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Adapting to New Horizons: Exploring Challenges and Coping Strategies in EMI Teaching for Algerian Subject-Matter Instructors: The Case of Tebessa University

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Abstract

This dissertation investigates the challenges and strategies associated with EMI in higher education, focusing on educators at Echahid Cheikh Laarbi Tebessi University in Algeria. The study aims to provide comprehensive insights into the experiences of SMI in EMI contexts. The research combines quantitative and qualitative data collected through a detailed questionnaire. Our study engaged 50 specialty instructors, falling short of our intended 100, yet yielding valuable insights. The practical aspect outlines our methodology, reports questionnaire findings, and scrutinizes educators' EMI experiences. We utilized descriptive statistics and ANOVA to tackle research queries, complemented by qualitative analysis of strategy-related inquiries. The analysis reveals significant challenges, such as limited confidence, language proficiency concerns, and student comprehension issues. Identified strategies to address these challenges include flexible professional development options, targeted language proficiency programs, peer support groups, effective time management, and interactive teaching methods. Recommendations also emphasize the importance of creating a collaborative community of practice among educators. The study also finds that factors like gender, frequency of participation in English-language events, and perceived importance of EMI do not significantly impact the challenges faced by educators. However, teachers' confidence levels notably influence their experiences, underscoring the need for targeted support and training programs.

Keywords: challenges*,* coping strategies, EMI, SMI.

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Dedication

To myself, who embarked on this academic journey with determination and resilience, overcoming challenges and embracing growth along the way.

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Dedication

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List of Abbreviations

CA: Classical Arabic

EMI: English-Medium of Instruction

HEIs: Higher Education Institutions

SMI: Subject-Matter instructors

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General Introduction

1. Background of the Study

The integration of English as a Medium of Instruction (EMI) has become a focal point in the global educational landscape, reflecting the increasing importance of English proficiency in academic and professional spheres.

EMI is referred to as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English" (Macaro, 2020, p. 534). EMI has garnered global recognition and acceptance owing to its perceived benefits in readying students for international discourse, seamlessly integrating them into the global workforce, and facilitating access to knowledge generated in English (Galloway, 2017).

In the Algerian context, the adoption of EMI has become a notable component of educational policy and implementation, especially within higher education institutions. This transition to utilizing English as a primary instructional language across diverse subjects is motivated by the recognition of English as a dominant global language and the aspiration to enhance students' language skills and competitive edge on the global stage. Nonetheless, the execution of EMI in Algeria faces significant challenges (Ouarniki, 2023), notably the constrained scope of EMI initiatives, evident at both the national level and within localized regions like Tebessa.

The literature review highlights several key strategies to overcome the challenges of EMI in higher education. Among the array of strategies delineated, several notable examples include conducting needs assessments and meticulous planning to identify and address specific challenges, implementing language development and training programs to enhance the language skills of both teachers and students (Khenioui & Boulkroun, 2023), integrating language and content within the curriculum and teaching materials, and effectively utilizing

language teaching resources and communication strategies to improve instruction and student comprehension (Lin, 2016 as cited in Richards & Pun, 2022). It's important to note that these represent a subset of the strategies identified in the literature review. By adopting these strategies, institutions can navigate the complexities of EMI, improve educational quality, and support the advancement of higher education in Algeria and beyond.

2. Statement of the Problem

The implementation of EMI in non-English speaking countries presents significant challenges, particularly in regions where English is not the primary language of instruction. In Algeria, recent the ministerial decrees advocating EMI n° 1433 (28/09/2022) and n° 1651 (05/11/2022) have pushed for the adoption of EMI in higher education institutions to align with global academic standards and improve graduates' competitiveness in the international job market. However, this transition poses unique difficulties for specialty teachers who have traditionally taught their subjects in French or Arabic.

At Tebessa University, most SMI frequently encounter language barriers that impede their ability to effectively convey complex subject matter. Additionally, they struggle to develop strategies to cope with these challenges, further compromising their teaching effectiveness and student engagement.

3. The Aim of the Study

The aim of this study is to delve into the complexities specialty instructors face when adapting to EMI, identify the strategies they employ to overcome these challenges, and understand how their experiences with EMI vary based on individual factors such as gender, age, and teaching experience. By examining the specific obstacles these instructors encounter, this research seeks to provide a comprehensive overview of the adaptation process. Additionally, by analysing how personal characteristics influence SMI experiences with EMI, the research aims to highlight the diverse needs of SMI. Ultimately, this study

aspires to inform the development of more effective support systems and training programs tailored to the unique demands of teaching in EMI contexts.

4. Research Questions

1. What are some common challenges faced by specialty instructors in adapting to EMI?

2. What strategies do instructors employ to address the challenges?

3. How do teachers' experiences with EMI vary based on teachers' factors (like gender, etc.)?

Hypothesis

H0: Experiences of specialty teachers do not vary based on the various participant-related factors.

HA: Experiences of specialty teachers vary significantly by various participant-related factors.

H1: Gender can affect EMI teachers' experiences.

H2: Proficiency level can affect EMI teachers' experiences.

H3: The frequency of EMI teachers' participation in events conducted in English may affect their experiences with EMI.

H4: Importance of teachers' perception of EMI to be in their teaching context may influence their experiences.

H5: Confidence level can influence EMI teachers' experiences.

5. Research Methodology

6. Significance of the Study

The study employs a mixed-method questionnaire as the primary tool for data collection from educators in EMI contexts at Echahid Cheikh Laarbi Tebessi University. The questionnaire, comprising open and closed-ended questions across two sections, is designed

to efficiently collect data on challenges and strategies in EMI. A pilot study validated the questionnaire's clarity and relevance, leading to refinements such as the addition of a French translation based on participant feedback after being translated to Arabic only. Additionally, the questionnaire's reliability was tested using Cronbach's alpha. The target population consists of 350 specialty teachers from diverse faculties, with a convenience sampling technique used to select 50 participants for the study. Overall, the questionnaire serves as a robust instrument for capturing comprehensive insights into the challenges and strategies associated with EMI among educators at the university.

7. Structure of the Dissertation

The dissertation is structured into two main chapters, with the first chapter divided into two sections. The initial section, titled "The Global Trend of EMI" explores the widespread adoption of EMI worldwide. It delves into general overview on the trend and the reasons behind this trend, discusses the challenges encountered by educators in EMI contexts, and examines coping strategies utilized to overcome these challenges. The subsequent section, "EMI in the Algerian Context," shifts focus to the specific Algerian context, providing insights into the linguistic landscape of Algeria, policies surrounding language education, and an overview of education practices within the country, specifically higher education. The second chapter, "Methodology" details the methodology employed in the study, including research design, setting, population, sampling, and the used tool with its procedures. It presents and analyses the findings from the questionnaire, followed by a general discussion of the results. Additionally, this study offers recommendations for enhancing EMI practices and acknowledges the limitations of the study. This structured approach ensures a comprehensive exploration of the research topic from both theoretical and practical perspectives, allowing for a thorough understanding of the subject matter and its implications.

1. **Literature Review**

    1.1. The Global Trend of English as a Medium of Instruction (EMI)

Introduction

In today's interconnected world, language plays a vital role in facilitating communication, collaboration, and access to knowledge. As societies become more globally integrated, the importance of language proficiency, particularly in English, has gained immense significance. English has evolved into a lingua franca, serving as a bridge that connects individuals and cultures across borders. In the realm of education, the use of English as a medium of instruction has become a prevalent practice known as EMI.

In this chapter, we explore the global phenomenon of EMI and its impact, focusing particularly on its implementation in Algeria. EMI has become increasingly prevalent worldwide, driven by the recognition of English as a global language of communication and knowledge exchange. In Algeria, the adoption of EMI reflects a broader trend towards internationalization in education, aiming to equip students with English proficiency and prepare them for global opportunities. However, this shift poses significant challenges for teachers, ranging from adapting teaching methodologies to addressing linguistic diversity among students. We delve into these challenges and explore strategies to support teachers in navigating the complexities of EMI adoption in Algerian educational contexts.

1.1.1. Historical Perspective of EMI Worldwide

The ongoing global trend of shifting from English being taught as a foreign language to English serving as the medium of instruction for various academic subjects is contributing to a notable rise in the prevalence of EMI as an educational model in universities in different contexts. Hu and lei (2023) stated that approximately in the last two decades, EMI has experienced substantial growth globally, particularly in Europe and the Asia-Pacific region, as indicated by Dearden (2015) and Fenton-Smith et al. (2017).

The European context

The European context has undergone the most comprehensive assessment of the growth of EMI in higher Education. EMI has experienced a significant proliferation across Europe in recent years. This trend is evident in the higher education landscape, where an increasing number of academic programmes are conducted entirely in English.

Maiworm and Wächter's (2002) study was one of the first to systematically track the expansion of English-Taught Programmes (ETPs) in 19 European countries. The number of identified ETPs in Europe has shown significant growth over the years, from 725 in 2001 to 2,389 in 2007 and 8,089 in the current study. This exponential increase is believed to be due to actual growth and potential undercounts in earlier studies. The Netherlands leads in absolute numbers with 1,078 ETPs, followed closely by Germany (1,030), Sweden (822), France (499), and Denmark (494). Some countries like Poland and Estonia have seen above-average growth rates, indicating a shift in ETP distribution towards Central East Europe and the Baltic states. However, despite this growth, only a small fraction of European students are enrolled in ETPs (1.3% of total student enrolment), with about 27% of institutions offering at least one ETP and around 6% of all programs being exclusively in English.

In 2012, Brenn-White and van Rest analysed the growth of ETPs in European Master's level education, using data from the Masters Portal database. During the period from the end of 2011 to June 2013, there was a notable surge of 38 percent in enrollment at the master's level. This increase highlights a substantial growth trend within a relatively short timeframe, indicating a significant rise in interest and participation in master's level education during that period (as cited in Dimova et al. 2015).

The most recent comprehensive analysis, conducted by Wächter & Maiworm in 2014, covered 28 European countries and 2,637 Higher Education Institutions (HEIs) with an 'ERASMUS Charter' in the academic year 2012/13. The study revealed a substantial growth

in ETPs from 2,389 in 2007 to a remarkable 8,089 in 2014, showcasing a noteworthy 239% increase over the past seven years (Wächter & Maiworm, 2014).

The Asian context

Implementing EMI in Asia primarily started by Asian students traveling abroad to take academic degrees, Kirkpatrick (2011) stated that in Asia, the internationalization of higher education has been primarily characterised by Asian students travelling to 'Western' countries to obtain degrees. Over 90 percent of the 2 million international students are shared between the United States, Britain, Australia, Germany and France" (as cited in Howe 2009, p.384). This matter caused losses for the countries which students are from, they lost hard currency and experienced brain drain since many students choose to stay in their host country. So, Asian countries established local education hubs to allure paying students and provide an alternative education option for their own students. (Kirkpatrick, 2011).The historical background of colonisation in Asia played a pivotal role in shaping the landscape of education, particularly with the implementation of EMI across various regions, Bolton, et al. (2022) conveyed that Kirkpatrick & Liddicoat (2019) asserted that EMI in Asian universities operates within intricate and varied sociolinguistic environments. Numerous Asian societies were formerly under colonial rule, leading to a subsequent emphasis on their national languages following World War II. This trend is evident in countries like Cambodia (with Khmer), Indonesia (with Bahasa Indonesia), Malaysia (with Bahasa Malaysia), the Philippines (with Filipino), and Vietnam (with Vietnamese). Similarly, in non-colonized Asian nations, a comparable linguistic shift occurred during this period, such as the promotion of Thai in Thailand and Putonghua in China. Concurrently, English has experienced enthusiastic and sometimes unquestioning promotion in recent decades. Across the 10 ASEAN countries, English is mandatory in primary education except in Indonesia.

Notably, Brunei, Malaysia, and the Philippines have significantly incorporated English into their education systems.

The African Context

Shifting the focus to the African context, EMI in non-Anglophone African Countries does not seem to be gaining Considerable ground in tertiary education (Saidani & Afkir, 2023, p. 298).

In the realm of South African higher education, the prominence of English as the primary medium of instruction has been a topic of scholarly debate. This phenomenon is often attributed to the historical legacies of colonialism and imperialism. Over the years, numerous scholars have explored this dynamic. Scholars like Hurst (2016) and Motsa, (2017) have frequently argued that the prevalence of English as a medium of instruction in South African higher education can be attributed to the nation's colonial and imperial past (as cited in NDLANGMANDLA, 2024)

Zooming into the northern reaches of the continent, delving into Algerian higher education. In recent years, there has been a growing acceptance of English as a medium of instruction within Algerian higher education institutions. This shift reflects the Algerian government's recognition of the importance of English language proficiency and the advantages associated with integrating English teaching into the education system as part of modernization and internationalization efforts (Ouarniki, 2023).

Tabory & Tabory (1987) documented that following independence, Algeria encountered a linguistic complexity involving the colonial language (French), the national language (Arabic), and a variety of Algerian dialects (including classical Arabic, colloquial Algerian Arabic, and various Berber dialects) (as cited in Rezig, 2011). Initially, Algerian universities in higher education adopted a structure influenced by the French model, allowing faculties to design their own curricula. However, this approach led to challenges, including

the duplication of courses and students experiencing credit loss when changing programs (Ben Rabah, 1999).

In 1976, using English as a medium of instruction in Algerian Higher Education started at the Institute of Electrical and Electronic Engineering through an agreement between the national society for manufacturing electrical and electronic equipment and the education development center. The goal was to establish an institute offering robust training in electrical and electronic engineering (Saidani & Afkir, 2023).

Saad Allah (2023) stated that in 2019, the Minister of Higher Education endeavoured to highlight the importance of shifting from French to English as the language for both research and instruction in universities.

In June 2022, President Abdelmajid Teboun mandated English in primary schools, followed by the announcement of a new secondary school program in May. University directors were instructed to prepare for the adoption of English as the language of instruction in the upcoming academic year (Saad Allah, 2023).

1.1.2.   Reasons for the Adoption of EMI

In the past few decades, there has been an increasing global focus on utilizing English as the medium of instruction in higher education. This trend is associated with various motivations, such as the aim to internationalize academic institutions, enhance English proficiency, draw in international students, bolster local competitiveness, and elevate rankings (Turhan & Kirkgöz, 2018).

Numerous factors drive the swift expansion of EMI in higher education, including perceived imperatives and motivations for internationalization (De Costa et al., 2020; Macaro et al., 2018). Institutions aim to enhance their competitiveness on the global stage, as evidenced by their pursuit of higher rankings in international league tables (Piller & Cho, 2013; Song, 2019). Additionally, there is a concerted effort to cultivate students' English

proficiency (Lei & Hu, 2014; Xie & Curle, 2020), thereby improving their employment prospects and opportunities for studying abroad (Hu et al., 2014; Rose et al., 2019). Furthermore, the adoption of EMI serves to facilitate the career development and mobility of faculty members (Dafouz, 2018; Hu & Lei, 2014). A primary goal in the incorporation of EMI is the internationalization of universities, with a focus on attracting a diverse body of international students and faculty (Dearden, 2014). Crucially, its overarching aim is to enhance the preparedness of domestic students for an increasingly globalized environment.

Al Zumor (2019) stated that March (2006) said: "the use of English as a language of instruction in poor countries is directly linked to educational failure and deprivation." (p. 76). So EMI in impoverished countries is seen as a way to improve educational outcomes by providing access to global knowledge and opportunities.

The implementation of EMI has been sweeping over the higher education landscape globally With this growing trend towards Englishization, many universities around the world have adopted it due to the perceived benefits it provides such as greater internationalisation, access to a wider range of resources, and growth as the main language of academia (Crystal, 2004).

1.1.3. Challenges Faced by Lecturers in EMI Implementation

The prevalence of EMI in education has led to a multitude of challenges within educational settings. Ouarniki (2023) argued "Previous research on EMI implementation in various contexts has identified common challenges" (p. 180). In another context, Hua (2019) stated that Walkinshaw et al., (2017) argued that EMI policies are adopted without critical scrutiny in numerous instances. Vu and Burms, (2014) pointed out that realities of EMI implementation can result in unexpected outcomes.

Alhassan (2021) asserted: "Despite the increase in the use of EMI in HEIs worldwide, there is still paucity in research addressing the EMI teacher challenges" (p. 2). A growing

body of literature suggests that educators who use EMI grapple with a diverse set of challenges (Alhassan, 2021), Tsuneyoshy (2005) spotted three types of challenges which can be categorised into Linguistic, cultural, and structural (as cited in Bradford, 2016).

Linguistic Challenges

Linguistic challenges are described by Bradford (2016) as the obstacles encountered when teachers and/or students operate in a language other than their native tongue. It refs to difficulties faced by both instructors and students, particularly non-native speakers, in comprehending ~~the accented~~ English ~~used by native speaking lecturers~~ (Ammon & McConnell, 2002). It can be categorised into several areas, "for example, teachers reported to have limited language proficiency" (Alhassan, 2021, p. 2). Teacher's restricted level of language proficiency can affect their ability to effectively communicate and convey information to students. Al Zumor (2019) pointed out studies of Macaro (2015), Airy and Linder (2006), Sert (2008) and Tamtam **et** (2012) which lead to the conclusion that EMI is insufficient in presenting the content and effect negatively the critical thinking abilities of students.

Vink et al (1998) study revealed that EMI resulted in increased expectations for the teaching abilities of content lecturers. Lecturers adjusted by speaking more slowly and displaying reduced flexibility in handling unforeseen incidents and language-related challenges (Vu & Burns, 2014).

Following the same path, Alkhateeb and Alhawsaw (2023) asserted that Griffiths (2013) revealed that despite possessing scientific competence, many science lecturers lack adequate English language proficiency when teaching science, leading to issues across various disciplines due to their limited vocabulary

Students as well can face linguistic challenges, Alkhateeb and Alhawsaw (2023) mentioned that using EMI results in difficulties to the students. The first challenge is the

difficulty of achieving a successful academic content in unfamiliar language; new specialised linguistic terms make it difficult for students to comprehend lecturers in scientific classes (Shohamy, 2013). She questioned about what if using EMI leads to lower achievement in the academic content. Sengupta (2002) claimed that it is also dispiriting for students with limited proficiency in English to complete purposeful and critical tasks for long complex scientific content. Similarly, Kamasak et al. (2021) stated that Sert's (2008) study concluded that EMI students face difficulties in comprehending questions, providing accurate responses, and participating in meaningful communicative activities in the English language.

