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From Policy to Practice: Investigating Algerian University Teachers' Language Related Challenges and Training Needs to Inform Effective EMI Implementation in Higher Education Institutions

The Case of Teachers' at Salhi Ahmed University Centre Naama

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Dissertation Submitted to the Department of English as a Partial Fulfilment of the Requirement for the Degree of Master in Linguistics

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Dedication

To my dear loved ones, this dedication is a heartfelt expression of the deep love and admiration I hold for each and every one of you.

To my **beloved mother** and **dear father**, this dissertation is a tribute to the unwavering love and support you have bestowed upon me throughout my life. Your presence has been a source of strength, and your encouragement has propelled me to new heights. Words fail to capture the depth of gratitude I feel for your sacrifices and unwavering belief in my dreams. You have fostered my intellectual curiosity, nurturing a passion for learning that has guided me every step of the way. With a heart overflowing with love, I dedicate this work to you, my guiding stars.

To my dear siblings, **Meriem** and **Abdeladim**, you have been my closest confidants, unwavering pillars of support, and the source of endless laughter and joy. Our late-night discussions, shared adventures, and unwavering bond have provided me with the strength and grounding I needed throughout this challenging journey.

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Abstract

In response to the increasing global demands for competitiveness in Higher Education Institutions (HEIs), English-Medium Instruction (EMI) programmes have gained prominence in non-native English-speaking countries. While a considerable body of research has examined the implementation of EMI in different parts of the world, there is a lack of understanding regarding its adoption and effectiveness in Algerian institutions, particularly in light of the recent ministerial decisions. The present work aims to fill this gap by examining the factors influencing teachers' support for EMI, the anticipated hindering EMI delivery, the needs of teachers in teaching in an EMI environment, and the broader implications of EMI adoption. Through a comprehensive investigation utilising observational research and an online questionnaire, data were collected from teachers representing various disciplines. The findings indicate a moderate level of English language proficiency among teachers and a mixed level of support for EMI implementation. Language-related challenges such as expressing complex ideas, grammar and syntax errors, pronunciation issues, and limited vocabulary were identified as potential barriers to effective content delivery. Consequently, tailored language support strategies and resources are recommended. Additionally, pedagogical training and support should be provided to enhance teachers' instructional strategies, assessment methods, and the creation of an inclusive learning environment in an EMI context. Beyond the scope of teachers, this study recognises the need for a holistic approach to EMI implementation. Policymakers should develop a long-term strategic plan that emphasises English language proficiency at the pre-university level.

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List of Abbreviations and Acronyms

%: Percent

CBI: Content-Based Instruction

CLIL: Content and Language Integrated Learning

CLT: Content Language Teaching

CPD: Continuous Professional Development

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EMI: English as a Medium of Instruction

ESP: English for Specific Purposes

ETP: English-Taught Programme

GCC: Gulf Cooperation Council

HE: Higher Education

HEI: Higher Education Institution

ICT: Information and Communication Technology

ILTC: Intensive Language Teaching Centre

KSA: Kingdom of Saudi Arabia

LMD: Licence, Master, and Doctorate

MHESR: Ministry of Higher Education and Scientific Research

MoI: Medium of Instruction

OECD: Organisation for Economic Cooperation and Development

PD: Professional Development

STEM: Science, Technology, Engineering, and Mathematics

UAE: United Arab Emirates

UK: United Kingdom

US: United States

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General Introduction

In response to the globalisation agenda of Higher Education Institutions (HEIs), universities worldwide are increasingly adopting English as a medium of instruction (EMI) to produce internationally-minded graduates. This shift represents a significant trend in educational internationalization.

Algeria is no exception to this global trend, and interest in EMI became more visible with the 2019 ministerial decisions. Algeria's former Minister of Higher Education and Scientific Research, *Tayeb Bouzid*, advocated using English as the official language for teaching and administration in the country's universities. Bouzid emphasised the need to incorporate both Arabic and English in official documents, highlighting the need to move away from French (Ghanmi, 2019, p.17).

Building upon the foundation laid by his predecessor, the current Minister, *Kamel Beddari*, has called for the generalisation of the experience of Msila's University, a pioneer in promoting the use of the English language. Beddari urged university chancellors to strengthen the status of English in various disciplines by implementing an English language training programme for their teachers from the academic year 2022-2023, with a learning objective corresponding to at least a B2 or C1 level (Boumaza, 2022).

However, implementing EMI in HEIs is a complex process that goes beyond mere content delivery in English. Hamid et al. (2013), who conducted a study on medium of instruction (MoI) policies in ten Asian countries, identified numerous challenges associated with this process (p. 11). These challenges manifest at three levels: macro (national policy), meso (university policy), and micro (students and teachers) (Hult, 2010). This research primarily focuses on the micro-level, specifically on teachers who play a crucial role in successful EMI implementation. Therefore, the objectives of this study can be summarised as follows:

- To examine the factors influencing teachers' support for implementing EMI in Algerian universities.
- To identify the language-related challenges that may hinder EMI delivery.

- To determine the training and support needs of teachers to effectively teach in an EMI environment

- To assess the broader implications of EMI adoption and provide evidence of its potential benefits and challenges.

In this respect, the present study attempts to answer the following question:

How can English-Medium Instruction (EMI) be effectively implemented in Algerian higher education institutions to drive positive outcomes?

Hence, to delve deeper into the main research question, the following sub-questions are proposed:

- To what extent do teachers support the implementation of EMI in Algerian universities, and what factors influence their level of support?

- What language-related challenges do teachers anticipate in the case of EMI implementation in Algerian universities?

- What training and support do teachers require to effectively teach in an EMI environment and overcome language-related challenges?

In order to answer the questions above, the following hypotheses were formulated to be tested:

- It is hypothesised that teachers have varying degrees of support for EMI implementation, influenced by their English language proficiency and concerns about EMI programme outcomes.

- It is hypothesised that teachers anticipate language-related challenges, including difficulties with pronunciation, grammar, and vocabulary, as well as overall language proficiency, which may impair their ability to deliver lectures and communicate effectively with students.

- It is hypothesised that teachers require specific training and support. They may benefit from exchange programmes in English-speaking countries to successfully teach in EMI contexts.

This research work is comprised of two chapters. The first chapter constitute the theoretical part of the study concerning the key concepts that cover the aspects of

this study. Initially, it defines globalisation, discusses the role of English as a global language, and examines the motives and trends driving the internationalisation of higher education. The chapter explores the impact of EMI on higher education institutions, investigates the challenges faced by teachers in implementing EMI, and explores existing training programs and professional development opportunities. It further focuses on EMI implementation in Algerian HE, analysing the relevant policies, provisions, benefits, and challenges associated with its adoption.

The second chapter adopts a practical approach, conducting fieldwork to examine teachers' support for EMI, anticipated language-related challenges in EMI classes, and the effectiveness of tailored training programmes in addressing these issues. It details the research methodology, discussing the research objectives, research design, data collection instruments, data analysis and interpretation of findings, pedagogical suggestions and recommendations and the research limitations and restrictions. Moreover, the study offers suggestions, recommendations, and avenues for further research to contribute to the existing knowledge in this field.

CHAPTER ONE
Theoretical Framework

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1.1.   Introduction

In an era marked by globalisation and internationalisation, the landscape of higher education is undergoing significant transformations. This chapter provides a comprehensive theoretical framework that explores the intricate relationship between globalisation, internationalisation of higher education, and English-Medium Instruction (EMI). It delves into the definition of globalisation and its linguistic dimension, highlighting the role of English as a global language. The chapter further examines the interplay between globalisation and internationalisation, shedding light on the motives and trends driving the internationalisation of higher education. Transitioning to EMI, it defines the concept and discusses its implementation models, as well as the challenges faced by teachers in implementing EMI, and explores existing training programs and professional development opportunities. Moreover, this chapter focuses on the implementation of EMI in Algerian higher education, analysing the policies, provisions, benefits, and challenges associated with its adoption in the Algerian context.

1.2.   Globalisation and Internationalisation of Higher Education

The confluence of globalisation and internationalisation has ushered in a new era for higher education, characterised by increased interconnectedness and a heightened emphasis on intercultural understanding. As universities navigate this dynamic environment, they must develop strategies to address the challenges and capitalise on the opportunities these global forces present.

1.2.1. Defining Globalisation

Globalisation is an emotive and multiplex phenomenon that has overtaken the world in the last two or three decades. As a term, globalisation is coloured by different agendas, and developing a clear-cut definition is moulded by other contemporary tendencies, interconnected phenomena, and differentiated factors. It is seen as **"… an inherently complicated phenomenon, stubbornly resisting easy interpretation and application"** (Carnoy & Rhoten, 2002 as cited in Mitchell & Yildiz, 2012, p. 04).

Globalization can be likened to a multifaceted kaleidoscope, showcasing diverse patterns and viewpoints across different domains. Economically, for instance, globalisation signifies the increasing interconnectedness of national economies through

the flow of goods, services, capital, and information (Stiglitz, 2006; Dicken, 2015). Socially, it entails the spread of ideas and values, fostering cultural convergence and a global community. Politically, it entails the spread of ideas and values, fostering cultural convergence and a global community. Technologically, it encompasses the rapid growth and integration of information and communication technologies (ICTs), enabling global connectivity (Castells, 2010). These multifaceted dimensions collectively shape the complex landscape of globalization, illustrating its far-reaching impacts on various aspects of society and human interaction.

Another layer of complexity arises from the contextual nature of globalisation. The experiences and impact of globalisation vary between regions, countries, and communities. Many factors shape these variations, including historical legacies, cultural norms, and socioeconomic conditions. Thus, providing a one-size-fits-all definition of globalisation would overlook the nuanced varieties and complexities across different societies.

Furthermore, globalisation operates in a dialectical relationship with other concepts, such as internationalisation, liberalisation, universalisation, and westernisation (Scholte, 2002, pp. 08-12). While sharing similarities, these concepts represent distinct phenomena that interact and influence one another. Consequently, embracing a pluralistic approach to understanding globalisation can develop a more comprehensive and nuanced understanding of its dimensions and interrelationships. In this vein, Felix Maringe and Nick Foskett (2010) aptly state,

> **Globalisation is a multidimensional concept that relates to creating a world in which the social, cultural, technological, political and ideological aspects of life become increasingly homogeneous and in which economic interdependence and growth are driven by the principles of the free market. (p. 24)**

This definition recognises the homogenising and differentiating effects of globalisation and the tension between sociocultural diversity and convergence. It serves as the foundation for exploring the implications of globalisation on various sectors, including education. Nevertheless, we recognise that globalisation remains a complex phenomenon that resists a precise definition. Therefore, we remain open to exploring alternative perspectives throughout this research.

1.2.2. Linguistic Globalisation

Language is a crucial communication medium, facilitating the exchange of ideas, knowledge, and cultural understanding. In the context of globalisation, the need for a common language that transcends interlingual and intercultural barriers has become paramount. Due to its widespread, English is such a language, facilitating interconnection and fostering communication between individuals and nations (Smokotin et al., 2014).

The global prominence of English can be attributed to historical factors and the expansion of the British Empire during the 18th and 19th centuries. English became the language of administration, education, and trade across vast territories, leading to its widespread adoption (Crystal, 2003). The rise of the United States as a global power in the 20th century further solidified English's status in business, finance, and industry. Additionally, the influence of American industries like Hollywood and popular music contributed to the global familiarity with English. Moreover, the advent of information and communication technologies (ICTs) propelled English to become the de facto language of the online sphere, with around 58.8% of websites being in English (Statista, 2023).

The prevalence of English in education and academia has significantly contributed to its global language status. Many prestigious institutions use English as the medium of instruction, and proficiency in English is often seen as a pathway to academic and career opportunities. Furthermore, English is vital in disseminating knowledge and scientific and academic research. According to Bennett (2013),

> **English is today the undisputed lingua franca of scholarly exchange. It is the language of the most prestigious international conferences and journals and, increasingly, the medium of higher-level instruction in universities worldwide. It is also often the language of the laboratory, as cutting-edge scientific research is typically conducted today by multinational teams whose members are drawn from all around the globe. (p. 169)**

In light of what has been said, English indeed has, indirectly, **"... found itself in the right place and in the right time"** (Crystal, 2003), earning titles such as "*English as a Global Language*" (Crystal, 2003), "*English as an International Language*" (Sharifian, 2009) and "*English as a Lingua Franca*" (Jenkins et al., 2018).

1.2.3. Globalisation in Higher Education

At the heart of globalisation, knowledge is increasingly seen as a valuable asset that flows across nations, transcending geographical limitations. This shift has intensified competition among employers for the most skilled individuals and sparked a fervent pursuit among educational institutions to attract and nurture the brightest minds (Arokiasamy, 2012, p. 03). In response to this dynamic, higher education institutions (HEIs) have embarked on this transformative journey of internationalisation, where graduates are required to develop critical knowledge, awareness, and skills to communicate across cultures (Marlina, 2013, p. 02).

1.2.3.1. Interplay between Globalisation and Internationalisation

Before delving into the transformative impact of globalisation on HEIs, it is crucial to distinguish between the two related concepts: internationalisation and globalisation. While these terms are often used interchangeably, they represent distinct phenomena that shape and redefine the educational landscape differently.

Altbach (2007) usefully captures the essence of these two terms. He states, **"Globalisation is defined as the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world"** (p. 123). Conversely, **"internationalisation is defined as the variety of policies and programs that universities and governments implement to respond to globalisation"** (Altbach et al., 2009, p.23). This differentiation acknowledges that globalisation acts as an external force beyond the control of HEIs. At the same time, internationalisation represents deliberate strategies and actions taken to navigate and adapt to the globalised landscape.

Similarly, Knight's perspective further enhances our understanding. She views internationalisation as a strategic response by HEIs to the demands of a globalised world, arguing, **"globalisation can be thought of as the catalyst while internationalisation is the response, albeit a response in a proactive way"** (1999, p. 14 as cited in Mitchell & Yildiz, 2012, p. 04).

De Wit (2020) takes a systemic view, emphasising the relationship between internationalisation and globalisation. He argues that internationalisation is a strategic response of HEIs to the challenges and opportunities of globalisation. HEIs adopt internationalisation strategies to improve competitiveness, attract talent, foster innovation, and contribute to national and global development. Therefore, globalisation provides the impetus and context for internationalisation.

Ultimately, one can conclude that **"globalisation and internationalisation in higher education are potentially conflicting, while at the same time interactive and mutually generative"** (Marginson & Wende, 2007, p. 13). Accordingly, it is crucial to recognise that the interplay between internationalisation and globalisation goes beyond a simple cause-and-effect relationship. While globalisation sets the stage for global integration, internationalisation represents the deliberate efforts by HEIs to navigate and harness the benefits of a globalised landscape. These efforts include the development of international collaborations, the integration of global perspectives into curricula, and the facilitation of cross-cultural understanding among students.

1.2.3.2. Motives Behind the Internationalisation of Higher Education

Traditionally, the driving rationales of internationalism have been presented under two broad overlapping groups: economic/ political rationales and cultural/educational rationales (Knight and Dc Wit, 1995 as cited in Rizvi & Lingard, 2006, p. 257).

The economic and political rationales emphasise the potential economic benefits and strategic positioning of HEIs in the global landscape. By attracting international students, institutions can generate additional revenue through tuition fees and other related expenses. Furthermore, international partnerships and collaborations can create opportunities for research funding, joint ventures, and technology transfer, all of which can contribute to the economic development of institutions and surrounding communities. Politically, internationalisation can foster diplomatic relations, cultural diplomacy, and the influence of soft power, contributing to a nation's geopolitical goals.

However, cultural and educational motives underline the importance of fostering global understanding, intercultural competency, and exchanging knowledge and ideas. Culturally, HE internationalisation promotes diversity, inclusivity, and cross-cultural

dialogue to break down stereotypes and develop a global mindset. Educationally, integrating international content into the curriculum enriches students' learning experience and encourages research collaborations across borders.

However, it is essential to acknowledge that these motivations and pathways are not universal and are influenced by institutional goals, government policies, regional priorities, and societal needs (Ge, 2022, p. 231).

