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**An Investigation into English Medium Instruction (EMI)
Teaching Methods in the Algerian Higher Education**

The Case of Algerian Higher Education Teachers

**Dissertation Submitted to the Department of English in a Partial Fulfillment of the
Requirements for the Degree of Master in Linguistics**

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Dedication

All thanks and praises are to Allah, the most graceful, the most compassionate, the Almighty, who gave me strength to carry out this work.

With profound gratitude, I dedicate this work.

To my younger self who was only dreaming of this moment without hope, full of despair.

To my dear parents.

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To everyone who was part of my story, thank you.

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Abstract

English as a medium of instruction EMI has gained prominence in higher educational institutions around the world. EMI requires thoughtful implementation to ensure appropriate teacher training, gradual transition methods, development of high quality bilingual teaching resources, and adequate support to students at different English proficiency levels. This study aims to investigating the teaching methods, techniques, tools, and resources used by instructors across different disciplines in Algerian universities that have adopted EMI. A descriptive method, including interviews with 06 EMI instructors and a questionnaire administered to 45 EMI teachers, was used to provide an in-depth exploration of the instructional practices employed in EMI classrooms. Key areas of inquiry include the teaching methods adopted, use of instructional materials and resources, integration of technology, strategies for addressing language barriers, and the challenges faced by instructors in delivering content through the medium of English. The findings indicate an intermediate level of English language proficiency among teachers and a mixed level of support for EMI implementation. Language-related challenges such as expressing complex ideas, grammar and syntax errors, pronunciation difficulties, and limited vocabulary were identified as potential barriers to effective content delivery and therefore, tailored language support strategies and resources are recommended. Additionally, pedagogical training programs and support should be provided to enhance teachers' instructional strategies, assessment methods, and the creation of an inclusive educational environment in an EMI setting. Beyond the extent of teachers and teachers training, this study recognizes the need for a holistic approach to EMI execution that policymakers should formulate a comprehensive long-term strategic plan that focuses on enhancing English language proficiency at earlier educational levels.

Keywords: Higher education, EMI, Teaching methods, Teaching materials, ICTs, English language proficiency.

List of Abbreviations

EMI: English as a Medium of Instruction

HE: Higher Education

HEIs: Higher Education Institutions

EFL: English as a Foreign Language

EAP: English for Academic Purposes

ESP: English for Specific Purposes

CBI: Content Based Instruction

CLIL: Content Language Integrated Learning

CBLT: Content Based Language Teaching

ELT: English Language Teaching

EIL: English Integration Language

CLT: Communicative Language Teaching

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General

Introduction

1. Background of the study

English Medium Instruction (EMI) refers to the use of the English language as the medium of teaching and learning in non-English speaking countries. In recent years, EMI has gained significant traction in Algerian higher education institutions as a means of promoting internationalization, enhancing students' English language proficiency, and preparing them for the global job market. (Benrabah & Imene, 2023, p. 2).

The implementation of EMI in Algerian universities is driven by several factors, including the recognition of English as a global language of communication, the desire to attract international students, and the need to foster cross-cultural exchange and collaboration. However, the adoption of EMI also presents challenges, particularly in terms of ensuring effective teaching and learning outcomes, as well as maintaining the quality of instruction.

To address these challenges, Algerian higher education institutions have explored various teaching methods and strategies within the EMI framework. These methods aim to facilitate effective content delivery, promote active learning, and support students' language development. Some commonly employed approaches include content and language integrated learning (CLIL), task-based language teaching, and the use of multimedia and technology-enhanced learning resources.

Investigating EMI teaching methods in the Algerian context is crucial for understanding their effectiveness, identifying best practices, and informing policy decisions related to language education and internationalization in higher education. Such research can provide valuable insights into factors influencing the success of EMI programs, such as teacher training, curriculum design, and student support systems.

2- Statement of the problem

Universities and other higher education institutions have traditionally employed local languages as the primary medium of teaching, since their students speak their mother tongue. Nonetheless, in recent years, there has been a noticeable shift in favour of English as the language of education, particularly in Europe and other countries. According to Graddol (2006), more than half of international students are currently receiving English education because of the broad adoption of this trend. English is increasingly used as a Medium of Instruction (EMI) since research findings can be shared through books, journals, and conferences (Mauranen et al., 2010).

In Algeria, universities have been making efforts to integrate EMI, both for research purposes and as a language of instruction for certain academic subjects. “This transition has prompted numerous studies investigating various aspects related to EMI in the Algerian context, particularly focusing on the attitudes and perceptions of students, faculty members, and stakeholders towards this approach (Chelli & Khdidja, 2023, p. 2). While existing research has provided valuable insights into the overall readiness and willingness to adopt EMI in Algerian universities, there is a notable gap in understanding the specific pedagogical approaches and instructional strategies employed by teachers in EMI classrooms. Despite the growing body of literature on EMI in Algeria, limited attention has been given to the teaching methods, techniques, tools, and resources utilized by instructors who deliver content through the medium of English.

To address this gap, this study aims to investigate the instructional practices and pedagogical approaches adopted by teachers in EMI courses across different disciplines in Algerian universities. Moreover, this research can provide insights to better support and train EMI instructors, develop contextually relevant teaching resources, and ultimately

enhance the quality and effectiveness of English-medium instruction in Algerian higher education institutions.

3- Research Questions

In accordance with the stated problem, this study aims to answer these questions:

- 1- What specific pedagogical methods are currently being employed by instructors in EMI courses within Algerian universities?
- 2- How do teachers and students perceive the effectiveness of the methods and techniques used in EMI classrooms within Algerian higher education?
- 3- What are the perceived challenges faced by instructors when implementing EMI teaching methods in Algerian higher education?

4- Research Objectives

The purpose of the research is to comprehend and investigate

- 1- the teaching methods and the techniques employed by Algerian higher education teachers in the EMI classrooms.
- 2- to explore the differences in methods and techniques used across different academic subjects in EMI classrooms.
- 3- to investigate the perceptions and experiences of higher education teachers and regarding the effectiveness of the methods and techniques in EMI classrooms and challenges they face.

5- Significance of the study

The importance of this study lies on developing teacher's education methods in Algeria. It can help prioritize training and development courses for teachers that provide

them with opportunities for evaluating their methods and techniques to impart knowledge in various subjects with English as a medium of instruction. The study seeks to help teachers improve their teaching methodologies while using English as a medium of instruction through self-reflection and also facilitate curriculum innovators and policymakers to provide opportunities for reflection on policy and practice. Strategies that foster English as a medium of instruction, English translation, and the necessary curriculum to be adopted at universities will be discussed.

6- Research Methodology

This study employs the descriptive method to achieve its main research objectives. It aims to collect structured data regarding the teaching methods used by university teachers in their EMI practice. The primary objective is to examine the methods and techniques used by 45 university teachers from various faculties and departments in many Algerian universities where EMI has been already adopted. An online questionnaire was distributed to 45 teachers to gain insights into their methods and techniques used in teaching their subjects and the effective implementation of (EMI) in Algerian universities.

