

GLOCALISED POLICY ANALYSIS OF ENGLISH-MEDIUM INSTRUCTION IN ALGERIAN HIGHER EDUCATION: BALANCING GLOBAL ASPIRATIONS AND LOCAL REALITIES

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Abstract: This paper critically examines the introduction of English as a Medium of Instruction (EMI) in Algerian higher education, a policy shift aimed at enhancing global competitiveness and academic internationalisation. Despite commendable efforts, such as faculty training via MOOCs and partnerships with Anglo-American institutions, the EMI initiative faces significant systemic, pedagogical, and sociocultural challenges. These include limited stakeholder consultation, inadequate needs analysis, outdated curricular frameworks, and faculty resistance, particularly due to linguistic unpreparedness and increased workload. Rooted in Algeria's complex linguistic landscape-shaped by Arabisation, the historical dominance of French, and rising interest in English-the EMI rollout reflects tensions between global aspirations and local realities. The paper argues for a glocalised approach to EMI, one that contextualises global standards within Algeria's unique cultural and educational milieu. This involves developing discipline-specific English for Academic Purposes (EAP) and English for Specific Academic Purposes (ESAP) courses, localising teaching materials, enhancing teacher training, and embedding stakeholder-driven curriculum development. Through this framework, EMI can shift from a top-down linguistic reform to a holistic educational transformation that respects national identity while enabling international engagement. The study underscores the need for inclusive governance, sustained professional development, and realistic alignment with labour market demands to ensure long-term success. Ultimately, Algeria's EMI policy must transcend linguistic ambition to become a meaningful contributor to educational quality, equity, and global relevance.

Keywords: English-Medium Instruction, Algerian Higher Education, Global Awareness, Local Practices, Glocalised EMI.

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1. Introduction

Since gaining independence from France in 1962, Algeria's higher education sector has undergone significant expansion, playing a critical role in the country's social, economic, and cultural development. Governed by the Ministry of Higher Education and Scientific Research, the system encompasses universities, specialised institutes, and research centres, and has consistently grown through the establishment of new institutions and academic programs. Among the more recent developments is the introduction of EMI, reflecting Algeria's desire to align its higher education system with global trends of internationalisation. In pursuit of this goal, collaborative efforts have been initiated with American and British institutions, particularly in research and academic training. As a result, the Ministry of Higher Education issued directives for the training of subject-specialised faculty members to deliver instruction in English beginning with the 2023–2024 academic year. However, the practical implementation of EMI in Algeria remains marked by a strong emphasis on adapting international practices to local realities, notably by preserving the nation's linguistic and cultural heritage.

Since November 2022, teacher training initiatives have been launched across university language centres, supported by locally developed virtual platforms offering Massive Open Online Courses (MOOCs) and pedagogical resources. Although these measures hold promise for enhancing faculty capacity to deliver subject content in English, the policy development process has been characterised by a top-down approach with limited consultation of stakeholders. Critically, the absence of a comprehensive needs analysis for both teachers and students raises concerns about the relevance, effectiveness, and sustainability of the EMI initiative. Furthermore, the current curricular frameworks appear to inadequately balance global knowledge demands with local educational needs. A cautious attitude toward international collaboration in language planning and policy further complicates the process, limiting the extent to which global best practices can be integrated. These challenges highlight the necessity of adopting a glocalised approach—one that harmonizes internationalisation objectives with national priorities and cultural identity.

This paper critically examines the interplay between global and local forces in the implementation of EMI in Algerian higher education. It aims to address the following research questions:

- What are the primary challenges and ambiguities surrounding EMI implementation in Algerian universities?
- How can a glocalised approach enhance the effectiveness and sustainability of EMI within the Algerian context?

By exploring these questions, the paper seeks to contribute to a deeper understanding of how EMI policies can be adapted to support both global competitiveness and local relevance in Algeria's evolving higher education landscape.