The students' insufficient language proficiency is not a challenge for them only, William Dharma Raja and Selvi (2011) reported Jayashree (1989) mentioning that making students comprehend English was a big challenge for lecturers, they find difficulties in balancing the tasks teaching and aiding students to enhance their language skills (as cited in Alkhateeb & Alhawsaw, 2023)

Another linguistic challenge faced by lecturers in teaching EMI is the difficulty in using academic language. Tange (2010) mentioned that one of the linguistic challenges is the diminished proficiency of professors in employing inclusive language within the classroom. Hellekjær (2016) reported the study of Klaasen (2001), Vincke (1995), and Hellekjær (2007), which concluded that many lecturers felt limited when they lecture in English. Hellekjær (2010) stated that Vink (1995) conveyed that even highly qualified instructors were able to cover more material through their first tongue than they could have in English .

One more important challenge to be mentioned is teacher's qualification (Oktaviani, 2019). He claimed that teachers are not sufficiently prepared by current programmes to engage in EMI activities. Oktaviani (2019) reported the study of Dearden (2014) as follows:

Dearden (2014) found there is little or no EMI content in initial teacher education

(teacher preparation) programs and continuing professional development (in-service)

courses. Moreover, she found that overwhelmingly 83.6 % of respondents in the 55 Countries study felt that there were not enough qualified teachers. In line with that, a study conducted by Lim, Gan and Sharpe (1997) reported that EMI teacher education programs in Singapore did not necessarily prepare prospective English immersion teachers with adequate communicative competence to serve as suitable language models in the classroom. Furthermore, Manh's (2012) review study in Vietnam revealed that many of the lecturers lacked adequate oral skills (p.61).

These findings highlight a significant shortfall in EMI teacher education globally, both in initial training and ongoing professional development. The lack of adequately trained teachers, as evidenced by findings in Singapore and Vietnam, underscores a critical barrier to the effective implementation of EMI programs and indicates a pressing need for improvements in teacher preparation and support to enhance EMI effectiveness.

Cultural Challenges

Culture is often linked to the unique characteristics of a nation and perceived as a phenomenon tied to specific geographic regions (Risager, 2007). However, it serves on educational purpose and it is commonly employed by both teachers and students in their educational activities (Byram & Wagner, 2018). Multiculturalism pertains not solely to variations in personal identity or individual decisions but encompasses distinctions rooted in culture, historical background, and belief systems (Parekh, 2006). Multiculturalism in the classroom exhibits a variety of ethnicities, religions, native languages, and cultural customs (Tartwijk et al.). Since the 1960s, research in multicultural education has emphasized the many challenges presented in multicultural classrooms (Banks 1993). According to Bradford (2016), cultural challenges in EMI arise from the diverse academic and social norms among students and teachers. These difficulties encompass variations in contextual background

knowledge, learning traditions, and intercultural competencies, as discussed by Tange (2010), Eaves (2009), and Kuwamura (2009)

Chouari (2016) argued that multicultural education teachers face significant obstacles, including issues related to ethnicity, racism/inequality and diverse epistemologies/ways of knowledge. In the same path, Marcjalik (2023) asserted that education that integrates EMI faces the difficulty of welcoming students from other nations with diverse backgrounds in regard to politics, economy, and ethnicity, as well as students with varying degrees of proficiency in the English language.

Following Tange (2010), teachers are required to follow a set of universal guidelines that are applicable to all students in a specific institution, and encounter diverse cultural beliefs and expectations, they have to differentiate between sameness and difference (Joseph, 2008), because the system where knowledge is countable, measurable, and impersonal leads to social and educational inequality (Connell, 1993).

After conducting thorough research, I found that the identification and documentation of cultural challenges within EMI context were notably limited. The limited attention to cultural challenges in the existing literature may be attributed to the predominant focus on investigating linguistic and pedagogical obstacles.

Structural Challenges

The third type is structural challenges, teachers are facing substantial difficulties due to the structural challenges within the educational system. Bradford (2016) stated that Within EMI, structural challenges encompass administrative tasks like staff recruitment (Tella, Räsänen, & Vähäpassi, 1999), assessment policies for admission and graduation (Hellekjær, 2010), and issues regarding the acceptance and support of EMI programs.

Structural difficulties have a notable effect on EMI in higher education, posing barriers across different dimensions. These challenges include policy and societal dynamics

(Marcjanik, 2023). These dynamics involve navigating complex frameworks of educational policies that may dictate language preferences, access to resources, and institutional priorities. Additionally, ensuring teacher empowerment becomes crucial, as educators need adequate training, support, and autonomy to effectively deliver instruction in an EMI setting.

The scarcity of adequately qualified teachers who possess proficiency in English is a widespread and pressing issue that frequently forces faculty members into teaching courses using EMI without the necessary training which leads to both the workload on these instructors and the quality of the content being delivered to students (Galloway et al.2017)

Curriculum relevance shapes a challenge for teachers. Teachers encounter difficulties when developing curricula, such as limited teaching resources (Yuan et al., 2022) that may hinder their ability to create engaging and comprehensive lesson plans. Subpar teaching standards (Yuan et al., 2022), for example if teachers are not adequately trained or supported, they may struggle to design effective lessons that meet educational objectives and cater to students' needs. Lack of classroom engagement (Yuan et al., 2022), If students are not actively engaged in the learning process, it can be difficult for teachers to effectively convey key concepts and foster meaningful learning experiences and struggles in effectively covering certain topics. Finally, teachers may encounter struggles in effectively covering certain topics within their curriculum (Yuan et al., 2022), this could be due to the complexity of the subject matter, lack of expertise or resources, or time constraints. For instance, if a teacher is tasked with teaching advanced mathematics concepts but lacks a strong background in mathematics or access to appropriate instructional materials, they may find it challenging to effectively cover these topics in their curriculum.

1.1.4. Adaptation /Coping Strategies in EMI Classes

Adopting and coping strategies in EMI classes is crucial for both teachers and students to navigate the challenges associated with teaching and learning in a non-native

language. For educators, a fundamental strategy entails conducting a comprehensive needs assessment and planning process. This process involves identifying the specific linguistic and pedagogical requirements of both teachers and students to effectively tailor the EMI approach (Siegel, 2022). Key aspects of this strategy include evaluating teachers' training needs within EMI programs, such as integrating content and language instruction, applying precise assessment criteria, and developing intercultural competencies (Otto & Chichón , 2021), assessing students' English proficiency levels and their capacity to comprehend lecture content in EMI courses (Siegel, 2022), organizing content in a gradual manner and supplying pre-reading materials to improve the effectiveness of EMI and building self-efficacy in both teachers and students through specific support and training initiatives. (Otto & Chichón, 2021)

Richards and Pun (2022), discusses various strategies employed by students in English medium classes to enhance their language proficiency and comprehension. These strategies include memorizing key terms encountered in lessons and textbooks, creating lists of new words with examples, seeking synonyms for difficult vocabulary, copying key sentences from textbooks, seeking assistance from school tutorial centres for writing assignments, practicing writing tasks from past examinations, rehearsing expressions in their native language before translating them into English, using gestures to aid communication, and relying on teachers to recap key concepts in both the native language and English. These strategies demonstrate proactive efforts by students to overcome language barriers and improve their understanding in English medium classes.

1.2. EMI in the Algerian context

Each country has an education system tailored to its unique needs, cultural values, historical context, and socio-economic conditions. These specific characteristics shape the

educational landscape in profound ways, influencing everything from curriculum design to teaching methodologies and educational priorities. In Algeria, a nation with a diverse cultural tapestry and a complex history, the education system reflects efforts to preserve cultural identity while also meeting the demands of modernization and economic development.

1.2.1. The Country Profile

Before delving into the Algerian's educational system, its essential to briefly introduce the broader context which is the country's profile:

Algeria (the People's Democratic Republic of Algeria) is located in North Africa. It is bordered by Tunisia and Libya in the east, Niger in the southeast, Mali and Mauritania in the southwest, Morocco and Western Sahara in the west and by the Mediterranean Sea to the north with a coastline stretching close to 998 kilometers between Morocco and Tunisia. Algeria has an area of 2.4 square kilometers; it is therefore the tenth largest country in the world and the biggest on the African continent and in the Arab world (Djoudi, 2018). See Figure 1

Figure 1

The Map of Algeria

Note. (adopted from CIA (2016)

1.2.2. The Linguistic Situation of Algeria

The linguistic landscape of Algeria is characterized by a rich tapestry of languages that mirrors its diverse cultural heritage. This linguistic diversity is made up of Arabic, Berber, French, and increasingly, English, reflecting its complex history and globalized present. This complexity arises from historical interactions, and colonial influences, resulting in a multi-faceted linguistic environment. Indigenous languages and colonial legacies which shape Algeria's linguistic diversity, highlighting the intricate interplay between language, history, and culture in the nation's identity.

Arabic

Arabic is a significant global language spoken by approximately 300 million people across twenty-two Arab nations. It gained recognition as one of the United Nations' six official languages in 1974, alongside Chinese, Russian, English, French, and Spanish. Being a Semitic language, Arabic has distinct linguistic traits like right-to-left writing, dual noun numbers absent in English, two genders (feminine and masculine), and the root system, a notable feature among Semitic languages (Chayeb, 2021). It serves as the official language of Algeria and it is spoken by approximately 81% of the people (Postan, 2020)

Arabic is a diverse language with multiple distinct groups which are: Classical Arabic (Hameurlaine, 2019), Modern Standard Arabic, and the spoken dialect of Algerian Arabic (Benrabah 2007 as cited in Kaddari & Mazouzi, 2022).

Classical Arabic

As cited in Chayeb (2021), Ferguson, (1959) believed that CA has developed from the languages of Bedouin tribes in the Arabian Peninsula, as evidenced by pre-Islamic poetry. Principally, it is characterized as the Arabic found in the Qur'an and the earliest writings from the Arabian Peninsula, it also forms the basis of much literature up to the present day (Harrat et al., 2016).

CA esteemed as the language of the Quran, holds a sacred status and was the earliest well-documented form of Arabic. During the 19th and 20th centuries, as the Muslim community increasingly embraced secularization, the necessity for language reform became evident. Consequently, Modern Standard Arabic (MSA) was developed as a refined descendant of Classical Arabic, tailored to meet contemporary needs (StudyCorgi, 2022)

Modern Standard Arabic

It is often abbreviated as (MSA) or referred to as Alfus'ha in Arabic, stands as the standardized form of Arabic across all Arab nations, serving as both the official and common

language (Harrat, 206). It is also known as literary Standard Arabic, It emerged in the 19th century during the cultural revival known as the Nahda in the Middle East (Arkoun (1984), Gordon (1985), Grandguillaume (1989, 1996) as cited in Benrabah, 2005). Unlike native tongues, MSA is acquired as a second language primarily through formal education, exposure to formal media broadcasts such as daily news, engagement in religious activities, and reading newspapers. This linguistic variant represents a contemporary adaptation of **CA** (Harrat et al., 2016)

Algerian Arabic dialects

Also known as Colloquial Arabic, are the spoken forms of Arabic that are not used in writing, unlike CA and MSA. The predominant dialect in Algeria is Darija (Algerian Arabic), which exhibits regional variations across the country: in the Western regions (Oran, Tlemcen), the Central region (Algiers), and the Eastern regions (Constantine, Annaba) (Harrat et al., 2016). Different regions use various Berber languages such as Kabyle, Chaoui, Tumzabt (Mozabite), and the officially recognized Tamazight. Tamasheq is the main language of the Tuareg people in the desert, part of the broader Tuareg language group within the Berber family (Munteanu, 2024). These dialects include various regional variants, which can be so distinct from each other that speakers of different dialects may not understand one another. Influences on these dialects come from both ancient local languages and European languages like French, Spanish, English, and Italian (Mesrouk, 2021). Some samples are provided in table 1.

Table1

 Samples of Dialect vocabulary influenced by different languages (Mezzoudj et al., n.d)

Figure 2

Samples of Dialect vocabulary influenced by different languages

MSA (Buckwalter)	Algerian Dialect	Source	English
كرسي (krsy)	كرسي (krsy)	Arabic: كرسي	Chair
ذهب (*hb)	دهب (dhb)	Arabic: ذهب	Gold
فَراشة (frA$p)	فرططو (frTTw)	Berber: *Fertatoo*	Butterfly
سلحفَاة (slHfAp)	فكرون (fkrwn)	Berber: *Fekroon*	turtle
مطبخ (mTbx)	كوزينة (kwzynp)	French: *Cuisine*	Kitchen
محفظة (mHfZp)	كرطّاب (krTAb)	French: *Cartable*	Satchel
حفلة (Hflp)	فيشطة (fy$Tp)	Spain: *fiesta*	Feast
الحَامي (AlHAmy)	كرنتيكة (krntykp)	Spain: *Calentica*	Kind of Food
نقود (nqwd)	صوَاردَا (SwrdA)	Italian: *Soldo*	Penny
إفرنجي (<frnjy)	قَاوري (GAwry)	Turck: *Gavur*	Occidental
فقير (fqyr)	زوَالي (zwAly)	Turck: *Zavalli*	Poor

Note. Adopted from (Mezzoudj et al., n.d)

In the same vain, Chayeb (2021) defined CA as the native language for all Arabs, learned effortlessly and naturally without the need for formal education or grammar instruction, unlike MSA. It encompasses various regional dialects that differ significantly. These dialects vary based on factors like Bedouin versus Sedentary speech, rural versus urban areas, ethnicity, religious groups, social class, gender, and levels of education. Colloquial Arabic is used by Arabs in their everyday conversations.

Berber

The Berber languages have been native to Algeria since ancient times, primarily spoken in regions like Kabylia, the Aurès, and the Algerian Sahara by the Tuaregs. Despite the influence of Phoenician settlers and later the spread of Latin and Arabic in some urban areas, Berber remained the dominant language until after the French invasion in 1830. Arabic was the only official language until 2002, when Berber was recognized as a second national language, and in 2016, it became an official language. Earlier constitutions did not mention

Berber or French, and official attitudes towards these languages were generally negative. By 2018, Tamazight (another name for Berber) was recognized as a national and official language and started being taught in primary schools and used in social contexts (Chayeb, 2021)

French

The status of French in Algeria has undergone significant changes since the French conquest in 1830. During the 132 years of French colonial rule, French became the dominant language, with French settlers and institutions marginalizing Arabic and Berber. Following independence in 1962, the Algerian government aimed to diminish French influence by promoting Arabic as the only official language (Gençoğlu, 2021). Approximately 11-15% of the Algerian population is proficient in French as either a primary or secondary language. This linguistic proficiency is particularly notable in major urban centres and among the educated strata of society (Choi, 2015).

English

The prominence of the English language in Algeria can be attributed to its status as a global lingua franca. Its widespread adoption is a result of its association with scientific and technological advancement (Chayeb, 2021)

English has emerged as the second most widely studied foreign language, following French. Its presence gained momentum starting from the 1990s, coinciding with the establishment of foreign energy companies in the country. Before, English does not play a significant role in the national and social life of Algerians as it is not a historical component of their cultural identity, there is no perceived necessity for its use in their daily social, intellectual, and economic activities (Slimani, 2016). Now, the presence of English has been significantly augmented by the influence of films, music, and globalization, as well as its international standing as the language of science, technology, business, cyberspace, and

scientific research. Additionally, the widespread availability of satellite television has facilitated the infiltration of English into Arabic. This has introduced numerous new terms into the linguistic repertoire, thereby reinforcing the dominance of English in various contexts.

Derni (2009) emphasizes that English is not only acknowledged within the Algerian educational system but is also undergoing a process of integration as an intrinsic component of Algerian Arabic (AA), especially among the younger demographic. This integration is frequently facilitated through French, as demonstrated by the adoption of terms like 'week-end,' 'fast-food,' 'taxi phone,' 'windows,' 'internet,' 'chat,' 'foot,' 'web,' 'surfing,' and similar linguistic manifestations (as cited in Kaddari & Mazouzi, 2022).

1.2.3. Language Policy and Planning

Language planning and policy (LPP) activities have historical roots that predate the formal establishment of the field. They can be traced back to the 19th century, coinciding with the rise of the bourgeoisie and their economic interests in national and international markets. The development of nation-states during this period necessitated intensive discourse (Bauman & Briggs, 2003). Both institutionally and in daily life, aimed at cultivating a monolingual citizenry (Anderson, 1983) through tools like grammars, dictionaries, and other forms of linguistic regulation. While the terms "language policy" and "language planning" were coined in the 1960s, the underlying practices and ideologies date back much earlier, reflecting the ongoing need to manage language within societal frameworks (Tollefson & Pérez-Milans, 2018)

Language Policy

(Djité, 1994) defined the language policy as "The deliberate choices made by governments or other authorities with regard to the relationship between language and social life" (p. 63). Spolsky (1998) notes that Weinreich is credited with introducing the term

"language planning", but the shift to the more neutral term "language policy" (LP) -also called language engineering or language management- became prevalent due to the perceived failures of national planning activities by the late 1980s. Additionally, Ricento & Hornberger (1996) argue that despite Haugen's introduction of the term "Language Planning" in 1959, often regarded as the foundational father of the field (Johnson, 2013), there has been little progress towards a unified theory of language planning and policy.(as cited in Bagui & Babou, 2019. P. 12)

Language Policy Goals

Language policy goals vary depending on the context, aiming at national unity, effective communication, education improvement, and language preservation. Nahir (1984 & 2003) provides an extensive classification of these goals. These goals include preserving linguistic purity by prescribing language usage, restoring languages with few speakers, simplifying language through deliberate changes, elevating regional languages to major status, increasing language users while maintaining linguistic standards, creating and standardizing terminologies, simplifying technical language, facilitating interlingual communication, preserving native languages under threat, and standardizing auxiliary aspects of language. These strategies collectively encompass a wide range of efforts to enhance language use, communication, and preservation in diverse settings.

