

English Language Education in Algerian Universities: Current Realities and Future Directions

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Abstract

The teaching and learning of English in Algerian higher education have increasingly been placed at the core of academic and professional development. English, recognized as the lingua franca of science, technology, and international communication, is progressively being integrated into university programs across disciplines. This paper examines current practices, challenges, and prospects of English language instruction at the tertiary level in Algeria. A particular focus is given to the impact of the English-medium instruction (EMI) policies currently under discussion, the preparedness of teachers and learners, and the institutional support mechanisms required for successful implementation. The study also highlights students' perceptions, motivational factors, and learning difficulties, while situating the Algerian context within broader global trends of English language expansion in higher education. By identifying gaps in pedagogy, curriculum design, and assessment, the presentation proposes evidence-based strategies aimed at enhancing both language competence and academic performance. It is argued that a coherent national policy, adequate teacher training, and innovative teaching methodologies will be essential to ensure that English language education in Algerian universities contributes effectively to students' academic success and to the country's integration into the global knowledge economy.

Keywords

Algeria, English language teaching, English-medium instruction, higher education, language policy, pedagogy.