2. The Position of English in Algeria

The status of the English language in Algeria presents a unique case when compared to other multilingual contexts worldwide. While Arabic (specifically Modern Standard Arabic) holds official status, and French functions as the dominant first foreign language taught from the third grade onward, English occupies the position of a second foreign language. English

instruction traditionally commenced at the middle school level, and its use has largely been confined to academic and professional domains, with limited presence in everyday Algerian society.

Recent political and diplomatic tensions, particularly following comments made by French President Emmanuel Macron regarding Algeria's colonial past, have accelerated policy shifts in language education. In 2022, the Algerian government introduced reforms mandating the simultaneous teaching of English alongside French from the third year of primary school. This policy aims to align Algeria more closely with global scientific, technological, and intellectual trends, while also reducing the nation's longstanding reliance on French—a language whose practical utility is increasingly questioned in a globalised economy. Despite these developments, the teaching of English in Algeria continues to face systemic challenges. English language instruction is often unsystematic, hindered by a shortage of qualified teachers, outdated pedagogical practices, and insufficient teaching and learning resources. The cumulative impact of these deficiencies becomes evident when students transition to tertiary education, where they often lack the proficiency required for academic study in English (Rouaghe, 2012).

Furthermore, broader structural issues within the education system exacerbate these challenges. The absence of a strong reading culture among students—compounded by limited literacy development even in their first language—adversely affects the acquisition of foreign language skills. The traditional teacher-centred pedagogy prevalent in Algerian classrooms emphasises rote memorisation over active language use, further restricting the development of speaking, listening, and critical thinking skills essential for English proficiency. Teachers themselves often struggle with limited fluency and confidence in English, leading to classroom environments where spontaneous verbal interaction is discouraged rather than fostered. Arabic-speaking English teachers in public schools frequently face difficulties in modelling effective communication, thereby hampering students' opportunities for authentic language practice. Consequently, improving English language education in Algeria will require not only curricular and pedagogical reforms but also targeted investment in teacher training that emphasises culturally responsive and communicative methodologies.

In sum, while policy measures have acknowledged the increasing global importance of English, substantial systemic and infrastructural barriers must be addressed if Algeria is to successfully promote English language proficiency and implement English-medium instruction across its education system.

3. Implementation of English- Medium Instruction (EMI) in Algeria

The incorporation of EMI into Algeria's higher education system marks a significant policy shift aimed at internationalising academic programs and enhancing the global competitiveness of Algerian universities. This initiative aligns with broader international trends where English is increasingly adopted as the primary language of instruction for academic subjects in non-English-speaking countries (Macaro et al., 2018; Galloway & Rose, 2021). The primary drivers behind Algeria's EMI policy include the desire to elevate the global ranking of its universities, attract international students, foster academic partnerships, and ensure that domestic graduates are competitive in the international labour market. Accordingly, directives issued by the Ministry of Higher Education instructed universities to commence training subject-specialised faculty members for EMI delivery, beginning with the 2023–2024 academic

year. Significant steps have been taken to operationalise this transition. Since late 2022, under the leadership of Minister Kamel Beddari, Algeria introduced initiatives aimed at strengthening the role of English in higher education. A ministerial notice issued in November 2022 outlined the adoption of English alongside French as a language of instruction for selected first-year university subjects. Furthermore, a digital platform, EdX Algeria, was launched in January 2023 to facilitate teacher training through MOOCs, enrolling over 30,000 instructors. Despite these ambitious efforts, several challenges have emerged. First, the teacher training programs primarily focus on general English language skills rather than subject-specific academic English needed for effective EMI. Lecturers with English proficiency below the B2 level, as defined by the Common European Framework of Reference (CEFR), are required to undergo additional language training before accessing the MOOCs, further delaying readiness for EMI delivery.

Second, the “Study in Algeria” initiative, launched in December 2022, aims to enhance the appeal of Algerian universities to international students by promoting English-language education. However, its success is contingent on resolving systemic weaknesses related to infrastructure, faculty preparedness, and curriculum development. Resistance to EMI implementation has been limited at the institutional level but is visible in individual reactions among faculty. Concerns centre on the unrealistic expectations placed on aging faculty members to rapidly achieve English proficiency, the inadequacy of preparatory support, and the increased workload associated with transitioning to EMI without corresponding institutional adjustments.