Language Planning

Language Planning (LP) is a term credited to linguist Uriel Weinreich, who likely first mentioned it in the early 1950s in New York. It has since become a crucial field of study in linguistics and social sciences (Bianco, 2010 as cited in Bagui & Babou, 2019).

Kaplan & Baldauf (1997) defined language planning as: "a deliberate effort to influence the function, structure, or acquisition of languages or language variety within a speech community" (as cited in Rebollar, 2017). It is commonly linked with governmental

strategies but is also utilized by a range of non-governmental entities, like businesses and individuals (Rebollar, 2017).

Language Policies in Algeria

The complexity of the Algerian situation stems from the interplay of tensions between French, the language of colonialism, and Arabic, the emerging national language. This includes the divide between CA and Algerian colloquial Arabic, as well as the coexistence of various Berber dialects alongside Arabic. Insights from Algeria can be valuable for other states when devising their linguistic, educational, and cultural strategies (Tabory & Tabory, 1987).

Algeria's language planning and policies have undergone significant evolution, initially focused on Arabization, aiming to promote Arabic as the primary language of education, government, and public life. Algeria's adoption of Arabization as its new language policy was officially announced during the presidency of Ben Bella, who served as the first president of the Popular and Democratic Republic of Algeria from 1963 to 1965 (Kaddari & Mazouzi, 2022). This policy striving to integrate CA and enhance its presence across all public spheres and re-establish it as the main medium of instruction (Mostari, 2003).

Despite efforts to promote Arabic, French retains a significant role in Algeria, particularly in areas such as business, higher education, and various sectors of society (Benrabah, 2007). This situation is attributed to various historical and cultural influences. During the French colonial era from 1830 to 1962, French was forcefully established as the dominant language, shaping governmental, educational, and commercial spheres. Consequently, a considerable portion of Algerians, particularly those in urban and educated circles, acquired French as a secondary language (Hassaine, 2011).

In the early 20s, Algeria, amidst societal changes and post-conflict recovery, aimed for educational reforms. However, rather than embracing English for science and technology

in the era of globalization, the government reverted to French as the primary language (Khelloul & Benmaghrouzi, 2020)

During the late 1970s, the Algerian government implemented a significant educational policy shift, mandating English as the secondary foreign language for students starting in the fourth grade within the middle school curriculum. This marked a pivotal transition towards linguistic diversity within Algerian schools, aiming to broaden students' language skills beyond the predominant French language. By the early 1990s, this initiative evolved further, with English being introduced into primary schools as a strategic competitor to French, starting in September 1993 (Benrabah, 2014).

Until 2016, Arabic stood as the sole official national language in Algeria, overlooking the fact that about 20% of the populace were ethnic Berbers (Imazighen) who conversed in diverse Tamazight dialects (Zahaf et al., 2017)

Tamazight, despite being the mother tongue for many Algerians, encountered marginalization during the period of French colonization and continued to confront obstacles even after Algeria achieved independence (MacDonald, 2021). The Black Spring of April 2001, was a three-year protest against police brutality and societal issues, resulted in Tamazight's recognition as a national language in the 2002 Constitution (Dourari, 2013). After 14 years, following the 2016 constitutional reform, Tamazight was elevated to the status of a national and official language (Aoumeur, 2023)

The Algerian government initiated efforts to establish English within the education system several decades ago. In the 1990s, primary schools began offering English alongside French, giving fourth graders the chance to choose their first required foreign language (Boukezzoula, 2016)

Djouimaa (1999) stated that the Algerian Ministry of Education issued a decree (029/M.D/93) on September 6, 1993, stating that English would be introduced gradually,

starting in September of the same year, in a set of primary schools selected randomly to pilot the initiative (as cited in Boukezzoula, 2016)

On July 31, 2022, Algeria's President Abdelmadjid Tebboune declared that English would be incorporated into the primary school curriculum from September onwards, becoming part of the primary program starting with the new school year on September 21, 2022 (Sennagh & Sibachir, 2023).

1.2.4. An Overview of The Algeria Educational System

Education is undoubtedly one of the top intentions for the Algerian government due to its far-reaching impact on society, economy, and individual well-being. Algeria's educational system experienced profound changes throughout its history. The advent of globalization spurred Algeria to embark on a new wave of educational restructuring (Bendala, 2013).

Before the French colonisation in Algeria (1830), schooling in Algeria was limited to primary and secondary levels, with higher education accessible only through institutions such as al-Azhar in Cairo, al-Zaitūna in Tunis, or al-Quara-wiyyīn in Fez. Primary schooling emphasized Arabic literacy, Quranic studies, and writing. During this period, many Algerians enrolled in traditional schools where they had the opportunity to study koranic verses ('hafadha') or the Hadiths of Prophet Muhammad (Peace Be Upon Him), working to interpret and commit them to memory. This educational approach aimed to socialize young learners into a particular Islamic outlook through Quranic recitation. Despite the lasting influence of French colonialism, such teaching methods persist to this day (Bagui & Babou, 2019)

Educational System in Algeria during Colonisation

During the French colonisation, colonial authorities refused to provide education to indigenous communities during colonial domination. They were notably hesitant to provide education solely for the advancement of the colonized individuals (Merrouche, 2006)

Dr Senouci Meberbeche (2016) asserted: " the French suppressed Arabic and imposed the French language as a medium of instruction through the establishment of French schools which were to replace the Arabic and Quranic educational institutions and madrassas (schools) already in existence before colonial rule " (p.13)

Post-independence Educational system in Algeria

After gaining independence from colonial rule in 1962, Algeria faced an intricate sociolinguistic scenario with a diverse population speaking four languages from different language families. This diversity led to conflicts among the people and posed a significant dilemma for Algerian policymakers: which language should be chosen to promote linguistic unity (Maarouf & Lamouri, 2022).

The British Council argues that Algerians' opposition to the colonial education system led to a rise in illiteracy, reaching 90% among Algerians at Independence in 1962. By 1969-70, 63% of men and 85% of women were still unable to read and write. The low enrollment in schools was attributed to the detrimental effects of French colonialism and the aftermath of a seven-year war in Algeria (Sahel, 2017).

Recognizing education's pivotal role in national development, Algerian leaders allocated substantial resources to education during the Four Year Plan (1970-73). This strategic focus resulted in impressive growth, including a doubling of secondary school enrollment, highlighting education's vital role in Algeria's recovery and identity formation (the British Council 1970, as cited in Sahel, 2017).

Since achieving independence in 1962, Algeria has consistently prioritized the education and training of its youth (Unicef, 2015), the Algerian government has been working to shift the education system away from its previous focus on European content and foreign languages taught by foreign teachers. Instead, they have been gradually increasing the

use of Arabic in all subjects and at all levels, while also reducing the amount of time dedicated to teaching French (Rezig, 2011), in 1971 Algeria introduced the Arabization policy.

The Arabization policy

Arabization has been a subject of great interest for linguists, sociolinguists, and language planners due to its multifaceted nature. It has emerged as a significant challenge to colonial languages in the Arab world and played a pivotal role in post-independence Algeria, notably within the education sector (Bagui & Babou, 2019)

Bagui and Babou (2019) defined the Arabization policy as follows "Arabization refers to the process of restoring and generalizing MSA as a language of utilized for instruction, as well as public administration, formal written form and media in general"(p.16).

Seri-Hersch, (2020) claimed that the Arabization policy denotes the linguistic strategy adopted by nations such as Algeria, Tunisia, and Morocco post-independence. Its aim is to advance native Arabic and Islamic cultural norms across the society. He claimed that this policy sought to substitute French with Arabic as the official language and the main medium of instruction in elementary and high schools.

After Algeria's independence in 1962, written communication, except in the religious sector, was predominantly conducted in French (John, 1986), Ahmed Ben Bella assumed leadership as its first president on September 15th, 1963. Under his leadership, Algerians sought to rediscover their genuine identity, finding it in Arabic language and Islam. This marked a desire to revive Algerian culture, which had been suppressed and lost. The government aimed to restore Algerian identity and linguistic unity by adopting CA as the official national language (Nakla, 2012). Although the first constitution declared Arabic as the official language, French remained widely used in government and industry. Although Arabic was constitutionally recognized as the national and official language, it wasn't until

1991 that the Arabization law was enforced in Algeria. This law, specified in Ordinance No. 96-30 dated December 21, 1996, amending and completing Law No. 91-05 of January 16, 1991, mandated that government and educational activities must be carried out in Arabic (Gherzouli, 2019) .

The gradual Arabization of the education system began in 1964, with many Arabic teachers coming from Egypt due to a shortage in Algeria. By the 1970s, secondary schools offered both Arabic and bilingual French-Arabic tracks. However, limited opportunities for non-French speakers in technical fields caused frustration among Arabized students. To address this, the government intensified Arabization in 1979, including the judicial system, creating new opportunities for graduates of the Arabized track. By the late 1980s, most curricula were Arabized, although some areas like the physical sciences remained primarily in French. A law was also passed mandating the full Arabization of administration (John, 1986)

The initial move towards this policy in education began in October 1962, when Arabic was incorporated as a subject in primary schools with seven teaching hours per week. This allocation was raised to ten hours by 1964. The process of introducing Arabic into primary education was conducted incrementally, grade by grade, and was fully accomplished by 1974 (Gherzouli, 2019).

Yellas and Belalta (2016) advocated that the conflict between Arabophone and Francophone elites in Algeria dates back to the colonial era. Abdelhamid Ben Badis, founder of the Association of the Ulemas, opposed assimilation advocated by Ferhat Abbas, leader of The Democratic Union of the Algerian Manifesto. Ben Badis sought to replace French language and culture with Algerian Arab-Islamic identity, as expressed in his creed. In contrast, Abbas aimed for equality with the French and integration of the Algerian Muslim community within France

The Arabization policy has faced significant challenges and criticisms, this was attributed to several factors. These included its hierarchical implementation, inadequate resource allocation, and ideological underpinnings, which resulted in a significant gap between its intended goals and the actual results, ultimately contributing to the breakdown of the educational system (Dokali, 2022)

The policy also failed due to the French's deep-rooted presence in Algeria. French is widely used as a lingua franca, included in education, visible on signage and official documents, and commonly spoken in various contexts, including by government officials. This dual presence of French alongside Arabic reflects the complex linguistic landscape and ongoing debates about language policy in Algeria (Gherzouli, 2019)

The failure of this policy in scientific subjects was a result of linguistic insecurity, significantly affecting students' academic performance. In Algeria, the Minister of Higher Education remarked that 80% of first-year university students struggled with exams due to this insecurity, underscoring how the policy detrimentally affected educational achievements (Dokali, 2022).

Despite the efforts to promote Arabic monolingualism, French still dominates in many subjects. The Arabization policy has been implemented so far in the literary subjects, social sciences, economics, management, and commerce; whereas French remained the prime medium of education in scientific branches and subjects (Gherzouli, 2019), because the failure of the Arabization underscores the mismatch between the language of instruction and the educational needs in scientific disciplines, contributing to the policy's overall shortcomings in the Algerian educational system.

Between 1962 and 1976, the education system mirrored the French colonial model, comprising six years of primary education, four years of intermediate education, and three years of secondary education, concluding with exams such as the Brevet d'Enseignement

Moyen (BEM) and baccalaureate. Subsequent reforms in 1978 led to the adoption of a new system, where primary and intermediate education became mandatory, spanning nine years and ending with the BEM exam (Medfouni, 2020).

Granduilaume (2004) stated that in 2004, the education in Algeria underwent restructuring, reverting to three main categories: primary education (possibly lasting five or six years), intermediate education (four years), and secondary education (three years). These levels of education are overseen by the Ministry of National Education. Similarly, higher education in Algeria is heavily centralized, with institutions regulated by the state and the Ministry of Higher Education and Scientific Research which is responsible for enacting laws, implementing reforms, and making decisions regarding higher education.

1.2.5. Algerian Higher Education

Algeria's higher education system has evolved significantly since its independence in 1962. At that time, the country had only three higher education institutions in Algiers, Oran, and Constantine, with fewer than 2,000 students, of which only 1% were women, and a teaching staff of 250. The University of Algiers, established in 1909, along with its branches in Oran and Constantine, had around 500 students in the 1960/61 academic year, despite a local population of nearly eight million. Before independence, university programs primarily targeted the French colonial elite, with minimal representation of Algerian students (MERIC-Net, 2019)

Following independence on July 5, 1962, Algeria began rebuilding its educational sector, leading to the establishment of the Ministry of Higher Education and Scientific Research in the 1970s. This period saw the continuation of the pre-existing educational model for a short time. Significant reforms were introduced between 1971 and 1984, including the inaugural higher education reform in 1971 and the establishment of the university map in 1982, which was updated in 1984. These changes were driven by the economic development

initiatives that began in 1967, necessitating a re-evaluation of higher education to meet national economic growth demands effectively. The third stage, marked by efforts to consolidate the education system, led to the enactment of the Higher Education Guidance Act in 1999, providing a comprehensive regulatory framework for the sector. The implementation of the LMD (Licence – Master – Doctorate) system in 2004 represented a significant shift, restructuring education into three levels (Bachelor's, Master's, and PhD) to align with global educational standards and modernize Algeria's higher education offerings (Bouchikhi & Zine, 2017). By 2015, Algeria had developed a network of 107 universities serving over 1.5 million students, 60% of whom were women, with a teaching staff of 54,000 (MERIC-Net, 2019). The structure of the Algerian higher education system, influenced by the Napoleonic system due to the period of French colonization, reflects these historical and ongoing developments.

In 2019, Bouzid Tayeb, the former Minister of Higher Education and Scientific Research, declared that French lacked future prospects and proposed the transition to English for university instruction. An online poll on his Facebook page shortly after showed that 94% of voters supported this change. Consequently, universities were instructed to replace French with English in all official document headings (Zerrouki, 2019, as cited in Khenioui & Boulkroun, 2023). In 2022, the current Minister of Higher Education and Scientific Research, Kamel Beddari, announced that starting from September 2023, English would be used as the language of instruction in disciplines such as medicine, science, and technology (Khenioui & Boulkroun, 2023).

1.2.6. EMI in Algerian Education

In recent years, there has been a growing interest in promoting English as a first foreign language in Algeria, recognizing its importance in science, technology, and global competition expand as an introduction (Benassou & Bourenane, 2022).

The coexistence of English and French as foreign languages in Algeria has led to a significant language conflict. This conflict has become more intense in recent years, especially after the Algerian Hirak protests in 2019, during which people criticized French and advocated for English to take its place as the dominant foreign language in the country. Since then, the desire for English has steadily increased, with people expressing this sentiment through various channels, including real-life discussions and social media platforms (Saoudi, 2022)

The presence of English in the Sociolinguistic landscape has been increased recently, despite the fact that it did not hold a significant position since it is not integrated into daily life or official settings like French is. However, it is only taught as a foreign language in Algerian schools, typically beginning in middle school (Saoudi, 2022)

French was once the official language in Algeria during colonial rule until 1962 when Arabisation policies were enforced. This led to a bilingual educational system. During the economic-liberal period from 1980 to 1991, French became the primary foreign language taught in primary schools from the fourth grade onwards. On the other hand, English's global importance as a lingua franca across various sectors, including socio-economic and technical fields, resulted in its introduction as the second foreign language during this economic-liberal era. However, a political crisis between 1992 and 1999 sparked discussions about the role of French and English in the educational system. Eventually, English was integrated as the first foreign language alongside French in primary schools. Yet, this setup was brief as English was later moved to middle schools in 2000, with French returning as the primary foreign language from the second year of primary education onwards (Maarouf & Laamouri, 2022).

Discussions about adopting English as a Medium of Instruction (EMI) in Algerian universities began during the Algerian National Popular Movement in 2019. Fast forward to 2023, President Abd-elmadjid Tebbon made it clear that English would be included as the

second foreign language taught in primary schools. This move is part of a broader strategy to promote English proficiency across various sectors in the future (Chetibi & Matmat, 2023)

Messeded (2023) reported an article from Echoroukonline (2019) saying that In July 2019, the Algerian Ministry of Higher Education and Scientific Research, led by Taib Bouzid, initiated an online survey among the Algerian academic community. The survey aimed to assess support for enhancing the use of English in higher education. Of the 94,741 individuals who participated, 94.3% expressed agreement with the idea of promoting English in higher education and scientific research.

EMI in universities is frequently chosen due to efforts towards internationalization and the global status of English as a widely understood language. This decision aligns with the goal of enhancing cross-cultural communication and fostering collaboration among scholars from diverse linguistic backgrounds (Rose et.al, 2021)

In recent years, there has been a significant shift in the global landscape of education, marked by a growing trend towards adopting English as a medium of instruction in various academic settings. This transition reflects a broader acknowledgment of English's role as a lingua franca. In this part, we will explore the rationale behind this shift, examining the diverse benefits and considerations that have led institutions and education systems to embrace English as a primary language of instruction.

