structured and unstructured interviews allow for flexibility and in-depth investigation of replies, structured interviews are characterized by a planned list of questions that are asked during the interview experience. The information that is gathered through interviews can offer useful insights into the viewpoints, experiences, and attitudes of the participants, which contributes to a more thorough knowledge of the subject matter of the research.

This study collected data using semi-structured interviews, a qualitative research approach known for its ability to gather detailed and deep observations from participants. Semi-structured interviews provide a flexible structure that enables the use of predefined questions as well as spontaneous investigation of emergent themes, enabling a wide range of viewpoints and thorough data coverage. The participants, a group of university teachers from the faculty of technology, were chosen for their competence and experience related to the research subject. In other words, teachers at the faculty of technology are particularly concerned about the new teaching strategy in Algeria, which involves switching to English as the primary language of instruction. Before the interviews, each participant provided informed consent, highlighting the importance of confidentiality and voluntary involvement. Interviews were held within the faculty of technology in a favorable setting, ensuring privacy and comfort for participants to freely express their perspectives. The participant's consent was obtained before each interview session, which was then audio-

recorded to guarantee precise data collection for analysis. The interview transcripts were used as the main data source to thoroughly investigate important themes and patterns found in the participants' narratives. Field notes were recorded during the interviews to capture contextual subtleties and non-verbal clues, enhancing the data processing process. The utilization of semi-structured interviews effectively captured a wide range of opinions and produced valuable qualitative data necessary for achieving the study goals.

2.4. Sample of the Study

According to Pizarro (2017), teachers are a valuable resource for language studies because they serve as primary language instructors, possess various experiences, and offer significant insights into language acquisition and teaching. Their different experiences, teaching methodologies, and instructional techniques might offer valuable data for academics to study and evaluate. Teachers can also offer significant insights on issues and possibilities related to language education policies and procedures, thus providing feedback. This can help identify areas that require development and formulate plans to effectively address issues faced by instructors. In addition, teachers serve as a handy and easily accessible population for researchers, given their willingness to participate in research studies and contribute significant data through interviews and questionnaires. Through the examination of educators, scholars can acquire valuable knowledge on the elements that impact language acquisition and instruction. This enables the development of effective approaches to enhance language education, ultimately leading to a more thorough comprehension of language learning and teaching.

As is the case in any study related to teaching EFL in general or adopting EMI in particular, teachers or university professors represent a basic means through which the phenomenon is studied in an in-depth manner and obtains accurate results that will answer the research questions. In order to investigate the growing need for using English among university teachers, a sample of 12 university teachers affiliated with the faculty of technology at the University of Dr. Moulay Taher-Saida was purposefully selected. During this process, oral and written interviews were conducted with the teachers in order to collect qualitative information related to the phenomenon. In fact, this target group was chosen because it is one of the segments most concerned with using EMI on the one hand and one of the segments that most rely on the English language in scientific research on the

other hand. This is due to the language policy Algeria has adopted recently by shifting towards EMI.

2.5. Data Analysis Methods

The data analysis for this study utilized thematic analysis, a strict and methodical approach commonly used in qualitative research, to find, analyze, and interpret patterns, themes, and meanings within qualitative data. After transcribing the interview recordings, a series of steps were conducted to extract significant insights. At first, the transcripts were carefully examined and reviewed multiple times to deeply engage with the data and become familiar with the topic. Initially, codes were created through a methodical process of identifying crucial concepts, ideas, and phrases that are pertinent to the research objectives. The codes underwent iterative refinement and were then categorized into potential themes by grouping codes that were conceptually similar. By consistently comparing and reviewing the data, a definitive collection of themes was identified, which summarizes the most significant patterns and insights obtained from the interviews. The relevance and significance of each theme were thoroughly analyzed and defined, with illustrative statements from the participants used to support and highlight their importance. In addition, careful consideration was given to possible discrepancies and inconsistencies within the data to ensure a thorough comprehension of the phenomena being studied. Thematic analysis helped to systematically and flexibly explore the intricacies and subtleties present in the qualitative data, enhancing the depth and complexity of the research findings.

The reason for selecting thematic analysis is its inherent value as a tool for analyzing interviews. This approach is particularly advantageous due to its adaptability and capacity to reveal patterns and themes within qualitative data, such as interview transcripts. Dawadi (2022) states that this methodology enables researchers to recognize recurring common topics, concepts, and patterns of significance in the data. Thematic analysis is especially beneficial when dealing with substantial datasets, as it simplifies the process of categorizing and comprehending vast amounts of qualitative information. Thematic analysis is a useful method for researchers to examine subjective material, such as the experiences, opinions, and views of participants. It is particularly suitable for analyzing interview data, as it allows for a deep knowledge of individuals' viewpoints. Thematic analysis is a method that requires several processes, including becoming familiar with the

data, assigning codes, identifying themes, examining the themes, defining and naming the themes, and finally, writing up the analysis. By adhering to this methodical procedure, researchers can guarantee a methodical method for examining interview data while circumventing confirmation bias and acquiring useful perspectives on participants' viewpoints.

2.6. Ethical Considerations

In this chapter on research methodology, ethical considerations were carefully taken into account throughout the interview process, which was the main and only method used in collecting data, in order to ensure the protection and comfort of the participants. Before conducting the interviews, a prior appointment and consent were obtained to determine the time and place for the interview. In addition, teachers were provided with a detailed explanation about the identity of the researcher, the purpose of conducting this research, and the reason beyond choosing the faculty of technology as a sample population. Furthermore, the teachers were informed of the duration and manner of conducting the interview. On the other hand, in order to maintain confidentiality, the names of participants were hidden, while pseudonyms and symbols were used to reveal the results. Participants were also allowed to skip questions that they were not comfortable answering. All in all, ethical guidelines established by the relevant institutions were strictly adhered to.

2.7. Limitations

While conducting the interview with university teachers as part of my research process, the researcher came across several limitations that may affect the validity and reliability of the study. First, we confronted difficulties in getting access to certain resources due to their paid nature. Furthermore, the sample size was relatively small compared to the number of teachers at the Faculty of Technology and its various departments. It is necessary to acknowledge that a large sample size could have provided more accurate results. This was due, first, to a lack of time and the fact that the participants were not as collaborative as required, and some of them refused to conduct the interview. Moreover, all teachers preferred to conduct the interview in Arabic, despite their claim that they have a good level of English, and they admitted their reliance on the Arabic language in delivering lessons and lectures. Therefore, due to its ineffectiveness, we could not adopt classroom observation as another data collection method. The importance of mentioning these

limitations is the need to be cautious in interpreting the results or relying on them entirely, as well as to highlight aspects that should be considered in future research endeavors.