Moreover, historical factors complicate the implementation of EMI. Following independence, Algeria adopted an Arabisation policy, replacing French with Arabic across educational institutions. However, technical and scientific disciplines continued to rely heavily on French, resulting in a hybrid linguistic landscape that now complicates a sudden shift toward English. Additionally, the absence of Content and Language Integrated Learning (CLIL) approaches in secondary education limits students’ readiness for English-medium university instruction.

While Algeria has joined regional and global trends promoting EMI, significant barriers remain, including limited mobility opportunities for students and faculty, cautious foreign collaboration in language planning, and a lack of targeted needs analyses for stakeholders. Without addressing these challenges systematically, the EMI initiative risks exacerbating existing inequalities and undermining the quality and accessibility of higher education.

Overall, the policy shift toward EMI in Algeria demonstrates an ambition to modernise and internationalise the higher education sector. However, it also reveals deep structural and operational weaknesses that must be critically addressed through coordinated reforms at the institutional, curricular, and pedagogical levels.

3.1.Challenges and Ambiguities in the Implementation of EMI in Algeria

The implementation of EMI in Algeria has revealed a range of systemic challenges and ambiguities that complicate the achievement of the policy’s intended goals. While the government's commitment to internationalisation is evident, the underlying structural, institutional, and pedagogical barriers require careful scrutiny.

3.2.Limited International Collaboration and Institutional Reservations

Although partnerships with British and American institutions offer opportunities for enhancing English language education and fostering academic exchange, Algeria's engagement with foreign partners remains cautious. Historical sensitivities rooted in the country's colonial past have fostered a preference for maintaining educational autonomy and minimising external influence (Sghiri, 2006; Hamzaoui, 2021). Consequently, initiatives such as the establishment of English for Specific Purposes (ESP) centres in collaboration with British universities were short-lived, primarily due to legal ambiguities and administrative resistance (Assassi, 2021). Other collaborative projects, such as the training program conducted with Teachers College, Columbia University, aimed at promoting Content-Based Instruction (CBI), also faced challenges. Despite the potential benefits, trained Algerian teachers were not systematically integrated into national EMI initiatives, reflecting a fragmented approach to capacity building. These examples illustrate Algeria's struggle to balance international collaboration with a strong desire to safeguard national educational sovereignty.

3.2.1. Curricular Deficiencies and Lack of Alignment

Curriculum design constitutes a major weakness in the EMI rollout (Assassi & Rouaghe, 2024). In the absence of a dedicated EMI curriculum, institutions have had to rely on adapted French-medium materials that are neither linguistically nor culturally aligned with the requirements of EMI programs. Furthermore, the development of discipline-specific EMI materials has been largely overlooked, leaving faculty members to create teaching resources independently, often without the necessary training or support.

Drawing on frameworks proposed by Dudley-Evans and St. John (1998) and Hutchinson and Waters (1995), curriculum planning for EMI should begin with systematic needs analysis and involve all stakeholders-students, teachers, institutions, and policymakers. However, Algeria's approach has remained top-down, limiting the extent to which curricular content reflects the actual linguistic, academic, and cultural needs of learners.

3.2.2. Inadequate Needs Analysis for Teachers and Students

Effective EMI implementation requires a comprehensive understanding of both teachers' and students' needs. Needs Analysis (NA), as conceptualised by Witkin and Altschuld (1995) and Jordan (1997), is a cornerstone of curriculum development and program design. However, Algeria's EMI reforms were launched without conducting systematic present situation analyses (PSA), target situation analyses (TSA), or deficiency analyses. The MOOCs provided via EdX Algeria, intended to support EMI adoption, focused primarily on general English proficiency rather than academic English for specific purposes. Moreover, student needs were insufficiently considered; there was limited provision of preparatory courses in EAP or ESAP, a concern echoed in recent learner surveys (Boukhelkhal, 2025) and no structured assessment of students' baseline English skills prior to the EMI rollout. As a result, the gap between students' linguistic competencies and academic demands is likely to widen.