Political reasons to implement EMI

The political reasons related to the historical linguistic background of Algeria played a pivotal role in the decision to the recent adoption of EMI in Algerian higher education The prolonged presence of the French in Algeria led to linguistic challenges and disruptions in language usage, as French was imposed during the colonial era, causing Arabic to lose its prominence and become primarily used among natives. Following Algeria's independence in 1962, language planners aimed to address this by finding a replacement for French with two

key objectives. Firstly, they sought a language more globally influential than French, associated with modernity and technological advancement. Secondly, they desired a language free from colonial connotations. English emerged as the preferred choice, as it symbolized these qualities and was seen as a counterbalance to French influence (Bouasba, Kedjnane, Kamel, 2021)

Economic reasons to implement EMI

The adoption of English as a Medium of Instruction (EMI) in Algerian higher education is motivated by several economic reasons. Firstly, the shift towards EMI is seen as a way to enhance the employability of graduates by equipping them with the English language skills necessary to succeed in international job markets, as AlBakri, (2017) argued that studying subjects in English enhances students command of the language (as cited in Kaddari & Mazouzi, 2022). Furthermore, implementing EMI can open up opportunities for Algerian scholars to participate in international academic and research communities, publish their research in top-tier journals, and attend conferences and seminars worldwide (Ouarniki, 2023)

One of the economic reasons for the adoption of EMI is to attract overseas students to Algerian universities. This is because English is the global language of instruction and research, and its use can make Algerian universities more visible and attractive to international students and faculty (Ouarniki, 2023; Messeded, 2023).The use of English as a medium of instruction aligns with the trend of internationalization in higher education and can help Algerian universities stand out on the global academic stage, attracting a diverse pool of students and faculty members from around the world (Messeded, 2023; Ouarniki, (2023). By offering courses in English, Algerian universities can position themselves as more internationally competitive and appealing destinations for students seeking education in a global context.

Recognizing the significant role of English in international communication, trade, and education can justify the Englishization drive in Algeria, which is essential for accessing international markets and knowledge, as English is the international language of business, science, and technology (Medfouni, 2020)

Cultural Reasons to Implement EMI

The implementation of English as a Medium of Instruction (EMI) in Algerian higher education has promoted cultural exchange and diversity by attracting international students and faculty, fostering interactions with diverse cultural perspectives, and enhancing global academic collaboration. For example, the adoption of EMI has facilitated the integration of international students into Algerian universities, creating opportunities for cross-cultural interactions and mutual understanding (Kaddari & Mazouzi, 2022). Additionally, the use of EMI has exposed Algerian students to diverse academic cultures and perspectives, enriching their educational experience and broadening their worldview (Ouarniki, 2023)

Algerian universities have implemented various initiatives and programs to promote cultural exchange and diversity through English as a Medium of Instruction (EMI). For instance, the University of Djelfa has introduced EMI in all its scientific courses, aiming to expose students to diverse academic cultures and prepare them for global competitiveness (Ouarniki, 2023). Similarly, the University of Batna has implemented EMI in its engineering and computer science programs, providing opportunities for students to improve their English language skills and access international academic resources. The University of Annaba has also introduced EMI in some of its scientific courses, aiming to enhance the quality of higher education and promote internationalization. These initiatives have been well received by students and teachers, as they see EMI as having internationalization and instrumental benefits. Moreover, the U.S. Embassy in Algeria offers academic and citizen exchanges for

qualified American and Algerian scholars, professionals, university students, and youth, enabling connections to be made and promoting cultural exchange and diversity

In summary, Algerian universities have implemented various initiatives and programs to promote cultural exchange and diversity through EMI, exposing students to diverse academic cultures, preparing them for global competitiveness, and enhancing the quality of higher education. Additionally, exchange programs offered by the U.S. Embassy in Algeria provide opportunities for Algerian professionals and students to learn about American culture and improve their English language skills, further promoting cultural exchange and diversity.

1.2.7. Empirical Research on EMI Challenges in Algeria

Empirical research on the challenges of EMI in the Algerian context has been a focus of scholarly inquiry, aiming to understand, address, and mitigate the obstacles faced in integrating EMI effectively into the higher education system. These researches delve into various dimensions of EMI challenges.

Medfouni (2019) investigates the discourses and attitudes towards implementing EMI in Algerian universities, specifically in scientific courses. The study aims to understand the challenges and opportunities associated with the potential implementation of EMI in Algerian universities. The research is conducted in three Algerian universities: the University of Annaba, the University of Batna, and the University of Oum El Bouaghi. The study uses a qualitative research design, with data collected through semi-structured interviews with students and teachers, as well as observations of classroom teaching practices. The analysis focuses on identifying the attitudes and perceptions of students and teachers towards EMI and the challenges they face in implementing it. The findings highlight the contrast between favorable attitudes towards EMI and the daily classroom reality, with challenges such as language proficiency issues, lack of teacher training, and cultural differences. The study emphasizes the need for a gradual and flexible approach to the implementation of EMI,

starting with basic-level courses and providing language support and training for both teachers and students.

Ouarniki (2023) aims to investigate the Algerian higher education teachers regarding the adoption of EMI. It delves into the advantages and obstacles linked to EMI in Algerian universities, such as insufficient language proficiency among teachers and students, limited resources and support, and a lack of training and professional growth opportunities. Data was collected via semi-structured interviews with ten Algerian educators from various fields. The findings indicate a positive outlook from both teachers and students regarding EMI's potential benefits, like enhancing international rankings and scientific research competitiveness. Nevertheless, successful EMI implementation necessitates meticulous planning, enhancing teachers' skills, and motivating students to proficiently engage with English in an academic context.

Khenioui and Boulkroun (2023) investigate the use of English as a medium of instruction (EMI) in Algerian universities. The study highlights the importance of EMI in Algerian universities, shedding light on the recent Englishization drive, the imposed challenges such as the need for careful planning, raising teachers' competencies, and motivating students to learn and deal with English in a professional manner. The study also suggests pedagogical implications for teachers, students, and policymakers. The study involves a mixed-methods approach, combining quantitative and qualitative data collection techniques. The research consisted of an extensive review of available literature on the Englishization initiative and its effects on the role of subject matter educators in Algerian universities and similar settings, and an online questionnaire survey with English language experts of different Algerian universities. The study suggests that the effectiveness of transitioning to Englishization depends on empowering content teachers as leaders of change.

It provides suggestions for policies and practices, including ways to support teachers' autonomy and handle challenges arising from this shift.

1.2.8. Gaps in the Literature Review

Research on EMI has grown globally, yet significant gaps remain, particularly in regions like Algeria. This study aims to address these gaps to provide a comprehensive understanding of the challenges faced by educators in EMI contexts.

Firstly, there is a notable limitation in the breadth of studies on EMI worldwide, with a stark paucity of research focused on Algeria. While global research has provided some insights, the unique sociolinguistic and educational context of Algeria remains underexplored. Specifically, in Tebessa, there is a severe dearth of research on EMI. The only study in this region investigates student attitudes towards EMI, leaving a critical gap in understanding the challenges educators face. This lack of research hinders the development of contextually relevant strategies and policies to support EMI implementation in Algerian educational institutions.

Furthermore, the majority of existing studies predominantly explore the challenges faced by students rather than educators. While student perspectives are crucial, the experiences and challenges of educators, who play a pivotal role in the successful implementation of EMI, are often overlooked. This gap leads to an incomplete understanding of the EMI landscape and fails to address the support needs of educators, which are essential for the effectiveness of EMI programs.

Another significant gap is the limited research on strategies to address the challenges faced by educators in EMI contexts. Existing literature often identifies the challenges but stops short of proposing and evaluating effective strategies to mitigate these issues. This gap leaves educators without the necessary tools and guidance to navigate the complexities of teaching in an EMI environment.

Additionally, there is a notable absence of mixed-method research in the study of EMI challenges. Most studies rely solely on either quantitative or qualitative methods, which limits the depth and breadth of the findings. Mixed-method research, which combines both quantitative and qualitative approaches, can provide a more comprehensive and nuanced review understanding of the challenges faced by educators.

Moreover, studies addressing other factors that may influence the challenges faced by educators in EMI contexts are very limited. Factors such as Gender, Frequency of participation in EMI events, Proficiency level relating to English, Confidence level in teaching in EMI are rarely examined in conjunction with the primary challenges. These factors can significantly impact the effectiveness of EMI and the extent to which educators can overcome obstacles in their teaching practices.

In summary, the existing body of research on EMI, particularly in Algeria and Tebessa, is limited in scope and depth. There is a pressing need for more comprehensive studies that focus on educators' challenges, propose effective strategies, employ mixed-method approaches, and consider a broader range of influencing factors. Addressing these gaps will provide a more holistic understanding of the EMI landscape and support the development of targeted interventions to enhance the efficacy of EMI programs. This study aims to contribute to filling these gaps and advancing the field of EMI research.

Conclusion

In conclusion, the global adoption of EMI in higher education reflects a multifaceted phenomenon shaped by diverse socio-political, historical, and educational contexts. From Europe to Asia, Africa, and beyond, the proliferation of EMI underscores a concerted effort to internationalize academic institutions, enhance English proficiency, and prepare students for global opportunities. However, this shift is not without its challenges. Educators face linguistic, cultural, and structural obstacles, necessitating innovative strategies and ongoing

support to navigate the complexities of EMI implementation effectively. Despite these challenges, the imperative to embrace EMI persists, driven by the pursuit of academic excellence, internationalization goals, and the evolving demands of a globalized world.

Algeria's educational landscape adds a unique thread to this global tapestry. From its pre-colonial emphasis on Arabic literacy to the post-independence Arabization policy and the recent embrace of EMI, Algeria's educational evolution reflects a nuanced response to changing global dynamics. Despite challenges such as linguistic tensions and economic imperatives, Algeria's commitment to education as a driver of societal progress remains steadfast. As the nation navigates modernization and globalization, its educational system serves as both a reflection of its identity and a pathway to future prosperity. Through strategic reforms, inclusive policies, and a dedication to linguistic and cultural diversity, Algeria continues to shape the minds of its youth and position itself within the global community. Collaborative efforts among policymakers, educators, and stakeholders are essential to ensure the successful integration of EMI and maximize its benefits for students and societies worldwide.

2. Research Methodology, Data Analysis and Interpretation

Introduction

This chapter outlines the research design and methodology employed to explore the challenges faced by SMI in EMI contexts. As the adoption of EMI continues to grow globally, understanding the difficulties experienced by SMI is crucial for developing effective strategies and policies. This study aims to identify and analyse these challenges through a comprehensive and systematic approach. The chapter begins with a detailed description of the research design, followed by the selection criteria for participants, data collection methods, and the analytical procedures used. By providing a clear and structured methodology,

2.1. Research Methodology

2.1.1. Research Design

According to Jain (2023), research design refers to the comprehensive plan or framework for conducting a research study. It involves detailing the approaches and methods that will be employed to gather and analyse data to address a research question or test a hypothesis.

The research design of this study is based on a mixed-method tool, utilising a questionnaire to gather data from SMI in EMI contexts. This method was selected for its efficiency in collecting a large amount of data from a diverse group of participants, allowing for the identification of common challenges and strategies. The questionnaire is carefully designed to include a mix of closed and open-ended questions, providing both quantitative data for statistical analysis and qualitative insights into SMI experiences. The closed-ended questions focus on specific challenges, frequency of occurrences, and the perceived impact on teaching effectiveness. However, the open-ended questions allow participants to elaborate on their experiences and provide additional context. This design ensures a comprehensive understanding of the challenges faced by SMI in EMI contexts, capturing both the breadth of

issues and the depth of individual experiences. By systematically collecting and analysing this data, the study aims to offer valuable insights into the complexities of EMI, informing future strategies and interventions to support educators in these settings.

2.1.2. Research Setting

Research setting encompasses the physical, social, and cultural backdrop within which a research investigation unfolds, encompassing the particular geographical location, temporal context, and social milieu where data collection occurs (Jain, 2023).

The setting for this study is Echahid Cheikh Laarbi Tebessi University, Tebessa. This institution offers a diverse array of faculties where EMI is increasingly implemented. The study encompasses multiple faculties to ensure a comprehensive understanding of the challenges faced by SMI in different academic disciplines.

2.1.2.1 Faculties Involved

● **Faculty of Sciences**: This faculty includes departments such as Physics, Chemistry, Biology, and Mathematics. Educators in this faculty often face the challenge of translating complex scientific concepts into English, which may not be their first language.

● **Faculty of Technology:** Comprising departments like Computer Science, Electrical Engineering, and Mechanical Engineering, this faculty requires educators to integrate technical terminology and advanced technological concepts in English, posing significant challenges in both instruction and assessment.

● **Faculty of Economics and Management:** Educators in this faculty deal with subjects such as Economics, Management, Accounting, and Finance. The use of English in these fields involves not only technical vocabulary but also the ability to discuss and analyse economic models and management theories fluently.

● **Faculty of Law and Political Science**: Courses in this faculty cover areas of Law and Political Science. Educators must be adept at explaining legal concepts, political theories,

and international policies in English, which can be particularly demanding given the specialized nature of the terminology.

● **Faculty of Social Sciences and Humanities**: This faculty includes disciplines like Sociology, Philosophy, Psychology, Islamic Sciences and History. Educators must navigate the complexities of discussing social theories, historical contexts, and psychological concepts in English.

● **Institute of Sports:** This institute focuses on Physical Education, Sports Science, and related fields. Educators face the challenge of teaching practical and theoretical aspects of sports and physical education in English, which requires both technical vocabulary and effective communication of physical training methodologies.

2.1.3. Population

A population denotes the total collection from which a sample is chosen for investigation in a study. As such, any grouping sharing a common attribute can be viewed as a population (Momoh, 2024).

The population for this study consists of educators from the University of Echahid Cheikh Laarbi Tebessi across various faculties. An email invitation to participate in the study was sent to 350 teachers specializing in a range of disciplines, ensuring a diverse and representative sample.

2.1.3. Sampling

According to Tuovila, (2024), sampling, in statistical analysis, is the method by which researchers select a specific number of observations from a larger population. This technique allows researchers to study a large group by utilizing a smaller subset of the population.

For this study, a convenience sampling method, which is a non-probability sampling technique in which units are chosen for the sample based on their easy accessibility and close proximity to the researcher (Nikolopoulou, 2023), was utilized to select 50 participants from

the population of 350 teachers at the University of Echahid Cheikh Laarbi Tebessi. This approach, while not guaranteeing representativeness, offers practicality and efficiency in data collection within the constraints of time and resources. Selection criteria included availability, active involvement in EMI, and representation across various faculties. Participants were contacted via email with a link to the online questionnaire, and reminder emails were sent to encourage participation. All responses were collected anonymously to ensure privacy and candid responses. Through convenience sampling, the study aims to gather insights from a diverse range of educators, providing valuable perspectives on the challenges and strategies faced in EMI contexts at the university.

2.1.4. Data Collection Instrument

A questionnaire is a research tool that consists of a series of questions aimed at gathering information from respondents. It is a fundamental instrument used in survey research to collect quantifiable data. Questionnaires possess distinct features, including closed-ended questions prompting specific, limited responses like yes/no or multiple-choice selections, and open-ended questions enabling respondents to provide expansive answers in their own words (Mcleod, 2023).

The data collection instrument for this study is a questionnaire with 18 closed-ended questions and 10 open-ended questions, designed to gather both quantitative and qualitative data from educators at Echahid Cheikh Laarbi Tebessi University regarding the challenges faced in EMI contexts. The questionnaire consists of two sections:

Background Information

This section collects demographic data and background information about the participants, including their age, gender, and teaching specialty; and assesses lecturers' participation in English-language events. The questionnaire evaluates the importance of EMI in their teaching context, their confidence in teaching through EMI, and their proficiency

levels. It investigates the extent of training received and preparedness.

Challenges and Coping Strategies

In this section, participants are presented with a series of closed-ended questions to quantify the frequency and severity of various challenges encountered in EMI settings. The questions are structured using Likert scales with five and three-point options to measure the participants' perceptions of each challenge. Sample questions may include:

How frequently do you encounter language proficiency challenges in delivering EMI?

Additionally, a series of questions invites participants to provide qualitative insights and recommendations regarding strategies for addressing the challenges identified in the previous section. Open-ended questions encourage participants to share their experiences, perspectives, and innovative solutions. Sample questions may include:

How do you incorporate novel teaching materials and activities into your EMI?

How do you encourage participation and communication among students in your EMI classroom?

By incorporating both quantitative and qualitative data, the questionnaire ensures a nuanced and multifaceted analysis of the complexities within EMI settings at Echahid Cheikh Laarbi Tebessi University.

2.1.5. Questionnaire Procedures

The questionnaire was translated into Arabic and French to ensure clarity and accessibility for participants and was carefully adapted from the literature review to address the specific objectives of the study in the context of EMI at Echahid Cheikh Laarbi Tebessi University and to maximize construct and content validity. It was administered online using Google Forms, providing a convenient platform for participants to complete the survey. Prior to main data collection, a pilot study was conducted to assess the clarity and relevance of the survey instrument. The piloting process involved soliciting participation from a small sample

of teachers to evaluate the questionnaire's effectiveness and identify any areas requiring refinement. A preliminary email (see appendices A) was sent to 5 participants, inviting them to pilot the questionnaire. The email outlined the purpose of the pilot study and included a request for feedback on the clarity and relevance of the survey questions. Participants were instructed to complete the questionnaire and provide comments or suggestions for improvement.

Upon completion of the questionnaire, participants were encouraged to submit their feedback via email. Feedback (see appendices A) received from participants who suggested providing a French translation in addition to the existing Arabic translation to enhance clarity.

The feedback from the pilot study was overwhelmingly positive, with all participants indicating that the questionnaire was clear and comprehensible. This feedback validated the questionnaire's design and ensured its suitability for the main study.

Based on the feedback received during the piloting phase, an Arabic translation was added to enhance understanding.

Analysis of Internal Consistency Using Cronbach's Alpha

Table 17

Reliability Statistics

Cronbach's Alpha	N of Items
783	10

To ensure the reliability of the closed-ended questions in the questionnaire, Cronbach's alpha was used to test for internal consistency. This measure assesses how closely related a set of items are as a group, providing an indication of the scale's reliability. The analysis yielded a Cronbach's alpha value of 0.783 for the 10 items in the questionnaire. This

value exceeds the commonly accepted threshold of 0.70, indicating a good level of internal consistency among the items. Therefore, the questionnaire can be considered reliable for measuring the intended constructs.

2.2. Data Analysis and Interpretation of the Findings

After data collection, the obtained results have been analysed to answer the two first research questions which are:

1. What are some common challenges faced by specialty instructors in adopting EMI?

2. What strategies do instructors employ to address the challenges?

2.2.1. Analysis of the Questionnaire

The following tables and figures show the outcomes of those questions.