2.8. Conclusion

In conclusion, this chapter offered a thorough understanding of the adoption of a specific methodology design to address the research questions. In other words, investigating the phenomenon of the growing need to use English among university teachers essentially requires adopting qualitative research that allows exploring the phenomenon in depth and providing detailed insights into teachers' experiences, perceptions, and behaviors. In addition, the methodology chapter aimed to demonstrate that selecting interviews as a data collection method was fully consistent with qualitative research since it is flexible and enables participants to express their views and experiences in their own words. Furthermore, this chapter provided an overview of the thematic analysis technique that is adopted in the next chapter due to its flexibility and effectiveness in identifying patterns and themes within qualitative data.

Chapter Three: Data Analysis and Discussion

3.1. Introduction

In the previous chapters, the researcher laid out the theoretical foundations for the current study and presented the methodology used in collecting and analyzing the data. Based on this, the current chapter deals with the analysis and discussion of the data collected through the interview. In other words, we have divided this chapter into three main parts. The first part is concerned with demonstrating data derived from the interview and providing arguments for the pre-selected questions. The second part focuses on analyzing and discussing the patterns and themes that appeared during the investigation in a way that is consistent with the research questions, which provides an in-depth understanding of the phenomenon of the growing need for using English among university teachers. Last but not least, the third part provides many significant and valuable recommendations to facilitate future research and give possible solutions for teachers and students to ensure better usage of English in university settings.

3.2. Teachers' interview findings

In an attempt to investigate the growing need to use English among university teachers, the researcher conducted semi-structured interviews with a group of participants consisting of 12 university teachers from the Faculty of Technology. These interviews aimed to gather qualitative data on the phenomenon under investigation. These interviews are significant because they provide a comprehensive understanding of many aspects of the phenomenon and reflect the views of a large number of participants. The following section includes a series of questions and their corresponding answers that explore this topic in detail.

Question One: Teachers' gender

The inquiry into the gender of participants in the current interview aims to measure the possible impact of this scale on the growing need for using English among university teachers through communication methods, student engagement, and professional development.

Chapter Three: Data Analysis and Discussion

According to the results of this question, out of the 12 participants, there are 4 females and 8 males. To put it another way, the male population outnumbers the female population, as shown in the graph below:
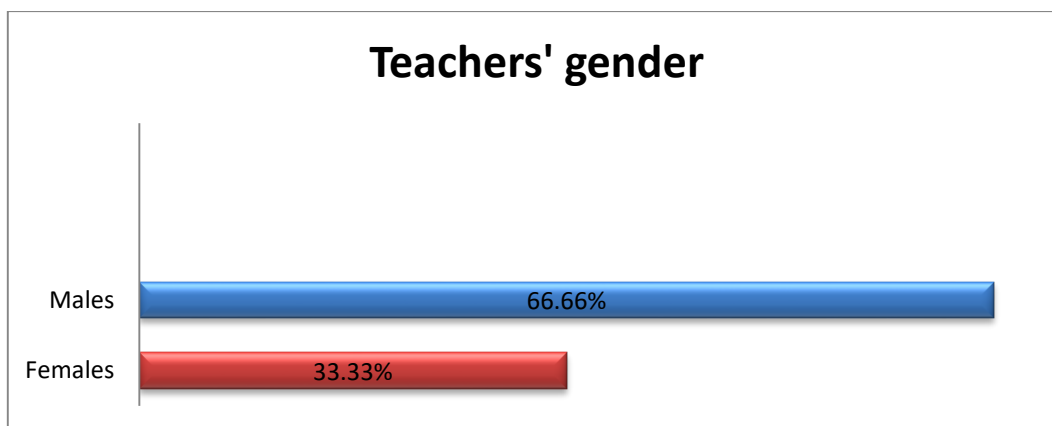
Teachers' gender

Males 66.66%

Females 33.33%

Figure 3.1. Teachers' Gender

Question two: Teachers' age

The reason for asking this question about age regarding the current study could provide valuable demographic insights that may reveal which age group has the capability to adopt the English language in teaching or scientific research.

Regarding the results of this question, the age of the participants generally ranged between 27 and 54 years old. It can be noted that the largest number of participants are between the ages of 27 and 40, representing 66,66%. While the rest ranges are between 40 and 54 years old, representing 33,33%. Therefore, this question provided a diverse age group that can serve the research objectives; this is explained better in the following table:

Age	25-30	30-40	40-50	Above 50
Number of participants	01	07	02	02

Table 3.1. Teachers' Age

Question three: How long have you been teaching at the faculty of technology?

The purpose of this question concerning years of experience possessed by teachers at the faculty of technology is an attempt to find out whether or not experience in teaching

technology subjects has an impact on the teachers' need for using the English language in teaching or scientific research.

The results of this question revealed diversity and variation in the number of years of experience possessed by teachers at the Faculty of Technology. More than half of the participants, specifically 7, have years of experience ranging from 6 to 10 years. Furthermore, one of the participants could be considered a novice teacher because she spent only two years at the technology faculty. While a minority of participants have long experience, namely 2, who have between 11 and 15 years of experience. Likewise, two other participants have been teaching at the faculty for between 16 and 20 years. This is clearly illustrated in the bar chart below:
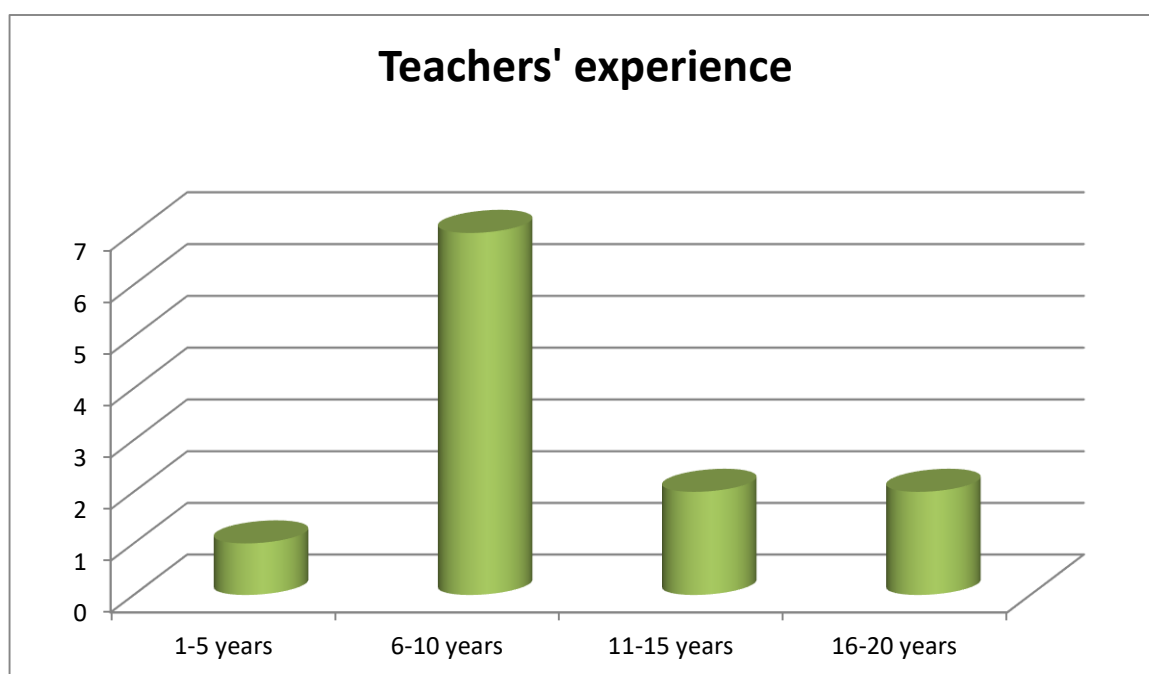