7- Operational Definition of Research Variables:

- **EMI:** English Medium Instruction refers to the use of the English language to teach academic subjects in countries where the first language is not English.
- **Teaching method:** A teaching method is a systematic way of presenting information and skills to students in an educational setting. It encompasses the techniques, procedures and strategies employed by educators to facilitate learning engagement, and the application of knowledge.
- **Technique:** A technique is a single activity or task that comes from a procedure. A common technique when using a video material is called "silent viewing". This is

where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure (Harmer, p. 79).

CHAPTER ONE:

English as Medium of Instruction and the Teaching Methods

Introduction

This chapter functions as a theoretical foundation to the use of English as a medium of instruction EMI in Algerian higher education, to investigate the methods and techniques used in EMI classrooms, in addition to describe the shift towards EMI through discussing the significance of English as a lingua-franca, and the motives behind its implementation in Algerian higher education. Moreover, to shed light on the challenges facing instructors in EMI implementation .

The second part of the theoretical chapter delves into key aspects include ensuring adequate English proficiency of students and instructors, as highlighted by Macaro et al. (2018): "Successful EMI hinges on adequate language skills and appropriate support" (p.37). Additionally, Content and Language Integrated Learning (CLIL) approaches, which integrate subject content and language learning (Coyle et al., 2010), have been explored by researchers who emphasize the importance of tailoring EMI methods to local educational and cultural contexts (Mohammadian & Dolatabadi, 2021). Understanding the unique challenges faced by Algerian students and instructors is crucial for successful EMI implementation.

1- English As Medium of Instruction

1-1- Definition of EMI

English as a Medium of Instruction in higher education EMI is an approach where English is used to teach academic courses to students who are typically non-native English speakers. It is implemented in contexts where English is not the dominant language of the surrounding society. EMI aims to provide students with the language necessary skills to operate in a globalized academic environment and enhance their future employment opportunities. The practice of EMI has grown due to the internationalization of higher

education, with English often regarded as a lingua franca in academic and professional domains. It does not only involve the delivery of subject content in English, but also implies a need for support mechanisms to develop students' academic English language proficiency (Yuksel, Soruç, Horzum, & McKinley, 2023). The EMI approach is believed to facilitate access to global research and scholarly discourse, contributing to the cognitive and academic development of students (Dombi, 2020).

Macaro (2018) defines EMI as "The use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English." According to Baker (2018), the adoption of EMI in higher education is driven by the globalization of education, increasing demand for English proficiency in professional fields, and the belief that using English can enhance academic outcomes. EMI according to Macaro et al. (2018) has not been defined. It refers to the application of the English language to teach other subjects like Mathematics, Science, Social Science, in countries like Algeria where English is not the first language of the majority of the population. English as a foreign language (EFL), English for academic purposes (EAP), English for specific purposes (ESP), content-based instruction (CBI), immersion, and content and language integrated learning (CLIL) are some other comparable strategies. Rose et al. (2020) drew a continuum of these phrases to help explain this ambiguity; the role of learning goals is the primary component that determines each term's location on the continuum.(Imen.M,2020)

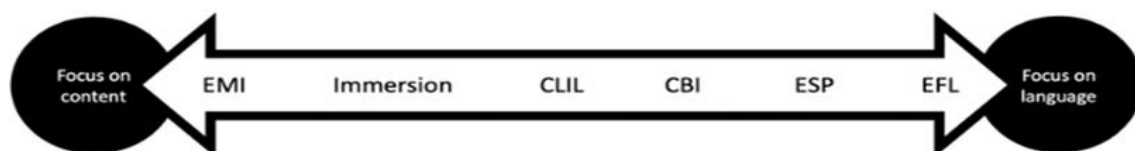


Figure 1: 'Continuum of EMI in practice' (Rose et al., 2020)

According to Liyanage (2023), EMI signifies the application of English (as a second or foreign language) in non-Anglophone settings for the purposes of teaching and learning subject content, encompassing both top-down and bottom-up approaches:

- Top-down EMI involves a deliberate EMI policy, where English is exclusively employed for teaching students, training teachers, utilizing teaching resources, assessment tools, and even in administrative activities .
- Bottom-up EMI is characterized by stakeholders (teachers and students) independently incorporating English. This may include using English in research, teaching materials, and occasionally in assessments. In this approach, English may be present in the classroom, in the stakeholders' linguistic background, within the societal linguistic repertoire, and in the linguistic environment of educational institutions (Alaloul et al., 2020).

Tsui (2013), on the other hand, defines EMI as a situation where English is used as the primary language of instruction in an educational institution where it is not the mother tongue of the majority of students and teachers. This definition emphasizes the importance of the context in which EMI takes place, and the fact that it is not necessarily the natural language of the students and teachers involved. (Ouafa.O,2023)

Cummins and Davison (2007) defined EMI as a situation where students are taught academic content in a language that is not their first language, and that language is used as the primary medium of instruction. Finally, Dearden (2015) defined EMI as the use of English as a medium of instruction in a formal educational setting, where English is used as the primary language for teaching academic subjects. This definition emphasizes the formal nature of EMI and the fact that it takes place in educational contexts. (Ouafa. O, 2023).

Generally speaking, the EMI definitions listed previously, offer a few perspectives, each sheds light on diverse aspects of English as a Medium of Instruction. When interpreting these definitions together, it becomes clear that EMI includes instructing and learning in English inside instructive frameworks where English is not the local language. It implies that both students and instructors may face the challenge of communicating and comprehending complex subject matter in English. Furthermore, these definitions propose that EMI is not just a method of instruction but also an instructive methodology expects to prepare students to participate in a globalized world where English holds a crucial value of universal communication and academia.

1-2- Significance of EMI

The implementation of English as a Medium of Instruction in higher education institutions holds significant value in the contemporary academic landscape, particularly in non-native English-speaking countries. EMI serves as a strategic response to the demands of globalization, enabling students to gain proficiency in English, which is widely recognized as a global lingua franca. The significance of English as a medium of instruction in global education is captured by Galloway and Rose, who stated that "internationalisation of higher education remains a priority for universities worldwide, and movements are inextricably linked with an increase in the role of English in the university setting" (Nugroho et al., 2018). This reflects the increasing prevalence of academic programs being delivered in English in non-native English-speaking countries, a trend known as EMI, due to its substantial contributions to university globalization efforts.

By facilitating access to a broader range of academic resources, research, and scholarly discourse predominantly available in English, EMI enhances the international competitiveness of graduates. Moreover, the adoption of EMI can lead to increased

opportunities for international collaboration and student exchange programs. In essence, EMI not only furthers the academic and cognitive development of students by fostering critical thinking and problem-solving skills, but also prepares them for a globalized job market where English language proficiency is often a valuable asset. However, the significance of EMI transcends pragmatic language acquisition; it embodies a commitment to intercultural understanding and the interchange of ideas across different societies, thereby enriching both the educational experience and cultural competence of students.