Analysis of Background Information Section

Question 01: Teachers' Age

Table 1

Teachers' age

	N	Minimum	Maximum	mean	Std. Deviation
Age	50	32	60	45.72	6.698
Valid N (list wise)	50				

Table 1 presents the age distribution of teachers participating in the study. The table provides an analysis of the ages of 50 teachers. The ages range from a minimum of 32 to a maximum of 60, with a mean age of 45.72 years. This indicates that the average teacher in the sample is in their mid-40s. The standard deviation of 6.698 suggests a moderate variability in the ages, meaning most teachers are within approximately 6.7 years of the mean age. This distribution shows that the teaching staff includes a mix of younger and older teachers, spanning nearly three decades. This mix likely contributes to a diversity of

experience levels, teaching styles, and perspectives within the group. Overall, the data provides a comprehensive view of the age demographics of the teachers surveyed.

Question 02 Teachers' Gender

Figure 3

Gender

The gender distribution among the teachers reveals that 28% are female and 72% are male. This shows a significant imbalance, with males making up the majority of the teaching staff. This disparity might affect the diversity of perspectives and experiences within the university environment. However, it is important to note that this imbalance is not uniform across all faculties. In the arts and languages faculties, the gender distribution is more balanced or even female-dominated. Conversely, in scientific specialties, males constitute a significantly higher proportion of the teaching staff. Understanding and addressing this gender gap could help promote a more balanced and inclusive workplace.

Question 03 How often do you participate in events conducted in English, such as workshops or training sessions?

Table 2

Frequency of Teacher Participation in English-Language Events

Options	Frequency	Percentage
Never	13	26

Sometimes	23	46
Always	14	28
Total	50	100

The data from Table 2 reveals that teacher participation in English-language events, such as workshops or training sessions, varies significantly. Approximately 26% of teachers never participate in these events, suggesting possible barriers such as lack of access, insufficient motivation, or a preference for events in their native language. The largest group, comprising 46% of teachers, participates sometimes, indicating an occasional recognition of the value of these events but also the presence of constraints like scheduling conflicts or limited relevance. Meanwhile, 28% of teachers always participate, demonstrating a strong commitment to engaging with English-language professional development, potentially driven by their teaching contexts, personal goals, or institutional requirements. To increase overall participation, it is essential to address the barriers faced by the 26% who never participate and to identify and mitigate the factors limiting the engagement of those who participate only sometimes. Ensuring the quality and relevance of these events will be crucial to maintaining the high engagement of the 28% who always participate.

Question 04 How important do you perceive English Medium of Instruction (EMI) to be in your teaching context?"

Table 3

Teachers' Perceptions Regarding the Importance of English Medium of Instruction (EMI) in their Teaching Context.

Options	Frequency	Percent
Not important	2	4
Not very important	5	10
Neutral	1	2
Important	13	26
Very important	29	58
Total	50	100

The data from Table 3 illustrates varying perceptions among teachers regarding the

importance of EMI in their teaching context. A minority, comprising 4% and 10% respectively, perceive EMI as not important or not very important, suggesting alternative language priorities or contexts where English proficiency may not be a primary focus. Conversely, a significant majority of 58% view EMI as very important, indicating its integral role in effective teaching within their educational environment. Additionally, 26% perceive EMI as important, underscoring its relevance though not as crucial as deemed by the majority. One response remained neutral, reflecting ambivalence or uncertainty about the significance of EMI. Understanding these perceptions is crucial for institutions to tailor language policies and support mechanisms that accommodate the diverse linguistic needs of teachers and students, ultimately optimizing instructional practices in various teaching contexts.

Question 5 How confident do you feel about teaching in an English Medium of Instruction (EMI) context?

Table 4

Teachers' Confidence Levels Regarding Teaching in an English Medium of Instruction (EMI) Context.

Options	Frequency	Percent
Not at all confident	8	16
Not very confident	7	14
Neutral	8	16
Confident	17	34
Very confident	10	20
Total	50	100

The data presented in Table 4 offers insights into teachers' confidence levels regarding teaching in an EMI context. Notably, a minority of teachers, comprising 16% who feel not at all confident and 14% who feel not very confident, express reservations about their abilities in EMI environments, possibly due to language proficiency concerns or a lack of familiarity with teaching in English. Another 16% remain neutral, indicating uncertainty or a lack of

strong confidence in their EMI teaching capabilities. However, a significant proportion, constituting 34% who feel confident and 20% who feel very confident, demonstrate a reasonable to high level of assurance in their ability to teach in English. To address confidence gaps and ensure effective teaching practices in EMI contexts, targeted professional development programs focusing on language proficiency and instructional strategies, along with fostering a supportive environment for continuous growth, could be beneficial.

Question 06 How would you rate your proficiency level?

Table 5

Self-Reported Proficiency Levels in Language

Options	Frequency	Percentage
Beginner\ Elementary	12	24
Intermediate	30	60
Advanced\ Fluent	8	16
Total	50	100

Table 5 presents a breakdown of respondents' self-reported proficiency levels in the language, categorised into three main options. Among the respondents, 12 individuals (24% of the total sample) identify as Beginner/Elementary, indicating a foundational understanding of the language. The Intermediate category encompasses the largest segment, with 30 respondents (60% of the sample), suggesting a moderate level of proficiency suitable for everyday conversations and comprehension of moderately complex texts. Eight respondents (16% of the sample) classify themselves as Advanced/Fluent, indicating a high level of competency in the language. This distribution highlights a varied landscape of language skills within the surveyed population, with the majority falling within the intermediate range.

Question 07 How much training or professional development have you received before or while teaching through EMI?

Table 6

Proficiency Levels and Training in English Medium of Instruction (EMI)

Options	Frequency	Percentage
Not at all	8	12
Little	18	36
Moderate	24	48
Some	2	4
Total	50	100

Table 6 illustrates the extent of training or professional development received by respondents before or during teaching through EMI. Among the respondents, 8 individuals (12% of the total sample) reported receiving no training or professional development, indicating a lack of formal preparation in this regard. The category with the highest frequency is "Moderate," with 24 respondents (48% of the sample), suggesting that a significant portion of participants received a moderate level of training or professional development. Furthermore, 18 respondents (36% of the sample) reported receiving "Little" training, indicating some level of preparation but potentially insufficient for comprehensive support. Only 2 respondents (4% of the sample) reported receiving "Some" training, indicating minimal preparation in comparison to other categories. This distribution highlights the varying levels of preparedness among educators for teaching through EMI, with a notable proportion having received moderate training, but a significant portion having received limited or no formal preparation. Understanding these patterns is essential for assessing the efficacy of training programs and identifying areas for improvement in supporting teachers in EMI contexts.

Question 08 Do you feel adequately prepared by teacher preparation programs or professional development initiatives to teach in English?

Table 7

Perception of Teacher Preparation Programs and Professional Development for Teaching in English

Options	Frequency	Percentage
Not at all	5	10
Slightly	12	24
Moderately	18	36
Very much	12	24
Extremely	3	6
Total	50	100

Table 7 presents the distribution of responses to the question regarding the adequacy of teacher preparation programs or professional development initiatives in preparing teachers to teach in English. The data reveals a varied perception among respondents. A notable portion, comprising 10% of participants, indicate that they felt not at all prepared by these programs. A larger proportion, constituting 24%, expressed feeling slightly prepared, while 36% reported feeling moderately prepared. Interestingly, 24% of respondents felt very much prepared, and a smaller percentage, accounting for 6%, felt extremely prepared. Overall, the table illustrates a diverse range of perceptions regarding the adequacy of teacher preparation and professional development initiatives in equipping educators to teach in English.

Challenges and Coping Strategies

This section explores the challenges teachers face with EMI and their coping strategies. Understanding these factors is vital for effective language policy and support development.

Question 09 Have you encountered any difficulties due to your limited vocabulary or fluency when teaching in English?

Table 8

Difficulties Encountered Due to Limited Vocabulary or Fluency When Teaching in English

Options	Frequency	Percentage
Not at all	3	6
Few	13	26
Some	20	40
Many	9	18
Numerous	5	10
Total	50	100

Table 8 presents responses to the question regarding encountered difficulties due to limited vocabulary or fluency while teaching in English. The majority of respondents, comprising 40%, indicated facing "some" difficulties, followed by 26% who reported "few" difficulties. A significant portion of respondents, 18%, acknowledged encountering "many" difficulties, while 10% reported facing "numerous" difficulties. Only a small proportion, 6%, stated experiencing "no" difficulties at all. These findings suggest that a considerable number of teachers encounter challenges related to vocabulary or fluency when teaching in English, highlighting potential areas for targeted support and professional development initiatives.

Question 10 Have you faced challenges in using academic language effectively in your teaching?

Table 9

Challenges Encountered in Using Academic Language Effectively in Teaching

Options	Frequency	Percentage
Not at all	4	8
Few	18	16
Some	19	38
Many	15	30
Numerous	4	8
Total	50	100

Table 10 presents data regarding the challenges encountered by educators in effectively using academic language in their teaching. Among the respondents, 8% reported facing no challenges in this aspect, while 16% experienced few challenges. A notable portion of educators, comprising 38%, reported facing some challenges, while 30% encountered many challenges. Additionally, 8% of respondents indicated facing numerous challenges in using academic language effectively. Overall, the data suggests that a substantial proportion of educators encounter challenges to varying degrees when utilising academic language in their teaching practices.

Question 11 What strategies have you employed to cope with language-related issues ?

Examples of Teachers' Answers

-Self-learning

التحضير الجيد و التدريس اعتماداً على ورقة الدرس لتفادي الاخطاء

الاستعانة بالانترنت ومركز تعليم اللغات الجامعي

-changer la langue

J'ai beaucoup utilise l'intelligence artificielle pour la traduction

-More training before courses, and sometimes well preparing the strategies

To cope with language-related issues, SMI have employed a variety of strategies. Self-learning has been a key approach, allowing teachers to independently improve their language skills. Good preparation and adherence to lesson plans are essential for avoiding mistakes during instruction. Additionally, teachers leverage resources such as the internet and the university language learning center to enhance their language proficiency and teaching effectiveness. Some teachers have adapted by changing the language of instruction and extensively using artificial intelligence tools for translation, which helps bridge language gaps. Furthermore, more training before courses and careful preparation of strategies are emphasized to ensure effective teaching despite language challenges. These diverse strategies highlight the proactive and resourceful measures teachers take to address language-related issues in their teaching environments.

Question 12 How often do you find yourself covering less material when teaching in English compared to the language you previously taught in?

Table 10

Frequency of Covering Less Material When Teaching in English Compared to Previous Languages

Options	Frequency	Percentage
Never	11	22

Rarely	6	12
Sometimes	15	30
Often	13	26
Always	5	10
Total	50	100

Table 10 illustrates the frequency with which teachers feel they cover less material when instructing in English compared to their previous language of instruction. The table reveal that a significant portion of teachers experience challenges in covering the same amount of material. Specifically, 30% of respondents indicated they "Sometimes" cover less material, while 26% reported this occurs "Often." A smaller group, comprising 10%, "Always" face this issue. On the other hand, 22% of teachers stated they "Never" encounter this problem, and 12% noted it happens "Rarely." These findings suggest that while a majority of teachers (66%) occasionally or frequently cover less material in English, a notable minority (34%) do not experience this issue as frequently. This distribution highlights the variability in teachers' experiences with content coverage when teaching in a non-native language.

Question 13 What factors do you think contribute to any differences in coverage of material between languages?

Examples of Teachers' Answers

- Students' linguistic level and abilities

- تباين قدرات الاستاذ والطالب

- Our level in English and our big relation with French

- La nature de la matière

- The scientific term, sometimes not unified

Several factors contribute to differences in material coverage between languages. Teachers note that students' linguistic levels and abilities significantly impact how well they can engage with and understand the material. There are also variations in the capabilities of

both teachers and students, which can influence how effectively the content is delivered and comprehended. Teachers highlight that their own proficiency in English, compared to their stronger familiarity with French, can affect their ability to teach in different languages. The nature of the subject matter itself plays a role, as some topics may be more challenging to convey in one language compared to another. Additionally, scientific terminology is sometimes not standardised across languages, leading to inconsistencies in material coverage and understanding. These factors collectively contribute to the discrepancies observed when teaching the same content in different languages.

Question 14 What strategies have you employed to cope with this issue?

Examples of Teachers' Answers

-Development

-Using most adequate language to students level and curricular content

الاستعانة بمصادر مختلفة-

-Use IA tools

-Using audio visual tools and manuscripts

Teachers employ various strategies to cope with language-related issues. They emphasise the importance of ongoing professional development to enhance their language skills and teaching methods. Adapting language use to match students' proficiency levels and the complexity of the curricular content ensures better comprehension and engagement. They utilise a variety of resources, including different texts and reference materials, to provide a richer learning experience and address diverse language needs. Implementing artificial intelligence tools assists in language teaching by offering personalised learning experiences, automated feedback, and interactive content. Additionally, incorporating audio-visual aids and written materials helps make lessons more engaging and accessible, catering to different learning styles and improving understanding. These strategies reflect a multifaceted approach

to addressing language-related issues in the classroom, combining traditional methods with modern technology to enhance learning outcomes.

Question 15 Have you encountered any difficulties related to different academic norms or social norms (such as assessment practices, teaching methods, content presentation, etc.) when teaching in English?

Table 11

Difficulties Related to Different Academic or Social Norms When Teaching in English,

Options	Frequency	Percentage
Never	12	24
Rarely	4	8
Sometimes	16	32
Often	9	18
Always	9	18
Total	50	100

The data from Table 11 shows that a significant portion of teachers have encountered such difficulties. Specifically, 32% of respondents indicated they "Sometimes" face these challenges, while 18% reported experiencing them "Often," and another 18% stated they "Always" encounter these issues. Conversely, 24% of teachers indicated they "Never" face these difficulties, and 8% noted it happens "Rarely." This distribution suggests that a majority of teachers (68%) occasionally or frequently encounter difficulties related to different academic or social norms when teaching in English, indicating a need for additional support and adaptation strategies. However, a notable minority (32%) do not face these challenges as often, highlighting variability in experiences and possibly differing levels of preparedness or adaptability among teachers.

Questions 16 How do you address these difficulties?

Examples of Teachers' Answers

تغيير طريقة التعليم-

لا ازال اواجهها-

-With my experience in university

- j'utilise mes capacité

- First, difficulties encountered with students comprehension. How can we evaluate them on their progressing or their language? I'm not sure how to overcome this situation

To address language-related difficulties, teachers have adopted several approaches. One teacher mentioned changing their teaching methods to better suit the language needs of his/her students. Another indicated that they continue to struggle with these issues, suggesting ongoing challenges. Utilising their university experience is a strategy for some teachers, relying on their accumulated knowledge and expertise to manage language barriers. Others leverage their personal skills and capabilities (j'utilise mes capacité) to navigate these difficulties. A specific concern raised is the challenge of assessing students' comprehension and progress in language learning, with uncertainty about effective evaluation methods. These responses demonstrate a range of strategies and highlight the persistent nature of language-related challenges in educational settings.

Question 17 How often do you face challenges due to limited teaching resources in your EMI classroom?

Table 12

Frequency of Challenges Due to Limited Teaching Resources in EMI Classrooms

Options	Frequency	Percentage
Never	10	20
Rarely	8	16
Sometimes	15	30
Often	10	20
Always	7	14
Total	50	100

Table 12 highlights the varied experiences teachers face regarding teaching resources in EMI settings. According to the data, 20% of teachers reported that they never encounter challenges due to limited resources, while 16% rarely face such issues. The largest group,

comprising 30% of respondents, indicated that they sometimes deal with resource-related challenges. Additionally, 20% of teachers stated they often face these difficulties, and 14% reported always encountering them. This distribution suggests that although a notable portion of teachers (36%) rarely or never experience resource limitations, a significant majority (64%) do encounter these issues with varying frequency. The fact that 34% of teachers often or always face challenges underscores the critical need for improved resource allocation to support effective teaching and learning in EMI classes.

Question 18 What strategies do you use to overcome these challenges?

Examples of Teachers' Answers

-Inventing solutions on my own

‐التخضير الجيد للدرس والمحاضرة

 -Continuous Learning

‐الاعتماد على المراجع والمواقع الالكترونية

-none

To overcome language-related challenges, teachers employ various strategies. One teacher focuses on inventing their own solutions, demonstrating a proactive and innovative approach. Another emphasises thorough preparation for lessons and lectures, ensuring that they are well-prepared to address potential issues. Continuous learning is also a key strategy, with teachers relying on references and online resources to enhance their knowledge and skills. However, one teacher mentioned that they do not use any specific strategies, indicating that they may still be seeking effective methods to cope with these challenges. These responses highlight the diverse approaches teachers take to address language-related issues in their educational contexts.

Question 19 How frequently do you encounter difficulties in student comprehension when teaching in English?

Table 13

Frequency of Difficulties in Student Comprehension When Teaching in English,

Options	Frequency	Percentage
Never	3	6
Rarely	3	6
Sometimes	7	14
Often	19	38
Always	18	36
Total	50	100

Table 13 reveals the challenges teachers face with student understanding in EMI classes. According to the data, only 6% of teachers reported never encountering comprehension difficulties, and another 6% stated they rarely face such issues. A small portion, 14%, indicated that they sometimes experience these challenges. However, a significant proportion of teachers, 38%, reported that they often encounter difficulties with student comprehension, and 36% always face such issues. This distribution shows that a substantial majority of teachers (74%) frequently deal with student comprehension problems when teaching in English. This underscores the need for targeted strategies and support mechanisms to enhance student understanding in EMI settings, ensuring that language barriers do not impede the learning process.

Question 20 What challenges do you observe among students in terms of their English language proficiency?