Figure 3.2. Teachers' experience

Question four: What is your attitude towards English?

This inquiry is a turning point in the research process, as it is a key question that will essentially serve the purposes of the study. In other words, assessing teachers' attitudes towards the English language is vital, as their beliefs, opinions, and motivations can greatly influence their need for and how they use and promote the English language in their teaching.

Chapter Three: Data Analysis and Discussion

The interview results regarding the teachers' attitudes towards the English language were interesting. The majority of the participants, specifically eight teachers, expressed a positive outlook on the language, emphasizing its importance in academic circles in terms of teaching or scientific research, as well as its importance in public life as the language of global communication. Many of them highlighted their comfort and competence in using the English language on both professional and personal levels. On the other hand, a subgroup of participants, namely four teachers, demonstrated negative attitudes towards the English language, and this is due to feeling a certain degree of apprehension, especially when it came to lecturing or participating in an academic discourse in English. According to the respondents, this happens because of their almost total dependence on the French language. However, two teachers expressed interest in receiving language support and additional training. This is what we tried to embody in the graphic circle below:
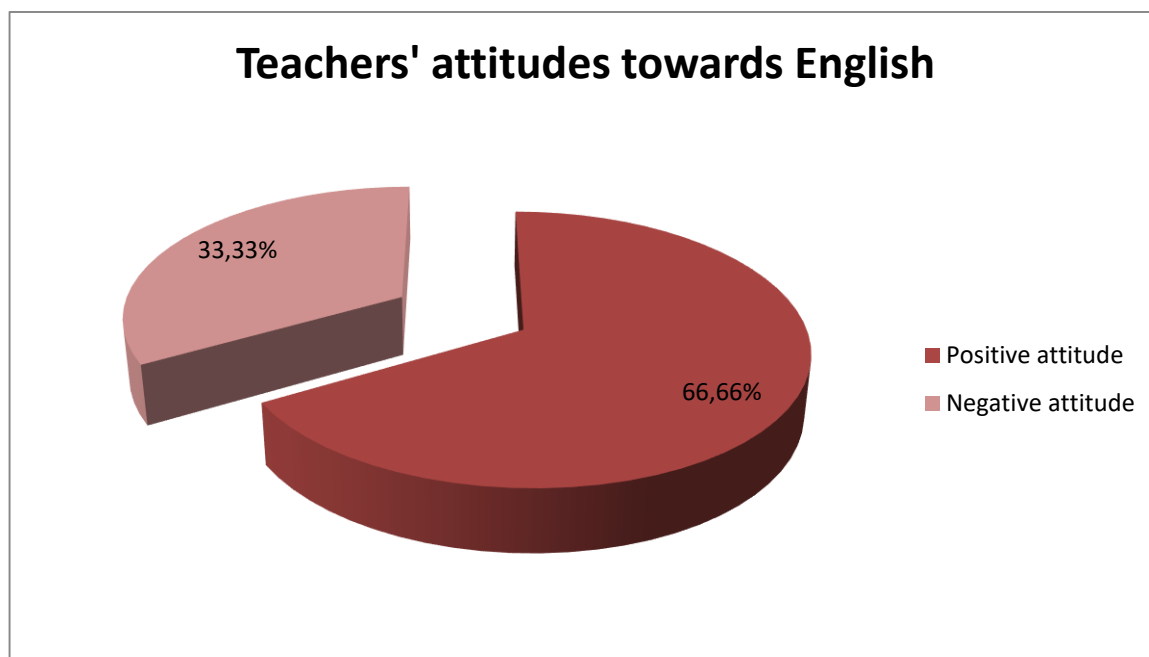

Figure 3.3. Teachers' attitude towards English

Question five: What are the factors that motivate you to use/learn English?

Through this question, being aware of the factors that motivate the participants to use or learn English plays a pivotal role in providing an exhaustive understanding of the language shift from French to English among university teachers. Regardless of whether the teachers have a positive or negative attitude towards the English language, numerous social and scientific factors prompted them to learn and use English.

Chapter Three: Data Analysis and Discussion

The teachers' answers were highly productive, as we obtained various answers and captured different perspectives. They all agreed on **institutional requirements** as far as the use of the English language is concerned. In other words, the trend toward adopting English as the primary language of instruction at university settings in Algeria is one of the main reasons that drives them to learn it and use it in teaching, or at least in scientific research. Furthermore, they enumerate diverse and distinct factors, as follows:

- **Globalization:** Most of the participants, namely eight teachers, argued that English has become the common language in academic circles. This encourages university teachers to learn and use English in order to participate in conferences, collaborate with researchers in other countries, or even publish articles.

- **Career advancement:** According to six participants, English proficiency can be a key factor in career advancement for those teachers who aspire to administrative roles and international teaching opportunities.

- **Access to scientific sources:** Nine teachers have indicated that they can access much of the academic literature, research tools, and educational sources in English. To access a wider range of sources for their teaching and research activities, university teachers may find motivation to learn English.

- **Communication with students:** Some of the participants, specifically five teachers, assert that English is the medium of instruction, especially in the Algerian context. It paves the way to effectively engage with their students, provide clearer explanations, and facilitate better learning outcomes.

- **Personal development:** Two teachers acknowledged their motivation to acquire English as part of their personal development journey. According to them, English language proficiency may enhance their intellectual capacity, broaden their horizons, and enrich their cultural understanding.