1.2.3.3. Trends of Internationalisation in Higher Education

Postsecondary institutions have implemented strategies and trends, from traditional approaches like student/staff mobility to recent initiatives, such as English-Medium Instruction (EMI), to meet the abovementioned motives and rationales.

a. ***Students/Staff Mobility Programmes***: Exemplified by initiatives like the renowned ERASMUS+ programme in Europe, student and staff mobility programmes have long been central to higher education internationalisation efforts. These initiatives facilitate the exchange of students and academic staff between institutions, fostering cultural exchange, knowledge transfer, and international collaboration. According to OECD (2020), the global count of tertiary students studying abroad exceeded 5.6 million in 2018, marking a significant increase compared to the figures recorded in 2005, highlighting the value of international experiences in HE.

b. ***Cross-border Education:*** According to Knight (2007), cross-border education is **"the movement of people, programs, providers, curricula, projects, research and services across national or regional jurisdictional borders"** (p. 24). These collaborations can involve joint research projects, faculty exchanges, dual degree programmes, and joint academic initiatives. As a result, they promote collaboration, develop soft power, open up prospects for intellectual exchange, and strengthen public diplomacy (Lee, 2021 as cited in Chan, 2022, p. 242).

c. ***International Research Collaborations:*** Collaborative research projects and partnerships between countries have gained significant prominence. Researchers from various institutions and nations are now working together to address global issues, exchange knowledge, and foster interdisciplinary research. Many consider collaborations between universities in the North and South particularly advantageous

because they hold immense potential for generating new knowledge to tackle global challenges and provide a competitive edge for the institutions involved (Maringe & Foskett, 2010).

d. English-Medium Instruction: Galloway and Rose (2015) assert that **"internationalisation of higher education remains a priority for universities worldwide, and movements are inextricably linked with an increase in the role of English in the university setting"** (p. 230 as cited in Kadi, 2022). Consequently, EMI has emerged as a prominent trend, wherein academic programmes in non-native English-speaking countries are delivered in English. The contributions of such a trend are remarkable, as discussed in section 1.3.5.1 below

1.3.   English-Medium Instruction

The linguistic landscape of HEIs has recently undergone a remarkable transformation. Traditionally, the medium of instruction (MoI) in many universities has been the country's local language. However, with the rise of English as the language of science, research, and innovation, the prominence of EMI has experienced an unprecedented surge across Europe and beyond (Dearden, 2014). This trend has blurred linguistic boundaries and marked the advent of a globalised era in education.

1.3.1. Defining EMI

Definitions are invariably limited, prone to criticism, and may even give rise to more questions than straightforward answers. This is also the case with the term EMI, which has become a focal point of intense debates (Pecorari & Malmsröm, 2018; Rose et al., 2020). Accordingly, numerous definitions have emerged, each offering unique insights into its nature and scope.

EMI is often defined as **"the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English"** (Macaro et al., 2018, p. 37). Similarly, Dearden (2015) notes that EMI is the use of English as a medium of instruction in regions where English is not the first language of the majority (p. 04). However, both definitions are not universally accepted, as they typically exclude countries within the *inner circle*, such as Australia, Canada, New Zealand, the United

Kingdom (UK) and the United States (US), where English serves as the official language (Kachru, 1985 as cited in Al-Mutairi, 2019, p. 86). EMI boundaries are not fixed and can vary according to the context and goals. For example, universities in the inner circle countries may offer courses taught in English to international students whose first language is not English. In such cases, EMI serves as a means to meet the needs of these non-native English speakers and provide them with access to academic content. Therefore, it is crucial to consider the broader aims and global significance of EMI beyond specific geopolitical boundaries.

Expanding on these definitions, Pecorari and Malmström (2018) propose that EMI also include **"contexts in which English is a dominant language and in which English language development is supported and actively worked for"** (p. 507); In this sense, EMI serves not only as a means of instruction but also as a tool to improve English proficiency among students.

Another layer of complexity may be due to the "blurred boundaries" between EMI and other similar approaches, such as English as a foreign language (EFL), English for academic purposes (EAP), English for specific purposes (ESP), content-based instruction (CBI), immersion, and content and language integrated learning (CLIL) (Macaro, 2018, p. 38 as cited in Medfouni, 2020, pp. 35-41). In this vein, Airey (2016) suggested the use of a content and language continuum. This continuum highlights the discrepancies between CBI, immersion, CLIL, EMI, and ESP/EAP.

Learning outcomes

Content-focused	Language and content	Language-focused

←------ EMI — Immersion — CLIL — CBI — ESP/EAP ------→

Type of course
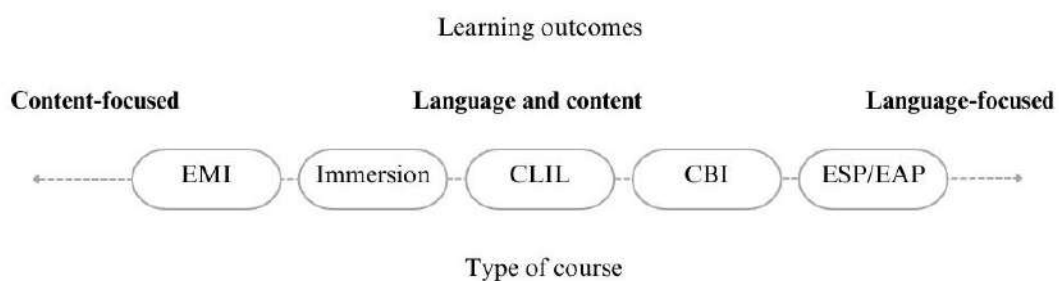
Figure 1.1 The Language/ Content Continuum

On the right-hand side of the continuum, there are ESP and EAP, which are purely language-focused courses. In these courses, content is used to learn a language. Situated

towards the middle is CLIL, a dual-focus programme where both language and content are assessed and evaluated. On the left-hand side, we have EMI, a content-focused programme where a language is a tool for teaching and learning academic subjects. In EMI, the assessment focuses on students' disciplinary knowledge. Immersion and CBI occupy a wider part of the continuum as they shift back and forth between content-focused and language-focused ends (Airey, 2016; Humphreys et al., 2017; Medfouni, 2020). This continuum helps us to understand the specific position of EMI with other approaches and highlights the unique characteristics of each.

In summary, the nature of EMI is a subject of ongoing debate. While some argue for clear distinctions between EMI and other practices, others emphasise the need to see EMI as a nuanced concept that operates on continua of use at different levels, including institutional, course and classroom (Humphreys et al., 2017, p. 6). This fluid perspective recognises the evolving nature of EMI within specific contexts and considers the perspectives of multiple stakeholders.

1.3.2. Models for EMI implementation

Alongside the definitional issues and how EMI differs from other practices, another critical question arises: What model of EMI provision should institutions offer to students and, by implication, to teachers? Macaro (2021) has introduced three distinct models that offer potential pathways for institutions to navigate this complex terrain.

The Pre-Programme Selection Model suggests selecting students based on their English proficiency during the educational transition. It provides EAP/ESP support to students once they begin their course. However, Macaro (2021) points out that this model **"… bars (some would say penalises) potentially excellent content students purely based on their proficiency in English"** (p. 513) and potentially perpetuates inequalities in access to education.

The Concurrent Institutional Support Model takes a more egalitarian approach by offering all eligible undergraduate students EMI courses. It emphasises additional EAP/ESP support. While this approach promotes equal opportunities for all students, it also demands substantial institutional resources. The need for English language specialists to gain a deeper understanding of the content being taught and for EMI

teachers to undergo extensive professional development (PD) can pose challenges in terms of coordination and resource allocation.

The Preparatory Year Model acknowledges the potential insufficiency of students' secondary education English proficiency and requires them to undergo an intensive year of English language training before embarking on their EMI journey. This model aims to equip students with the necessary linguistic skills to succeed in a full EMI context. However, this model is resource-intensive, requiring additional time and financial investment from students and institutions. Furthermore, it raises questions about the division of responsibilities between content teachers and language specialists in designing the curriculum for this preparatory year.

Accordingly, selecting a suitable model requires carefully evaluating institutional resources, student diversity, and educational goals. Moreover, it is necessary to examine the long-term impact of these models on students' language proficiency, content learning, and academic success. By continually seeking knowledge and examining the outcomes of EMI implementation, institutions can make informed decisions that support student success and improve the overall quality of EMI programmes.

1.3.3. Growth and Emergence of EMI

The expansion of EMI in tertiary education has been described as **"in a state of flux"** (Dearden, 2015, p. 15). This growth has been mainly observed in Europe. According to a report by the British Council and StudyPortals (2021), over 27,874 full degree programmes are taught in English outside the traditional 'big four' study destinations (UK, US, Australia and Canada). Most of these programmes are offered within the European Higher Education Area region, accounting for 63.0%. In particular, the Netherlands has emerged as a mature EMI context, with English-taught programmes (ETPs) widely available across its universities (Shao & Rose, 2022, p. 1).

Within East Asian nations, EMI has been recognised as a beneficial approach that simultaneously improves students' English proficiency skills and academic progress in other subjects (Galloway et al., 2017, p. 06). This dual advantage has made EMI as a compelling regional educational strategy. In China, the implementation of EMI has been described as **"a runaway juggernaut that is rattling across the country with fierce**

velocity" (Hu, 2008, p.195 as cited in Rose et al., 2022, p.160). The ETPs in the Chinese region accounted for 12.2% of the total ETPs worldwide (British Council & Studyportals, 2021). In Japan, the Top Global University Project, a ten-year initiative, set several targets for 37 universities, among which were to more than double the number of international students by 2023 and to increase the number of courses taught in English from approximately 20,000 to nearly 56,000 (Macaro, 2021, p. 510)

In the Middle East, the expansion of the EMI has been influenced by many factors. The Gulf Cooperation Council (GCC) countries, including the United Arab Emirates (UAE), the Kingdom of Saudi Arabia (KSA), Qatar, the Sultanate of Oman, Kuwait, and Bahrain, have embraced EMI as a means of aligning education with the demands of the labour market and the transition to knowledge-based economies. (Barnawi, 2018; Ntombela, 2023). Similarly, countries in North Africa, such as Algeria, Morocco, and Tunisia, have shown a growing interest in EMI as it is associated with economic development, globalisation, and modernisation (Troudi, 2022).

Compared to the regions mentioned above, research on EMI in sub-Saharan Africa and Latin America is relatively limited. This scarcity can be attributed to the recent adoption of EMI in educational institutions, which resulted in the early stages of implementation. Limited resources, infrastructure, and competing educational priorities also contribute to the need for more studies on EMI in these regions (Macaro et al., 2018; Lasagabaster, 2022).

1.3.4. Rationales for EMI Implementation

The rationales behind the implementation of EMI in HEIs seem to **be "various and context-dependent"** (Macaro et al., 2018, p. 37), yet one of the chief incentives behind such global growth is the intention to internationalise tertiary education (Dearden, 2015; Macaro et al., 2018). By offering courses and programmes in English, HEIs gain access to cutting-edge knowledge and position themselves favourably in the global academic landscape (Chapple, 2015; Galloway et al., 2017; Rose & McKinley, 2018). Another driving force behind the emergence of EMI is the potential for increased income and compensation (Galloway et al., 2017, p.04; Xu et al., 2021, p. 03). HEIs may face financial challenges or shortages at the domestic level, and implementing EMI

programmes can serve as a means to attract international students willing to pay higher tuition fees. For instance, universities in English-speaking countries, including the UK and the US, have long capitalised on their EMI programmes to attract students from diverse backgrounds, generating financial resources to support their educational missions.

Furthermore, EMI programmes aim to enhance students' and teachers' mobility. ETPs allow students to interact with peers from different cultural backgrounds, fostering cross-cultural understanding and preparing them for an increasingly interconnected world. For teachers, EMI creates avenues for professional development and networking opportunities on a global scale, enhancing their teaching competencies and contributing to their career growth. The ERASMUS Mundus programme in Europe is a noteworthy example of how EMI promotes student and teacher mobility, as it offers English-taught Master degree programmes that attract participants from various countries, promoting a shared academic experience and cultural exchange (Airey, 2020).

By embracing EMI, institutions enhance the employability of their graduates and develop their international competencies (Dearden, 2017, p.5). EMI programmes equip students with language skills that are highly valued in the global labour market. Furthermore, studying in an EMI environment cultivates intercultural skills, adaptability, and a global mindset, making them well-prepared to work in diverse and international workplaces (Coleman, 2006; Dearden, 2017). Moreover, it is believed that by immersing students in an English-speaking academic environment, their language proficiency will naturally develop and progress. This is particularly evident in many contexts, such as East Asia, where EMI is aligned with government initiatives to enhance their populations' English skills (Galloway et al., 2020, p. 396). However, since EMI has no specific language learning objective as in CLIL, it could be argued whether this expected benefit is achievable.

The implementation of EMI in HEIs often reflects the ongoing developments in English language teaching methodologies and approaches. With the shift towards more communicative and student-centred models, such as communicative language teaching (CLT), there has been an increased focus on teaching in English and exposing students

to authentic English language input, which has influenced content-based approaches in English-language classrooms worldwide, making EMI programmes an interesting way to provide students with meaningful language experiences while acquiring subject knowledge (Dearden, 2017).

Other highlighted rationales include the need to attract international students due to falling enrolment numbers of domestic students due to demographic changes or national cuts in HE investment. Additionally, HEIs can implement EMI to compete with private institutions and acknowledge the status of English as an international language, especially in academic research (Macaro et al., 2018, p. 37).

1.3.5. The Impact of EMI

Nevertheless, beneath the surface of this global linguistic transformation lies a paradoxical blend of benefits and challenges, transcending beyond mere language proficiency.

1.3.5.1.   Perceived Benefits of EMI Implementation

EMI is hailed as a catalyst for many benefits, permeating various facets of an individual's academic and professional journey. One notable advantage is the simultaneous development of English language proficiency alongside subject-specific knowledge, equipping them with valuable communication and linguistic skills (Hu & Lei, 2014; Galloway et al., 2017). Additionally, students can access a broader range of resources, including scientific textbooks and materials, due to the growing dominance of English in academia.

EMI also fosters intercultural understanding and global awareness. EMI classes' diverse perspectives and cultures prepare students for an interconnected world. Moreover, EMI unlocks enhanced career opportunities. Students develop their English language proficiency and become desirable candidates for various careers, including multinational companies, international organisations and global industries (Huang & Curle, 2021). EMI also opens doors to prestigious educational institutions, providing students access to advanced degrees, research opportunities, and collaborations with leading scholars (Chapple, 2015; Galloway et al., 2017; Galloway et al., 2020).

As EMI programmes expand, there is a growing demand for qualified professionals to facilitate English language instruction and support students in their language learning journey. This creates employment opportunities, particularly for TESOL (Teaching English to Speakers of Other Languages) professionals, and contributes to the overall growth and sustainability of EMI initiatives (Galloway et al., 2017)

At a macro level, universities adopting EMI programmes gain international recognition and attract a diverse student body, enhancing their global profile and fostering academic excellence. Simultaneously, countries experience economic growth through increased revenues and developing a skilled workforce that meets global demands (Elkhayma, 2022).

1.3.5.2. Challenges behind EMI Implementation

Bradford (2016) astutely observed that EMI introduces four overlapping categories of challenges: linguistic, cultural, administrative and marginal, and institutional challenges.

Linguistic challenges arise from students' and teachers' inadequate English proficiency in a non-native context, which creates **"a situation that more often than not contributes to a sense of insecurity among all the stakeholders"** (Doiz & Lasagabaster, 2018, p. 658). Consequently, students may encounter difficulties comprehending lectures, participating in class discussions, and expressing themselves accurately. Likewise, teachers may struggle to effectively explain course content and maintain smooth communication in the target language.

Cultural challenges relate to students' and teachers' different academic and cultural norms and expectations. These differences lead to challenges for teachers when they develop internationalised curricula, adopt more inclusive practices, and promote mutual cultural understanding in the classroom (Bradford, 2016). Furthermore, cultural anxiety can arise due to the perceived superiority of the English language, which threatens national and local identity and culture (Chapple, 2015). There is a risk of homogenisation, where local languages and cultural traditions are overshadowed by the dominant global culture associated with the English language (Tamtam et al., 2012).

Administrative and marginal challenges cover various logistical and operational aspects of EMI implementation. On the administrative side, challenges may include providing facilities and necessary services for EMI, such as appropriate classroom settings, technological resources, and support systems. Ensuring practical student recruitment and accommodation for EMI students also falls into this category since it requires careful planning and coordination. Marginal challenges involve the overall management and organisation of EMI programmes, including developing assessment policies and graduation requirements and ensuring quality assurance.

Institutional challenges pertain to EMI implementation's structural, branding, and organisational aspects. These challenges revolve around how the EMI programme is perceived and integrated within the larger institution. Insufficient financial resources can also pose a significant institutional challenge. Implementing EMI programmes often requires investment in infrastructure, faculty training, curriculum development, and support services. Limited funding may impact the quality and sustainability of EMI initiatives.