3.2.3. Technological and Pedagogical Gaps

The success of EMI initiatives often depends on the integration of technology and innovative teaching methodologies. (Assassi & Rouaghe, 2025; Bouguebs, Rouaghe, & Perrodin, 2023) The integration of machine translation and AI tools within English learning settings introduces ethical and pedagogical challenges already observed in Algerian university contexts Hence, many Algerian faculty members face challenges in utilising digital platforms

for EMI instruction (Cotelli Kureth & Summers, 2025). Limited digital literacy, combined with insufficient training in online pedagogical practices, hampers the effectiveness of MOOCs and virtual learning environments. Furthermore, key language skills-particularly speaking and listening-have been inadequately addressed in current EMI support programs. This oversight is problematic, given that oral communication and interactive classroom practices are central to effective EMI teaching and learning. These gaps are further complicated by emerging issues related to the integration of AI in ESP pedagogy, particularly in aligning artificial intelligence with domain-specific learning needs (Assassi & Bouaziz, 2025).

3.2.4. *Sociocultural and Institutional Resistance*

While overt institutional resistance to EMI is minimal, there are undercurrents of individual reluctance among faculty members. Many instructors, especially those nearing retirement, question the feasibility of acquiring sufficient English proficiency within a short timeframe. Concerns over increased workloads, inadequate support structures, and the perceived marginalisation of French further exacerbate scepticism toward EMI policies. Moreover, the sociocultural context remains a significant factor. The legacy of Arabisation policies and the symbolic importance of Arabic and French in Algeria's national identity create tensions regarding the place of English in higher education. Unless these sociolinguistic dynamics are carefully managed, EMI initiatives may provoke subtle resistance and undermine long-term sustainability.

4. Towards a Glocalised Approach to EMI in Algeria

The successful implementation of EMI in Algeria demands more than simple adoption of international trends; it necessitates a deliberate process of glocalisation. Glocalisation, as defined by Patel and Lynch (2013), refers to the adaptation of global practices to fit local cultural, linguistic, and societal needs, thereby ensuring relevance without sacrificing international competitiveness. Soleimani and Khandan (2013) further emphasise that in educational contexts, glocalisation involves harmonising global academic standards with indigenous educational philosophies, values, and expectations. In the Algerian context, glocalisation must respond to both external pressures for internationalisation and internal imperatives of linguistic sovereignty and cultural preservation. The EMI policy must avoid simply replicating Anglo-American models and instead develop a context-sensitive approach that recognises Algeria's colonial legacy, the current linguistic landscape, and the socio-political value placed on Arabic and French.

A glocalised EMI framework in Algeria would thus entail:

- Designing EMI curricula that incorporate examples, case studies, and references from Algerian and regional contexts alongside global materials.
- Training subject-matter faculty to deliver content through English while maintaining culturally appropriate pedagogical styles that encourage student engagement and critical thinking.
- Balancing linguistic objectives with disciplinary rigor by integrating ESAP courses tailored to each field of study (Flowerdew, 2013).
- Promoting bilingual academic literacies that respect Arabic as the mother tongue, French as a historical academic language, and English as a global academic tool.

By embedding these principles into policy and practice, EMI in Algeria can become a meaningful, sustainable reform rather than a surface-level linguistic change. As Wächter and

Maiworm (2014) suggest, the most successful EMI programs in non-Anglophone countries are those that consciously localise curricula and pedagogical strategies rather than simply impose foreign models. Therefore, glocalisation must not be treated as an afterthought but positioned as a foundational principle guiding EMI implementation at the national, institutional, and classroom levels.