1-3- Development of EMI

The development of EMI in Algerian higher education has gone gradually, because the Algerian higher education curriculum is either in French or in Arabic. The Algerian policy makers have the desire to drive the country into global academic community and foster international collaboration. Benrabah (2013) cited: “The use of English in Algerian higher education has been increasing since the 1990s”. This highlights that the trend of using English as a medium of instruction EMI in Algerian universities is not new, but has been growing for many years left.

Introducing EMI in Algerian higher education began in late 20th century, primarily in scientific and technical fields. This move aimed to facilitate access to international research and foster academic exchanges, and equip students with language proficiency skills to successfully be integrated in globalized world. In the 2000s, several Algerian universities started offering degrees programs taught entirely in English, such as the master’s in Renewable Energy at the university of Tlemcen (Hayane, 1989; Benrabah ,2014).

This view point of EMI implementation was highly supported by the previous Algerian Minister of higher Education and scientific research Tayab Bouzid who stated:

“for the time being, we are just talking about scientific publications. But these documents are not enough, and we have to further and cover all areas of scientific study. If we do not study in English, there can be no future.” , (f 24.my/you tube EN).

Additionally, the international collaborations and partnership with English speaking institutions, such as The British Council, The American Embassy have played a crucial role in enhancing the quality of EMI in Algerian university and promoted the cross-cultural exchanges, “The Algerian government has implemented policies to promote English language teaching, such as the National Plan for Teaching English (Plan National de L’Anglais, PNEA), (Benramdane,2010).

As (Imen. M , 2020 .p. 68,69) cited:” different phrases may refer to different methods of teaching in English and other languages by using the phrase "through the medium of English," or they may refer to teaching just in English by using the phrase "taught entirely through English," as illustrated in the table 01 below

Table: 01

Development of EMI in Algerian Higher Education

Author / year of publication	EMI and MOI labelling
Macaro et al. (2018) Bolton, Botha and Bacon-Shone (2017)	Through the medium of English,” “taught entirely through English,” “taught through English” “lectures delivered in English.” “English as the sole teaching medium in education,” “English as the sole medium of instruction,” “English as the predominant medium of instruction.”
Bolton and Botha (2017)	“English as a teaching medium,” “English-medium”, “English-medium instruction,” “English as the official medium,” “English-educated,” “English as the dominant language of education,” and “English is the sole official language.”
Kuchah (2017)	English as medium of instruction (EMI),” “English instruction,” “English medium education.”
Walkinshaw,	“English medium instruction,” “through the medium of

Fenton-Smith and Humphreys (2017)	English,” “English taught programs,” “English-medium,” “English medium,” “English is the sole medium of instruction.”
Dafouz and Camacho-Miñano (2016) Dearden and Akincioglu (2016)	“English-medium instruction,” “English- and Spanish-medium programmes,” “learning through English,” “EMI.” “English medium instruction,” “through the medium of English,” “EMI.”
Walkinshaw, Fenton-Smith and Humphreys (2017) Dafouz and Camacho-Miñano (2016)	“English medium instruction,” “through the medium of English,” “English taught programs,” “English-medium,” “English medium,” “English is the sole medium of instruction.”
Dearden and Akincioglu (2016)	“English medium instruction,” “through the medium of English,” “EMI.”
Kamwendo, Hlongwa and Mkhize (2014)	“English is the main medium of instruction,” “English as a medium of instruction”, “English medium institution”, “English and isiZulu as the two official languages of academia,” “IsiZulu and English, the languages of teaching and learning in the University.”
Rahman (1997)	“English as the medium of instruction,” “English-medium,” “as the medium of instruction,” “as a medium of examination,” “as the medium of instruction and examination

1-4- The Status of English in Algeria

In the 21st century, it became highly necessary to cope with the outside world. The English language nowadays is the key to communicate with foreigners and access information worldwide, as it is the international language, a global language and a lingua franca. In Algeria, English does not enjoy the same prestige and functions that English as an international language enjoys in other countries. In fact it is the French language which possesses a prestigious position and enjoys the functions of language of science and

technology, advertising, branding and product naming, and is the first foreign language of the country since independence. However, over time, there have been some calls for the replacement of French by English. There are many reasons behind this, but mainly because of the negative attitudes that some Algerians have towards French being the language of the former colonizer, and the positive attitudes that they have towards English for being the language of technological development and globalization, in addition to it not carrying any colonizing history with Algeria.

Grandguillaume (2005) argued that supporters of Arabization opted for choosing English to be taught as the first foreign language in grade four of basic education instead of French (p. 6). In 1993, authorities suggested that English would replace French as the first mandatory foreign language introduced in primary school (Benrabah, 2014, p. 51). Nevertheless, the vote came in favor of French. Nowadays, English is taught starting from the 3rd year in primary school. Besides, it is also present in higher education as many departments in Algerian universities are specialized in the teaching of the English language and culture. What really helped the spread of English in Algeria.

1-5- A shift to English In Algerian higher education

On July 8, Minister of Higher Education and Research Bouzid Tayeb informed the public of his efforts to strengthen the presence of English in Algerian universities and research institutions, while also noting that French would continue to be a part of the language landscape. In Algeria, Arabic is the primary language of instruction, yet French dominates in higher education, particularly in the sciences and technical subjects. Later, on July 21, the previous Minister of higher education Tayeb Bouzid directed that all official documents and correspondence from Algerian faculties should be entitled only in

Arabic or English, signalling an initial move towards substituting French with English in the educational sphere.

Among a rapidly evolving global landscape, individuals and societies are obliged to adapt the 21st century's technological progress, global integration and globalization call for a clear engagement with cultural, economic, and knowledge systems. Essential for managing contemporary complexities is developing adaptability and continuous learning skills. In particular, proficiency in English, is becoming more crucial . At the organizational level, education systems are tasked to outline an appropriate curriculum that aligns with today's world and future's possibilities, calling for policies that encourage innovation and capitalizing on international cooperation to solve universal challenges. Embracing progressive, inclusive viewpoints that prioritize flexibility and openness to the world.

1-6- Challenges related to EMI implementation

If the proper implementation of EMI is not ensured, many challenges can arise, posing difficulties for its successful execution. These potential obstacles originated from various stakeholders, including teachers, learners, designers, and authorities. According to Imen. M. (2020, p.97, p101), “EMI is investigated from perspectives and attitudes rather than actual practices...EMI has been also criticised for several common drawbacks, such as low level of English proficiency, difficulty in learning and teaching and low performance”.

Teacher quality emerges as a significant challenge in the implementation of EMI in higher education, as highlighted by Oktaviani (2019). Current programs inadequately prepare teachers to engage in EMI practices or incorporate them effectively into their

classes, with training and continuous professional development courses often falling short of expected outcomes (Oktaviani, 2019).