1.3.5.3. Challenges Related to Teachers

While it is essential to recognise the challenges faced by all stakeholders, it is equally important to admit that teaching in English, particularly for non-native English-speaking teachers, **"makes the learning process more arduous and demanding"** (Doiz & Lasagabaster, 2018, p. 659). In EMI classrooms, teachers grapple with a multitude of linguistic and pedagogical challenges, which inevitably impact the overall teaching/learning experience for both the instructors and students (Alhassan, 2021; Nieto Moreno de Diezmas & Fernández Barrera, 2021)

Linguistic challenges are a significant concern in EMI programmes. Non-native English-speaking teachers may struggle with fluency, pronunciation and vocabulary, affecting their ability to convey complex ideas and engage in academic discussions. Consequently, teachers may resort to code-switching (more recently referred to as *translanguaging*) to compensate for their limited English language proficiency (Tai, 2021; Xu & Xiao, 2023). However, this strategy can lead to inconsistencies in the language used in the classroom, making it difficult for students to understand the lesson

and grasp the content. This issue is particularly problematic in subjects characterised by specialised language, such as engineering or science, where the construction of discipline-specific knowledge relies heavily on specialised terminology (Tamtam et al., 2012; Ticheloven et al., 2019).

Additionally, non-native English-speaking teachers may have pronunciation and accent issues, which can impede effective communication and comprehension, especially for students unaccustomed to diverse linguistic variations (Hendriks & Van Meurs, 2022; Hendriks et al., 2021). Cultural and pragmatic differences can also pose challenges for teachers. They may struggle with aspects of English such as idiomatic expressions, humour, and politeness conventions, leading to misunderstandings and miscommunication. As a result, teachers may inadvertently offend or confuse students due to their lack of familiarity with English-speaking norms (Han, 2023).

Linguistic barriers can also arise due to students' varying levels of English proficiency, which can lead to misunderstandings, misinterpretations and frustration for teachers and students. Consequently, teacher-student interaction quality may be compromised, negatively affecting student motivation and the overall learning experience.

Nevertheless, while the linguistic challenges undeniably exert a substantial influence, teaching subject content in English requires a profound metamorphosis in pedagogical practices and instructional approaches (Coleman, 2006; Dearden, 2015; Galloway et al., 2017). One of the main challenges EMI teachers faces is the lack of awareness and attention to students' learning styles (Alhassan, 2021). EMI programmes require transitioning to student-centred and interactive teaching methods, which can be difficult for teachers accustomed to traditional lecture-based approaches. This can result in a less practical and engaging learning experience for students, ultimately hindering their academic progress.

Assessment and evaluation also present a unique challenge in EMI programmes. Teachers must create assessments that accurately measure students' subject knowledge while accounting for their diverse language proficiency levels. This process can be complex and time-consuming, as teachers may need to develop new assessment methods

or modify existing ones to ensure fairness and validity (Li & Wu, 2018; Sahan & Şahan, 2022).

Moreover, the availability of quality teaching materials and resources is a pressing concern in EMI settings (Dearden, 2015; Galloway, 2020). While many EMI programmes adopt international curricula, the inapplicability of such materials to local contexts is increasingly criticised, with requests for more context- and subject-specific materials (Galloway & Rose, 2021). However, creating suitable materials tailored to students' needs may place an additional burden on EMI teachers, especially when attention needs to be paid to content and language (Piquer-Píriz & Castellano-Risco, 2021, p. 100).

These challenges necessitate a comprehensive approach to ensure the effective implementation of EMI programmes and create a positive learning environment. Therefore, it is imperative to embark upon interventions and support systems that centre on EMI teachers' training needs and professional development. In the following section, we will explore various strategies and initiatives to enhance the expertise of teachers', ultimately contributing to the success of EMI programmes.

1.3.6. Teachers' Training and Professional Development

To tackle the challenges associated with EMI, researchers have examined the necessary support mechanisms for its successful implementation. Their findings consistently underscore teachers' desire for a greater understanding of EMI methods and a pressing need to improve language skills to effectively facilitate high-quality teaching and learning (Dearden, 2015; Macaro et al., 2018; Farrell, 2019). Indeed, these programmes serve as a transformative avenue that enables teachers to improve their English language proficiency and communication skills, enabling them to deliver content confidently, engage in meaningful classroom discussions, and skilfully cater for the diverse needs of their students to ensure optimal comprehension (Başıbek et al., 2014).

In addition to language proficiency, training programmes also focus on methodology and pedagogy. EMI teachers require a robust repertoire of instructional strategies and techniques to deliver content-based instruction, employ language

scaffolding, and manage EMI classrooms. These methodologies form the basis for designing and delivering engaging EMI lessons that accommodate their students' linguistic and cultural diversity. Rose et al. (2020) further confirmed that training opportunities enable EMI teachers to develop overall satisfaction with their teaching experience.

Furthermore, continuous professional development (CPD) is paramount for sustaining and deepening teachers' knowledge and skills in EMI instruction. Ongoing training and support enable teachers to stay up to date with current research, explore innovative pedagogical approaches, and engage in reflective practice (Farrell, 2019). Through professional development initiatives, teachers continuously refine their EMI teaching techniques, collaborate with peers, and foster a vibrant community of practice (Chen & Peng, 2018; Macaro et al., 2019; Dafouz, 2021).

Despite the recognised benefits, the literature reveals a scarcity of such programmes across different world regions. Dearden (2015) found that, out of the 54 EMI countries surveyed in her study, an alarming 83% of them lacked sufficiently qualified EMI teachers and that there is little or no EMI content in initial teacher education (teacher-preparation) programmes and continuing professional development (in-service) courses. This lack of EMI-focused training extends beyond Dearden's study. Bradford et al. (2022) surveyed 234 teachers in South Korea and 92 in Japan and found low participation in EMI pre-service training among the teachers surveyed. Similarly, Macaro et al. (2019) conducted an international survey of 463 university faculty members, which indicated that 61.4% of these faculty members did not receive EMI pre-service training. The lack of EMI-focused training programmes not only hinders the professional development of teachers but also poses momentous challenges to the effective implementation of EMI teaching. Without adequate preparation and ongoing support, teachers may struggle to deliver content effectively in English, resulting in reduced student engagement, comprehension, and overall learning outcomes.

As compensation, educational institutions worldwide have offered in-service training and PD activities for EMI staff. These programmes often include language courses, pedagogical workshops, and collaborative opportunities for teachers to

exchange experiences and best practices. For instance, based on insights from its EMI research centre, Oxford University has started offering multidisciplinary courses with participants who teach Business, Finances, Economics, Engineering, Sciences and Humanities. These online and face-to-face courses offer educators the opportunity to enhance their EMI skills and pedagogical knowledge (*see* Professional Development in English Medium Instruction (EMI) | Oxford EMI Training). For educators seeking a broader range of training, the Erasmus Courses for Teachers in Alicante offer comprehensive training in information technologies, teaching innovation, and essential skills for teacher training. This includes courses designed for EMI and CLIL teachers, providing them with the necessary expertise to navigate language integration in content teaching (*see* Erasmus Courses for Teachers - Alicante Training). Similarly, the UCI Division of Continuing Education provides a valuable opportunity for EMI teachers to develop essential skills in leading discussions, classroom management, English language proficiency, creating teaching materials, engaging presentations, technology integration, flipped/hybrid methodologies and supporting students' engagement with texts (*see* English Mediated Instruction - UCI Continuing Education - ESL-CDP).

However, these training programmes, while valuable, have certain limitations. Firstly, they are provided by external organisations that may need to fully understand the local context, which can affect the effectiveness of the training. Secondly, the programmes treat all EMI teachers as a homogeneous group without considering their specific needs and skills. For example, teachers of language-intensive subjects may need different training from those teaching more quantitative subjects. Further, the balance between linguistic training and pedagogical aspects in these programmes is a question that deserves attention (Alhassan, 2021). In this vein, Klaasen & De Graaff (2001) as cited in Morell et al. (2022), emphasise the importance of focusing on multiple areas in teacher training, including effective teaching behaviour, raising awareness of second language acquisition difficulties, encouraging reflection on beliefs and actual teaching practices, and addressing cultural considerations. By incorporating these elements into training programmes, teachers can improve their skills and competencies in teaching EMI, thereby ensuring a more effective and inclusive learning environment for their students.

1.4.   EMI Implementation in Algerian Higher Education Institutions

In recent years, the Algerian government has strongly emphasised upgrading its higher education system and fostering scientific research. Central to these efforts is the recognition of the importance of foreign languages, mainly English. As the universal language of science, technology and academia, introducing English as a Medium of Instruction (EMI) in Algerian HEIs represents a transformative initiative. By adopting EMI, Algeria aims to facilitate global collaboration, foster knowledge exchange and stimulate research innovation, thereby taking the country's educational and scientific endeavours to new horizons.

1.4.1. An Overview of Algerian Higher Education and Scientific Research

Algeria's higher education system has undergone significant changes recently, led by the Ministry of Higher Education and Scientific Research (MHESR). These profound reforms include the introduction of the Licence-Master-Doctorate (LMD) system, which aligns Algeria's higher education structure with the Bologna process and facilitates international recognition and mobility for Algerian students and researchers (Benouar, 2013; Djebbari & Djebbari, 2016).

Languages play a central role in Algerian higher education. Arabic is the official language, and French is widely used in academic disciplines such as engineering, computer science, architecture and medicine. Nevertheless, the prominence of English as the de facto language of science and technology has prompted a concerted effort to encourage its adoption among students and faculty members. The aim is to facilitate global collaboration, promote knowledge exchange and stimulate research innovation in the academic sphere (Bouabdesselam, 2022).

In addition, scientific research in Algeria is a priority for the government, with the MHESR implementing various policies and funding programmes to support research activities and infrastructure development. These efforts have created an impressive network of 6 agencies, 19 centres, 12 units and 1472 research laboratories (MHESR, 2022). This comprehensive research ecosystem covers a wide range of disciplines, from the natural sciences to the social sciences and humanities, and contributes to the country's scientific progress.

1.4.2. The Growing Interest in EMI in Algerian Higher Education

In recent years, Algerian society has experienced a growing interest in the English language, driven by media and the Internet and Algeria's connections with English-speaking countries (Belmihoub, 2018). This interest has been reflected in higher education, with the establishment of 43 English language departments nationwide by 2020 (Belaref & Mhamdia, 2022). Student enrolment in English language departments has also surpassed that of French (Benrabah, 2014). English has also become a compulsory subject in various disciplines, as it is considered essential for students' academic and professional growth.

1.4.2.1.   Policies and Provisions for EMI Implementation

Amidst these developments, lively discussions have arisen regarding implementing EMI across various academic disciplines. Notably, the former Minister, Tayeb Bouzid, played a crucial role in spearheading the promotion of English within Algerian universities. Making a significant announcement on July 4th, 2019, through his official Facebook profile, Minister Bouzid expressed the Ministry's intention to thoroughly examine and explore avenues for enhancing English usage in HEIs (Appendix.1). In a remarkable display of inclusivity, a direct link to a poll was disseminated on July 5th, 2019, via the official websites and social media platforms of all tertiary education institutions, inviting individuals to share their opinions and vote either in favour or against the promotion of English. This unprecedented initiative aimed to engage the Algerian community and consider their perspectives in the decision-making process.

Prior to the closure of the online poll, MHESR had already taken concrete steps toward promoting English in Algerian universities. On July 21st, 2019, a directive was issued for universities to include English alongside Arabic in the headings of their administrative and official documents. The poll results, announced by the former minister, revealed overwhelming support for the promotion of English, with 94.3% of the 94,741 respondents in favour (Appendix.2). Building on this momentum, a national forum was held on August 1st, 2019, to gather educationalists and specialists who discussed practical matters related to integrating English into academic contexts.

To ensure the project's success, universities were requested on August 18th, 2019, to suggest qualified linguists and researchers who could contribute to the project's implementation. This collaborative approach emphasized the Ministry's commitment to leveraging the knowledge and experience of professionals in the field. To further expand the dialogue, an online survey was conducted on October 18th, 2019, allowing the concerned community to provide sensible suggestions for the gradual promotion of English in universities. The survey results, along with the appointment of a committee to propose a blueprint for the project's procedures, were published on November 7th, 2019 (Appendix.3).

The culmination of these efforts came on December 17th, 2019, with the publication of the final report outlining the short, medium, and long-term plans and activities to enhance English usage in Algerian universities (Appendix.4). This comprehensive document reflected the Ministry's strategic vision and commitment to ensuring the successful integration of English in higher education.

Building upon the foundation laid by his predecessor, the current Minister, Kamel Beddari, has continued the momentum to promote the use of the English language in Algerian universities. In a letter addressed to university institutions, the Ministry announced its intention to train a significant majority of professors in English, with a target of 80% in science and technology fields and 100% in humanities, social sciences, and medical sciences (Appendix.5). Institutions that possess intensive language learning centres or English language departments were encouraged to utilize these facilities for the training of their teachers. For other universities, a digital platform has been made available through the National Commission for Distance Education, starting from January 2nd, 2023. This platform facilitates English language training and supports the integration of English into the curriculum. Additionally, training programmes should be established for teachers in the English language, aiming for a B2 or C1 level of proficiency.

In line with the Ministry's commitment to English language proficiency, English language placement tests for new PhD students were conducted in April 2023. The aim is to assess the student's English proficiency level and ensure an appropriate distribution

across the different levels. The placement process allows the start of English classes tailored to each doctoral student's level to reach a minimum of B2 or C1 (MHESR, 2023).

On May 18th, 2023, Minister Beddari urged university chancellors to introduce English-taught subjects in STEM disciplines from the next academic year, taught by teachers with a minimum of B2 English proficiency. Beddari also emphasized the importance of continuous teacher training programmes to ensure that teachers remain competent and effective in delivering quality education in English (Appendix.6).

It is noteworthy that EMI is not entirely new to Algerian higher education. The Algerian Institute of Electrical and Electronic Engineering, also known as INELEC, has been using English as an instruction medium since 1976 (Jacob, 2019; Medfouni, 2020). Additionally, two new National Higher Schools of Artificial Intelligence and Mathematics, launched in 2021, are set to provide full programmes through EMI after a six-week intensive language training for their students to enhance the quality of learning and scientific research in Algeria (U.S. Embassy Algiers, 2021).

1.4.3. Benefits of EMI Implementation in Algerian Higher Education

Implementing EMI in Algerian HEIs has several potential benefits for all stakeholders involved. First, EMI can enhance the internationalisation efforts of Algerian universities by attracting a diverse range of international students and promoting cultural exchange. This exposure to different perspectives and cultures can enrich the learning environment and foster global citizenship among students.

Furthermore, the introduction of EMI can improve students' and faculty's English language skills, providing them with a valuable skill set for the globalised job market. English language proficiency can enhance the employability of graduates, enabling them to compete internationally and participate in global research collaborations and academic conferences (Benassou & Bournane, 2022). It is also believed that adopting EMI would eliminate some language barriers that previously blocked and slowed their academic pursuits (Rahmani, 2021).

In addition, EMI integration can expand access to a wider range of educational resources and research materials available in English, allowing students and faculty to keep abreast of the latest advances in their respective fields (Benassou & Bournane, 2022). Access to a wide range of English-language literature and academic resources can contribute to the quality and depth of research conducted by Algerian scholars, ultimately enhancing the reputation and global standing of Algerian HEIs (Boumechaal, 2021; Kadi, 2022).

Pennycook (2016) argues that the infusion of English into Algerian society can offer alternatives to the dominant use of French and highlight the value of other languages like Berber alongside Arabic. English, thus, might have the potential to bring linguistic peace and foster political and economic stability (Belmihoub, 2015)

1.4.4. Pitfalls of EMI Implementation in Algerian Higher Education

However, as with any transformative change, implementing EMI in Algerian higher education has challenges and potential pitfalls. One of the main concerns revolves around the proficiency level of students and teachers in English. Algerian students may face language barriers and require additional support to grasp complex subject matter delivered in English fully (Mekroud, 2017). Similarly, teachers may require professional development and training that meet international standards to deliver content effectively in a language that is not their first language (Kadi, 2022)

Moreover, acquisition planning poses a significant challenge in EMI implementation. Proper planning and restructuring of EFL acquisition programmes in Algerian educational institutions (primary, middle, and high school) are essential to ensure that students receive the necessary language support and resources for successful EMI implementation (Belaref & Mhamdia, 2022).

Furthermore, the unequal distribution of resources and opportunities may exacerbate disparities between urban and rural areas and between well-funded and under-resourced institutions. The opportunities for support and training programmes offered by organisations like the British Council and the US Embassy are predominantly accessible in major cities such as Algiers and Oran, catering primarily to elite and

middle-class learners. Hence, English competency remains challenging and out of reach for less privileged individuals (Boumechaal, 2021).