4.1. *Curriculum Development for Glocalised EMI*

A major obstacle to the effective implementation of EMI in Algeria lies in the inadequacy of existing curricular frameworks. Historically, Algerian higher education curricula have been heavily influenced by French academic traditions, which prioritise content mastery over language development and critical thinking skills (Benrabah, 2014). The sudden shift to EMI, without substantial curricular redesign, risks replicating these deficiencies in a language environment for which neither teachers nor students have been adequately prepared. Curriculum development for EMI must move beyond surface translation of French-based materials into English. Instead, it requires a fundamental rethinking of both content and delivery methods. As Dearden and Macaro (2016) argue, EMI curricula in non-English-speaking countries must simultaneously develop academic subject knowledge and discipline-specific language skills to ensure students' academic success.

In Algeria, curriculum reform must include:

- Integration of EAP and ESAP: These should be embedded across disciplines, not treated as add-on language courses. Subject-specific English training should be made compulsory during students' early undergraduate years.
- Localisation of content: Teaching materials should reflect local examples, industries, and realities, thereby enhancing student engagement and demonstrating the relevance of English-medium education to national development goals.
- Competency-Based learning: EMI programs should adopt competency-based models, emphasising analytical skills, research literacy, and communication abilities alongside subject mastery (Galloway, Numajiri, & Rees, 2020).
- Teacher support structures: Faculty members must be provided with discipline-specific EMI teaching guides, bilingual glossaries, and resource repositories to support the transition.

Furthermore, curriculum development should follow a structured process based on thorough needs analysis and tailored ESP resources (Slimani & Saim, 2025), as recommended by Hutchinson and Waters (1987), involving present situation analysis (PSA), target situation analysis (TSA), and means analysis (West, 1997). Without such strategic planning, the EMI project risks reinforcing existing inequalities and undermining educational quality. In sum, curriculum reform is not an auxiliary task but a core pillar of effective EMI implementation in Algeria. Without it, the shift to English risks being superficial, with limited benefits for student learning, institutional quality, or national competitiveness.

4.2. *Recommendations for more Glocalised EMI*

To ensure the successful and sustainable implementation of EMI in Algeria, it is crucial to move beyond mere adoption of global models and instead embrace a glocalised approach. Glocalisation involves the careful adaptation of global educational practices to local contexts, respecting cultural specificities while leveraging international standards (Soleimani & Khandan, 2013; Patel & Lynch, 2013).

4.2.1. Strengthening Local Expertise and Stakeholder Engagement

A first critical step is the active involvement of local language experts, educational practitioners, and content specialists in policy development and implementation processes. Conducting comprehensive consultations would allow policymakers to better understand the linguistic, academic, and non-linguistic needs of teachers and students. Engaging English Language Teaching (ELT) practitioners can ensure that prerequisite language competencies are realistically addressed before subject-matter teachers transition into EMI delivery. In addition, structured dialogue between policymakers and university stakeholders is essential to foster mutual understanding, manage expectations, and align EMI reforms with on-the-ground realities.

4.2.2. Establishing Preparatory Programs and EAP Integration

The introduction of structured preparatory programs focusing on EAP is critical (Assassi & Rouaghe, 2025; Bouguebs et al., 2023) particularly with AI-supported adaptive instruction gaining momentum (Dekhakhena, 2025). Pre-sessional and in-sessional EAP courses should become mandatory, particularly for students transitioning to EMI programs. However, these programs must be designed to align with Algerian cultural norms and learning styles, balancing global academic English standards with local sensibilities. Furthermore, EAP curricula should be collaboratively developed by interdisciplinary teams of language specialists, especially as GPT-supported AI literacy becomes essential in higher education (Makinina & Carra-Salsberg, 2025) and subject-matter experts to ensure linguistic, academic, and disciplinary relevance. Research highlights that the integration of AI into ESP not only affects content delivery but also requires recalibration of instructional design to account for discipline-specific cognitive loads and learner contexts (Assassi & Bouaziz, 2025).