Compared to the number of participants, the following table shows the factors that prompt university teachers to use and learn English:

Factors motivating teachers to use/learn English	Number of teachers
Institutional requirement	12
Access to sources	09
Globalization	08
Career advancement	06
Communication with students	05
Personal development	12

Figure 3.2. Factors that motivate teachers to use/ learn English

Question six: In your opinion, why are Algerian universities increasingly adopting English as a medium of instruction?

This question allows the researcher to gain an in-depth understanding of the perceived advantages of shifting to English as the main language of instruction. It also helps identify the potential difficulties and concerns that teachers may have regarding the adoption of English as the primary medium of instruction. Moreover, the inquiry may help in determining the perspective that teachers hold regarding the intended role of English in Algerian universities.

As expected, this question permitted us to collect valuable information about the reasons for adopting English as the main language of teaching, especially in fields like medicine, science, and technology, starting in September 2023. According to them, this shift is due to several reasons; the most important is **Globalization**, as the English language has become the language of interest for academic purposes and professionalism worldwide. In addition to the following reasons:

- **International collaboration:** All participants agreed that Algerian universities can collaborate with international institutions, researchers, and students using English as a medium of instruction, opening up collaborative projects, exchange programs, and research alliances.

- **Competition:** As stated by eight participants, Algerian universities can provide their graduates with a competitive advantage and increase their employability on a domestic and international scale through the adoption of EMI.

- **Educational excellence:** Eight participants assert that applying for EMI allows them access to a broader variety of resources, literature, and academic materials that are accessible in the English language. This can enhance the learning experience and promote further engagement with the subject matter.

- **Meeting Students' demands:** Four teachers believe that as students realize the importance of English for academic and professional success. Algerian institutions may need more English-medium programs.

The discussed reasons and motives are illustrated in the table below:

Reasons for adopting EMI	Number of teachers
Globalization	12
Institutional collaboration	12
Competition	08
Educational exellence	08
Meeting students' demands	04

Table 3.3. Reasons for adopting EMI by Algerian universities

Question seven: What are the challenges faced by universities in shifting towards EMI?

The inquiry regarding the challenges encountered by Algerian universities while employing EMI serves multiple objectives, such as assessing participants' understanding of the difficulties associated with language policies and instructional approaches. Additionally, their awareness of the challenges and the extent of their readiness to adapt to these obstacles is highly significant to shift to EMI.

One of the main obstacles mentioned by all the participants was the **lack of preparation**, as they all agreed that such a major and fateful transformation should have been well prepared in advance to ensure its effectiveness. Some of them also agreed on other obstacles, as follows:

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- **Language Proficiency:** According to ten teachers, there was a belief that a significant number of students and faculty teachers may lack proficiency in English, which could impede the successful implementation of EMI.

- **Teachers' training:** Nine participants argue that teachers may need training in order to properly teach in English. This training would involve enhancing their language skills and adjusting their teaching approaches.

- **Curriculum Adaptation:** Adapting existing curriculum materials to teach in English can be time-consuming, according to nine teachers. Particularly since the Ministry of Higher Education and Scientific Research is still supplying them with these curricula in French.

- **Student Support:** Five participants believe that universities should consider offering supplementary support services, such as language courses and tutoring, to assist students in adapting to English, particularly in relation to scientific terminologies.

- **Resistance to Change:** Four participants, namely those of older age, believe that shifting to the English language has become almost impossible, particularly due to their extensive experience in teaching using the French language for many years.

The answers were formulated as follows:

Factors motivating teachers to use/learn English	Number of teachers
Luck of preparation	12
Language proficiency	12
Teachers' training	09
Curriculum adaptation	09
Student support	05
Resistance to change	04

Table 3.4. Challenges faced by universities in adopting EMI.

Question eight: What are the challenges faced by university teachers in using English?

This question is significant since it explores the challenges and difficulties that teachers encounter while using the English language, both in teaching and scientific research. It

helps understand the nature of these problems and encourages thinking about creative solutions.

When responding to this inquiry, numerous participants coincided on certain obstacles that impede the use of the English language, although variations emerged in other difficulties, as clarified carefully:

- **Language proficiency:** All twelve teachers believe that non-native English teachers may struggle with language proficiency, limiting their ability to carry out academic responsibilities.
- **Vocabulary:** All participants acknowledge that teaching English requires an extensive lexicon, particularly in specialized fields such as science and technology.
- **Time constraints:** Based on feedback from ten participants, it has been observed that teaching in English may necessitate extra time for preparation in order to guarantee clarity and coherence in instruction. This additional time isn't available due to their professional and personal responsibilities.
- **Professional Development:** Nine teachers believe that continuous professional development is essential for enhancing English language fluency and educational ability.
- **Student Engagement:** Five teachers state that language barriers can make it harder for new students to engage and participate. If students have trouble understanding the teacher's English, they may hesitate to ask questions or get further clarification.

The following table further explains the above data:

| Factors motivating teachers to use/learn English	Number of teachers
Languageproficiency	12
Vocabulary	12
Time constraints	10
Professional development	09
Student engagement	05

Table 3.5.Challenges faced by university teachers in using English

Chapter Three: Data Analysis and Discussion

Question nine: In which context do you use English the most, in teaching or scientific research?

Investigating the phenomenon of the increasing need to use the English language among university teachers requires asking such a question. This would deepen the understanding of the use of the language in various aspects of the participants' professional lives, in addition to evaluating their priorities.