While Arabic is the official language of Algeria, French continues to hold significant prominence in various domains, including education, administration, and media, despite not being explicitly mentioned in the postcolonial Algerian constitution. This linguistic tension and the omnipresence of French create a challenging environment and hinder the development of accurate and fluent English language skills.

Investing in comprehensive language support programmes, including English language courses, specialised teacher training and ongoing professional development opportunities, is crucial to address these challenges. Collaboration between universities, government agencies and international organisations can help establish frameworks and policies that support the successful implementation of EMI, taking into account Algeria's unique linguistic and educational context.

1.5.   Conclusion

In conclusion, this chapter offers a comprehensive overview of the concepts and themes related to EMI implementation in the context of globalisation and internationalisation of higher education. It covers the interplay between globalisation and internationalisation, defines EMI and explores its models, discusses the impact of EMI including benefits and challenges, emphasises the significance of teachers' training and professional development, and provides insights into EMI implementation in Algerian higher education institutions. This foundation sets the stage for the subsequent chapter, which will delve into the research methodology and findings, contributing to a deeper understanding of the factors influencing effective EMI implementation in Algerian higher education.

CHAPTER TWO

Data Collection and Analysis

2.1.Introduction

2.2.Research Objectives and Motivation

2.3.Research Design

   2.3.1.Research Approaches

   2.3.2.Sampling

   2.3.3.Sampling Technique

   2.3.4.Teachers' Profile

2.4.Data Collection Instruments

   2.4.1.Teachers' Online Questionnaire

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2.5.Data analysis

   2.5.1.Questionnaire Analysis

   2.5.2.Classroom Observation Analysis

2.6.Interpretation of the Findings

2.7.Pedagogical Suggestions and Recommendations

2.8.Research Limitations and Restrictions

2.9.Conclusion

2.1.   Introduction

This chapter serves as a bridge between the theoretical framework and the practical application of the study conducted. It encompasses the various steps undertaken to investigate the effective implementation of EMI in Algerian higher education.

The goal of this chapter is to provide a clear and detailed description of this case study, including the methods employed, criteria for sample selection, and research instruments utilised. Furthermore, it covers the different adopted procedures used to answer the research questions and stressing the findings of this investigation based on the hypotheses and aims.

2.2.   Research Objectives and Motivation

The objectives behind this research include assessing teachers' support for EMI implementation, identifying the language-related challenges they anticipate in EMI classrooms, and determining the specific training and support requirements needed to teach in an EMI environment and overcome language-related difficulties effectively.

The intention is to provide valuable insights and practical recommendations to stakeholders involved in the EMI implementation process. Policymakers, administrators, and educators can benefit from the findings of this study to make informed decisions and take appropriate actions to facilitate successful EMI implementation in Algerian HEIs, ultimately improving educational practices and outcomes.

2.3.   Research Design

A research design is an overall framework that guides the entire research process, providing a systematic approach to address the research questions and achieve the study objectives. It outlines the structure, methods, and procedures employed to collect and analyse data to generate meaningful and reliable findings.

For this research endeavour, a case study research design has been selected. This design offers an immersive and in-depth examination of a specific case, enabling a holistic understanding of the complexities and intricacies of EMI implementation in the unique context of Algerian higher education. Furthermore, it provides a robust

framework for collecting qualitative and quantitative data, capturing the nuanced and multi-dimensional analysis of the research topic.

Case studies can be categorised into exploratory, descriptive, and explanatory types (Yin, 2009). The selected one relies on the specific nature of the research questions, the available resources, and the level of understanding and prior knowledge of the phenomenon. Considering that EMI implementation in Algerian higher education is relatively new and the dearth of prior empirical research in this specific context, an exploratory case study design is particularly appropriate. This design will enable the research to fill the existing gap in the literature and offer valuable insights into the challenges, opportunities, and best practices associated with implementing EMI in Algerian HEIs.

2.3.1. Research Approaches

The research journey relies on a well-defined research approach to provide answers to the questions at hand. The chosen research approach determines the methods, data collection techniques, and analytical tools employed in the study. Common research approaches include quantitative and qualitative approaches.

Quantitative research entails collecting and analysing numerical data, using statistical methods to identify patterns and correlations, and making generalisations about a target population (Dörnyei; 2007). This approach tests hypotheses, measures variables and provides objective findings. In contrast, qualitative research involves the collection and analysis of non-numerical data, such as text, images or observations. It aims to explore complex phenomena, capture rich contextual information and gain an in-depth understanding of participants' experiences and perspectives.

In this research, a combination of quantitative and qualitative approaches has been used. The quantitative approach was utilised through the administration of an online questionnaire comprising both open-ended and closed-ended questions, which allowed for a systematic collection of numerical data that can be analysed using statistical methods to identify trends and patterns. On the other hand, the qualitative approach was employed through classroom observations of teachers' training session that involved directly observing and documenting the participants' behaviours, interactions, and

experiences. Integrating these two research approaches offers a comprehensive and multifaceted understanding of the research topic, allowing for data triangulation and enhancing the overall validity and credibility.

2.3.2. Sampling

Sampling is an essential element of the research process, facilitating the selection of a subset of individuals or cases from a larger population. As Field (2013) states, the sample represents **"a smaller (but hopefully representative) collection of units from a population used to determine truths about that population"** (Field, 2013, p.220). Therefore, when constructing a sample, it is important to consider key characteristics such as representativeness, generalizability, and homogeneity. These factors contribute to the validity and reliability of the findings, allowing researchers to draw meaningful conclusions that can be applied to the broader population.

2.3.3. Sampling Technique

In line with the probability sampling approach, this case study employed a simple random selection technique. According to Acharya (2013), **"In this method, every individual has an equal chance of being selected in the sample from the population"** **(p. 330, as cited in Noor et al., 2022, p.78).** Simple random sampling ensures that each member of the population has an equal opportunity to be included in the study, thereby enhancing the representativeness and generalizability of the findings. By utilising this technique, the study aims to obtain a diverse and unbiased sample of teachers involved in EMI implementation in Algerian higher education institutions, ultimately strengthens the validity, reliability, and statistical inferences of the research outcomes, providing a solid foundation for drawing meaningful conclusions.

2.3.4. Teachers' Profile

The teachers participating in this study are mainly Doctorate and Magister degree holders, with teaching experience ranging from 1 to over 20 years. They currently teach at the University Centre of Naama and represent a variety of disciplines, including STEM (Science, Technology, Engineering, and Mathematics), humanities and social sciences. In preparation for EMI implementation, these teachers attended EMI training sessions at the Intensive Language Teaching Centre (ILTC) of the University Centre of

Naama to develop their English language proficiency. Some of the teachers in the sample also hold administrative positions in the institution. The sample of the study first included 105 participants, however, only 48 participants contributed to the study by completing the questionnaire.

2.4.   Data Collection Instruments

Two distinct research instruments were utilised to draw a clear image of the intricate dynamics surrounding the implementation of EMI in Algerian higher education: an online questionnaire administered to the selected sample and a classroom observation conducted during teachers' training sessions. Combining these instruments, the study aimed to provide a rigorous and comprehensive examination of EMI implementation.

2.4.1. Teachers' Online Questionnaire

Online questionnaires are self-administered survey tools delivered electronically, allowing participants to respond to structured questions through a digital platform. Ball (2019) states, **"Completion of survey questionnaires online is often preferred by respondents, who can answer at their convenience and at their own pace, which may increase response rates"** (p.414). Accordingly, research participants had the flexibility to complete the questionnaire at their preferred time and pace, eliminating the need for face-to-face interactions and potential scheduling conflicts.

The online questionnaire comprised 26 questions and was distributed to 105 participants via email using the Google Forms platform. Three questionnaire versions were prepared in Arabic, French, and English to accommodate participants' language preferences. An online platform called "Linktree" facilitated easy access to the questionnaire of their choice (Appendix.7). A reminder email was sent to encourage participation and ensure a satisfactory response rate. Participants were assured of the voluntary and anonymous nature of their involvement, with assurances of confidentiality and the use of responses solely for research purposes. Additionally, a clear definition of EMI was provided to enhance clarity and understanding without any intention to bias their responses.

The questionnaire aimed at:

- Assess participants' English language proficiency and their previous experiences using English.
- Investigate participants' attitudes and perceptions towards the implementation of EMI in Algerian universities.
- Identify the challenges teachers anticipate in EMI classrooms, including their language and students' language proficiency.
- Determine teachers' training needs regarding English language proficiency for effective EMI delivery.
- Evaluate the support and resources institutions provide for EMI implementation and gather suggestions for improvement.
- Allow participants to share additional opinions or suggestions regarding implementing EMI in Algerian HEIs

Section I: Background Information (01 – 06)

This section aims to gather basic demographic data about participants (age, gender, discipline, teaching experience) to provide context and understand the characteristics of the sample.

Section II: English Language Proficiency (07 – 10)

This section focuses on assessing participants' proficiency and experiences with the English language.

Section III: Teachers' Perceptions and Attitudes Toward EMI Implementation (11– 12)

The third section explores participants' support, beliefs, and attitudes regarding EMI's impact on education quality, language proficiency, competitiveness, employability, and challenges.

Section IV: Teachers' Challenges in EMI Classrooms (13 – 18)

This part identifies anticipated challenges for teachers regarding language proficiency and specific areas of English skills.

Section V: Teachers' Training Needs (19 – 25)

This section examines participants' opinions on the importance of English language proficiency in EMI classrooms, their interest in receiving support, specific areas they would like training in, preferred training methods, and their evaluation of institutional support for EMI implementation.

Section VI: Open-Ended Feedback (26)

The final section allows participants to share additional opinions and suggestions about EMI implementation.

2.4.2. Classroom Observation

The classroom observation took place on March 23rd, 2023, at the ILTC of the University Centre of Naama. The observer actively participated in the training session as a participant observer. It was conducted overtly, ensuring transparency and ethical considerations by informing the participating teachers about the observer's presence. The observation was unstructured, allowing for flexibility in capturing various aspects of the training session without a predetermined agenda. The latter spanned 3 hours and 30 minutes, providing ample time to observe and document the dynamics and interactions during the session.

Additionally, the participating teachers were intentionally selected as part of the study's sample, enabling direct insights into their experiences and practices related to EMI implementation. The primary aim of this classroom observation was to complement the quantitative data collected through the online questionnaire with qualitative data obtained through first-hand observation, thus offering a comprehensive understanding of the phenomenon under investigation.

2.5. Data analysis

2.5.1. Questionnaire Analysis

Section I: Background Information

While demographic data were collected, it is important to note that no personally identifiable information, such as names or contact details, was requested from the participants. This ensured the maintenance of confidentiality and anonymity throughout

the study. Participants were encouraged to provide honest and open responses by omitting personal identifying details.

Q1: What is your age range?

Table 2.1 Teachers' Age

Age range	Frequency	Percentage
25 – 34	11	**22.92%**
35 – 44	20	**41.66%**
45 – 54	10	**20.38%**
55 and above	7	**14.58%**

Most teachers participating in this study fall within the age range of 35 to 44, constituting 41.66% of the sample. Following closely, 20.38% of the teachers are between 45 and 54. Teachers aged 25 to 34 comprise 22.92% of the participants, while those 55 years old and above represent 14.58% of the sample.

Q2: What is your gender?

Table 2.2 Teachers' Gender

Gender	Frequency	Percentage
Male	37	**77.08%**
Female	11	**22.91%**

The study included a predominantly male sample of teachers, comprising 77.08% of the participants, while females accounted for 22.91%. However, gender representation is not a relevant variable in this study and does not directly impact the research objectives or findings.

Q3: What is your highest level of education?
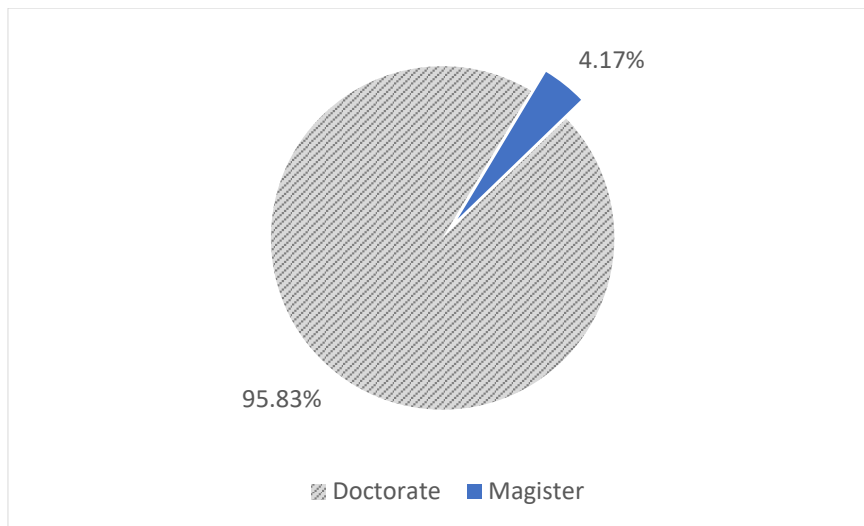
Pie Chart 2.1 Teachers' Academic Qualification

The data indicate that a significant majority of teachers (95.83%) in the sample hold a doctoral degree, demonstrating high educational attainment. Additionally, a smaller percentage (4.17%) of teachers reported holding a magister degree.

Q4: How many years of teaching experience do you have?

Table 2.3 Teaching Experience

Teaching experience	Frequency	Percentage
Less than 5 years	10	**20.83%**
5 – 10 years	16	**33.33%**
11 – 15 years	12	**25%**
16 – 20 years	3	**6.25%**
More than 20 years	6	**12.5%**

Analysing teachers' teaching experience reveals a varied distribution within the sample. Most participants (33.33%) reported having 5-10 years of teaching experience, followed by 25% who reported having 11 to 15 years of experience. Participants with less than five years of experience accounted for 20.83% of the sample, while those with 16-20 years and more than 20 years of experience constituted 6.25% and 12.5% of the sample, respectively. It is worth noting that one respondent did not indicate their teaching experience.

Q5: What subject area do you primarily teach?
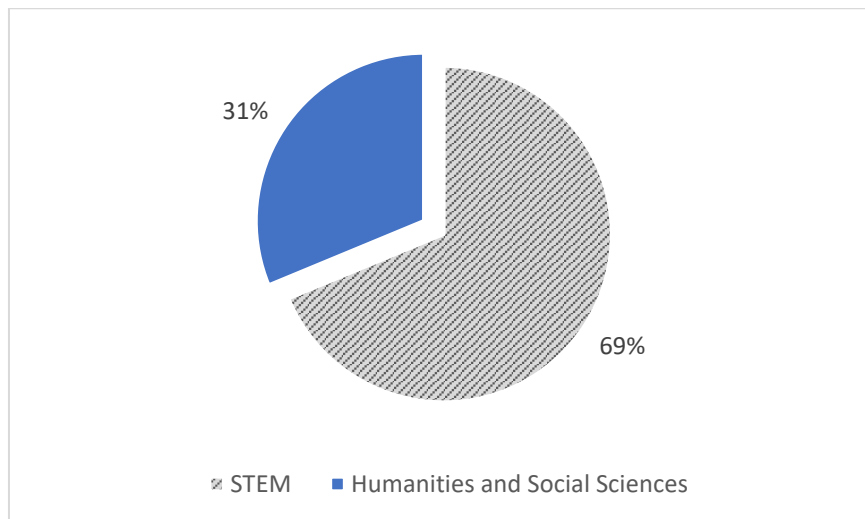
Pie Chart 2.2 Teachers' Academic Field

As shown in the pie chart above, analysing teachers' responses regarding their primary subject areas indicates that most participants (69%) reported teaching in STEM fields. On the other hand, 31% of participants reported teaching in the humanities and social sciences. This includes subjects like history, sociology, and law.

Q6: What is your current academic position?

Table 2.4 Teachers' Academic Position

Academic position	Frequency	Percentage
Professor	7	**14.58%**
Associate lecturer	27	**56.25%**
Assistant lecturer	7	**14.58%**
Other	7	**14.58%**

Analysing teachers' responses regarding their current academic positions reveals a varied distribution within the sample. Among the participants, 56.25% identified themselves as associate lecturers, indicating a significant proportion of teachers in intermediate academic positions. Professors accounted for 14.58% of the sample, demonstrating a notable presence of experienced and senior educators. Similarly, assistant lecturers and the "other" category represented 14.58% of the sample. The

"other" category included positions such as researchers, adjunct teachers, or visiting teachers.