Examples of Teachers' Answers

عدم فهم اللغة-

-discussion and writing

عدم الاتقان-

-They need more practical activities in English language related to their field of study (Law and PS)

هي مشكلة النطق الصحيح للكلمات او استخدام-

كلمات في غير موضعها-

Teachers have identified several challenges among students regarding their English language proficiency. These include difficulties in understanding the language, particularly evident in discussions and writing tasks. Some students struggle with mastery, indicating a lack of proficiency. Additionally, teachers note the need for more practical activities tailored to students' specific fields of study, such as Law and Political Science. Pronunciation accuracy and word usage are also highlighted as common issues, with students facing challenges in articulating words correctly and using them appropriately in context. These observations shed light on the multifaceted nature of students' struggles with English language proficiency and emphasise the importance of targeted support and tailored activities to address these challenges effectively.

Question 21 What strategies do you employ to support/help students with different English proficiency levels?

Examples of Teachers' Answers

-Speaking

-Implementing varied teaching materials

تبسيط اللغة و استخدام كلمات وعبارات بسيطة و سهلة-

-Explanation with examples

-all kinds of support in order to evolve their skills

الدراسة الجماعية والاكثار من الكلام بالإنجليزية-

Teachers employ various strategies to support students with different English proficiency levels. These include engaging students in speaking activities to enhance their oral communication skills. Additionally, teachers implement a diverse range of teaching materials to cater to varying learning styles and preferences. Simplifying language and using straightforward words and phrases are also emphasised to facilitate understanding. Providing

explanations accompanied by examples helps clarify concepts and reinforce learning. Furthermore, teachers offer comprehensive support aimed at nurturing students' skills, ensuring they evolve and improve over time. Group study sessions and increasing English language communication further contribute to students' language development and proficiency enhancement. These strategies collectively aim to create an inclusive learning environment where students of diverse proficiency levels can thrive and succeed in their English language learning journey.

Question 22 Have you encountered any difficulties in developing or implementing new teaching materials or activities when using EMI?

Table 14

Frequency of Difficulties in Developing or Implementing New Teaching Materials or Activities When Using EMI

Options	Frequency	Percentage
Never	5	10
Rarely	3	6
Sometimes	18	36
Often	17	34
Always	7	14
Total	50	100

Table 14 illustrates the challenges teachers face in creating and utilising educational resources in EMI settings. According to the data, 10% of teachers reported never encountering difficulties in this area, while 6% stated they rarely face such issues. A larger portion, 36%, indicated that they sometimes experience challenges in developing or implementing new teaching materials or activities. Furthermore, 34% of teachers often encounter these difficulties, and 14% always face them. This means that a significant majority of teachers (84%) sometimes, often, or always struggle with developing or implementing new teaching materials or activities when using EMI. This highlights a critical area for support and professional development, emphasising the need for resources and

training to help teachers effectively create and use instructional materials in EMI contexts.

Question 23 How do you incorporate novel teaching materials and activities into your EMI instruction?

Teachers' Answers

تكليف الطلبة ببحوث باللغة الانجليزية-

-Use IA tools

لم ادمجها بعد-

-by using simple vocabulary as possible as I can

-Vedios,images

-Doing Group activities in the class

Teachers employ various methods to incorporate novel teaching materials and activities into their EMI instruction. Some assign students research tasks in English, encouraging them to explore topics using the language actively. Others utilise artificial intelligence tools to enhance learning experiences and engage students in interactive activities. While some teachers admit to not yet integrating novel materials, others focus on simplifying vocabulary to ensure accessibility and comprehension. Incorporating multimedia elements such as videos and images adds visual interest and aids in conveying complex concepts effectively. Additionally, group activities within the classroom setting promote collaborative learning experiences, fostering student engagement and participation in EMI instruction. These diverse approaches demonstrate a commitment to innovation and creativity in enriching the EMI learning environment, ultimately enhancing students' language acquisition and academic experiences.

Question 24 Since you have adopted EMI, how often have you encountered participation/ interaction problems from students (which you believe are because of EMI)?

Table 15

Frequency of Encountering Student Participation/Interaction Problems Due to EMI

Options	Frequency	Percentage
Never	6	12
Rarely	5	10
Sometimes	9	18
Often	17	34
Always	13	26
Total	50	100

Table 15 details the prevalence of participation and interaction issues among students since the adoption of EMI. According to the table, 12% of teachers reported never encountering such problems, while 10% rarely faced them. A notable 18% of teachers sometimes experienced participation or interaction difficulties attributable to EMI. More significantly, 34% of teachers often encountered these issues, and 26% reported always facing them. This data indicates that a considerable majority (78%) of teachers frequently deal with student participation and interaction problems due to EMI. This finding underscores the need for strategies and interventions to enhance student engagement and interaction in EMI settings, ensuring that language barriers do not hinder the learning process.

Question 25 How do you encourage participation and communication among students in your EMI classes?

Examples of Teachers' Answers

- By trying to get closer as possible to them.

- Setting relation with learners as if it is a friendship or as social experience

الطلبة ‪-‬مع الانجليزية باللغة فالتواصل إعاقة توجد لاتزال للأسف المستمرة المراقبة علامات في جيد تقييم اعطاءهم

- l'importance de l'anglais dans le domaine technique est primordiale

- Group activities

Teachers employ various strategies to encourage participation and communication among students in their EMI classes. Some focus on building rapport by striving to establish close connections with students, fostering an environment of trust and camaraderie. They

emphasise forming relationships with learners akin to friendships or social experiences, creating a comfortable atmosphere conducive to open communication. Others incentivise participation by providing positive feedback and recognition through continuous assessment marks. However, some lament that barriers to English language communication persist among students, hindering effective interaction. Emphasising the importance of English in technical fields, such as engineering, underscores the necessity for proficient communication skills. Additionally, group activities are utilised to promote collaboration and peer interaction, fostering engagement and communication among students within the EMI classroom environment. These multifaceted approaches highlight the educators' dedication to fostering a supportive and communicative atmosphere, ultimately enhancing students' language proficiency and collaborative skills.

Question 26 How much do you think EMI has negatively affected students' motivation to learn?

Table 16

Perceived Negative Impact of EMI on Students' Motivation to Learn

Options	Frequency	Percentage
Not at all	12	24
Little	13	26
Moderate	13	26
Some	12	24
Total	50	100

Table 16 presents the responses to how much EMI has negatively affected students' motivation. According to the table, 24% of the respondents believe that EMI has not affected students' motivation at all. Another 26% feel that EMI has had little negative impact on motivation. Similarly, 26% perceive a moderate negative impact, while 24% think that EMI has somewhat affected students' motivation. This distribution indicates a relatively balanced perception among the respondents, with opinions evenly split across the spectrum from no

impact to moderate impact. Overall, the data suggests that while a significant portion of teachers see some level of negative effect on motivation, there is no overwhelming consensus, highlighting the varied experiences and perceptions regarding EMI's impact on student motivation.

Question 27 What approaches/strategies do you use to motivate students?

Examples of Teachers' Answers

-Stories, real life examples, using English

-تبسيط الدروس

-Motivation by increasing points

-favoriser le travail en anglais par des avantages

-Doing research and homework writing in english

-المحاولة التدريجية في تكثيف إستعمال اللغة الأنجليزية في المقاييس التي أدرسه

Teachers employ diverse approaches and strategies to motivate students within EMI environments. Some utilise storytelling and real-life examples, delivered in English, to contextualise lessons and enhance student engagement. Simplifying lesson content facilitates comprehension and promotes active participation among learners. Others incentivise motivation by implementing point-based systems, rewarding students for active engagement and participation in English-related activities. Additionally, some educators leverage advantages to encourage English-based work, fostering a supportive environment where using English offers benefits. Assigning research projects and homework writing tasks in English further immerses students in the language, promoting proficiency and reinforcing learning outside of the classroom. Furthermore, a gradual increase in the use of English within lessons, especially in the subjects taught, serves as a progressive approach to familiarise students with the language, fostering confidence and proficiency over time. These multifaceted strategies cater to diverse learning styles and preferences, ensuring sustained

motivation and engagement among students in EMI classes.

examining how teachers' experiences with EMI vary based on factors such as gender and other demographics.

Research Question 03 How do teachers' experiences with EMI vary based on teacher factors (like gender, etc.)?

Investigate how teachers' experiences with EMI vary based on teacher factors such as gender, we utilized the ANOVA test statistic. One of the key assumptions of ANOVA is the normality of the data distribution. To verify this, the Shapiro-Wilk Test was conducted at the 0.05 significance level. A significance value greater than 0.05 indicates normal distribution, while a value below 0.05 suggests deviation from normality.

Table 17

Tests of Normality

	Kolmogorov-Smirnov a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Total Challenges	.062	50	.200 *	.983	50	.689

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk Test for the "Total Challenges" variable yielded a significance value of 0.689, indicating that the data is normally distributed. This allow us to proceed with ANOVA to explore the research question.

To examine if teachers' experiences with EMI vary based on gender, an ANOVA test was conducted (see table 19).

Table 18

Examining how teachers' experiences with EMI vary based on Gender

ANOVA

Total Challenges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.036	1	30.036	.579	.450
Within Groups	2487.964	48	51.833		
Total	2518.000	49			

The ANOVA table for "Total Challenges" shows the following results: the sum of squares between groups is 30.036 with 1 degree of freedom (df), and the mean square between groups is 30.036. The sum of squares within groups is 2487.964 with 48 degrees of freedom, and the mean square within groups is 51.833. The F statistic is 0.579, with significance (p-value) of 0.450. Since the significance value is greater than the 0.05 threshold, we conclude that there is no statistically significant difference in the total challenges faced by teachers based on gender. Thus, gender does not significantly impact the challenges teachers experience with EMI.

To determine if teachers' experiences with EMI vary based on the frequency of their participation in events conducted in English (such as workshops or training sessions), an ANOVA test was performed.

Examining how teachers' experiences wit' EMI vary based on Frequency of Participation in English Medium Events: Workshops, Training Sessions, and More

ANOVA

Total Challenges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.970	2	54.985	1.073	.350
Within	2408.030	47	51.235		

Groups					
Total	2518.000	49			

The ANOVA table for "Total Challenges" indicates the following results: the sum of squares between groups is 109.970 with 2 degrees of freedom (df), and the mean square between groups is 54.985. The sum of squares within groups is 2408.030 with 47 degrees of freedom, and the mean square within groups is 51.235. The F statistic is 1.073, with a significance (p-value) of 0.350. Since the significance value is greater than the 0.05 threshold, we conclude that there is no statistically significant difference in the total challenges faced by teachers based on how often they participate in events conducted in English. Therefore, the frequency of participation in such events does not significantly impact the challenges teachers experience with EMI.

To explore whether teachers' experiences with EMI vary based on how important they perceive EMI to be in their teaching context, an ANOVA test was conducted.

Table 19

Examining how teachers' experiences wit' EMI vary based on   Perceived Importance of English Medium of Instruction (EMI) in Teaching Context

ANOVA

Total Challenges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	169.573	4	42.393	.812	.524
Within Groups	2348.427	45	52.187		
Total	2518.000	49			

The ANOVA table for "Total Challenges" reveals the following: the sum of squares between groups is 169.573 with 4 degrees of freedom (df), and the mean square between groups is 42.393. The sum of squares within groups is 2348.427 with 45 degrees of freedom,

and the mean square within groups is 52.187. The F statistic is 0.812, with a significance (p-value) of 0.524. Since the significance value is greater than the 0.05 threshold, we conclude that there is no statistically significant difference in the total challenges faced by teachers based on how important they perceive EMI to be in their teaching context. Therefore, the perceived importance of EMI does not significantly impact the challenges teachers experience with EMI.

Additionally, an ANOVA test was conducted to examine differences in challenges faced based on teachers' self-rated proficiency level.

Table 20

Examining how teachers' experiences wit' EMI vary based on Proficiency Level Ratings in English: Self-Assessment by Teachers

ANOVA

Total Challenges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	180.033	2	90.017	1.810	.175
Within Groups	2337.967	47	49.744		
Total	2518.000	49			

The ANOVA table for "Total Challenges" shows the following results: the sum of squares between groups is 180.033 with 2 degrees of freedom (df), and the mean square between groups is 90.017. The sum of squares within groups is 2337.967 with 47 degrees of freedom, and the mean square within groups is 49.744. The F statistic is 1.810, with a significance (p-value) of 0.175. Since the significance value is greater than the 0.05 threshold, we conclude that there is no statistically significant difference in the total challenges faced by teachers based on their self-rated proficiency level in English, further suggesting that self-rated proficiency level does not significantly affect the challenges faced

in the context of EMI.

To investigate if teachers' experiences with EMI vary based on their confidence level in using English to teach their specialty, an ANOVA test was conducted.

Table 21

Examining how teachers' experiences wit' EMI vary based on Confidence Levels in Teaching within an English Medium of Instruction Context

ANOVA

Total Challenges

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	522.278	4	130.570	2.944	.030.
Within Groups	1995.722	45	44.349		
Total	2518.000	49			

However, in contrast to the other tables, an analysis of teachers' confidence level in using English to teach their specialty indicates a significant difference in challenges faced (p=0.030). This suggests that teachers' confidence level in using English to teach their specialty significantly impacts the challenges they experience with EMI. Further exploration into the nature of these differences could provide valuable insights into improving support mechanisms for teachers in EMI contexts.

The ANOVA table for "Total Challenges" indicates significant differences among the groups, with a sum of squares between groups of 522.278 and 4 degrees of freedom (df). The mean square between groups is 130.570, and the F statistic is 2.944, with a significance (p-value) of 0.030, which is below the 0.05 threshold. This suggests that there are statistically significant differences in the total challenges faced by teachers based on their confidence levels in teaching in an EMI context.

However, the ANOVA test only determines if there are differences between groups but

does not provide specific scores for each group. To ascertain the nature of these differences, a Post Hoc Test was conducted.

Post Hoc Test Analysis

The Post Hoc Test results, as shown in Table 24, highlight two statistically significant comparisons: firstly, between the group that is not at all confident and the group that is neutral, and secondly, between the group that is not at all confident and the group that is very confident. The most significant difference is observed between the group that is not at all confident and the group that is neutral, with a significance value (p-value) of 0.28. While the difference between the group that is not at all confident and the very confident group is also statistically significant, with a slightly higher value (p-value) at 0.47, indicating a less pronounced difference. These findings underscore the importance of considering teachers' confidence levels in addressing the challenges they face in EMI contexts, particularly emphasising the need for support and training programs tailored to enhance teachers' confidence levels.

Table 22

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Total Challenges

Tukey HSD

(I) How confident do you feel about	(J) How confident do you feel about	Mean Difference	Std. Error	Sig.	95% Confidence Interval

teaching in an English medium of instruction context?	teaching in an English medium of instruction context?	(I-J)			Lower Bound	Upper Bound
Not At All Confident	Not Very Confident	6.39286	3.44664	.356	-3.4006	16.1863
	Neutral	10.25000*	3.32977	**.028**	.7886	19.7114
	Confident	7.36765	2.85525	.091	-.7454	15.4807
	Very Confident	9.05000*	3.15889	**.047**	.0742	18.0258
Not Very Confident	Not At All Confident	-6.39286	3.44664	.356	-16.1863	3.4006
	Neutral	3.85714	3.44664	.796	-5.9363	13.6506
	Confident	.97479	2.99072	.997	-7.5232	9.4728
	Very Confident	2.65714	3.28185	.926	-6.6681	11.9824
Neutral	Not At All Confident	-10.25000*	3.32977	**.028**	-19.7114	-.7886
	Not Very Confident	-3.85714	3.44664	.796	-13.6506	5.9363
	Confident	-2.88235	2.85525	.850	-10.9954	5.2307
	Very Confident	-1.20000	3.15889	.995	-10.1758	7.7758
Confident	Not At All Confident	-7.36765	2.85525	.091	-15.4807	.7454
	Not Very Confident	-.97479	2.99072	.997	-9.4728	7.5232
	Neutral	2.88235	2.85525	.850	-5.2307	10.9954
	Very Confident	1.68235	2.65400	.969	-5.8589	9.2236
Very Confident	Not At All Confident	-9.05000*	3.15889	**.047**	-18.0258	-.0742
	Not Very Confident	-2.65714	3.28185	.926	-11.9824	6.6681
	Neutral	1.20000	3.15889	.995	-7.7758	10.1758
	Confident	-1.68235	2.65400	.969	-9.2236	5.8589

*. The mean difference is significant at the 0.05 level.

The table 24 resents the results of the Tukey HSD (Honestly Significant Difference) Post Hoc Test for comparing mean differences in "Total Challenges" faced by teachers based on their confidence levels in teaching within an EMI context. Each row represents a comparison between two confidence levels, denoted by (I) and (J). The "Mean Difference" column indicates the average difference in total challenges between the confidence levels being compared. The "Sig." column presents the significance level of the difference, with

asterisks (*) highlighting significant differences at the 0.05 level.

Significant differences are observed between several pairs of confidence levels. For instance, significant mean differences are found between the "Not At All Confident" and "Neutral" groups (mean difference = 10.25000, p = 0.028), as well as between the "Not At All Confident" and "Very Confident" groups (mean difference = 9.05000, p = 0.047). Additionally, the "Neutral" group significantly differs from the "Very Confident" group (mean difference = -10.25000, p = 0.028). These significant differences suggest that confidence levels play a role in the challenges faced by teachers in an EMI context.

Moreover, the subsequent analysis indicates that the "Not At All Confident" group faced the highest mean challenges (M = 38.250), while the "Neutral" group experienced the lowest mean challenges (M = 28.000). This reinforces the significance of confidence levels, highlighting that teachers who were least confident encountered the most challenges, whereas those who were neutral or unsure experienced the fewest challenges. Additionally, a notable difference exists between the "Very Confident" group (M = 29.200) and the "Not At All Confident" group (M = 38.250), further emphasisng the impact of confidence levels on the challenges faced in an EMI context.