In an ideal scenario where teachers possess the necessary communicative competence, students can become an obstacle if they struggle to comprehend lessons delivered in English (Oktaviani, 2019). Their limited proficiency in English and resultant communication breakdowns may lead to a lack of engagement and participation in the classroom, resulting in diminished academic achievement. Frequently, teachers resort to code-switching to overcome communication barriers, thereby restoring motivation and interest in the lessons (*ibid.*, 2019).

2- Teaching Method

2-1- Definition of Teaching Method

In the context of teaching, methods are defined in different ways, as they refer to the instructional techniques, tools, procedures and strategies that teachers use to deliver lesson's content, course materials, facilitating learning activities, engaging with students and evaluating students, grasp of the subject matter, the way teachers approach this task is shaped by their personal values, beliefs, and prior training experiences. According to Westwood (2018, p.4) "Teaching encompass the principles, pedagogy, and management strategies used for classroom instruction, they involved the concrete and particular techniques that's allow Learners to engage with specific content and develop given competence". Additionally, (Curzon 2004, p. 130) defined: "The methods teachers use are shaped by their educational, philosophy, classroom demography subject area and school policies, they encompass all instructional techniques used before, during and after lesson to optimize student comprehension and skills acquisition.

The teaching- learning process is one of many aspects leading to the existence of a paramount variety of teaching methods. An essential part of this process is the dynamic interactions between learners and teachers determining the learning route entirely. Therefore, variations of instructional approaches are critically necessary. The latter can be traditional like whiteboards, flashcards and pictures or modern like online platforms or as far as using artificial intelligence.

The specific content which is needed to be taught, the delivering strategies, the way which teachers present information, assessment plan to evaluate students and provide feedback and take needs which are the specific psychological practices used to promote comprehension and catered to learners diversity and needs. As noted by William (2007, p.5)

“Teaching methods pertain to the interaction between teacher and students in facilitating learning and refer to the repertoire of instruction, tools, content, delivering strategies assessment plan and techniques that teachers employ to meet diverse students need “(William, 2007, p.5).

William's definition provides a comprehensive perspective on teaching methods, emphasizing the importance of interaction as facilitator components of learning process considering the student diversity, and the connection between teaching method and assessments which is not limited only to instructional techniques, but it captures the complexity and multi -dimensional nature of teaching.

Based on the aforementioned definitions, teaching methods encompass different tools, techniques, procedures and instructional strategies used by teachers to impart knowledge, insure engagement and active learning. Yet, the selection of teaching method

depends on factors such as the objectives, subject matter, teachers, performance and tailored to varied learning and needs.

2-2- The Elements of Teaching Method.

While teaching methods can vary across different contexts, several universal elements are commonly recognized as essential components namely:

2-2-1- Objectives

According to Madger(1962) , “a teaching objective is a description of performance you want learners to be able to exhibit before you consider them competent”. Similarly, Gronlund (2000) defines teaching objectives as” clear, concise statements of what the students will be able to do at the end of the course or program.” (p.4.)

2-2-2- Content

When discussing teaching methods, the term content refers to specific disciplines that are being taught, including the knowledge, skills, concept and ideas that make up the curriculum and what students are expected to learn. According to Tom Linsion and Moon (2013) "content refers to the knowledge, subjects and topics covered in the curriculum." (p.12)

2-2-3- Instructional Strategies

“Instructional strategies are techniques teachers used to help students become independent strategic learners" (Marzano, 2003, p.76). They are key elements of teaching methods, they refer to the specific techniques, approaches, and activities needed by teachers to promote learning and help students achieve the learning objective.

2-2-4- Materials and resources

Materials and resources are the main elements of teaching methods. Teachers use them to facilitate learning process using textbooks, software technology and audio-visual aids. The selection of materials and resources is crucial in enhancing student engagements and understanding the content being presented. as defined by Januszewski and Molinda (2008) " Instructional materials are the physical resources that support teaching and learning"

2-2-5- Feedback

Feedback provides a valuable information to both students and teachers. It allows to assess progress, identify areas for improvement and make the necessary adjustments. According to Hattie, and Timperley (2007): " Feedback is conceptualized as information provided by agents, for example, teachers peer book, parent, self or experience regarding aspects of one's performance or understanding. ..Feedback should focus on areas of strength and weaknesses".

2-2-6- Assessment

Assessment is a process of evaluating students' progress and development. According to Stiggins (2005), "commonly there are three main types of assessments diagnostic, formative and summative". First, "Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction" (Linn & Miller, 2005, p. 26). Second, " Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust on-going teaching and learning to improve students' achievement of intended instructional outcomes." (McMillian, 2013, p. 108). Third,

"Summative assessments are used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark" (Brookhart, 2004, p. 5)

2-2-7- Interaction

It is a crucial element that influences the teaching learning process, which is a mutual action occurring between teachers and students or students- students. Moon 1989 provides 03 types of interaction. First, learning - content interaction. This type refers to the interaction between the learner and the subject matter of learning material. Second , learner - instructor interaction. It is the exchange of ideas and communication between the teachers and learners. Third, learner- learner interaction. It is the collaboration between learners themselves. Generally interaction provides active learning and fosters critical thinking.

2-2-8- Reflection and Revision

According to Schön (P.35) reflection is " The process of critically analysing an experience of practice in order to lead to new understanding and appreciation". He distinguished two types of reflection, such as: reflection in action which is thinking about what one is doing while teaching and making adjustments and reflection on action which is retrospective analysis of the teaching experience after it has occurred In order to identify the areas of improvements, and making revision. Through reflection and revision, teachers can assess their effectiveness teaching method. Identify the weaknesses strength and making the needed adjustment.

2-3- Types of Teaching Methods

In the domain of teaching EMI, various methodological approaches are available for educators to employ to effectively impart knowledge to learners, two prevalent methodologies deserve consideration. The first approach is Content and Language

Inegrated Learning (CLIL), which integrates the acquisition of subject knowledge with the development of language proficiency. The second approach is the Communicative Language Teaching (CLT), which emphasis the practical application of language skills in real- life context.

2-3-1- Content language integrated learnig (CLIL)

According to Belhiah, H and Elham. M ,(2015, p.7) from an educational point of view, the implementation of EMI appears to be facilitated by adhering the best practices in English language teaching (ELT). There are at least two language teaching approaches that tend to support this choice. The first approach is CLIL, and the second is CLT.

2-3-1-1- CLIL Definition

Content and Language Integrated Learning (CLIL) is an educational approach where the topics are taught through the medium of foreign language with double emphasis on learning content and acquiring the language itself. Therefore, CLIL refers to situation where subjects, a part of subject are taught through a foreign language with dual focused aims, namely the learning of content, and the simultaneous learning of foreign language “(Marsh, 1994).

This definition highlights its unique approach to language learning combining content mastery with language proficiency in a dynamic learning environment.