Section II: English Language Proficiency

Q7: How would you rate your overall English language proficiency?
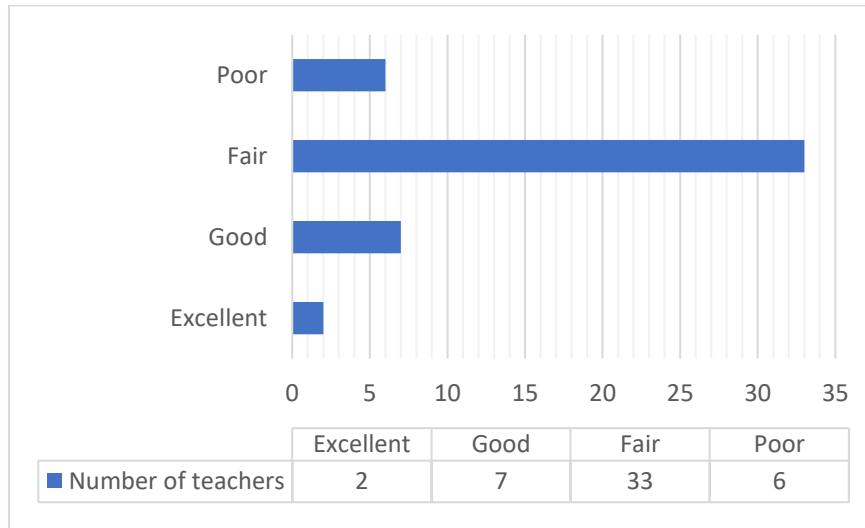
Bar Graph 2.1 Teachers' English Language Proficiency

The responses varied among the participants when asked to rate their overall English language proficiency. Most teachers (68.75%) rated their proficiency as "Fair," indicating moderate English language skills. A smaller proportion of teachers (14.58%) rated their proficiency as "Good," suggesting satisfactory competence. A minority of teachers (4.16%) rated their proficiency as "Excellent," indicating a high level of mastery in English. Conversely, a small percentage of teachers (12.5%) rated their proficiency as "Poor," suggesting a lower level of English language skills. These self-reported ratings provide an overview of the participant's perceptions of their English language proficiency, which can be considered alongside other data in assessing their readiness for EMI implementation.

Q8: Have you taken any English language proficiency tests? (E.g., TOEFL, IELTS, etc.)
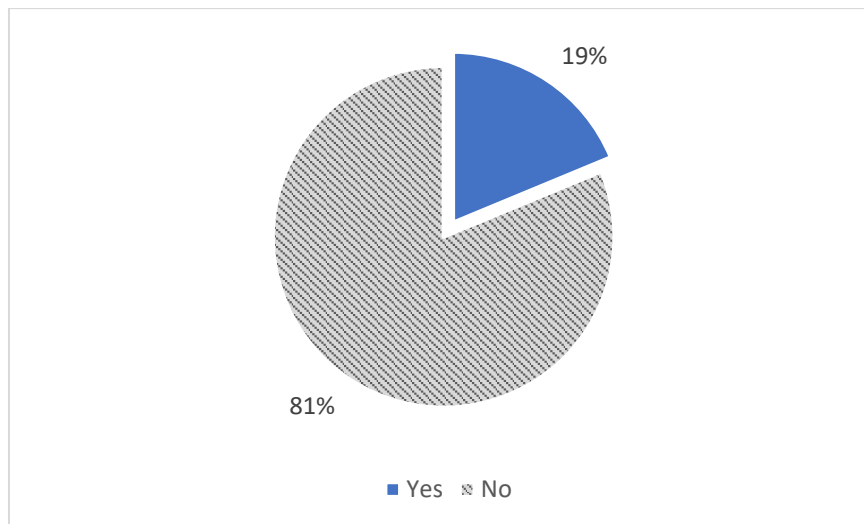
Pie Chart 2.3 English Language Proficiency Test Participation

The questionnaire findings indicate that most teachers (81%) have yet to take any English language proficiency tests, such as TOEFL or IELTS. On the other hand, 19% of the participants reported having taken such tests.

Q9: If yes, what was your score on the test(s)?

The results varied in terms of the levels achieved among the participants who reported having taken English language proficiency tests. One respondent achieved a **B2** level, five indicated a **B1** level, one reported a **B1-1** level, one reported an **A2-2** level, and one provided a specific score of **530 out of 950** on the *TOEIC* test. These scores provide insights into the proficiency levels of the teachers who have taken the tests, ranging from intermediate to lower-intermediate levels of English proficiency.

Q10: In what contexts have you previously used English? (Select all that apply)
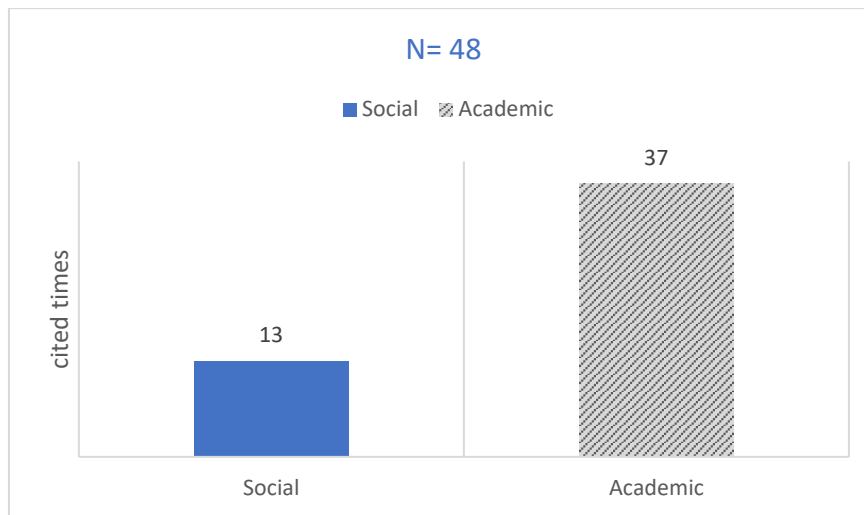
Bar Graph 2.2 Teachers' Previous Use of English Language in Different Contexts

N= the total number of the research participants.

The results demonstrate that 56.25% (27 out of 48 participants) have previously used English in academic contexts. This indicates a strong presence of participants who have engaged with English in an academic setting, such as studying in an English-speaking university or conducting research in English. On the other hand, 20.83% (10 out of 48 participants) have reported using English in social contexts, such as travelling to English-speaking countries and interacting with English-speaking friends. Additionally, 16.67% (8 out of 48 participants) have indicated that they have experience in both academic and social contexts. This suggests a level of versatility in using English in various settings. Notably, a small number of participants (6.25%, 3 out of 48) did not respond to this question.

Section III: Teachers' Perceptions and Attitudes toward EMI Implementation.

Q11: To what extent do you support the use of English as a medium of instruction in Algerian universities?
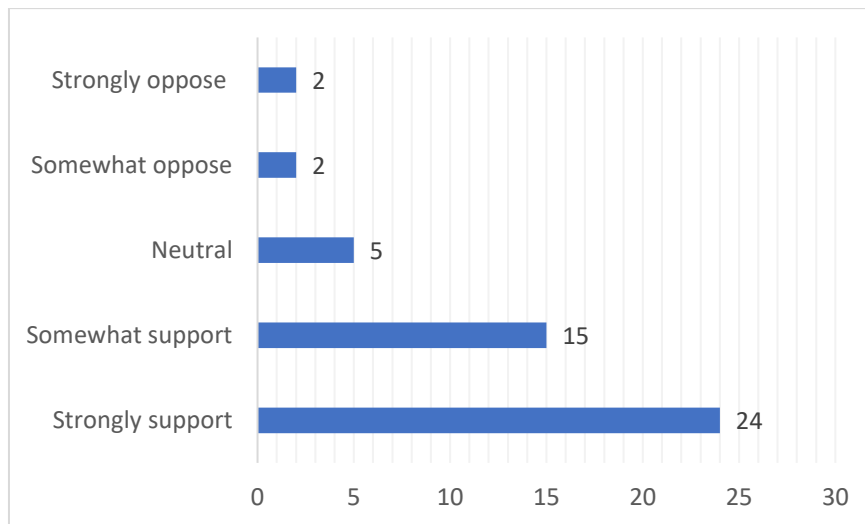
Bar Graph 2.3 The Extent of Support for the Use of EMI Implementation

The results show that 50% of participants strongly support the using of English as a medium of instruction in Algerian universities, while 31.25% somewhat support it. A smaller proportion, 8.33%, expressed opposition, with 4.17% somewhat opposing and 4.17% strongly opposing. Additionally, 10.42% of participants remained neutral.

Q12: Please select the option that best reflects your attitudes and perceptions towards the perceived benefits and pitfalls of EMI implementation.
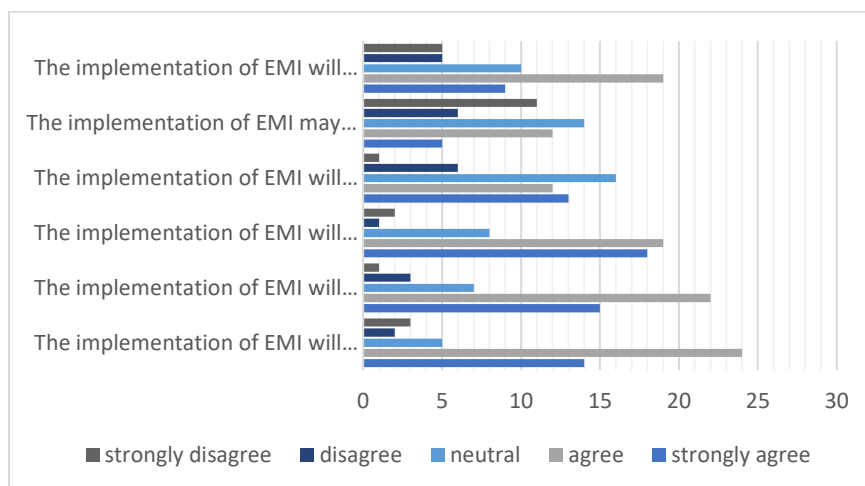
Bar Graph 2.4 Teachers' Attitudes Regarding EMI Benefits and Pitfalls

The responses to the above question provide insights into the participants' attitudes and perceptions regarding EMI implementation's perceived benefits and pitfalls. Regarding implementing EMI to improve the overall quality of higher education in

Algeria, most participants agreed, with 61.54% either strongly agreeing or agreeing. Similarly, a significant proportion of participants (66.67%) agreed that EMI would enhance students' language proficiency. Furthermore, most participants (68.75%) agreed that EMI implementation would increase the global competitiveness of Algerian universities.

However, participants had mixed opinions on certain aspects. Responses were more evenly distributed across the response options for the statement that EMI implementation would enhance graduates' employability, with a higher proportion of participants expressing neutrality (33.33%). Similarly, opinions were divided regarding the potential negative impact of EMI on students' understanding of the course content, with a significant number of participants (41.67%) expressing either agreement or strong agreement, while 37.5% remained neutral.

Finally, regarding the statement that EMI implementation would increase the workload for teachers, most participants (53.13%) either agreed or strongly agreed.

Section IV: Teachers' Challenges in EMI Classrooms.

Q13: To what extent do you believe your current level of English proficiency may impact your ability to teach effectively in EMI classes?
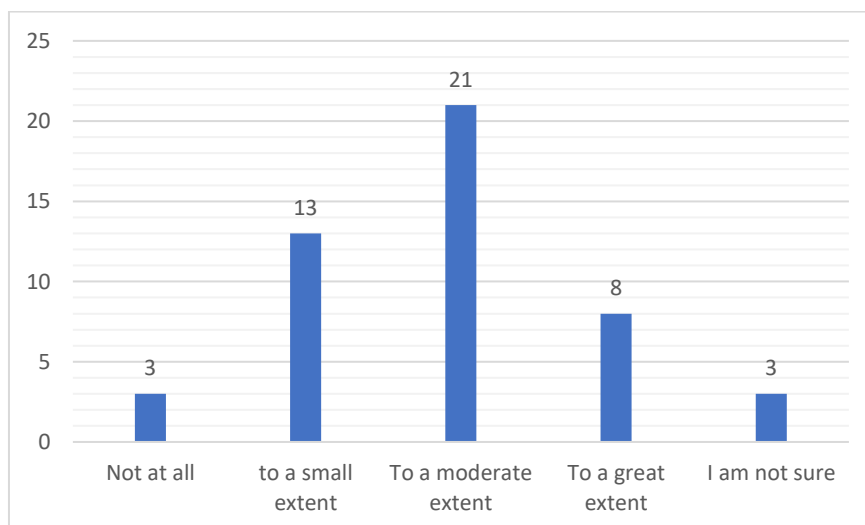
Bar Graph 2.5 Teachers' Belief Regarding the Impact of English Proficiency

The participants' responses to question 13 revealed varying beliefs regarding the impact of their current level of English proficiency on their ability to teach effectively in EMI classes. A substantial proportion (43.75%) acknowledged that their English proficiency has some degree of influence on their teaching abilities. Among them, 34.38% indicated a moderate extent of impact, while 12.5% believed the impact to be significant. On the other hand, a smaller percentage of participants (27.08%) stated that their English proficiency has only a small extent of impact. Some participants (9.38%) expressed uncertainty by selecting "I am not sure," while a minority (6.25%) believed that their English proficiency does not impact their ability to teach effectively in EMI classes.

Q14: How would you rate your level of proficiency in the following areas of English language?
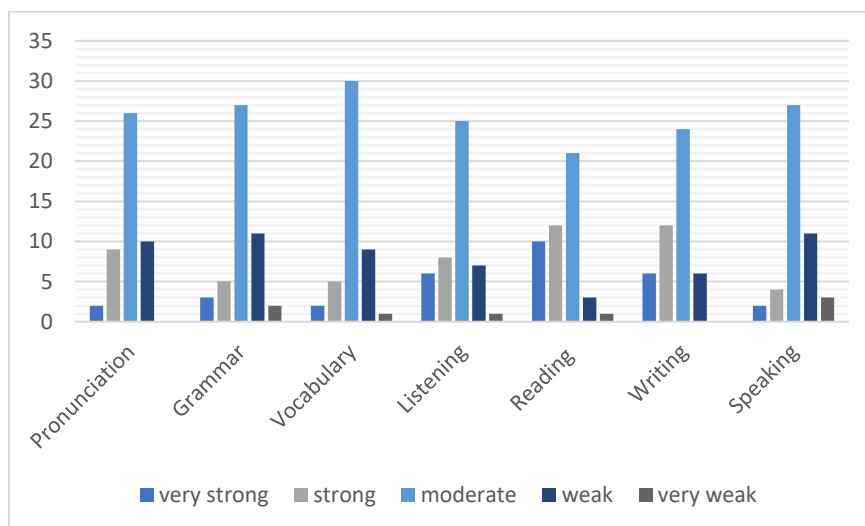
Bar Graph 2.6 Teachers' English Language Proficiency Levels in Different Areas

Regarding pronunciation, most participants (67.71%) rated their proficiency as either moderate or weak, with no participants indicating a very weak level. A similar pattern emerged for grammar, vocabulary, and listening, with the majority rating their proficiency as moderate (61.46%, 73.96%, and 67.71%, respectively). However, a higher proportion of participants rated their proficiency in grammar and vocabulary as weak compared to listening. Regarding reading, the majority (44.79%) rated their proficiency as either strong or very strong, with a smaller percentage rating it as

moderate or weak. Writing proficiency showed a similar pattern, with the majority (67.71%) rating their proficiency as either strong or moderate. In speaking, the majority (61.46%) rated their proficiency as either moderate or weak, with a smaller percentage rating it as strong or very strong. It is important to note that some participants did not provide responses for certain areas.

Q15: What specific challenges do you anticipate facing in terms of your own language proficiency when teaching in EMI?
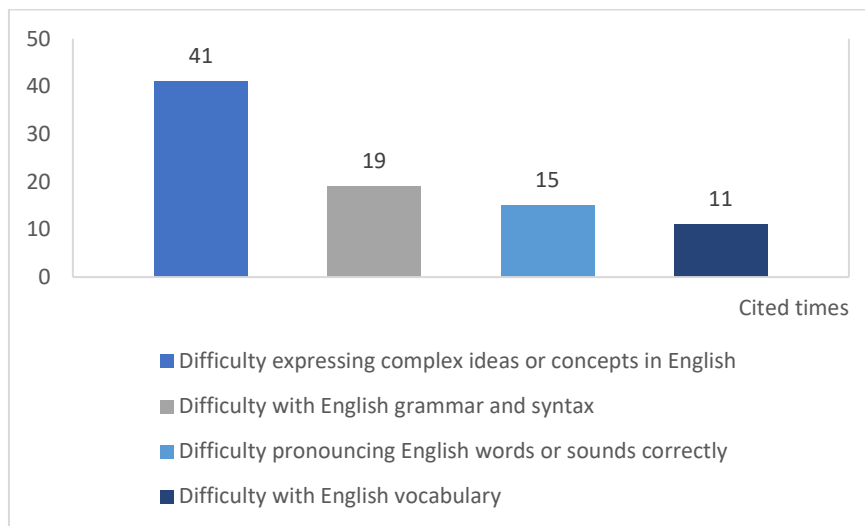
Bar Graph 2.7 Teachers' Anticipated Language Related Challenges

Teachers anticipate facing several challenges in terms of their language proficiency when teaching in EMI. The most commonly mentioned challenge, selected by 41 (85.42%) participants, is difficulty expressing complex ideas or concepts in English. Additionally, 19 (39.58%) participants expressed concerns about English grammar and syntax, 15 (31.25%) mentioned difficulties with English pronunciation, and 11 (22.92%) cited difficulties with English vocabulary. Furthermore, 21 (43.75%) participants anticipated challenges in understanding and responding to questions from students in English.