Table 23

Mean Total Challenges Faced by Teachers Across Confidence Levels in English Medium of Instruction Context

Total Challenges

Tukey HSD[a,b]

How confident do you feel about teaching in an English medium of instruction context?	N	Subset for alpha = 0.05	
		1	2
Neutral	8	28.0000	
Very Confident	10	29.2000	

Confident	17	30.8824	30.8824
Not Very Confident	7	31.8571	31.8571
Not At All Confident	8		38.2500
Sig.		.732	.147

The table 25 displays the results of the Tukey HSD test for comparing mean differences in "Total Challenges" faced by teachers based on their confidence levels in teaching within an EMI context. The table presents the number of participants (N) within each confidence level category, along with their respective mean total challenges. The "Subset for alpha = 0.05" section indicates the confidence levels being compared, denoted by 1 and 2. For example, in the comparison between the "Neutral" and "Very Confident" groups, there are 8 participants in the "Neutral" group with a mean total challenges score of 28.0000, and 10 participants in the "Very Confident" group with a mean total challenges score of 29.2000.

The significance level (Sig.) is provided for each comparison. In this case, a significance value of 0.732 indicates that there is no significant difference in total challenges faced between the "Neutral" and "Very Confident" groups. Similarly, a significance value of 0.147 suggests that there is also no significant difference in total challenges between the "Confident" and "Not Very Confident" groups.

The table 25 also includes a note stating that the means for groups in homogeneous subsets are displayed, and it uses the Harmonic Mean Sample Size to handle unequal group sizes. It's important to note that with unequal group sizes, Type I error levels are not guaranteed. Overall, the table provides valuable information about the mean total challenges faced by teachers across different confidence levels, helping to understand the impact of confidence on the challenges encountered in an EMI context.

2.2.2. Discussion

The analysis of the questionnaire data provides valuable insights into the common challenges faced by SMI in adapting to EMI at Tebessa University in Algeria. Teachers' perceptions highlight various difficulties related to teaching in English, including limited confidence levels, language proficiency concerns, and challenges in academic language use. Additionally, many instructors report encountering obstacles in covering the same amount of material compared to their previous language of instruction, suggesting potential curriculum adaptation issues.

Furthermore, student comprehension problems and participation/interaction issues attributable to EMI are prevalent, indicating significant barriers to effective teaching and learning. Despite these challenges, SMI perceive EMI as important, emphasising the potential benefits it may bring to Tebessa University, such as enhancing students' language skills and preparing them for global academic and professional environments. However, to fully capitalise on these benefits, SMI may need targeted support and training to address the identified challenges effectively and optimise the implementation of EMI at the university. To improve participation in professional development, institutions should provide flexible, relevant training options and incentives. Boosting teachers' confidence in EMI can be achieved through targeted language proficiency programs and peer support groups. Addressing vocabulary and fluency issues requires continuous language development initiatives. Specific training on academic language use and creating a repository of resources can help teachers overcome challenges in using academic language effectively. To ensure teachers cover adequate material, effective time management and simplified teaching strategies are essential. Cross-cultural training can help teachers navigate different academic and social norms.

Enhancing teaching resources through school investment and resource-sharing can mitigate resource limitations. Active learning techniques and additional language support can

improve student comprehension. Workshops on curriculum development and collaborative resource creation can assist teachers in developing new teaching materials. Implementing interactive teaching methods and setting clear participation guidelines can enhance student engagement, while engaging content and positive reinforcement can maintain student motivation despite the challenges of EMI. In addition to the strategies outlined, fostering a culture of ongoing support and collaboration among educators is crucial for addressing the challenges of EMI effectively at Tebessa University. While formal training programs and language proficiency initiatives are essential, creating opportunities for regular dialogue, sharing best practices, and establishing mentorship relationships can provide invaluable support to instructors navigating the complexities of EMI. By encouraging collaboration and peer support, educators can benefit from each other's experiences, insights, and strategies, thereby enhancing their resilience and effectiveness in implementing EMI. Building a community of practice where instructors feel supported and empowered to share challenges and successes can significantly contribute to the success of EMI initiatives at Tebessa University.

Insights from the literature are reinforced and contextualised within the specific experiences of teachers at Tebessa University. The findings reveal that linguistic challenges, such as limited English proficiency and difficulty in using academic language, significantly impact both teachers' and students' experiences in EMI settings. This is consistent with the findings of Alhassan (2021) and Hellekjær (2010). Furthermore, cultural challenges related to diverse student backgrounds and expectations align with the issues highlighted by Tange (2010) and Chouari (2016). Structural challenges, including inadequate teacher training and curriculum development issues, echo the concerns raised by Galloway et al. (2017) and Yuan et al. (2022). Our findings also expand on the coping strategies identified in the literature, such as targeted language proficiency programs, peer support groups, and flexible

professional development options.

The third question examine how several elements, like gender, affect teachers' experiences EMI. It found that these factors has no discernible impact on the difficulties teachers encounter. Teachers of both genders have comparable obstacles when it comes to EMI, suggesting that the issues are somewhat gender-neutral. Furthermore, attending English-language activities on a regular basis does not appear to reduce these issues, indicating that this alone is insufficient to decrease the challenges related to EMI. SMI issues also remain unaffected by the perceived significance of EMI in their area, suggesting that instructors' challenges are independent of how important they view EMI to be. These results demonstrate that gender, event involvement, or perceived importance has no discernible impact on the inherent challenges of EMI, indicating that these challenges are shared by all teachers, independent of these variables. The analysis of various factors influencing teachers' experiences with EMI reveals nuanced insights. Participation frequency in English events and the perceived importance of EMI in teaching contexts showed no significant impact on the challenges faced by teachers, indicating consistent difficulties regardless of these factors. While self-rated proficiency in English did not significantly affect challenges, teachers' confidence levels in teaching within an EMI context notably influenced their experiences. This underscores the importance of addressing teachers' confidence levels to improve their teaching experiences in EMI settings. Overall, while some factors may not directly impact challenges with EMI, others, like confidence levels, warrant attention for tailored support and training programs to enhance teachers' experiences.

II.2.4 Affirmation of Hypotheses

Hypothesis 0: Teachers' experiences are not affected by factors such as gender or proficiency level. This hypothesis posits that demographic and professional factors, such as gender and proficiency level, do not influence teachers' experiences with

implementing EMI strategies. However, our findings indicate that this hypothesis is unconfirmed. Contrary to the initial assumption, teachers' confidence levels, which can be influenced by their proficiency level and prior experiences, significantly affect their overall experiences with EMI. Teachers who report higher confidence in their EMI abilities tend to have more positive and effective experiences, suggesting that proficiency level and the associated confidence are critical components in shaping their experiences.

Hypothesis A: Factors related to gender, proficiency level, frequency of participation in events conducted in English, and perception of the importance of EMI in teaching contexts did not yield significant findings in influencing teachers' experiences with EMI. This suggests that these factors may not play a substantial role in shaping how teachers perceive and engage with EMI in their teaching practices.

Conversely, the hypothesis concerning confidence levels emerged as a significant predictor of teachers' experiences with EMI. This implies that teachers who exhibit higher levels of confidence in their English language proficiency may have more positive experiences with EMI implementation in their teaching contexts. This finding underscores the importance of considering teachers' confidence levels when designing EMI support mechanisms and professional development programs to enhance their effectiveness in EMI instruction.

2.2.3. Recommendations for Teachers

It is crucial for teachers to recognise the unique challenges associated with adapting to EMI. By acknowledging these recommendations, teachers can better equip themselves to navigate the complexities of EMI and create engaging and effective learning environments for their students. Thus,

- Teachers should prioritise improving their own English language proficiency to effectively communicate and deliver instruction in EMI classrooms. Engaging in

language development programs, attending language courses, and participating in language exchange activities can help teachers strengthen their language skills.

- Teachers should engage in ongoing professional development opportunities focused on EMI pedagogy, language teaching methodologies, and intercultural communication. Workshops, seminars, and conferences can provide valuable insights and strategies for integrating language and content effectively.

- Teachers should adapt their instructional strategies to meet the needs of diverse learners in EMI classrooms. Implementing active learning techniques, scaffolding instruction, and providing language support resources can enhance student engagement and comprehension.

- Teachers should offer language support resources and assistance to students, including vocabulary lists, language scaffolding activities, and supplementary materials. Providing opportunities for language practice and feedback can help students develop their English language skills while engaging with academic content.

- Teachers should foster a collaborative learning environment where students can engage in peer interaction, cooperative learning, and collaborative projects. Encouraging group work, discussion-based activities, and peer feedback can facilitate language development and academic success.

- Teachers should provide constructive feedback to students on their language use, academic writing, and oral communication skills. Offering individualised support, tutorials, and office hours can help address students' language needs and promote continuous improvement.

- Teachers should regularly reflect on their teaching practices, student feedback, and assessment outcomes to identify areas for improvement and adaptation. Being open to feedback, implementing changes based on student needs, and refining instructional

approaches can enhance the effectiveness of EMI instruction.

2.2.4. Limitations

Despite the contributions of this research, several limitations must be acknowledged:

Limited Studies on EMI:

The limited availability of existing studies on EMI in Algeria and specifically in Tebessa posed challenges in contextuali1sing our findings within the broader academic discourse. This gap in literature necessitates further investigation to develop a more comprehensive understanding of EMI implementation in this region.

Limited Resources for Addressing Cultural Challenges:

Our research faced constraints due to limited resources available to address the cultural challenges associated with the implementation of EMI. These cultural factors were not explored as comprehensively as desired. This limitation may affect the depth of our understanding of the cultural challenges at play in the educational environment.

Limited Time for Generating Interviews:

The time available for conducting interviews to gather teachers' opinions was insufficient. This constraint hindered our ability to achieve triangulation, which involves using multiple data sources to enhance the reliability and validity of our findings (Abbadia, 2023). As a result, our study primarily relied on a mixed-method questionnaire designed to capture both qualitative and quantitative responses, potentially limiting the richness and diversity of perspectives that could have been obtained through more extensive qualitative interviews.

These limitations highlight the complexity of the topic and the challenges involved in obtaining a comprehensive understanding based on the current findings.

Low Response Rate:

Most teachers did not respond to the questionnaire, even after follow-up emails from

the supervisor. This limited the sample size and may affect the representativeness of the findings.

Conclusion

In conclusion, this chapter offers insights into the challenges and opportunities of EMI at Tebessa University. Despite hurdles like language proficiency difficulties and resource limitations, teachers show resilience in adapting to EMI. Their efforts highlight the need for ongoing training and support. While EMI has its challenges, it also holds potential for improving language skills and global competitiveness among students. Moving forward, addressing these challenges and providing tailored support for teachers and students will be crucial for maximising the benefits of EMI at Tebessa University.

General Conclusion

The global trend toward English as a Medium of Instruction (EMI) in higher education has reached Algeria, where English is set to become the language of instruction in scientific fields from September 2023. This transition reflects a concerted effort to elevate education standards and equip students with skills relevant to the global job market. However, amidst this shift, questions arise regarding the challenges and perspectives of Algerian educators. This study seeks to delve into these issues, aiming to uncover the obstacles that may arise for SMI in adopting EMI. Furthermore, it aims to explore the potential benefits associated with integrating English into teaching and learning methodologies within scientific studies.

This study is specifically targeting teachers of the scientific fields at Echahid Chikh Larbi tebessi-tebessa University. The sample selected is non-random; it is composed of 50 out of a population of 350 teachers. They were selected in order to answer the questionnaire; their selection as the study's population derives from their sufficient prior knowledge and proficiency in the English language, as well as their many years of expertise instructing in French. Therefore, they helped in the collection of reliable information.

We answered the first question which aimed at identifying the common challenges experienced by specialty instructors as they adjust to teaching in English within the Algerian higher education system, aiming to inform strategies for supporting their successful adaptation to EMI. The results reveal that these challenges include limited confidence levels, language proficiency concerns, difficulties in academic language use, obstacles in covering the same amount of material as in their previous language of instruction, student comprehension problems, and participation/interaction issues attributed to EMI.

The second question aimed at identifying and understanding the specific methods and approaches used by SMI to overcome the challenges they encounter when transitioning to

EMI in the Algerian higher education context. The results reveal that SMI employ various strategies to address the challenges of EMI at Tebessa University in Algeria. These strategies include participating in targeted language proficiency programs and peer support groups to boost confidence in EMI, engaging in continuous language development initiatives to address vocabulary and fluency issues, receiving specific training on academic language use, utilising effective time management and simplified teaching strategies to cover adequate material, undergoing cross-cultural training to navigate different academic and social norms, enhancing teaching resources through school investment and resource-sharing, implementing active learning techniques and additional language support to improve student comprehension, attending workshops on curriculum development and collaborative resource creation, implementing interactive teaching methods and setting clear participation guidelines to enhance student engagement, and fostering a culture of ongoing support and collaboration among educators through regular dialogue, sharing best practices, and establishing mentorship relationships.

The findings from the Investigation into various factors, including gender and demographic characteristics, influencing teachers' experiences with EMI at Tebessa University in Algeria, suggest that individual experiences with EMI may not be significantly shaped by factors such as gender, proficiency level, frequency of participation in English-language events, and perceived importance. However, the results indicate that confidence level emerges as a notable determinant of teachers' experiences with EMI.

In conclusion, the shift to EMI in Algeria, particularly at Echahid Chikh Larbi Tebessi-Tebessa University, aims to enhance education standards and prepare students for the global job market. This study highlights the significant challenges faced by instructors, including language proficiency issues, confidence levels, and student comprehension difficulties. It also identifies various strategies employed by teachers to overcome these

obstacles, such as targeted language programs, effective teaching methods, and continuous professional development. Additionally, it reveals that teachers' experiences with EMI are not influenced by factors such as language proficiency and teaching background. However, confidence level potentially plays a role in shaping their experiences. These insights underscore the need for targeted support and training to ensure the successful implementation of EMI in Algerian higher education.

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Résumé

Cette thèse étudie les défis et les stratégies associés à l'enseignement en anglais (EMI) dans l'enseignement supérieur, en se concentrant sur les enseignants de l'Université Echahid Cheikh Laarbi Tebessi en Algérie. L'étude vise à fournir un aperçu complet des expériences des éducateurs dans les contextes EMI. La recherche combine des données quantitatives et qualitatives collectées via un questionnaire détaillé. Le cadre théorique est divisé en deux sections : la première examine la tendance mondiale de l'EMI, y compris son adoption, ses défis et ses stratégies d'adaptation ; la seconde contextualise l'EMI en Algérie. La composante pratique détaille la méthodologie, présente les résultats du questionnaire et propose une analyse des expériences des éducateurs avec l'EMI.

L'analyse révèle des défis importants, tels qu'une confiance limitée, des problèmes de maîtrise de la langue et des problèmes de compréhension des élèves. Les stratégies identifiées pour relever ces défis comprennent des options de développement professionnel flexibles, des programmes de compétence linguistique ciblés, des groupes de soutien par les pairs, une gestion efficace du temps et des méthodes d'enseignement interactives. Les recommandations soulignent également l'importance de créer une communauté de pratique collaborative entre les éducateurs. L'étude révèle également que des facteurs tels que le sexe, la fréquence de participation à des événements en anglais et l'importance perçue de l'EMI n'ont pas d'impact significatif sur les défis auxquels sont confrontés les éducateurs. Cependant, le niveau de confiance des enseignants influence considérablement leurs expériences, soulignant la nécessité de programmes de soutien et de formation ciblés.

Mots clés : EMI, Enseignants, défis, stratégies, facteurs.

ملخص

تبحث هذه الأطروحة في التحديات والاستراتيجيات المرتبطة باستخدام اللغة الإنجليزية كوسيلة للتعليم في التعليم العالي، مع التركيز على الاساتذة في جامعة الشهيد الشيخ العربي التبسي في الجزائر. تهدف الدراسة إلى تقديم رؤى شاملة لتجارب المعلمين في سياقات التعليم باللغة الإنجليزية. يجمع البحث بين البيانات الكمية والنوعية التي تم جمعها من خلال استبيان مفصل. ينقسم الإطار النظري إلى قسمين: يتناول الأول الاتجاه العالمي لتعليم اللغة الإنجليزية، بما في ذلك اعتماده وتحدياته واستراتيجيات التكيف معه؛ والثاني يركز على تعليم اللغة الإنجليزية في سياق الجزائر. يشرح المكون العملي تفاصيل المنهجية، ويعرض نتائج الاستبيان، ويقدم تحليلاً لتجارب الأساتذة مع تعليم اللغة الإنجليزية. ويكشف التحليل عن تحديات كبيرة، مثل محدودية الثقة، ومخاوف إتقان اللغة، ومشكلات فهم الطلاب. وتشمل الاستراتيجيات المحددة لمواجهة هذه التحديات خيارات التطوير المهني المرنة، وبرامج إتقان اللغة المستهدفة، ومجموعات دعم الأقران، والإدارة الفعالة للوقت، وأساليب التدريس التفاعلية. تؤكد التوصيات أيضًا على اهمية إنشاء مجتمع ممارسة تعاوني بين المعلمين. وجدت الدراسة أيضًا أن عوامل مثل الجنس، وتكرار المشاركة في المناسبات المقامة باللغة الإنجليزية، والأهمية المتصورة لا تؤثر بشكل كبير على التحديات التي يواجهها الاساتذة. ومع ذلك، فإن مستويات ثقة المعلمين تؤثر بشكل ملحوظ على تجاربهم، مما يؤكد الحاجة إلى برامج الدعم والتدريب المستهدفة.

الكلمات المفتاحية: المدربون، التحديات، الاستراتيجيات، العوامل, الانجليزية كوسيلة للتعلم.

Appendices:

Appendices A

Piloting the Questionnaire:

Piloting Email:

Subject: Invitation to Pilot EMI Questionnaire

Good morning, we hope this email finds you well. These are students Aounallah Manar and Djaafar Hadia, from the faculty of Literature and Foreign Languages. Attached is a questionnaire on challenges and strategies in English Medium Instruction (EMI) contexts. You are kindly request to complete the questionnaire and provide feedback on clarity and relevance. Your input is highly appreciated.

Thank you for your time.

Best regards

الموضوع: دعوة لملء استبيان اللغة الإنجليزية كلغة تعليمية

صباح الخير، نأمل أن تكونوا بخير. نحن الطالبتان عون الله منار وجعفر هادية، من كلية الآداب واللغات الأجنبية. المرفق هو استبيان حول التحديات والاستراتيجيات في سياقات التعليم باللغة الإنجليزية كلغة تعليمية. نطلب منكم بلطف ملء الاستبيان وتقديم ملاحظاتكم حول وضوحه وصلوحيته. تقديرنا الكبير لمساهمتكم.