The findings of this investigation were interesting, as the significant majority of 75% of all participants, namely 9 teachers, reported that they rely on the English language more extensively in their scientific research endeavors than in their educational responsibilities. Many of them highlighted the importance of English for engaging with international research communities, publishing in reputable journals, and collaborating on international research projects. However, only one participant acknowledged his use of English in teaching and emphasized the crucial role and importance of English in educational practices, especially in lecturing and interacting with students. Two participants highlighted their heavy reliance on the English language in contexts, stressing its crucial role in facilitating communication and disseminating knowledge in an increasingly globalized academic landscape. The following chart depicts the above-mentioned inquiry outcomes:
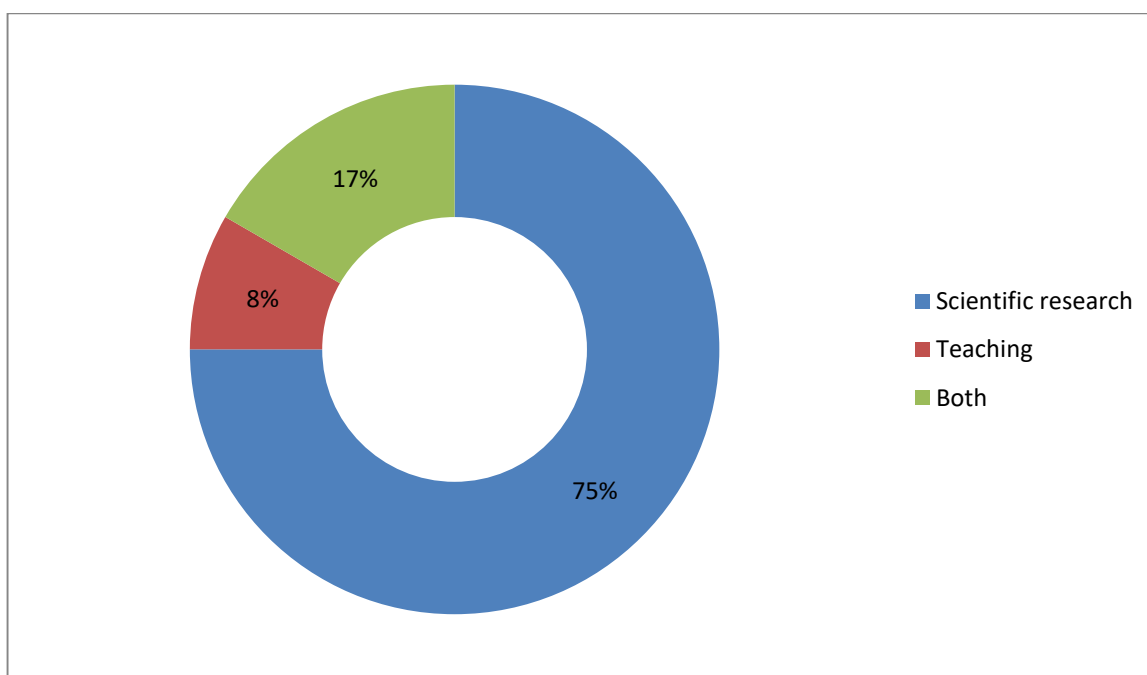
Chapter Three: Data Analysis and Discussion

Figure 3.4. The most widely used field of English among university teachers

Question ten: To what extent can English proficiency improve/hinder pedagogical practices?

This investigation into the influence of English language proficiency on academic performance, classroom instruction, and even scientific research is significant for evaluating the level of awareness among university teachers regarding the sensitive nature of this correlation. Therefore, it is crucial to measure their ability to improve their English proficiency.

All twelve teachers who responded to this question agreed that there is an inextricable link and compatibility between English proficiency and pedagogical practices, whether instructional or scientific. In other words, pedagogical practices are enhanced to a greater extent by the teacher's English proficiency; while conversely, a decrease in the teacher's English proficiency hinders pedagogical practices. According to them, English language proficiency plays a crucial role in shaping educational practices. A high level of English proficiency enables teachers to convey complex ideas clearly and effectively, especially in scientific and technological subjects, and also facilitates communication with students, leading to improved academic performance, in addition to being effective in preparing lessons and lectures. On the other hand, a lack of proficiency in the English language might impede educational practices by restricting access to educational materials and leading to misunderstandings of academic material.

Question eleven: How would you rate your English level?

When discussing English proficiency, it is critical to inquire about the level of university English teachers. Addressing this question is significant as it contributes to a comprehensive understanding of the phenomenon of the increasing demand for using English among university teachers in terms of evaluating their linguistic competence. Eventually it enables them to improve the quality of teaching and conform to globalization trends.

The findings for this investigation revealed a diverse range of levels of proficiency in English among participants, which are derived from Center of Intensive Language Teaching (CILT)on which they rely on to improve their English proficiency level. Their

which they believe can be achieved through travel or study programs abroad. Although the remaining responses were diverse and numerous, they can be summarized as follows:

- **Language classes:** Language classes designed specifically for non-native English speakers can effectively enhance teachers' linguistic abilities, according to ten teachers. This is precisely what they currently receive through CILT.

- **Language exchange programs:** Six teachers claim that participating in language exchange programs with native English speakers or similar language learners can provide opportunities to practice conversational English and receive constructive feedback in a supportive environment.

- **Watching English media:** Five participants affirm that watching movies, TV shows, documentaries, and YouTube videos in English with subtitles can enhance comprehension, vocabulary, and pronunciation.

- **Listening:** Five teachers state that listening to podcasts, lectures, and other audio materials in English can improve listening comprehension, pronunciation, and become more familiar with how people naturally speak.

- **Practice and persistence:** Three teachers believe that regular practice, persistent commitment, and perseverance are crucial for enhancing competency in any language.

The chart below provides a clear and concise representation of the information presented:
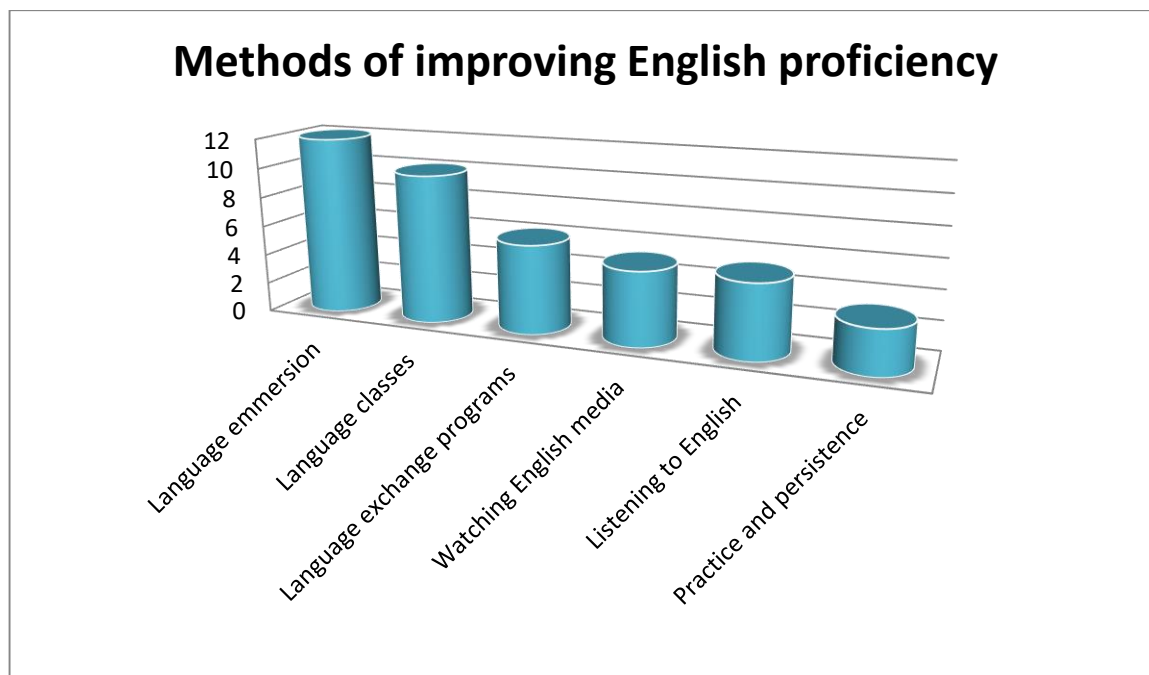
Figure 3.6. Methods of improving English among university teachers.