Some teachers provided additional insights into the challenges they may face. They mentioned that teaching in English requires a shift in thinking and pedagogical approaches and the need to understand and accurately convey idiomatic expressions and

cultural references. They also acknowledged that students may have difficulties following the course in English.

Q16: How do you plan to address these challenges?
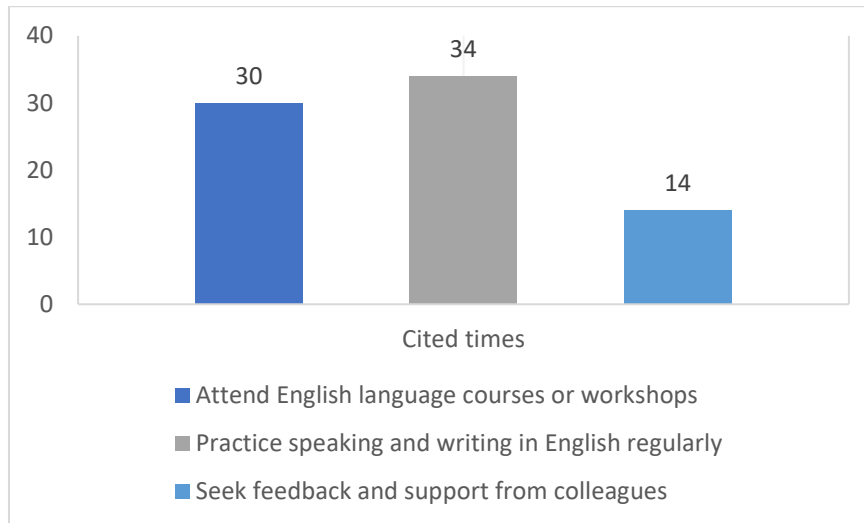
Bar Graph 2.8 Teachers' Strategies to Address Language Related Challenges

To address the anticipated challenges, teachers have proposed various strategies. Among the participants, 62.5% (30 teachers) plan to attend English language courses or workshops to improve their language proficiency. Additionally, 70.8% (34 teachers) intend to practice speaking and writing in English regularly to enhance their language skills. 29.2% (14 teachers) mentioned seeking colleague feedback and support to overcome these challenges. Further suggestions included gaining a deeper understanding of English-speaking cultures through cultural materials, immersing oneself in an Anglo-Saxon country for language practice, and simplifying language by focusing on keywords.

Q17: Do you think that the level of English proficiency among students in Algerian universities may pose a challenge in EMI classes?
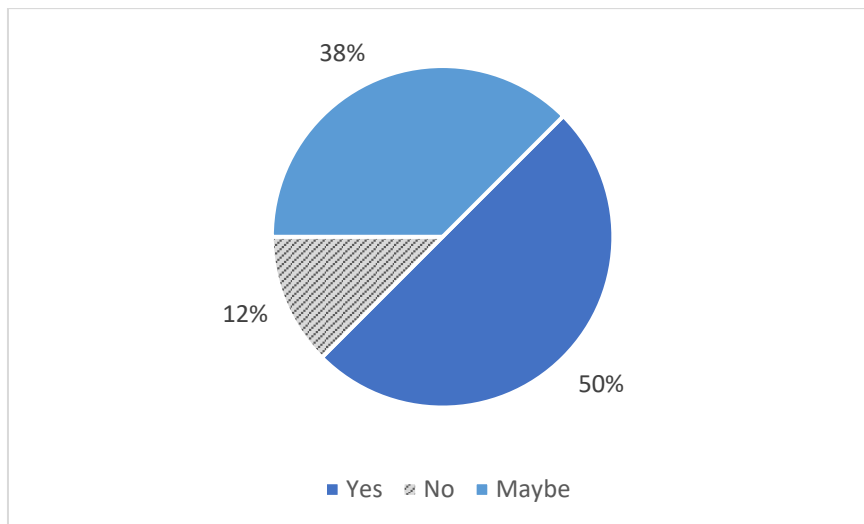
Pie Chart 2.4 Teachers' Views on Students' English Proficiency

According to participants' responses, 50% believe that the level of English proficiency among students in Algerian universities may pose a challenge for EMI implementation. Contrariwise, 12.5% said they do not see it as challenging. In comparison, 37.5% were unsure or had a neutral stance, indicating that they consider it a possibility but are uncertain of the extent of the challenge.

Q18: If yes, what specific challenges do you anticipate facing in terms of students' language proficiency?
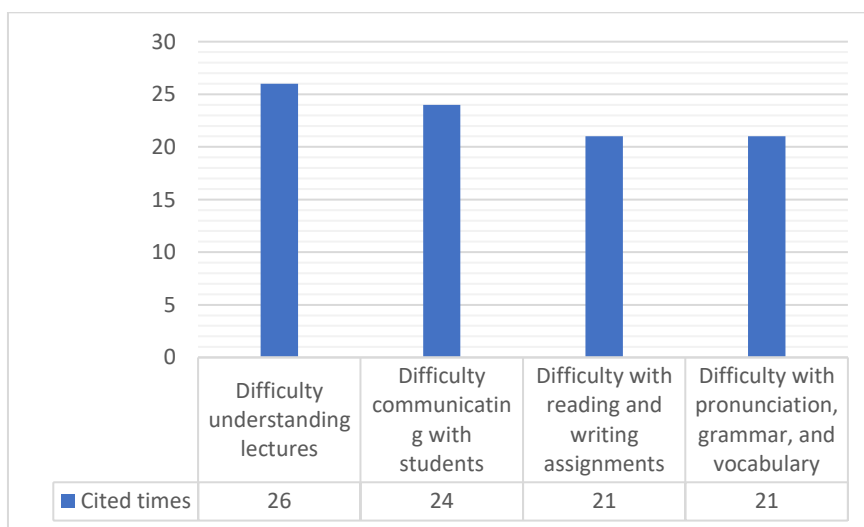
Bar Graph 2.9 Anticipated Challenges Regarding Students' English Proficiency

Teachers anticipate several challenges regarding student language proficiency in the context of EMI implementation. The most frequently cited challenge, selected by

54.17% of participants, is difficulty understanding lectures. Additionally, 50% of teachers anticipate facing challenges communicating with students with limited English proficiency. Approximately 43.75% of participants anticipate difficulties with reading and writing assignments, while the same percentage anticipate challenges related to students' pronunciation, grammar, and vocabulary skills.

Section V: Teachers' Training Needs.

Q19: In your opinion, how important is it for teachers to have a high level of English language proficiency in order to effectively deliver content in an EMI classroom?
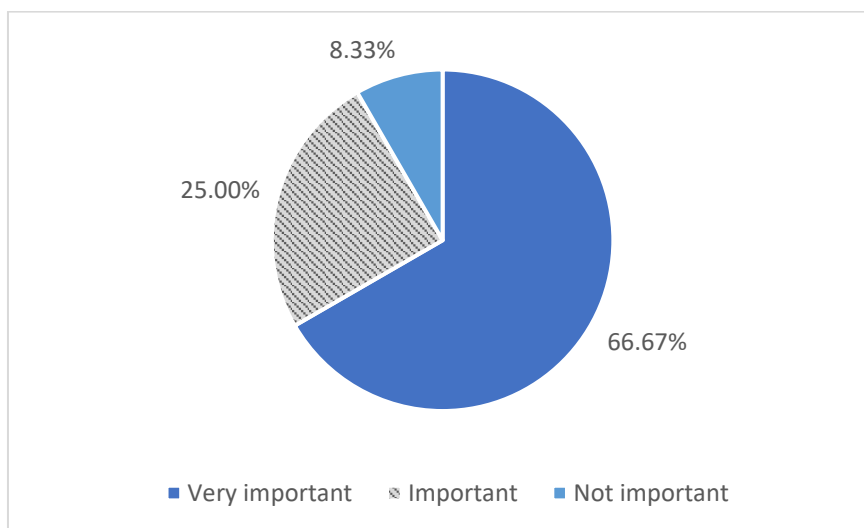
Pie Chart 2.5 Importance of English Language Proficiency in EMI Classes

The analysis reveals a clear consensus among the participants regarding the significance of English language proficiency for effective content delivery in EMI classrooms. A significant majority of 91.7% (44 teachers) consider it either "very important" or "important," emphasising the crucial role of language proficiency in ensuring successful teaching. Conversely, a smaller percentage of 8.3% (4 teachers) indicated that it is "not important."

Q20: Would you be interested in receiving support to improve your English language proficiency?
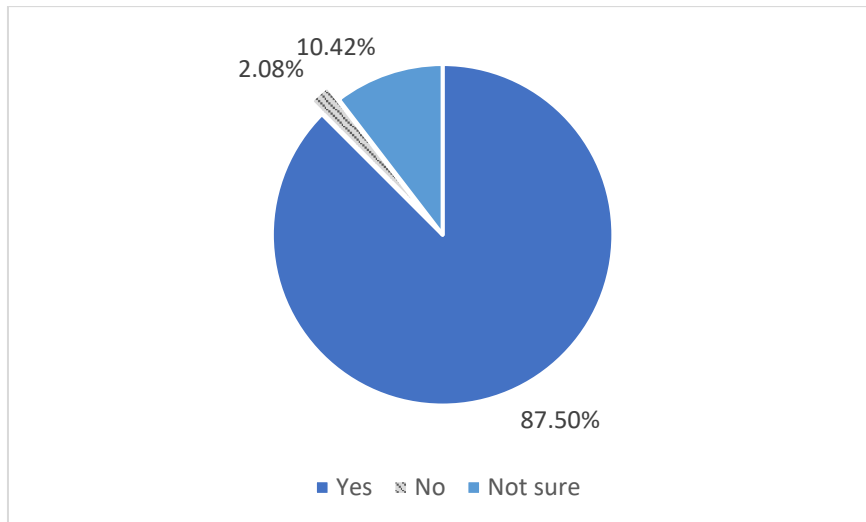
Pie Chart 2.6 Teachers' Interest in Receiving Support

The majority of participants (87.5%) expressed interest in receiving support to enhance their English language proficiency. Only a small proportion (2.1%) stated they were not interested, while a few (10.4%) remained unsure.

Q21: Which specific areas of English language proficiency do you think you would need training in to be able to teach in English effectively?
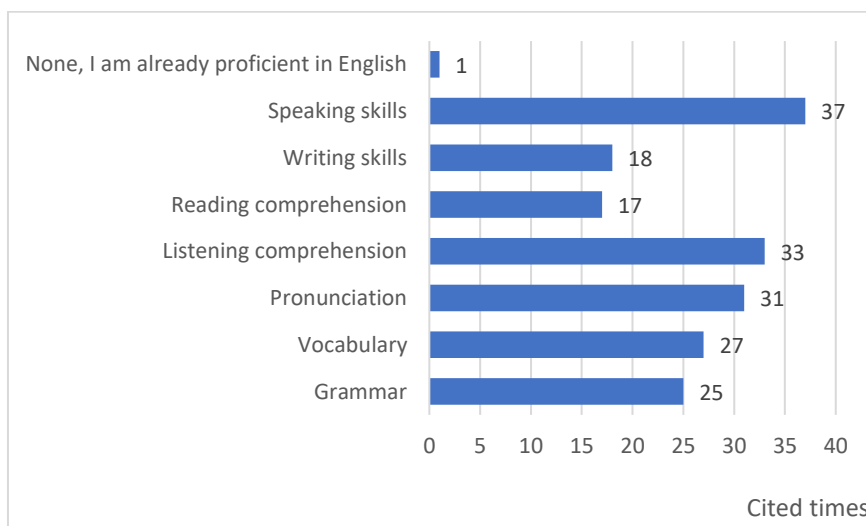
Bar Graph 2.10 Areas of English Language Proficiency Requiring Training

Among the sample of 48 teachers, a clear emphasis was placed on the need for improvement in specific linguistic domains. Speaking skills emerged as the most prominent area, with 77.08% of teachers expressing a desire for training. Following closely behind were listening comprehension (68.75%), pronunciation (64.58%), and

vocabulary (56.25%). Grammar (52.08%) was also identified as an area requiring attention. Additionally, a significant proportion of teachers recognized the importance of training in writing skills (37.50%) and reading comprehension (35.42%). Notably, only a tiny percentage (2.08%) of teachers indicated proficiency in English across all areas.

Q22: What kind of training would you need to feel comfortable teaching in English?

<p align="center">**Table 2.5** Types of Training Needed for Effective EMI Implementation</p>

Type of training	Frequency	Percentage
English language courses focused on speaking, listening, reading and writing skills	21	43.75%
Opportunities for language exchange with native speakers	11	22.92%
Both	15	31.25%
None	1	2.08%

As shown in the table above, a considerable majority of 43.75% expressed the need for English language courses that focus on developing their speaking, listening, reading, and writing skills. Furthermore, 22.92% expressed an interest in language exchange opportunities with native speakers. Interestingly, a significant portion of 31.25% expressed a desire for a combination of both types of training. Only a negligible 2.08% reported not requiring any specific training.

Q23: How would you prefer to receive training or support to enhance your English language proficiency for EMI classrooms?
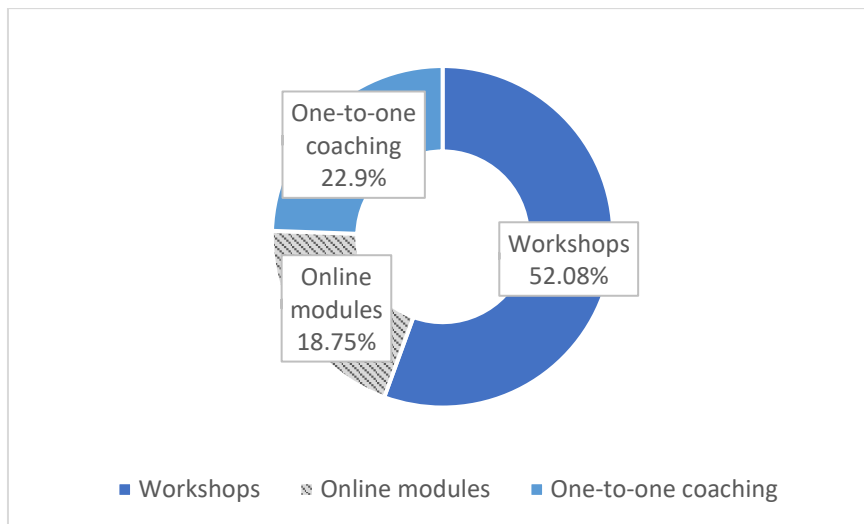
Pie Chart 2.7 Teachers' Preferences for Receiving Training and Support

The analysis of teachers' preferences for receiving training or support to enhance their English language proficiency for EMI classrooms reveals varying preferences. Among the participants, 52.08% preferred workshops as a training mode. Additionally, 18.75% expressed interest in online modules, while 22.92% selected one-to-one coaching. It is worth noting that a small proportion of 6.25% did not provide an answer to this question.