4.2.3. Implementing Comprehensive Needs Analysis Frameworks

Prior to further EMI expansion, a systematic and multidimensional NA must be conducted. This should include:

Present Situation Analysis (PSA). Assessing current English proficiency and academic readiness.

Target Situation Analysis (TSA). Determining linguistic and academic demands of EMI courses.

Deficiency Analysis: Identifying gaps between current and target competencies.

Strategy and Means Analysis. Evaluating available resources and institutional readiness.

Data collection methods should include structured interviews, focus group discussions, learner diaries, and large-scale surveys to capture both quantitative and qualitative insights.

4.2.4. Developing Locally Relevant Teaching Materials Given

The inadequacy of existing materials, Algerian universities should prioritise the creation of localised EMI teaching resources. Collaborative materials development teams, composed of language instructors and content specialists, can produce discipline-specific materials tailored to Algerian academic and cultural contexts. Key prerequisites for successful collaboration include establishing trust among team members, ensuring member specialisation, and adopting clear organizational procedures (Jordan, 1997).

4.2.5. Enhancing Teacher Training and Continuous Professional Development

Effective EMI implementation depends heavily on the preparedness and confidence of teaching staff. Therefore, comprehensive teacher training programs focusing on EMI pedagogy,

academic English, technological integration, and culturally responsive teaching practices must be institutionalised. These programs should emphasise continuous professional development rather than one-off workshops. In particular, EMI training should address interactive classroom strategies, student-centred methodologies, and critical thinking skills, which have been linked to learner engagement in Algerian EMI contexts (Berrarbi & Amrane, 2025).

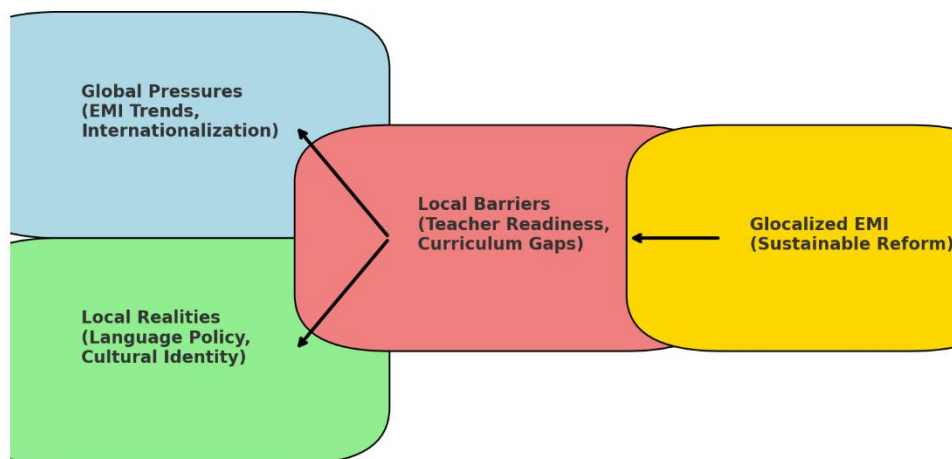
4.2.6. *Reforming Institutional Leadership and Governance Sustainable*

EMI reform requires a transformation in higher education administration and leadership practices. University leaders must be empowered with the skills and autonomy necessary to implement context-specific reforms effectively. A gradual shift towards decentralised decision-making and participatory governance can enhance institutional responsiveness to the challenges of EMI. Additionally, fostering a new organisational culture that values innovation, collaboration, and intercultural competence is essential for positioning Algerian universities as competitive players in the global higher education landscape.

4.2.7. *Managing Student Expectations and Employment Opportunities*

Finally, it is important to manage the expectations of domestic and international students regarding the outcomes of EMI programs. While the potential for enhanced employability is a major motivator, realistic pathways must be developed through partnerships with industries, especially in sectors such as energy, infrastructure, and digital technologies. Strengthening links between EMI programs and labour market demands will enhance the perceived value of EMI qualifications and support Algeria's broader development goals.