3.3. Discussion and Interpretation

The current section is divided into four sections that simulate the research questions. This section attempts to summarize the main results of the study. Moreover, it focuses on interpreting and discussing the overall data mentioned in the findings section by collecting and comparing them. This will pave the way to gaining effective answers that will provide an in-depth understanding of the phenomenon of the growing need for using English among university teachers. In order to ensure consistency and coherency among the four sections, it is appropriate to remind the reader of the research questions and their corresponding hypotheses:

A-Research questions:

1. What is the attitude of teachers towards English?
2. What are the reasons that prompt the use of English amongst university teachers?
3. What are the challenges that prevent the use of English among university teachers?
4. How can Algerian university teachers develop their English proficiency?

Chapter Three: Data Analysis and Discussion

B-Hypotheses:

1. This study hypothesizes that the teachers under scrutiny are not aware enough how effective English is as far as instruction and scientific research are concerned.
2. This study proposes the hypothesis which assumes that Algerian teachers use English to fulfill several academic and pedagogical purposes, including coping with the lingua franca, getting more access to technological tools and resources, and promoting scientific research.
3. The current study assumes that university teachers encounter difficulties such as poor language proficiency, lack of confidence, and discomfort with teaching in a foreign language, and resistance to change.
4. It is possible that teachers follow different instructions and adopt various methods to promote their levels in English. This may include autonomous learning, training, and relying on technological tools.

3.3.1.: Exploring gender, age, and experience variables among university teachers' attitudes towards English

For the sake of evaluating university teachers' attitudes towards English, it was necessary to understand the variation among them. It is evident that the twelve participants differ in crucial aspects, namely gender, age, and years of experience. The main purpose was to find out whether these differences have an impact on their attitudes or not, which can provide a clear insight into the phenomenon being studied.

An analysis of findings regarding the impact of age on teachers' attitudes towards English reveals nuanced insights into pedagogical practices and educational perspectives. Across various studies, it has become evident that age significantly influences teachers' perceptions, instructional approaches, and attitudes toward the English language. Younger teachers often exhibit a higher propensity for integrating technology and contemporary teaching methodologies into their English language instruction, reflecting their familiarity and comfort with digital tools and modern pedagogical trends. On the other hand, older educators may demonstrate a preference for traditional teaching methods and a deeper emphasis on grammar and literary analysis, reflecting their experience and adherence to established educational practices. However, it's essential to recognize that these generalizations are not absolute, as individual differences and professional development

Chapter Three: Data Analysis and Discussion

experiences can shape teachers' attitudes toward English regardless of age. Moreover, fostering intergenerational collaboration and providing continuous professional development opportunities can enrich English language education by leveraging the diverse perspectives and experiences of teachers across different age groups. Equivalently, Smith's (2010) study demonstrated the influence of age on university teachers' attitudes towards English. Younger teachers are more inclined towards accepting creative ways, whereas older teachers tend to prefer traditional methods. It is essential to acknowledge and utilize the variety of viewpoints in order to create successful teaching methods for English language instruction in higher education.

Similarly, our analysis of the findings on the influence of years of experience on university teachers' attitudes towards English provided interesting insights. We found that teachers with less experience generally demonstrate more receptiveness toward English teaching methodologies. This is likely due to their enthusiasm to explore new teaching strategies and adapt to changing educational trends. On the other hand, teachers who had a significant amount of experience showed an aptitude for maintaining a routine and a lack of innovation. Based on their expertise, they discovered that there is no constraint on their continued use of the French language in the realms of education and scientific research, particularly for individuals approaching the end of their professional careers. This aligns closely with a study conducted by Karlberg and Eriksson (2021), who claimed that teachers' years of experience have a significant influence on their attitudes towards English. This, in turn, affects their approaches to modifying instruction, language use in teaching, and attitudes toward English language teaching. Gaining insight into the relationship between experience and attitudes is crucial for improving language education and successfully addressing the varied requirements of English language teachers.

Regarding the analysis of the findings on the impact of gender on university teachers' views towards English, the results were in direct contrast to our expectations. While the participants' gender diversity was there, it did not seem to have a significant impact on teachers' attitudes towards English, whether in teaching or scientific research. Put simply, the study found that there is no distinction between the attitudes toward English among male and female teachers of varying ages and years of experience. Ababneh's (2014) study demonstrated that the gender of teachers can significantly influence their attitudes towards

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English, thereby influencing classroom dynamics, student preferences, and teaching techniques. Therefore, this contradicts the current situation.

3.3.2. Motivational Factors and Institutional Shift: Algerian University Teachers Embracing EMI

To fully understand the factors that encourage the use of English among university teachers, it was necessary to examine and evaluate the findings of questions 5 and 6. This involves analyzing the correlation between the personal motivations of teachers for using English and the factors that drive Algerian universities to adopt EMI. This endeavor aims to provide a thorough overview of the development of the phenomenon under study. The analysis of the previously mentioned data led to the conclusion that there are internal and external factors that affect teachers' use of English. Put simply, it revealed a complex interplay between individual tendencies and institutional pressure. On the one hand, teachers may be motivated by personal factors such as access to resources, career advancement, communication with students, and personal development. On the other hand, university policies and practices primarily influence external factors, exerting significant pressure on teachers. These factors include international collaboration, competition, educational excellence, and meeting students' demands. While external and internal factors such as globalization and institutional requirements can coexist, this highlights the need for a precise understanding of both dimensions in promoting effective language use among university teachers. Similarly, Heras et al. (2022) conducted a study that confirms the intricate and interrelated relationship between university teachers' personal motivation to use English and the university's reasons for using English as a medium of instruction. The personal motivation of teachers to use English is often associated with recognizing the significance of English for learners and aligning English learning with students' future careers. Furthermore, the efficacy of EMI in universities is dependent on the teachers' proficiency in delivering English content and their expertise in English language pedagogy.