شكراً لوقتكم.

أطيب التحيات

Received Email:

Email 1

Subject: Feedback on EMI Questionnaire

Good morning, I have reviewed the questionnaire on challenges and strategies in EMI contexts. Overall, I found it to be clear and concise. However, I noticed that there is no option for French translation, which could be beneficial for participants whose primary language is French. Including a translated version of the questionnaire would ensure broader participation and more accurate responses.

Thank you for considering my suggestion.

Best regards.

Email 2

Subject: Feedback on EMI Questionnaire

Hello, I have completed the questionnaire on EMI challenges and strategies and wanted to provide feedback. Overall, I found the questions to be clear and relevant to my experiences as an educator. The survey flowed well and covered a comprehensive range of topics related to EMI. Thank you for the opportunity to contribute to your study.

Good luck.

Email 3

Subject: Positive Feedback on EMI Questionnaire

Good afternoon, I want to express my appreciation for the clarity of the questionnaire on EMI challenges and strategies. Each question was easy to understand, and the flow of the survey was logical. It's evident that considerable thought went into crafting the questions to elicit

meaningful responses. I'm confident that the insights gained from this study will be valuable for educators working in EMI contexts.

Regards.

Email 4

الموضوع: تعليقات حول استبيان

السلام عليكم، لقد قمت بمراجعة الاستبيان حول التحديات والاستراتيجيات في

سياق التعليم باللغة الإنجليزية. بشكل عام، وجدت الأسئلة واضحة وسهلة الفهم. يبدو أن الاستبيان يغطي مجموعة واسعة

من المواضيع المتعلقة بالتعليم باللغة الإنجليزية. أود أن أشكرك على هذه الفرصة للمساهمة في دراستك

بالتوفيق**.**

Email 5

Objet : Feedback sur le Questionnaire EMI

Bonsoir, Je viens de terminer le questionnaire sur les défis et les stratégies dans les contextes d'Enseignement en Anglais (EMI). Les questions étaient claires et pertinentes, mais je suggère d'inclure une option de traduction en français. Cela permettrait une participation plus large et des réponses plus précises de la part des participants francophones.

Merci pour votre attention à cette suggestion.

Cordialement.

Appendices B

Exploring Challenges in English Medium of Instruction (EMI) Teaching: A Teacher

Questionnaire.

Explorer les défis de l'enseignement en langue anglaise (EMI): Un questionnaire pour

l'enseignant.

<div dir="rtl">

إكتشاف التحديات في تدريس اللغة الإنجليزية: إستبيان للأساتذة.

</div>

This questionnaire aims to explore the challenges faced by Lecturers teaching in an English medium of instruction (EMI) setting. You are kindly invited to read the questionnaire carefully and answer the following questions. Thank you in advance.

Ce questionnaire vise à explorer les défis rencontrés par les enseignants qui enseignent dans un environnement d'enseignement en anglais. Vous êtes aimablement invités à lire attentivement le questionnaire et à répondre aux questions suivantes. Merci d'avance.

<div dir="rtl">

يهدف هذا الاستبيان إلى استكشاف التحديات التي يواجهها المحاضرون الذين يقومون بالتدريس في بيئة تعليم اللغة الإنجليزية, ندعوكم لقراءة الاستبيان بعناية والإجابة على الأسئلة التالية. شكرا لكم مقدما.

</div>

* Indicates a required question

* Indique une question obligatoire

<div dir="rtl">

يشير إلى سؤال حتمي *

</div>

Section one: Background information.

La première section : Informations générales.

<div dir="rtl">

القسم الأول: معلومات أساسية.

</div>

Age *

Âge *

<div dir="rtl">

السن *

</div>

Gender*

Genre*

الجنس*

- o   Male
- o   Masculin
- o   ذكر

- o   Female
- o   Femelle
- o   أنثى

- o   Prefer not to say
- o   Je préfère ne pas le dire
- o   افضل عدم القول

What speciality do you teach?*

Quelle spécialité enseignez-vous?*

ما هو التخصص الذي تدرسه؟*

How often do you participate in events conducted in English, such as workshops or training sessions?*

À quelle fréquence participez-vous à des événements organisés en anglais, tels que des ateliers ou des sessions de formation ?*

ما هو معدل مشاركتك في الفعاليات التي تُقام باللغة الإنجليزية، مثل ورشات العمل أو الدورات التدريبية؟*

- o   Always
- o   Toujours
- o   دائماً

- o   Sometimes
- o   Parfois
- o   أحيانا

- o   Never
- o   Jamais
- o   أبداً

How important do you perceive English Medium of Instruction (EMI) to be in your teaching context? *

Quelle importance accordez-vous à l'anglais comme moyen d'enseignement dans votre contexte d'enseignement ?*

*ما مدى أهمية اللغة الإنجليزية كوسيلة لتعليم اللغة الإنجليزية في سياق التدريس الخاص بك؟

- o Very important
- o Très important
- o مهم جدا

- o Important
- o Important
- o مهم

- o Neutral
- o Neutre
- o حيادي

- o Somewhat important
- o Un peu important
- o مهم نوعا ما

- o Not important
- o Pas important
- o غير مهم

How confident do you feel about teaching in an English medium of instruction context?*

Dans quelle mesure vous sentez-vous confiant à l'idée d'enseigner dans un contexte d'enseignement en anglais ? *

*ما مدى شعورك بالثقة تجاه التدريس في سياق التدريس باللغة الإنجليزية؟

- o Very confident
- o Très confidant
- o واثق جدا

- o Confident
- o Confidant
- o واثق

- o Neutral
- o Neutre
- o حيادي

- o Somewhat confident
- o Un peu confidant
- o واثق إلى حد ما

o   Not confident
o   Pas sûr
o   غير واثق

Section two: Challenges and Coping strategies

La deuxième section: Défis

القسم الثاني: التحديات

How would you rate your proficiency level?*

Comment évalueriez-vous votre niveau de compétence ?*

كيف تقيم مستوى كفاءتك؟*

o   Beginner
o   Débutant
o   مبتدئ

o   Elementary
o   Élémentaire
o   ابتدائي

o   Intermediate
o   Intermédiaire
o   متوسط

o   Advanced
o   Avancé
o   متقدم

o   Fluent
o   Courant
o   طلِق

How much training or professional development have you received before or while teaching through EMI?*

Quel niveau de formation ou de développement professionnel avez-vous reçu avant ou pendant que vous enseignez via EMI ? *

ما مقدار التدريب أو التطوير المهني الذي تلقيته قبل أو أثناء التدريس من خلال تدريس اللغة الإنجليزية ؟*

o   Extremely

o Extrêmement
o لأقصى حد

o Very much
o Beaucoup
o كثيرا

o Moderately
o Modérément
o باعتدال

o Slightly
o Légèrement
o طفيف

o Not at all
o Pas du tout
o مُطْلَقاً

Do you feel adequately prepared by teacher preparation programs or professional development initiatives to teach in English?*

Vous sentez-vous adéquatement préparé par un programme de préparation des enseignants ou des initiatives de développement professionnel pour enseigner en anglais ?*

*هل تشعر بالاستعداد الكافي من خلال برامج إعداد المعلمين أو مبادرات التطوير المهني للتدريس باللغة الإنجليزية؟

o Extremely
o Extrêmement
o لأقصى حد

o Very much
o Beaucoup
o كثيرا

o Moderately
o Modérément
o باعتدال

o Slightly
o Légèrement
o طفيف

o Not at all
o Pas du tout
o مُطْلَقاً

Have you encountered any difficulties due to your limited vocabulary or fluency when teaching in English?*

Avez-vous rencontré des difficultés en raison de votre vocabulaire ou de votre maîtrise limités lorsque vous enseignez en anglais ?*

هل واجهت أي صعوبات بسبب محدودية مفرداتك أو طلاقتك عند التدريس باللغة الإنجليزية؟*

- o Numerous
- o Nombreux
- o عدة مرات

- o Many
- o Beaucoup
- o كثيراً

- o Some
- o Quelques
- o بعض

- o Few
- o Peu
- o عدد قليل

- o Not at all
- o Pas du tout
- o مُطْلَقاً

Have you faced challenges in using academic language effectively in your teaching?*

Avez-vous rencontré des difficultés pour utiliser efficacement le langage académique dans votre enseignement ?*

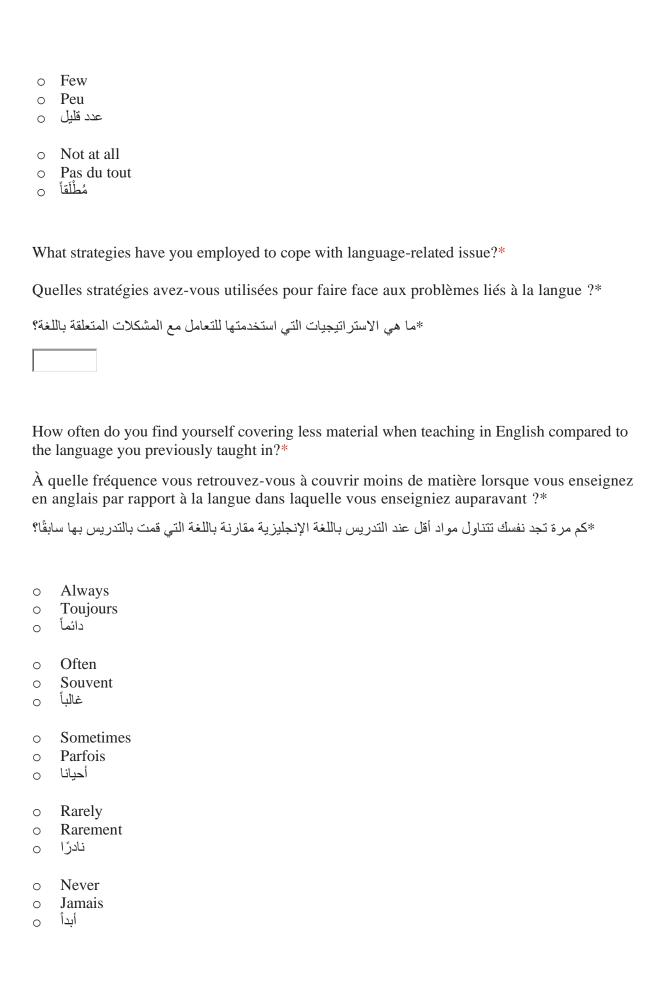هل واجهت تحديات في استخدام اللغة الأكاديمية بشكل فعال في التدريس؟*

- o Numerous
- o Nombreux
- o عدة مرات

- o Many
- o Beaucoup
- o كثيراً

- o Some
- o Quelques
- o بعض

o   Few
o   Peu
o   عدد قليل

o   Not at all
o   Pas du tout
o   مُطْلَقاً

What strategies have you employed to cope with language-related issue?*

Quelles stratégies avez-vous utilisées pour faire face aux problèmes liés à la langue ?*

ما هي الاستراتيجيات التي استخدمتها للتعامل مع المشكلات المتعلقة باللغة؟*

[ ]

How often do you find yourself covering less material when teaching in English compared to the language you previously taught in?*

À quelle fréquence vous retrouvez-vous à couvrir moins de matière lorsque vous enseignez en anglais par rapport à la langue dans laquelle vous enseigniez auparavant ?*

كم مرة تجد نفسك تتناول مواد أقل عند التدريس باللغة الإنجليزية مقارنة باللغة التي قمت بالتدريس بها سابقًا؟*

o   Always
o   Toujours
o   دائماً

o   Often
o   Souvent
o   غالباً

o   Sometimes
o   Parfois
o   أحيانا

o   Rarely
o   Rarement
o   نادرًا

o   Never
o   Jamais
o   أبداً

What factors do you think contribute to any differences in coverage of material between languages?*

Selon vous, quels facteurs contribuent aux différences dans la couverture du matériel entre les langues ?*

ما هي العوامل التي تعتقد أنها تساهم في أي اختلافات في تغطية المواد بين اللغات؟*

[ ]

What strategies have you employed to cope with this issue?*

Quelles stratégies avez-vous employées pour faire face à ce problème ?*

ما هي الاستراتيجيات التي استخدمتها للتعامل مع هذه المشكلة؟*

[ ]

Have you encountered any difficulties related to different academic norms or social norms (such as assessment practices, teaching methods, content presentation, etc) when teaching in English?*

Avez-vous rencontré des difficultés liées à différentes normes académiques ou normes sociales (telles que les pratiques d'évaluation, les méthodes d'enseignement, la présentation des contenus, etc.) lorsque vous enseignez en anglais ?*

هل واجهت أي صعوبات تتعلق بالمعايير الأكاديمية أو المعايير الاجتماعية المختلفة (مثل ممارسات التقييم، وطرق التدريس، وعرض المحتوى، وما إلى ذلك) عند التدريس باللغة الإنجليزية؟*

o Always
o Toujours
o دائماً

o Often
o Souvent
o غالباً

o Sometimes
o Parfois
o أحيانا

o Rarely
o Rarement
o نادرًا

o Never
o Jamais
o أبداً

How do you address these difficulties?*

[ ]

How often do you face challenges due to limited teaching resources in your EMI classroom?*

À quelle fréquence rencontrez-vous des difficultés dues aux ressources pédagogiques limitées dans votre classe EMI ?*

كم مرة تواجه تحديات بسبب محدودية موارد التدريس في الفصل الدراسي الخاص بك عند التدريس باللغة الإنجليزية؟*

o Always
o Toujours
o دائماً

o Often
o Souvent
o غالباً

o Sometimes
o Parfois
o أحيانا

o Rarely
o Rarement
o نادرًا

o Never
o Jamais
o أبداً

What strategies do you use to overcome these challenges? *

Quelles stratégies utilisez-vous pour surmonter ces défis ? *

ما هي الاستراتيجيات التي تستخدمها للتغلب على هذه التحديات؟*

[ ]

How frequently do you encounter difficulties in student comprehension when teaching in English?*

À quelle fréquence rencontrez-vous des difficultés de compréhension chez les étudiants lorsque vous enseignez en anglais ?

كم مرة تواجه صعوبات في فهم الطلاب عند التدريس باللغة الإنجليزية؟

o   Always
o   Toujours
o   دائماً

o   Often
o   Souvent
o   غالباً

o   Sometimes
o   Parfois
o   أحيانا

o   Rarely
o   Rarement
o   نادرًا

o   Never
o   Jamais
o   أبداً

What challenges do you observe among students in terms of their English language proficiency?*

Quels défis observez-vous chez les étudiants en termes de maîtrise de l'anglais ?*

ما هي التحديات التي تلاحظها بين الطلاب فيما يتعلق بإتقانهم للغة الإنجليزية؟*

What strategies do you employ to support/help students with different English proficiency levels?*

Quelles stratégies utilisez-vous pour soutenir/aider les étudiants ayant différents niveaux de compétence en anglais ?*

ما هي الاستراتيجيات التي تستخدمها لدعم/مساعدة الطلاب ذوي مستويات مختلفة من إتقان اللغة الإنجليزية؟*

Have you encountered any difficulties in developing or implementing new teaching materials or activities when using EMI?*

Avez-vous rencontré des difficultés lors du développement ou de la mise en œuvre de nouveaux matériels ou activités pédagogiques lorsque vous utilisez EMI ?*

هل واجهت أي صعوبات في تطوير أو تنفيذ مواد أو أنشطة تعليمية جديدة عند استخدام EMI ؟*

- o Always
- o Toujours
- o دائماً

- o Often
- o Souvent
- o غالباً

- o Sometimes
- o Parfois
- o أحيانا

- o Rarely
- o Rarement
- o نادرًا

- o Never
- o Jamais
- o أبداً

How do you incorporate novel teaching materials and activities into your EMI instruction?*

Comment incorporez-vous des matériaux et des activités pédagogiques innovants dans votre enseignement en EMI?

كيف تدمج المواد والأنشطة التعليمية الجديدة في تعليمك باللغة الإنجليزية كوسيلة للتعليم؟

Since you have adopted EMI, how often have you encountered participation/ interaction problems from students (which you believe are because of EMI)?*

Depuis que vous avez adopté l'EMI, à quelle fréquence avez-vous rencontré des problèmes de participation/interaction de la part des étudiants (qui, selon vous, sont dus à l'EMI) ?*

منذ أن قمت باعتماد EMI ، كم مرة واجهت مشاكل في المشاركة/التفاعل من الطلاب (والتي تعتقد أنها بسبب EMI)؟*

o   Always
o   Toujours
o   دائماً

o   Often
o   Souvent
o   غالباً

o   Sometimes
o   Parfois
o   أحيانا

o   Rarely
o   Rarement
o   نادرًا

o   Never
o   Jamais
o   أبداً

How do you encourage participation and communication among students in your EMI classroom?*

Comment encouragez-vous la participation et la communication entre les étudiants de votre classe EMI ?*

كيف يمكنك تشجيع المشاركة والتواصل بين الطلاب في الفصل الدراسي الخاص بك في EMI ؟*

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┌─────────┐
│         │
└─────────┘
```


How much do you think EMI has negatively affected students' motivation to learn?*

Dans quelle mesure pensez-vous que l'EMI a affecté négativement la motivation des étudiants à apprendre ?*

إلى أي حد تعتقد أن EMI أثر سلبًا على دافعية الطلاب للتعلم؟*

o   Extremely
o   Extrêmement
o   لأقصى حد

o   Very much
o   Beaucoup

o كثيرا

o Moderately
o Modérément
o باعتدال

o Slightly
o Légèrement
o طفيف

o Not at all
o Pas du tout
o مُطْلَقاً

What approaches/strategies do you use to motivate students?*

Quelles approches/stratégies utilisez-vous pour motiver les étudiants ?*

ما الأساليب/الاستراتيجيات التي تستخدمها لتحفيز الطلاب ؟*