Among CLIL’s Advocators and practitioners Maurizio Marsell, a human resource professional and executive coach, who believes that “this hybrid immersion approach produces much more immediate results, and appeals to self- motivated adult learners, who already possess a basic knowledge, and understanding of the target language”, this illustrates that “there is a validity to the belief that CLIL is an elite phenomenon.”

2-3-1-2- CLIL Origin

The term CLIL was coined in 1994 by David Marsh as a teaching approach similar to but distinct from language immersion and content-based interaction. The proponents behind CLIL aimed to create “an umbrella term”, that would encompass various ways of using language as the medium of interaction for teaching content. This methodology has been in business contexts across many countries, and is widely regarded as an effective approach.

2-3-1-3- CLIL and Language Immersion

CLIL is an approach that is based on the methodological principles established by research on language immersion, the European commission has identified it as crucial method because” it can provide effective opportunities for pupils to use their newly acquired language skills immediately rather than learning them for later use”. (European Action Plan 2003: Action 1,2,4 to 127)

CLIL opens door to access language acquisition for different range of students it fosters self- confident among young learners and individuals, who have faced problems using traditional methods, it facilitates language exposure without extra curriculum through making it beneficial in educational and vocational context. (European Action Plan 2003)

This approach involves learning subjects, such as histories, geography, mathematics management skills concepts, or other subjects through a new language, it can positively, help children develop attitude towards themselves as enhancing languages learning. Consequently, the European Commission has decided to promote the learning of teachers to “... enhance language competence in general in order to promote the teaching of non-linguistics subjects in a foreign language”, Journal European union council resolution (2018)

2-3-1-4- CLIL Objectives

Coyle et al (2010) stated that: Among the most relevant objectives of CLIL the following:

1. To establish the necessary condition that will allow students to achieve the appropriate level of academic performance in C L I L subject.

2. To Improve student proficiency in both L1 and L2 as also noted by (Lorenzo et al, 2014),” this educational approach L1 and L2 development prepare students in the globalization world, increase students motivation...CLIL being more beneficial than the traditional foreign language teaching come”.
3. It helps developing instructional competence.

2-3-1-5- CLIL in English as International language and Content Based Instruction

English is a global language, where the communication and foreign language gain more importance, for this reason, English teaching should not be restricted to studying the structure but rather the use (Diaz Merino, 2010). The integration of content and language learning in English as an international language EIL is found in approach to bilingual education these approach includes immersion, CBI content based- instruction, content-based language teaching CBLT and the movement towards English medium of instruction EMI. All of these approaches raise number of question that view English as international language has for content integrated approach (Thompson and McKinley, 2018).

CLIL and CBI are the same concept with different names (Cenoz et all, 2014). However, some scholars argue that CLIL and CBI are different terms, where CLIL combines subject content with language instructional form and the content’s point of view. (I.e. CLIL happens in content class). In contrast, CBI implies integration of learning and content learning where the course focus of learning is not on learning a language in isolation as noted by Dallon Puffes et al (2014).

(Marsh, 2005) and Cavàcs, p .48-49, 2014) argue that CLIL represent an appropriate “umbrella” term that can be used to comprise various approaches towards content integration where the terms can be used interchangeably).

2-3-1-6- CLIL Content:

According to Marsh (1994), CLIL refers to a “ situation where subjects, or parts of subjects are taught through a foreign language with dual -focused aims, namely the learning of content and the simultaneous learning of a foreign language”. In other words, the language is not taught “traditionally” via rules and forms, but rather via targeting the human cognition and subconscious. It is by presenting learners with relevant content and scenarios that they can use the language accordingly and mostly with little knowledge of its structural and grammatical components.

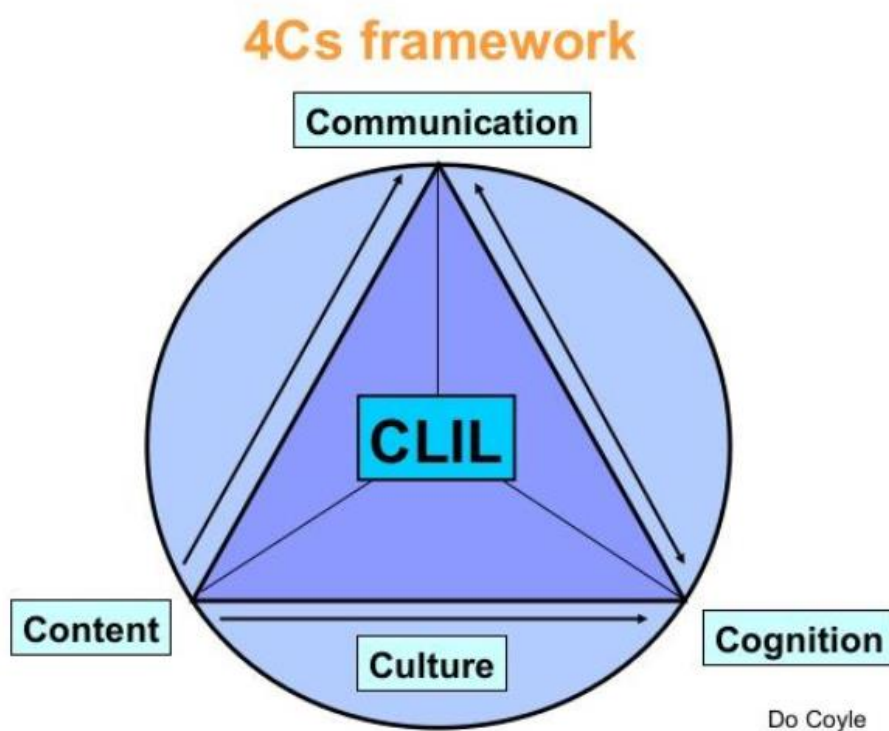


Figure 02: The 4Cs Framework for CLIL (Coyle 2005)

The 4cs framework. Coyle proposed the (2005)4cs framework which is considered a theoretical framework principle to plan CLIL. Content, refers to the subject matter .It determines the development of acquiring the knowledge. Since the content has been established the learner must be involved. Once , the learner uses the language to learn while learning to use the language this is communication. The next term is cognition in

which he/she challenged to develop his/her socio cognitive abilities to interpret. The last term is culture. culture is interconnected with the language therefore, the learner develops cross cultural awareness besides the new linguistic system.

2-3-2- Communicative Language Teaching CLT

Communicative Language Teaching CLT appeared in (1970s to 1990s) as a reaction to traditional language teaching approach, began and soon spread around the world as older method such as Audiolingualism (Jackson, Richards 2006, p. 9).

Sri Gastiani (2011, p. 17, 18) define communicative language teaching as” an approach of teaching, second on foreign language that focuses on learner’s interaction whether are the mean or the ultimate goal of learning a target language”. Here the participation is considered as a task in which Learners work collaboratively in addition to Sri Gastiani and Kaisheng (2007) highlighted “CLT is believed as the most effective approach focused on communicative competence of the learner”.