3.3.3. Overcoming Institutional Hurdles: Challenges Encountered by University Teachers in Embracing English

Analyzing the results concerning questions 7 and 8 led to the conclusion that there is an interconnected relationship between the challenges that university teachers face in learning or using English as part of larger obstacles that impose themselves on the

university institution as a whole. Examining all these challenges reveals the existence of a symbiotic relationship fraught with complications. On the one hand, teachers may face a large number of obstacles, including difficult vocabulary, time constraints, and a lack of professional development. These challenges often stem from individual differences, as we mentioned in the previous branch. In contrast, the Algerian university is grappling with its own set of obstacles, such as lack of good preparation, lack of teacher training, curriculum adaptation, and resistance to change. Furthermore, teachers and universities may share similar challenges, such as teachers' language proficiency and poor student levels. Therefore, the complex intertwining of challenges faced by both teachers and universities may impede the effective use of English in university settings. This confirms the need for coordination and cooperation in efforts to overcome all these obstacles. A study by Banditvilai and Cullen (2018) supports our findings, claiming that obstacles hindering university teachers' use of English extend beyond individual teachers to the university itself. The broader institutional context and the university's support often influence the challenges teachers face in using English. For instance, the availability of resources, such as language learning tools, and the quality of teaching methods employed can significantly impact a teacher's ability to effectively use English in their classes. Furthermore, the university's policies and administrative support can play a critical role in facilitating or hindering the use of EMI.

3.3.4. Unlocking the Language Horizon: Exploring Contexts, Proficiency, and Growth Strategies in English Usage among University Teachers

The current section focuses on analyzing and evaluating the findings related to questions 9, 10, 11, and 12 to determine their association. Simply put, the collective responses to these inquiries offer a comprehensive understanding of the various contexts university teachers use English in and the extent to which their language proficiency influences this usage. Consequently, it is crucial to explore procedures through which university teachers can enhance their English proficiency level in order to ensure effective and balanced use in all contexts.

The analysis of the data pertaining to the last four questions revealed a high level of awareness among the participants regarding the significance of the English language. They unanimously acknowledged the strong correlation between proficiency in English and pedagogical practices, such as teaching and scientific research. All individuals believe that

having excellent English language skills contributes significantly to the advancement of pedagogical practices, particularly in the context of classroom instruction. Conversely, they held contrasting views on the specific contexts in which they depended on English. This is to say, nearly all of them acknowledged that they rely more on English for scientific research. This is because, according to the outcomes of question 11, the majority of participants, namely 9 teachers, possess a basic to lower-intermediate level in English, which restricts their competence in this particular field. However, only a small number of teachers, specifically 3, acknowledged their proficiency in using the English language for both instruction and scientific research. Their proficiency in English at an upper-intermediate to advanced level gives them greater flexibility in employing the language in various contexts.

This is in accordance with a study conducted by Martirosyan (2015), which revealed that the English language ability of teachers is essential for establishing an inclusive and efficient learning environment in university settings. It impacts their ability to convey information, engage students, and facilitate international students' academic achievement. She stated that improving teachers' English language skills and providing them with opportunities for professional development can have a positive impact on the overall standard of education and the achievements of international students in university settings.

Teachers demonstrate a comprehensive approach, encompassing both formal and informal methods, driven by their belief in their teaching responsibilities. Some teachers acknowledged their reliance on formal approaches such as language classes and language exchange programs, while also recognizing that the limitations and unavailability of such tools may contribute to their ineffectiveness. Conversely, other teachers acknowledged employing many informal techniques, with language immersion being the most significant. These strategies also include watching English media, listening to English, and consistent practice.

3.4. Recommendations

The current study revealed various barriers and difficulties pertaining to the research itself, as discussed in the limitations section of the previous chapter. Additionally, it shed light on the challenges associated with the growing need for using English among university teachers, as indicated by the findings of the interview. Consequently, we have made a

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significant number of recommendations to both the university administrative members and future researchers. These recommendations aim to prevent the restrictions we encountered during our research and to guarantee the validity and reliability of future studies. moreover, we have some recommendations for teachers and students based on our findings about the usage of English and the implementation of EMI. The recommendations are listed as follows:

For university administrative members

- **Promote research collaboration**: University administrative members should enforce regulations on university teachers and students to facilitate collaboration with researchers while carrying out their research, as well as ensure compliance with these regulations.

  Ensuring law enforcement: The university administration should carefully enforce the language of instruction policy regulations and closely monitor teachers' commitment to it.

For Teachers

- **Enhance linguistic skills**: University teachers will need to improve their English language proficiency in order to ensure the widespread usage of the language in both teaching and scientific research.
- **Curriculum adaptation**: In order to effectively and accurately apply EMI, teachers at the faculty of technology must adapt curricula by translating them from French to English.
- **Openness to change**: University teachers can successfully adopt the transition towards EMI by understanding its relevance and compatibility with educational goals and the globalization of teaching.
- **Managing time and learning strategies**: Teachers have a responsibility to dedicate additional time to enhancing their English language skills, diversifying learning methods, and immersing themselves more in the language in order to keep pace with the shift towards EMI.

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For students

- **Enhancing linguistic abilities**: University students, particularly those in the technology department, should dedicate extra effort and time to enhance their proficiency in English and acquire a specialized linguistic repertoire in the scientific field. This will aid teachers in their instruction and enable students to comprehend complex subjects more easily.
- **Engagement and participation**: University students are invited to participate and interact with the teacher in the classroom on an ongoing basis, which creates a motivating environment that encourages the teacher to deliver lessons and lectures in English and allows him to identify errors and evaluate students' understanding of the topics.

For future research

- **Dealing with limited sources**: To address this issue, future researchers ought to extend the scope of their research question to explore alternative sources of information, examine secondary literature, and seek guidance from experienced people such as university teachers and former researchers.
- **Relying on large sample size**: Future researchers need to keep in mind that a large sample size would enhance the study's credibility. Otherwise, they could employ alternative research designs, justify the small sample size, or prioritize data depth over sample size.
- **Overcoming time constraints**: In order to effectively manage restricted time, researchers must adhere to certain procedures, including establishing clear deadlines and objectives, prioritizing tasks, creating detailed outlines, and dividing tasks into smaller segments.