Q24: How would you rate the support and resources provided by your institution for EMI implementation in terms of English language proficiency training and support?
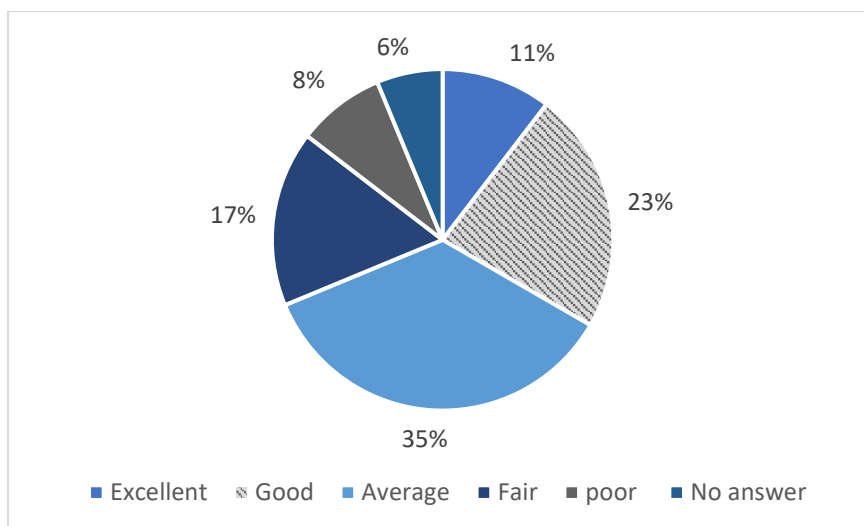
Pie Chart 2.8 Teachers' Perceptions Regarding Institutional Support

Evaluating teachers' perceptions regarding the support and resources provided by their institution for EMI implementation regarding English language proficiency training and support reveals a mixed assessment. Among the participants, 10.42% rated the support and resources as excellent, indicating high satisfaction. Furthermore, 22.92% considered the support and resources good, signifying a positive evaluation. However, most teachers, accounting for 35.42%, perceived the support and resources as average, indicating a room for improvement. Additionally, 16.67% rated the support and resources as fair, suggesting some shortcomings. A smaller proportion of 8.33% expressed dissatisfaction, rating the support and resources as poor. Notably, 6.25% of participants did not respond to this question.

Q25: How do you think your institution can better support teachers in improving their English language proficiency, and the overall planning for a successful EMI implementation?

Several themes emerged after analysing the teachers' responses regarding how their institution can better support them in improving their English language proficiency and planning for successful EMI implementation.

One prominent theme was the recommendation for comprehensive training programmes. Teachers expressed a need for English language courses, workshops, and intensive training sessions that target specific language skills such as speaking, listening, reading, and writing. They emphasised the importance of these programmes being tailored to the needs of educators, considering their academic roles and proficiency levels. Another significant suggestion was the provision of opportunities for language immersion and exchange with native English speakers. Teachers believed such experiences would enhance their conversational abilities and help them effectively transmit knowledge in an EMI setting. Additionally, the idea of organising internships or training courses in English-speaking countries garnered support as a means to gain practical language exposure and cultural understanding.

Collaboration and peer support were seen as crucial elements in teachers' language development. They emphasised the importance of creating communities where educators can share experiences, exchange ideas, and engage in professional dialogue.

Workshops, seminars, and conferences were recommended as platforms for facilitating these interactions and promoting effective EMI practices. Furthermore, teachers expressed a desire for institutional support regarding resources and facilities. They emphasised the need for well-equipped language teaching laboratories and access to quality English reference materials. Engaging English teachers within the institution and involving them in the language learning process were also suggested as valuable resources.

Motivation and incentives were considered essential to encourage teachers in their language learning endeavours. They proposed recognising and rewarding teachers who attain higher language proficiency levels, further motivating their commitment to improving their English skills. Curriculum integration was another aspect mentioned by some teachers. They suggested incorporating English language learning into the educational programme, focusing on technical and scientific vocabulary, and offering short-term language training and immersion experiences for educators.

Section VI: Further Suggestions

Q26: What other opinions or suggestions do you have about the implementation of English Medium Instruction in Algerian higher education institutions that we haven't covered in this questionnaire?

Implementing EMI in Algerian higher education institutions elicited a range of valuable opinions and suggestions from the respondents. One prominent recommendation is the compulsory participation of teachers in English language training workshops, emphasising the importance of enhancing their language proficiency. Furthermore, there was recognition of the transformative power of language in knowledge dissemination and societal impact, stressing the need for a gradual and well-prepared transition to EMI. Collaborating with the Ministry of Education and focusing on primary and secondary education were deemed crucial for establishing a solid foundation. Specialised workshops catering to different subject areas and immersive experiences and training in English-speaking countries were proposed. Additionally, suggestions included integrating English language requirements into faculty promotion criteria, creating opportunities for teachers to interact with English-

speaking colleagues, and providing access to resources and language teaching laboratories. Teachers also emphasised the importance of student readiness and fostering positive attitudes towards EMI and English language learning.

2.5.2. Classroom Observation Analysis

During the classroom observation, several key findings were collected through note-taking. The trainer exhibited punctuality and preparedness by arriving early and organising the classroom and teaching materials. The session attracted a relatively small number of participants, specifically seven teachers who promptly attended after concluding their lectures at the university centre. Visual aids, particularly audio materials, were skilfully employed, complemented by integrating technological instruments such as a data projector and a PC. The participating teachers displayed high engagement and enthusiasm, actively embracing the content and activities presented during the training session.

Moreover, the trainer was observed to focus significantly on fostering speaking and listening skills among the teachers. This was achieved by presenting audio materials aligned with the session's content, followed by relevant questions to stimulate lively discussions. Furthermore, pair and group activities were incorporated into the session, enabling collaborative learning experiences. Interestingly, the observer actively participated in these activities alongside the teachers, contributing to their engagement and interaction.

Nonetheless, some challenges were noted regarding language proficiency. Teachers faced difficulties finding the right words and constructing grammatically accurate English sentences and, on occasion, resorted to using Arabic when responding to the trainer's questions. In such cases, the trainer provided immediate corrections and valuable language feedback to support their language development. Additionally, it was observed that the trainer employed Arabic and French to clarify concepts or translate certain English terms for better comprehension.

Attendance varied, with most teachers arriving on time, while some had to depart early due to prior commitments. Lastly, additional tasks were assigned at the end of the session to assess their overall understanding. It is important to note that the participating

teachers represented different departments, spanning STEM, humanities, and social sciences.

2.6.   Interpretation of the Findings

This section provides compelling evidence supporting the research questions and offers insight into certifying the hypotheses. Noticeably, the findings of this investigation conducted in Ahmed Salhi University Centre of Naama are comprehensively analysed and compared to effectively fulfil the study's objectives and contribute to the existing knowledge in the field. Withal, it included 48 teachers from different departments.

The demographic information revealed that most teachers in the sample were relatively young (35-44 years old), male, and highly educated, with a significant percentage holding a doctoral degree. The distribution of teaching experience varied, with a considerable proportion having 5-10 years of experience, highlighting the presence of both experienced and relatively new educators, enriching the study's representativeness. Regarding subject areas, most teachers reported teaching in the STEM field, a noteworthy observation that corresponds with the Ministry of Higher Education's emphasis on adopting English as the medium of instruction in universities, particularly for scientific disciplines.

Moreover, the findings indicated that the participants rated their overall proficiency as "Fair," suggesting moderate skills in the language. It is worth noting that many teachers had not taken formal proficiency tests, implying a potential gap in assessing language proficiency. The reported proficiency levels of those who did undergo testing ranged from intermediate to lower-intermediate, indicating room for improvement. This finding raises concerns about the preparedness of teachers to deliver content in English effectively. Nevertheless, the fact that most teachers had prior experience using English in academic contexts implies a certain level of familiarity with EMI.

Interestingly, despite the variance in language proficiency, half of the participants strongly supported using EMI, recognising its potential to enhance the overall quality of higher education, improve students' language proficiency, and increase the global

competitiveness of Algerian universities. However, a small proportion expressed opposition to EMI, suggesting the presence of divergent views within the teaching community. Additionally, teachers anticipated an increased workload associated with EMI implementation. This is due to the additional effort required by non-native English-speaking teachers to develop classroom materials, prepare lessons, create and implement assessment tools, and invest time and commitment to maintain their English proficiency up-to-date. (Nieto Moreno de Diezmas & Fernández Barrera, 2021, p.41).

The alignment between the questionnaire responses and observation findings demonstrates that teachers' and students' language proficiency were seen as potential challenges for EMI implementation. The observation data provided concrete examples of linguistic challenges faced by the teachers, such as difficulties in expressing complex ideas, grammar and syntax errors, pronunciation issues, limited vocabulary, and challenges in responding to student questions. Although these issues are commonly reported in EMI contexts, the findings suggest that they may be particularly salient in the Algerian context due to the varying levels of English language proficiency among teachers and the diverse linguistic landscape, with French and Arabic serving as primary MoIs for an extended period.

The difficulties identified underscore the significance of implementing tailored language support strategies and resources to ensure effective EMI delivery. Accordingly, a significant majority expressed interest in receiving support to enhance their English language proficiency, particularly in speaking, listening comprehension, pronunciation, and vocabulary. The preferred modes of training were identified as workshops and online modules, suggesting a desire for interactive and accessible learning opportunities that cater to the specific needs of the teachers. Workshops provide a platform for interactive learning, collaboration, and peer support, while online modules offer flexibility and convenience for self-paced learning. Nevertheless, while some teachers perceived the support and resources provided by the institution as excellent or good, the majority considered them average or fair, suggesting room for improvement in institutional support for EMI implementation. The institution needs to

invest more in enhancing the support and resources available to teachers, possibly by providing more comprehensive and tailored language training programmes.

In addition to language proficiency, teachers may require training and support in pedagogical approaches specific to EMI. Instructional strategies, assessment methods, and creating an inclusive learning environment are crucial aspects to consider when delivering content in English. Providing guidance and professional development opportunities in these areas can empower teachers to navigate the challenges of EMI implementation effectively.

2.7.   Pedagogical Suggestions and Recommendations

Drawing upon the insights derived from primary and secondary data, this research study provides the following pedagogical suggestions and recommendations for the effective implementation of EMI in Algerian higher education:

- Develop a long-term strategic plan for EMI implementation, including clear goals, timelines, and resources needed for successful integration.
- Develop language support programmes that cater to the specific linguistic needs of EMI teachers and students. These programmes can include language courses, language labs, conversation clubs, and language tutoring services.
- Establish mentoring programmes or support networks where experienced ESP/EFL teachers can guide and assist those new to teaching in English.
- Encourage teachers to engage in continuous professional development activities related to EMI. Provide opportunities for attending conferences, workshops, and seminars focused on EMI pedagogy, language teaching methodologies, and intercultural competence.
- Establish a system to regularly monitor and evaluate the progress and effectiveness of EMI implementation. Collect feedback from teachers, students, and other stakeholders to identify areas of improvement and make necessary adjustments. Use the findings to inform future planning, decision-making, and resource allocation.
- Engage policymakers, administrators, and educators in the EMI implementation process. Create opportunities for dialogue and collaboration among these stakeholders to ensure a comprehensive understanding of the challenges and

requirements associated with EMI. Encourage their active involvement in decision-making and the development of strategies to address the identified issues.

- Continuously work on improving English proficiency levels among students at the pre-university level.

2.8.   Research Limitations and Restrictions

This study encountered several limitations that impacted the research findings, Firstly, time constraints and the scarcity of existing research on EMI implementation in the Algerian context limited the depth of analysis and restricted the scope of insights gained. Secondly, although interviews with trainers were planned, only one participant expressed willingness to participate, resulting in a limited perspective. Moreover, the abrupt discontinuation of training sessions without prior notice disrupted the data collection. This unexpected circumstance impeded the opportunity to gather additional information and perspectives from the sessions, potentially leaving important aspects unexplored. Furthermore, the low response rate to the questionnaire (48 out of 105 teachers) introduced a sampling bias, with an overrepresentation of STEM and male teachers. This could skew the findings and limit the generalisability of the results to a broader population of EMI practitioners in Algeria.

2.9.   Conclusion

In conclusion, this chapter has provided a comprehensive overview of the research methodology employed to investigate the research questions. It outlines the research objectives and motivation, design, data collection instruments, and the major findings have been analysed, discussed, and interpreted. The chapter concludes with pedagogical suggestions and recommendations to successfully implement EMI in Algerian higher education. While limitations and restrictions of the research have been acknowledged, the research questions and hypotheses have been addressed and confirmed through data collected from 48 teachers, Support for EMI implementation was evident, although some opposition and concerns about increased workload were noted. Language-related challenges, such as proficiency levels and linguistic difficulties, were identified as potential obstacles. Furthermore, the findings emphasise the need for tailored language

support strategies and resources, as well as comprehensive training in pedagogical approaches specific to EMI.

GENERAL CONCLUSION

General Conclusion

This study aimed at exploring the effectiveness of implementation of English-Medium Instruction (EMI) in Algerian higher education institutions and identify the factors influencing its success. By investigating teachers' support for EMI, language-related challenges they anticipate, and the training and support they require, valuable insights have been gained to inform stakeholders and improve educational practices.

The findings revealed that while there is a moderate level of English language proficiency among teachers, there is room for improvement. The support for EMI implementation was divided, with the majority of the participants strongly supporting it and recognising its potential benefits, while a small proportion expressed opposition. Language-related challenges, such as difficulties expressing complex ideas, grammar and syntax errors, pronunciation issues, and limited vocabulary, were identified as potential barriers to effective EMI delivery.

To overcome these challenges, tailored language support strategies and resources are crucial. Teachers expressed a strong interest in receiving support, particularly in speaking, listening comprehension, pronunciation, and vocabulary. Workshops and online modules were preferred modes of training, offering interactive and accessible learning opportunities that cater to specific needs. However, most considered the institutional support and resources average or fair, suggesting a need for improvement and more comprehensive language training programmes.

In addition to language proficiency, teachers may require training and support in pedagogical approaches specific to EMI. Instructional strategies, assessment methods, and creating an inclusive learning environment are essential to consider when delivering content in English. Continuous professional development activities, mentoring programmes, and monitoring and evaluation systems are recommended to enhance the implementation of EMI.

Based on the findings, several pedagogical suggestions and recommendations are proposed, including developing a long-term strategic plan, language support programmes, mentoring initiatives, continuous professional development opportunities, monitoring and evaluation mechanisms, and engagement of stakeholders in the

implementation process. Additionally, efforts should be made to improve English proficiency levels among students at the pre-university level.

While this study has provided valuable insights and laid a solid foundation, it also catalyses future research endeavours that can push the boundaries of knowledge and unravel new possibilities. Firstly, future studies should adopt a comprehensive approach, examining language-related challenges and the pedagogical transformation required for successful EMI integration. Secondly, exploring disciplinary differences in attitudes towards EMI, particularly in STEM and Humanities fields, would provide valuable insights into context-specific strategies and outcomes. Additionally, investigating student perspectives on EMI would contribute to a more holistic understanding of its impact on learning experiences. Lastly, focusing on specific institutional contexts, such as INELEC and the National Higher Schools of Artificial Intelligence and Mathematics, could uncover context-specific challenges and strategies that contribute to developing tailored approaches and best practices.

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Appendices

Appendix.1

Tayeb Bouzid's First Post

بسم الله الرحمن الرحيم

تحسُّبًا لفتح ملف تعزيز استعمال #اللغة #الإنجليزية في #الوسط #الجامعي والبحثي، #للدراسة والنقاش، تمَّ إعداد منصَّة رقمية سثوضَعُ تحت تصرَّف #الأسرة #الجامعية خصوصًا والمواطنين عمومًا من أجل الإدلاء بآرائهم مباشرةً.

في هذا الصَّدد، قدَّمتُ اليوم توجيهاتٍ إلى زملائي مديري المؤسسات الجامعية من أجل اتَّخاذ كافة التدابير التحسيسية والتقنية اللازمة لإنجاح العملية.

للتنويه، سَتُفتتاحُ عملية سبر الآراء بدءًا من تاريخ 05 جويلية إلى 5 أوت 2019 عبر الموقع الاكتروني للوزارة ومواقع مؤسسات التعليم العالي كلَّها وصفحاتها على شبكات التواصل الاجتماعي، وذلك عبر الرابط الآتي:

www.mesrs.dz/poll

رأيكم مهم للغاية!