CLT characterized by several key elements: The syllabus, classroom activities, materials, tasks, and the roles of teachers and learners. Firstly, the syllabus helps language teachers to design learning materials and activities for the lesson plan emphasized on target language as mentioned by Qinghang (2009) and Van FK (1980). Secondly, CLT involves classroom activities and tasks that promote interaction among students such as group discussion, role-play, and simulation, these activities foster collaboration and improve students’ language skills. Thirdly, considering tasks and activities, the designed activities provide opportunities for students to practically use and express the target language. This achieved by setting a suitable atmosphere that utilized communicative materials tailored to the Learners context, time and real life situation, Richard and Rogers (1986) argued that “there are three kind of materials which brings CLT approach in language teaching.

- Authentic materials (realia).
- Task-based materials (the use of language through role-play).
- Text -based materials (the Learners practice situation like analysis of themes).

Finally, regarding the teachers and learners' role, this approach emphasized Learners-centered approach where the focus is on empowering learners to become effective communicators. In CLT, the teacher's role shifts from being instructor to be facilitator.

Of course, the choice of any approach or method is tailored to Educational goal, Subject matter, Learners disabilities, Teachers' role and using different method centred to Learners need.

Conclusion

In light of the study into EMI within Algerian higher education, this chapter summarises the journey towards designing and implementing EMI teaching methodologies is an ambitious and necessary step towards elevating the national educational standards to an international level. Yet, to align with the international educational investigations and researches concerning EMI execution and methods used, there is a visible commitment to fostering an academic environment that not only champions linguistic proficiency but also promotes a more connected and collaborative international scholarly community. The progression of EMI in Algeria requires a delicate balance of embracing global educational practices while navigating the intricacies of localized learning needs. If executed with thoughtful support and adaptable strategies, EMI has the potential to significantly transform and enhance the educational experiences of Algerian students, preparing them effectively for the demands of a global workforce.

CHAPTER TWO:

RESEARCH METHODOLOGY, DATA

ANALYSIS AND FINDINGS

DISCUSSION

Introduction

This study aims to investigate the methods and techniques used by Algerian university teachers across various regions in Algeria. This chapter is devoted to the field work. It introduces the practical part of the research where both methods and procedures in addition to research tools used to conduct this study are explained , and it includes two sections. The study methodologies, setting, population, and research tools are all fully described in the first section. The second section covers data interpretations and analyses, discussion of the findings, study limitations, implications for teaching, and suggestions for more research.

1- Research Methodology and Design

This section is devoted to explain the research methodology and the steps that were made to collect data, analyse it, discuss it and interpret it. It also describes the methods and approaches that were used to reach the aims and answer the research questions.

1-1- The Descriptive Method

As it was stated in the general introduction, this research aims to investigate the methods and techniques used by Algerian higher education teachers across various universities in Algeria. Therefore, in order to provide answers to the research questions posed and to achieve a more holistic understanding, the current study utilises the descriptive method; "Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection." , (Glass, G. V., & Hopkins, K. D. (1984). This method is used to obtain a better description to the research question to characterize and analyse the methods used by higher education teachers when using EMI.

1-2- Research sampling and sample design

The population for this study is higher education teachers from many Algerian universities, for academic year (2023-2024). It consisted of 60 higher education teachers , however, only 45 teachers out of the total number have responded to the online questionnaire, besides 06 teachers of Mouhamed Boudiaf University who accepted to be interviewed. The sample was selected purposively to collect a wide range of perspectives and insights about the English Medium Instrucion EMI teaching methods in the Algerian higher education.

1-3- Research tools

1-3-1- The teachers' questionnaire

The primary data collection used in this study was a questionnaire. As defined by (Lavrakas, P.J. (2008): "A questionnaire is a pre-defined set of questions assembled in a predetermined order that is designed to capture data from respondents to be used for analysis."

An online questionnaire consisting of **20** closed- ended and open -ended questions , devided into **03** sections ; section 1, Demographic information involves 07 questions , section 2, Teahing methods involves 07 questions and section 3 Challenges involves 06 questions , was developed using **Google Forms**, a web based survey administration tool (**See appendix 1**). The questionnaire link was distributed to higher education teachers across many Algerian universities between 2nd and 7th May, 2024. It aimed to gather insightful information for this research.

1-3-1-1- Piloting of the teachers' questionnaire

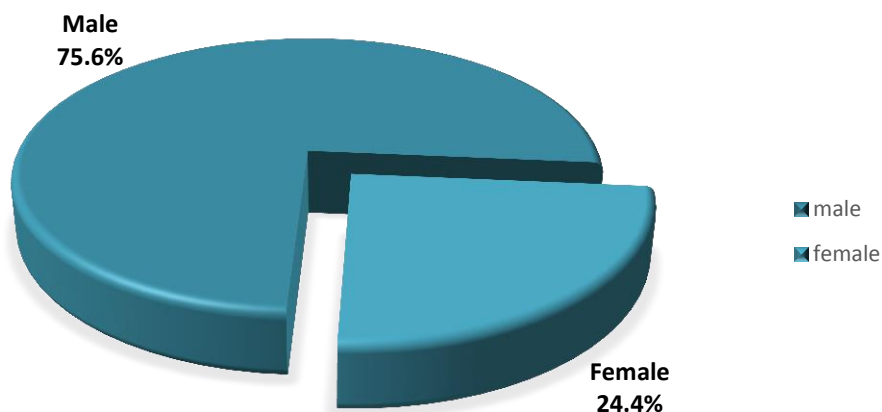
The piloting stage is an important process. It is the research were tools are tried out to avoid any embiguity or redendency. Before lanching the questionnaire online, a pilot study

was conducted with the assistance of **10** teachers so as to come up with the revised version. The questionnaire was primarily validated by the supervisor of the study who suggested some changes concerning the question selection and distribution. Then, it was piloted by distributing both paper sample and an online sample via email to other university teachers (See appendix2). Face and content validity were used by the pre-mentioning teachers who agreed on the relevance of questions, and they suggested some modifications and corrections at the level of structure and questions formation.

1-3-1-2- Questionnaire Data Analysis

Section A: Background information

The first section of the questionnaire describes the participating university teachers' background. It asks about their gender, teaching experience, and self-reported English proficiency and the universities they work in. This information helps build a profile of the teachers involved and allows to consider any potential influences these factors might have on the study's findings. Participants' gender is summarized in Graph 01.



Graph 01: Participants' gender

Q2: The participating universities

The second question shows the participating universities. Data is summarized in table 02 below

Table :(02)

The participating universities

University	Number of participants
M'sila	25
Algiers	1
Tizi Ouzou	2
BBA	2
Setif	3
Tlemcen	1
Djelfa	6
Laghouat	2
Blida	1
Oran	2

In table (02), data provides an overview of the distribution of teachers across various universities in Algeria, indicating the number of teachers associated with each institution and their respective percentages of the total. It summarises the distribution of teachers' across some Algerian universities.