3.5. Conclusion

This chapter analytical chapter was crucial to identify a strong awareness among participants regarding the significance of the English language. Furthermore, university teachers demonstrated an in-depth awareness of the various aspects associated with the growing need for using English, as we acquired significant and exclusive data that enabled us to properly understand the phenomenon being investigated. In simple terms, most

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participants expressed a positive attitude towards the English language, despite the existence of certain variations that could potentially impact their opinions. Moreover, we determined that several factors motivated teachers to use English, encompassing individual motivations as well as institutional pressures. The teachers acknowledged the existence of significant obstacles that impede the effective use of the English language in the university setting. In addition, the teachers highlighted traditional and non-traditional strategies that help them enhance their proficiency in English, enabling the university institution to stay up-to-date with the advancements in the worldwide academic landscape.

General Conclusion

General conclusion

The shift from French to English as a medium of instruction in Algeria poses great challenges for university teachers as well as students. It also presents a risky journey that necessitates comprehensive research, offering decision-makers a wealth of valuable insights to facilitate the effective implementation of the new language policy and prevent unforeseen consequences and uncalculated actions that could negatively affect this application. As a result, the aim of this study is to obtain knowledge of all theoretical, psychological, and pedagogical aspects related to the phenomenon of the growing need for using English among Algerian university teachers. In more detail, this investigation aims to identify the reasons that drive the use of the English language among university teachers. The study also examines the types of obstacles that may impede the use of English in universities, as well as the benefits that result from them. Moreover, the study focuses on understanding the strategies used by teachers and universities to develop the level of the English language and the extent of its effectiveness. During this process, we used a qualitative research design to handle data collection and analysis, laying the groundwork for providing solutions and recommendations for future research on the use of the English language in university settings.

Based on the analysis of data related to university teachers' attitudes toward the English language, we obtained valuable information that went beyond the hypothesis of the first research question. We assumed that teachers are not fully aware of the effectiveness of the English language with regard to teaching and scientific research. However, the results of the research indicated that there are basic differences represented by age and years of experience, which usually have a positive or negative impact on teachers' attitudes. That is, the older the teacher is and the more experience he has, the more negative his attitude toward the English language becomes because of his resistance to change. On the contrary, younger teachers with fewer years of experience showed a positive attitude towards the English language, driven by their enthusiasm to explore new teaching strategies and adapt to changing educational trends.

Regarding the second research question, which explores the motivations behind university teachers' use of the English language, the researcher's proposed hypothesis failed to align with the interesting findings we acquired. In other words, we discovered a

General Conclusion

complex interplay between a range of individual preferences, including access to English resources, career advancement, communication with students, and personal development, as well as external factors represented by institutional pressures such as international cooperation, competition, educational excellence, and meeting student demands. Furthermore, common factors like globalization and institutional requirements also play a significant role.

Likewise, we gained valuable insights into the challenges that hinder the use of English in the university setting. In detail, the study revealed the presence of partial obstacles facing university teachers, including difficult vocabulary, time constraints, and a lack of professional development. These are part of larger obstacles that impose themselves on the university institution, including a lack of good preparation, teacher training, curriculum adaptation, and resistance to change. Poor student performance is one of the common obstacles. Therefore, we note that the hypothesis of the third research question lacked accuracy.

As for the strategies that university teachers employ to improve their English language proficiency, we were able to obtain interesting data that is largely consistent with the hypothesis of the fourth research question. Participants admitted to relying on formal methods such as English language lessons and language exchange programs. Furthermore, they use informal methods such as language immersion, watching English media, listening to English, and consistent practice. It is necessary to mention that they demonstrated their conviction about the effectiveness of informal methods.

The current study encountered certain limitations that could potentially affect the research's credibility and validity. The researcher ought to acknowledge these limitations in order to be cautious in interpreting the results or relying on them entirely. Additionally, this will help emphasize elements that should be addressed or taken into account in future research endeavors. The limitations are as follows:

- Lack of sources and limited literature, given that the phenomenon of adopting EMI in Algeria is recent.

- The small sample size compared to the large number of teachers at the faculty of technology is due to the lack of collaboration from participants as required.

General Conclusion

- Since all participants refused to conduct the interview in English, the option of classroom observation as a data collection method was excluded due to its ineffectiveness.

Given the limitations stated above and the findings of the current research, it is critical to provide some recommendations for future research endeavors:

- To address the issue of limited sources and literature, we advise future researchers to broaden the scope of their research question, consult secondary literature, and seek guidance from knowledgeable individuals such as teachers and researchers.

- Future researchers should strive to increase the sample size as much as possible to ensure the credibility of their studies.

- We recommend future researchers to employ a variety of data collection methods, if possible, to obtain valuable insights and enhance the study's credibility.

- It is suggested that future researchers overcome time constraints by setting clear deadlines and objectives, working on defining priorities, creating outlines, and dividing tasks into smaller sections.

Finally, the significance of the current study lies in the fact that it covers many theoretical, psychological, and pedagogical aspects related to the use of English among university teachers in general, in addition to the policy of adopting EMI in particular. It can serve as a source of information for university teachers, students, and even decision-makers to promote optimal use of the English language, prevent errors associated with language policy shifts, and address challenges faced by both teachers and universities. However, it is worth noting that the results obtained by interviewing teachers are difficult to compare with existing literature due to the differences in the two contexts. In other words, the existing literature can be considered to discuss a general perspective on the phenomenon of the growing need to use English among university teachers. Unlike the investigation's results, which fit into a specific Algerian context, the recent adoption of EMI in Algerian universities makes it difficult to find relevant literature on this topic. Therefore, in order to better understand the implications of the current research findings, future studies could address the phenomenon of English language use among university students.

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Appendix: Teachers' Interview

Hello, Sir/Madam/Miss,

I am pleased to meet you and grateful for the opportunity and time you have dedicated to me.

My name is **Hamdoun Omar Sadek.** I am a second-year master English student at the University of Dr. Moulay Tahar-Saida. This interview mainly aims at investigating the growing need for using English among university teachers. I respectfully request your response to the following questions, which will aid me in gathering data for my research. We will maintain strict confidentiality and use your collaboration exclusively for academic purposes. This interview will last no more than 10 minutes. I will also be using a tape recorder to ensure a thorough and accurate account of our interview, as well as to ensure that I do not overlook any of the information you will provide.

Thank you for your kind cooperation!

The Questions:

1. Gender
2. Age
3. How long have you been teaching at the faculty of technology?
4. What is your attitude towards English?
5. What are the factors that motivate you to use/learn English?
6. In your opinion, why are Algerian universities increasingly adopting English as a medium of instruction?
7. What are the challenges faced by universities in shifting towards EMI?
8. What are the challenges faced by university teachers in using English?
9. In which context do you use English the most, in teaching or scientific research?
10. To what extent can English proficiency improve/hinder pedagogical practices?
11. How would you rate your English level?
12. How can university teachers improve their proficiency in the English language?