الطيب بوزيد
وزير التعليم العالي والبحث العلمي
#الجزائر

Appendix.2

Poll Results

تعزيز استعمال اللغة الانجليزية في قطاع
التعليم العالي والبحث العلمي -
Enhance the use of English
language in the Higher
Education & Scientific Research

94,741 responses

● نعم / Yes
● لا / No

94.3%
5.7%
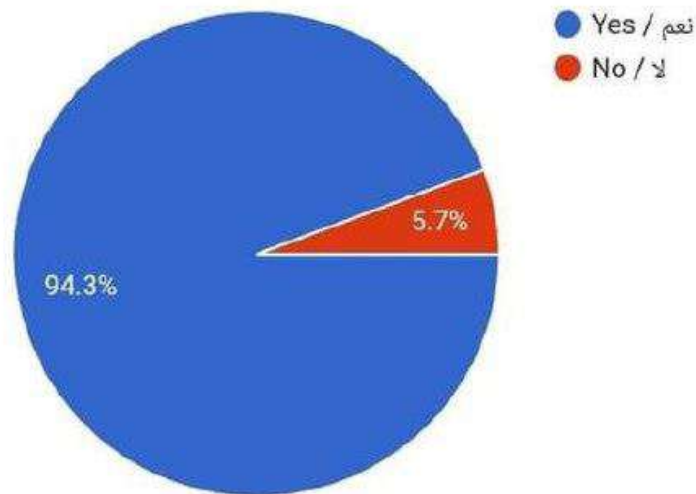
Appendix.3

The results of the Second Survey

1. هل تعتقد أن اللغة الإنجليزية يجب أن تدرس في
2,884 responses

- ● الدكتوراه - Doctorate
- ● ماستر - Master
- ● ليسانس - Licence
- ● جميع المستويات - All levels

93.6%
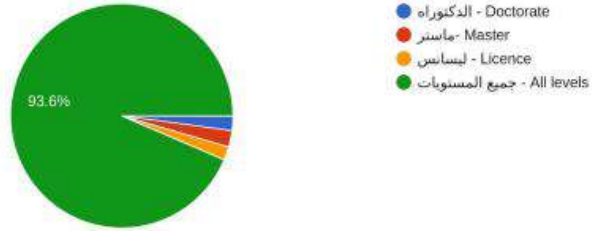
2. هل تعتقد أنه ينبغي أن يكون
2,884 responses

- ● إلزامي - Compulsory
- ● اختياري - Optional

19.4%

80.6%
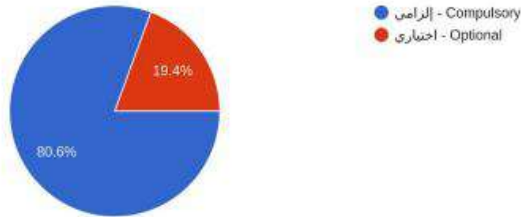
3. ما هي الطريقة الأنسب؟
2,884 responses

- ● التدريس الكلاسيكي - Classic teaching
- ● التعليم الالكتروني - E-learning

28.5%

71.5%
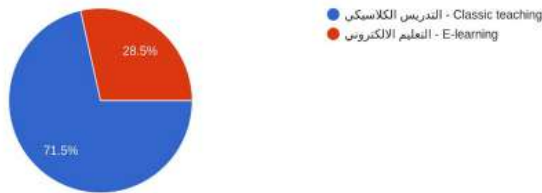
4. يجب أن تدرس اللغة الإنجليزية تدريجيا ، في
2,884 responses

836 (29%)	
228 (7.9%)	
519 (18%)	
196 (6.8%)	
476 (16.5%)	
101 (3.5%)	
67 (2.3%)	
69 (2.4%)	
21 (0.7%)	
371 (12.9%)	
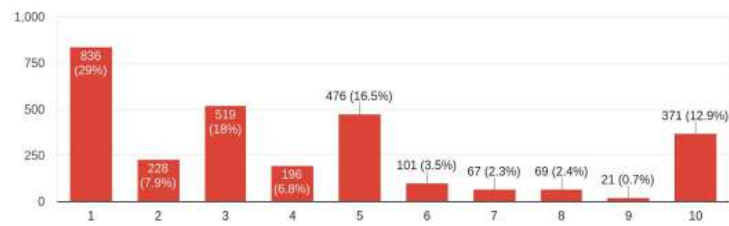
Appendix.4

The Final Report

FINAL REPORT

I. **Introduction :**

The observation of what happens in the world, in terms of linguistic uses, puts the English language as the sesame that promotes more, communication in various sectors of activity. In the academic and scientific research sector, all observers dedicate it as one of the most shared languages, the most used and the one that allows the best diffusion and the highest visibility in the world.

II. **Why English at university? Why now?**

English is the language most taught as 'foreign language' or 'second language' in the world and 95% of international scientific publications are written in English. On socialmedia, 80% of existing and shared data is in English. In all sectors of activity and economic issues, English has become a real 'LINGUA FRANCA', which focuses the reinforcementof the need to consolidate our language skills while promoting learning in English.

Several challenges must be addressed by the Algerian higher education sector, which already suffers from a significant deficit in English language teachers (colleges, high schools and universities). These are mainly:

1) To improve the employability of Algerian diplomats at the time of the internationalization of the labour market,

2) To break down relations with the world and to join the world space in higher education and research,

3) To Provide quality, competitive and attractive training directly related to the world of business and the sector of research and innovation,

4) To gain mastery of the tools of globalization,

5) To make Algerian academic and scientific activity visible in all specialties,

6) To facilitate the mobility of Algerian students and their insertion in international research groups,

7) To encourage mobility to Algeria by providing training that meet the International standards.

8) To ntegrate new technologies into higher education, opening the door to many teaching and learning opportunities.

III. **General observation of pilot university institutions :**

The results that emerge from the analysis of questionnaires and discussions that took place at 26 universities allowed the following observation:

1. The teaching of English is present but not at all levels. It appears as a transversal skill that is most often conducted in an amphitheatre, focused on the translation theme / version for the acquisition of jargon.

2. At the level of the faculties visited, the language, when it is taught, is taught without well-defined objectives, and without clear pedagogy at the rate of one hour and thirty minutes per week.

Appendix.5

Ministry's Training Target for English Proficiency among Professors

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

الديوان
خلية الاعلام والاتصال

الجزائر، 6 نوفمبر 2022

مؤشرات وإجراءات عملية لتكوين الأساتذة الباحثين في اللغة الإنجليزية

في إطار تعزيز مكانة اللغة الإنجليزية في التعليم والتكوين بمؤسسات التعليم العالي، ومتابعة لتقييم مسعى تكوين الأساتذة في اللغة الإنجليزية، وجهت مراسلة في هذا الصدد إلى رؤساء الندوات الجهوية للجامعات، بالإتصال بالسيدات والسادة مديري مؤسسات التعليم العالي، تتضمن أهم التوجيهات والمؤشرات التي حددها السيد الوزير، بخصوص عدد الأساتذة المستهدف تكوينهم، من طرف مؤسسات التعليم العالي، مع نهاية الموسم الجامعي الحالي 2022/2023:

1. بالنسبة للعلوم والتكنولوجيا تكوين 80 بالمائة على الأقل منهم.

2. بالنسبة للأساتذة في ميدان العلوم الاجتماعية والإنسانية وميدان العلوم الطبية، تكوين 100 بالمائة من الأساتذة الذين يدرسون الوحدات الأفقية.

3. أما بالنسبة للمؤسسات الجامعية التي تتوفر على مراكز للتعليم المكثف للغات،أو أقسام تكوين في اللغة الإنجليزية، فعليها التكفل باستغلالها في تكوين أساتذتها.

4. بالنسبة للمؤسسات الأخرى سيوضع تحت تصرفها منصة رقمية من طرف اللجنة الوطنية المكلفة بالتعليم عن بعد ، بدءا من 1 ديسمبر 2022 ، مخصصة لتكوين الأساتذة في اللغة الإنجليزية.

5. بالنسبة للمؤسسات الجامعية التي تتوفر على مكونين متحكمين في اللغة الإنجليزية، فيتعين عليها الشروع في تدريس المواد التي يشرف عليها هؤلاء الأساتذة باللغة الإنجليزية، بدءا من السنة الجامعية الجارية.

Appendix.6

Minister's Directive on English-Taught Subjects and Teachers' Training

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي
المديرية العامة للتعليم والتكوين
رقم: 301 /م.ع.ت.ت.ع/ 2023   الجزائر في 18 ماي 2023

السادة رؤساء الندوات الجهوية للجامعات
بالاتصال مع السيدات والسادة مدراء مؤسسات التعليم العالي

الموضوع: حول ترقية التدريس باللّغة الانجليزية.

بغية ترقية التدريس باللّغة الانجليزية كلغة للعلم والتكنولوجيا ، أطلب منكم ما يلي:

- برمجة مواد التعليم في الجذع المشترك بالانجليزية وإسنادها لأساتذة حاصلين على الأقل على مستوى (B2) في اللّغة الانجليزية.

- مواصلة تكوين الأساتذة باللّغة الانجليزية ليبلغ مستوى (B2).

- وضع مخطط استراتيجي لتطوير التدريس باللّغة الانجليزية في مؤسستكم.

كما أطلب منكم القيام بنمذجة لاستعمال الزمن ابتداء من اليوم وذلك لتفادي كل النتائج الناجمة عن نقص في التأطير والتواصل مع الأساتذة المكونين في الجذوع المشتركة الذين تمت برمجتهم من أجل المعالجة المسبقة لأية نقائص محتملة وكذا معرفة وتقييم مدى استعدادهم لهذه العملية.

كما أحيطكم علمًا أنه سيتم متابعة وتقييم هذه العملية على مستوى كافة المؤسسات الجامعية عقب الشروع فيها.

أولي أهمية بالغة لتنفيذ فحوى هذه المذكرة.

تفضلوا، بقبول فائق عبارات التقدير والاحترام.

Signature numérique de Ali
CHOUKRI
Date : 2023.05.18 14:31:58 +02'00'

EMI in Algerian Universities

Please, select the language that is
most convenient for you.

Research Questionnaire

English

العربية

Français

Linktree✳

Teachers' Online Questionnaire

From Policy to Practice: Navigating Algerian University Teachers' Challenges and Training Needs to Inform Effective EMI Implementation in Higher Education Institutions.

The Case of Teachers at the University Centre Salhi Ahmed, Naama

Dear Sir/ Madame,

You are kindly invited to participate in a research study about the implementation of English-Medium Instruction (EMI) in Algerian universities. This study aims to explore teachers' attitudes and perceptions towards EMI implementation, identify potential language-related challenges and the necessary support for effective implementation.

For the purpose of this study, EMI refers to the use of English as the language of instruction in academic courses, where English is not the native language of the students or teachers. This language policy is implemented to promote internationalisation and globalisation in Algerian higher education. This definition is provided for clarity and understanding, and it is not intended to influence your answers.

Please note that your responses will be confidential and used only for research purposes. You may choose to skip any questions that you do not feel comfortable answering.

Thank you for your time and participation.

QUESTIONS

I. Background information

1. What is your age range?

25-34 ☐   35-44 ☐   45-54 ☐   55 and above ☐

2. What is your gender?

Male ☐   Female ☐   Prefer not to disclose ☐

3. What is your highest level of education?

Magister degree ☐   Doctorate degree ☐   Other (please specify)

4. How many years of teaching experience do you have?

   Less than 5 years ☐   5-10 years ☐   11-15 years ☐

             16-20 years ☐   More than 20 years ☐

5. What subject area do you primarily teach?

- Humanities and Social Sciences ☐

- STEM (Science, Technology, Engineering, Mathematics) ☐

6. What your current Academic Position?

             Professor ☐   Assistant lecturer ☐

             Associate lecturer ☐   Other (please specify) ☐

II. English language proficiency

7. How would you rate your overall English language proficiency?

Excellent ☐   Fair ☐

Good ☐   Poor ☐

8. Have you taken any English language proficiency tests? (TOEFL, IELTS, etc.)

Yes ☐   No ☐

9. If yes, what was your score on the test(s)?

10. In what contexts have you previously used English? (Select all that apply)

- Academic (e.g., studied in an English-speaking university, conducted research in English, etc.) ☐

- Social (e.g., travelled to English-speaking countries, interacted with English-speaking friends, etc.) ☐
- Other (please specify).

III. Teachers' Perceptions and Attitudes toward EMI

11. To what extent do you support the use of English as a medium of instruction in Algerian universities?

Strongly support ☐   Somewhat support ☐   Neutral ☐

Somewhat oppose ☐   Strongly oppose ☐

12. Please select the option that best reflects your attitudes and perceptions towards the following statements.

	Strongly	Agree	Neutral	Disagre	Strongly disagree
The implementation of EMI will improve the overall quality of higher education in Algeria.					
The implementation of EMI will enhance students' language proficiency.					
The implementation of EMI will increase the global competitiveness of Algerian universities.					
The implementation of EMI will enhance the employability of graduates.					
The implementation of EMI may negatively impact students' understanding of the course content.					
The implementation of EMI will increase the workload for teachers.					

IV. Teachers' Challenges in EMI Classrooms

13. To what extent do you believe your current level of English proficiency may impact your ability to teach effectively in English as the medium of instruction?

Not at all ☐   To a small extent ☐

To a moderate extent ☐

To a great extent ☐   I am not sure ☐

14. How would you rate your level of proficiency in the following areas of English language, which are crucial for delivering content in an EMI classroom?

	Very strong	Strong	Moderate	Weak	Very weak
Pronunciation					
Grammar					
Vocabulary					
Listening comprehension					
Reading comprehension					
Writing skills					
Speaking skills					

15. What specific challenges do you anticipate facing in terms of your own language proficiency when teaching in EMI?

- Difficulty expressing complex ideas or concepts in English ☐

- Difficulty with English grammar and syntax ☐

- Difficulty pronouncing English words or sounds correctly ☐

- Difficulty with English vocabulary ☐

- Difficulty understanding and responding to questions from students in English ☐

- Other (please specify)

16. How do you plan to address these challenges?

- Attend English language courses or workshops ☐

- Practice speaking and writing in English regularly ☐

- Seek feedback and support from colleagues ☐

17. Do you think that the level of English proficiency among students in Algerian universities may pose a challenge for EMI implementation?

Yes ☐   No ☐   Maybe ☐

18. If yes, what specific challenges do you anticipate facing in terms of student language proficiency?

- Difficulty understanding lectures ☐

- Difficulty communicating with students ☐

- Difficulty with reading and writing assignments ☐

- Difficulty with pronunciation, grammar, and vocabulary ☐

- Other (please specify)

V. Teachers' Training Needs

19. In your opinion, how important is it for teachers to have a high level of English language proficiency in order to effectively deliver content in an EMI classroom?

Very important ☐   Somewhat important ☐   Not important ☐

20. would you be interested in receiving support to improve your English language proficiency?

Yes ☐   No ☐   Not sure ☐

21. Which specific areas of English language proficiency do you think you would need training in to be able to teach in English effectively?

Grammar ☐   Listening comprehension ☐

Vocabulary ☐   Reading comprehension ☐

Pronunciation ☐   Writing skills ☐

Speaking skills ☐   Other (please specify)

None, I am already proficient in English
☐

22. What kind of training would you need to feel comfortable teaching in English?

- English language courses focused on speaking, listening, reading and writing skills
  ☐

- Opportunities for language exchange with native speakers ☐
- Other (please specify)

23. How would you prefer to receive training or support to enhance your English
    language proficiency for EMI classrooms?

Workshops ☐   Online modules ☐

One-on-one coaching ☐   Other (please specify)

24. How would you rate the support and resources provided by your institution for
    EMI implementation in terms of English language proficiency training and
    support?

             Excellent ☐   Good ☐

                              Average ☐

        Poor ☐   Very poor ☐

25. How do you think your institution can better support teachers in improving their
    English language proficiency, and the overall planning for a successful EMI
    implementation?

VI. Further Suggestions and Recommendations

26. What other opinions or suggestions do you have about the implementation of
    English Medium Instruction in Algerian higher education institutions that we
    haven't covered in this questionnaire?

Summary

This study aims to address the research gap in the adoption and effectiveness of English-Medium Instruction (EMI) in Algerian institutions. It explores the factors influencing teachers' support for EMI, the anticipated challenges in delivering content in English, the training and support needs of teachers to effectively teach in EMI classes, and the broader implications of adopting this approach. The study recommends tailored language support strategies and resources, as well as adequate pedagogical training and support.

Résumé

Cette étude vise à examiner la mise en œuvre et l'efficacité de l'enseignement en Anglais (EMI) dans les universités Algériennes. Elle explore les facteurs qui influencent le soutien des enseignants à l'EMI, les défis anticipés dans la transmission du contenu en Anglais, les besoins de formation et de soutien des enseignants et les effets globaux de cette tendance. L'étude recommande des stratégies et des ressources de soutien linguistique adaptées, ainsi qu'une formation et un soutien pédagogiques adéquats.

ملخص

تهدف هذه الدراسة إلى سد الفجوة البحثية في مجال تبني وفعالية التعليم باللغة الإنجليزية في مؤسسات التعليم العالي الجزائرية، وذلك في ضوء القرارات الوزارية الأخيرة. تستكشف هذه الدراسة العوامل التي تؤثر في دعم الأساتذة لتبني التعليم باللغة الإنجليزية، والتحديات المتوقعة في تقديم الدروس بهذه اللغة، ونوعية التدريب والدعم التي يحتاجها الأساتذة لتدريس ببيئة تعليمية باللغة الإنجليزية، بالإضافة إلى الآثار الشاملة لتبني هذا النهج. وتوصي الدراسة بتبني استراتيجيات دعم لغوية وموارد مخصصة، إضافة إلى التدريب والدعم البيداغوجي.