Q3: Teachers' Teaching Experience

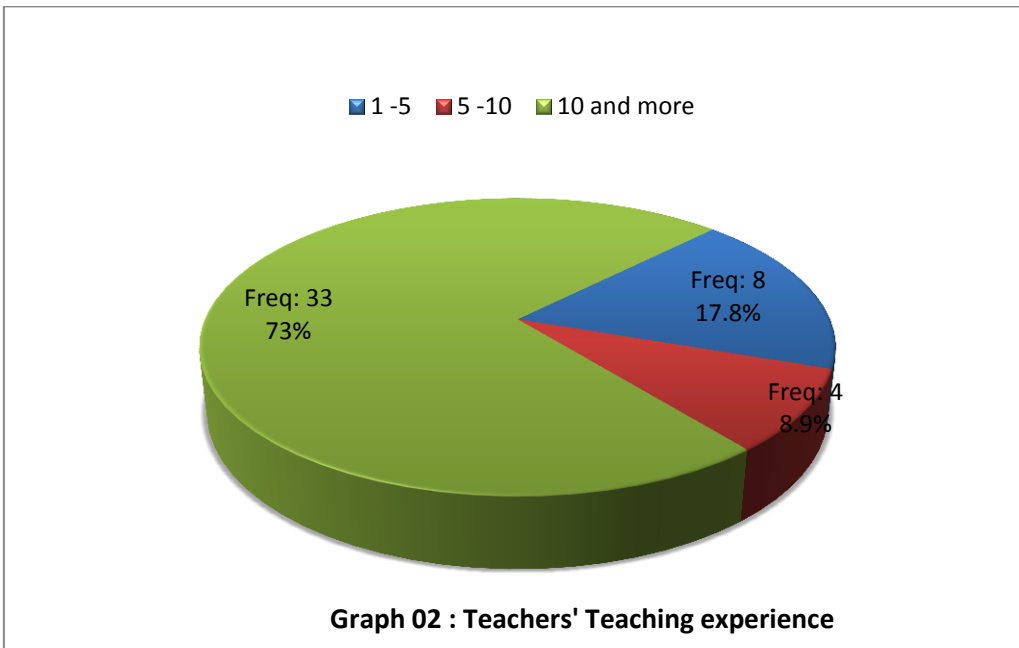
Table 03 :

Teaching Experience

Option	Frequency	Percentage
1-5	8	17.8%
5-10	4	8.9%
10 and more	33	73.3%
Total	45	100%

As illustrated in table (03) and Graph (02) below, approximately a significant portion of respondents 33 (73.3%) work for more than 10 years. While 08 (17.8 %) have the teaching experience of 5 years and 04 (8,9%) indicating moderate level of experience.

These findings highlight the varied levels of experience and knowledge among respondents that will be later invested in responding to questions concerning the methods and techniques used teaching their subjects using EMI.



Q4: Evaluation of teacher’s English Proficiency.

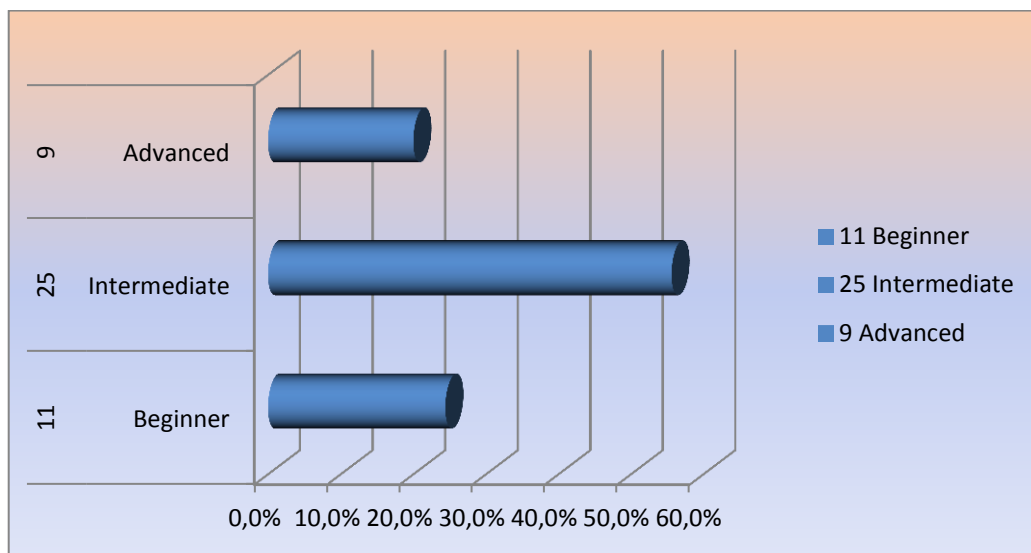
Table: (04)

Evaluating English Proficiency

Number	Level	Percentage
11	Beginner	24.4%
25	Intermediate	55.6%
9	Advanced	20.0%

The fourth table presents data of the English proficiency levels of higher education teachers in different regions in Algeria beginners, intermediate and advanced. According to the table 11 teachers (25 %) indicate that they possess a beginner level English. A large group of 24 (54.5%) reported their intermediate level of English. The last portion of 09 teachers (20.5%) responded that they possess an advanced level of English. This findings reflect a range of English proficiency among the participating teacher with a significant proportion falling with the intermediate category.

It is worth noting that the distribution of proficiency level highlights the diversity of language proficiency among the teachers and its impact on their instructional strategies and communicative competency when using EMI in educational setting. **Graph (04)** below clearly displays these findings.



Graph 03 : Teachers' English Proficiency

Q5: The Benefits of Using English as a Medium of Instruction in Higher Education

Table: 05

Benefits of EMI in higher education

Option	Frequency	Percentage
YES	42	93.3 %
NO	3	6.7 %

The tabulated data in table (05) illustrates the perceived significance of using English as the medium of instruction across different teachers from various universities. A remarkable percentage of teachers **41 (93.3%)** in both scientific and human sciences branches confirmed the significance of English in higher education. While, 03 teachers

(6.7%) noted that **is** not beneficent since the majority of students acquired their subject in Arabic language.

Responses who agreed on the significance of (EMI) explained that using English as a medium of instruction in higher education offers several benefits; Firstly, most academic research is published in English. Additionally, many technical fields use English for both content and vocabulary. Moreover, EMI is often regarded as way to enhance graduates' upward social and economic mobility. Universities also switch to EMI to improve their position in ranking internationally.

Q6: Teaching English as a Means of Instruction Improves Students' Learning Outcomes

Table 06:

Teaching EMI improves students' outcomes

Option	Frequency	Percentage
YES	33	73.3%
NO	14	31.1%
Total	45	100%

According to the table 06, which presents the impact of EMI on respondents, (76,7%) answered ‘yes’. While 12 respondents (27,7%) provided negative responses. Responses who agreed on the positive impact of EMI on learners levels explained that EMI can foster critical thinking, problem solving and enhance communicative competencies, and open horizons in cross cultural contexts.