Figure1. Conceptual Framework for Glocalized EMI Implementation in Algeria



5. Conclusion

The adoption of EMI in Algerian higher education represents a significant and strategic shift toward the internationalisation of the nation's academic landscape. By introducing EMI, Algeria seeks to elevate its universities' global standing, enhance graduates' competitiveness in the international job market, and strengthen academic collaboration with foreign institutions. However, while the ambition behind this reform is commendable, its current implementation faces considerable challenges rooted in systemic, pedagogical, and sociocultural factors. The policy has been characterised by a top-down approach with limited stakeholder consultation, inadequate needs analysis, insufficient teacher training, and a lack of discipline-specific

curricular development. Furthermore, Algeria's cautious stance toward international collaboration, compounded by historical sensitivities surrounding linguistic and cultural identity, complicates the EMI transition. To ensure the sustainability and success of EMI, a glocalised approach must be adopted- one that carefully balances global educational practices with local values, needs, and realities. This requires proactive engagement with local experts, robust needs assessments, the creation of culturally responsive and discipline-specific materials, continuous professional development for educators, and reforms in institutional governance.

Moreover, enhancing students' English language proficiency through early interventions, such as EAP integration and preparatory programs, is essential to support their academic success in EMI contexts. Aligning EMI initiatives with realistic labour market opportunities can further strengthen the perceived value of these reforms, both domestically and internationally.

Ultimately, EMI in Algeria should not be perceived as a mere linguistic shift (Assassi & Rouaghe, 2024) but as a comprehensive educational reform that demands careful planning, inclusive participation, and ongoing critical evaluation. By embedding glocalisation principles at every stage of policy design and implementation, Algeria can ensure that EMI becomes a meaningful driver of educational excellence and global engagement, while simultaneously preserving and celebrating its rich cultural and linguistic heritage.

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Appendix I



الجمهورية الجزائرية الديمقراطية الشعبية وزارة التعليم العالي والبحث العلمي

الأمين العام

الجزائر هي: 01 جويلية 2023

رقم: 673/ع.ا. 2023

السادة رؤساء الندوات الجهوية للجامعات بالاتصال مع مديري مؤسسات التعليم العالي

الموضوع: بخصوص اعتماد اللغة الإنجليزية كلفة للتدريس بدء من الموسم الجامعي المقبل 2024-2023.

تنفيذا لتعليمات السيد الوزير، وفي إطار التحضير لاعتماد اللغة الإنجليزية كلفة للتدريس بدء من السنة الجامعية المقبلة 2024-2023، يشرفني أن أطلب منكم تنظيم اجتماعات بهذا الخصوص، وتشكيل فرق بيداغوجية حسب المقياس أو المادة، وذلك قبل الخروج للعطلة الصيفية.

وتجدر الإشارة إلى أن الفريق البيداغوجي، الذي يترأسه أستاذ عن طريق التعيين أو الانتخاب، يتكون من مجموعة من الأساتذة المحاضرين، وكذا الأساتذة الذين يضمثون الأعمال التطبيقية والأعمال الموجهة.

وعليه، يجب أن يتضمن جدول أعمال هذا الاجتماع النقاط التالية:

- عرض مرحلي للتحضيرات الخاصة باعتماد اللغة الإنجليزية كلفة للتدريس،
- إعداد استعمالات الزمن.

كما أنني إلى علمكم بأن اللجنة الوطنية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة وطلبة الدكتوراه في اللغة الإنجليزية، والتي تترأسها الأساتذة قاصد آسيا، تعتزم القيام بزيارات ميدانية للمؤسسات الجامعية، خلال شهر جويلية الحالي، لتقييم التحضيرات ذات الصلة. لذا، يطلب من مديري المؤسسات الجامعية اتخاذ جميع التدابير والإجراءات الملائمة لاستقبال أعضاء هذه اللجنة، وتسهيل مهمتهم، وإفادتهم بالمعلومات المطلوبة.

تحياتي الخالصة.



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Appendix II