According to the tabulated data and **Graph (06)**, which present the impact of EMI on respondents, (76,7%) answered ‘yes’. While **12** respondents (27,7%) provided

Negative responses. Responses who agreed on the positive impact of EMI on learners levels explained that EMI can foster critical thinking, problem solving and enhance communicative competencies, and open horizons in cross cultural contexts.

Q 07: The Shift From French and Arabic to Use EMI in Teaching

Question (07) about the shift from French and Arabic to English was an open-ended question for the sake of obtaining different responses about the shift and its impact on higher education. It is worth noted that the responses obtained from respondents towards the adoption of English replacing previously dominant use of French and Arabic in higher education were positive. This highlights their agreement despite the fact of some limitations and challenges.

Approximately, most of them regarded the implementation of English in higher education as a good opportunity for the Algerian universities to improve the quality of teaching, open more horizons towards scientific research ,however, it is essential to consider the potential challenges, implications of this transition (shift) ; such as the need of comprehensive language, support, teacher, training support, as well as considering the preservation of cultural and linguistic diversity within the academic landscape, and resource availability.

Section Two: Teaching Methods, Strategies and Techniques

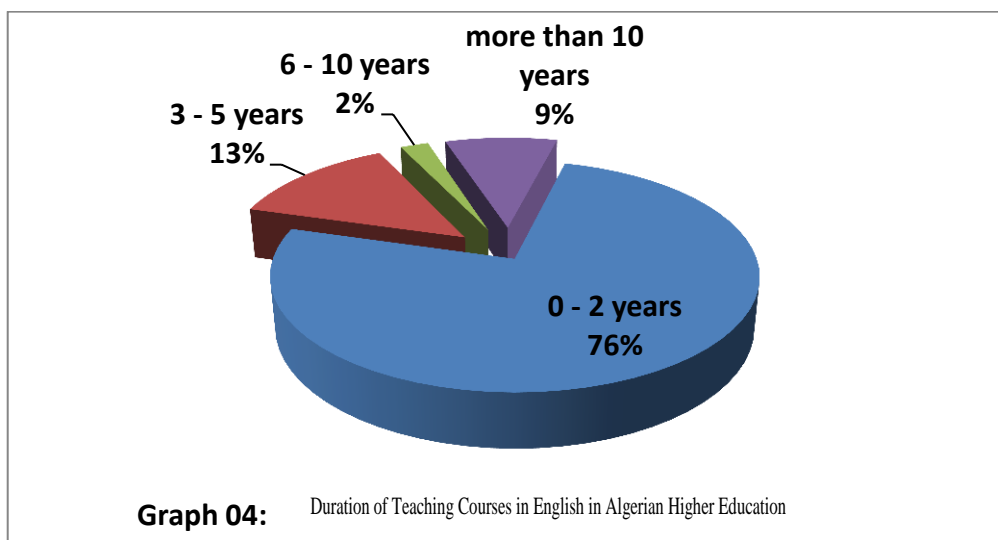
Q1: Duration of Teaching Courses in English in Algerian Higher Education

Table 07 :

Duration of Teaching Courses in English in Algerian Higher Education

Option (intervals)	Frequency	Percentage
0 – 2 years	34	75.6%
3 - 5 years	6	13.3%
6 - 10 years	1	2.2%
More than 10 years	4	8.9%

Table (07) above and Graph (04) below show approximately of 34 respondents (75%) have been teaching English as a medium of instruction for 02 years. 06 (13,3 %) have been using English between 3 and 5 years. Only 01 teacher has been using English for more than 05 years. It is important to note that the duration of teaching English in higher education can vary across different educational systems and regions, influenced by factors such as language policies, educational goals and available resources.

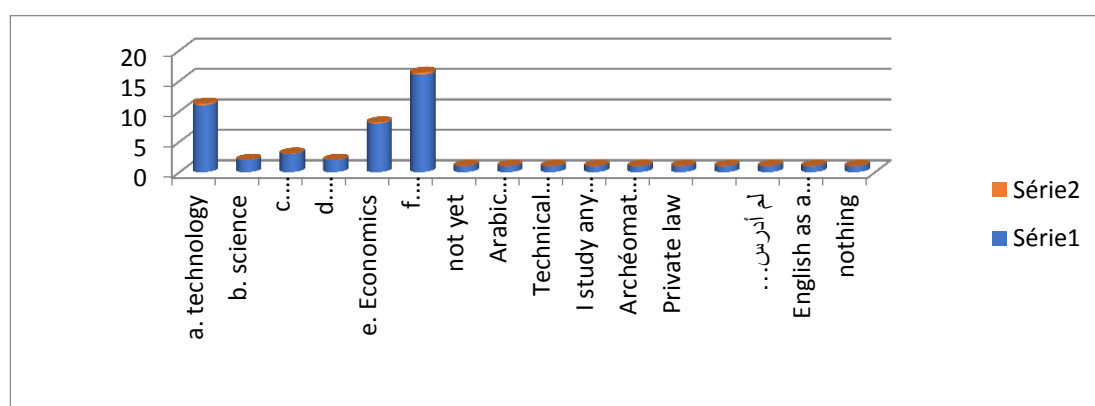


Q2: Subject courses Taught in English

Table 08:

Subject courses taught in English

Subject	Number	Percentage
➤ Technology	11	24.4%
➤ Science	2	4.4%
➤ Engineering	3	6.7%
➤ Mathematics	2	4.4%
➤ Economics	8	17.8%
➤ Humanities/Social Sciences	16	35.6%
➤ Arabic literature	1	2.2%
➤ Technical English for engineers	1	2.2%
➤ I study any major in English	1	2.2%
➤ Archéomatériaux (sciences des matériaux archéologiques)	1	2.2%
➤ Private law	1	2.2%
➤ /	1	2.2%
➤ I did not teach in English	1	2.2%
➤ English as a Foreign Language (EFL)	1	2.2%
➤ nothing	1	2.2%



Graph 5 Subject Courses taught in English

Table (08) and **Graph (05)** above outline the various subject courses that typically taught in English as the medium of instruction in Algerian universities across various

universities in different regions in Algeria. It is worth noting that among the various subject areas, human sciences have seen the highest percentage (35,6%) of EMI implementation across educational institutions. This in fact highlights the growing recognition of the importance of English.

In addition to humanities it is important to note that technology related subjects have also signed a high percentage (24,4%) in implementing EMI besides economics (17,8%) and engineering (6,7%).

In contrast to the high (EMI) implements rates observed in humanities, technology and economics, other subjects, such as maths, Arabic literature, law, sciences and archéomatériaux, witnessed a comparatively lower percentage.

This variation may be attributed to factors such as the perceived complexity of teaching certain subjects in Non-Native Language. The availability of qualified instructors proficient in English or the desire to preserve local language and cultural contexts in this fields.

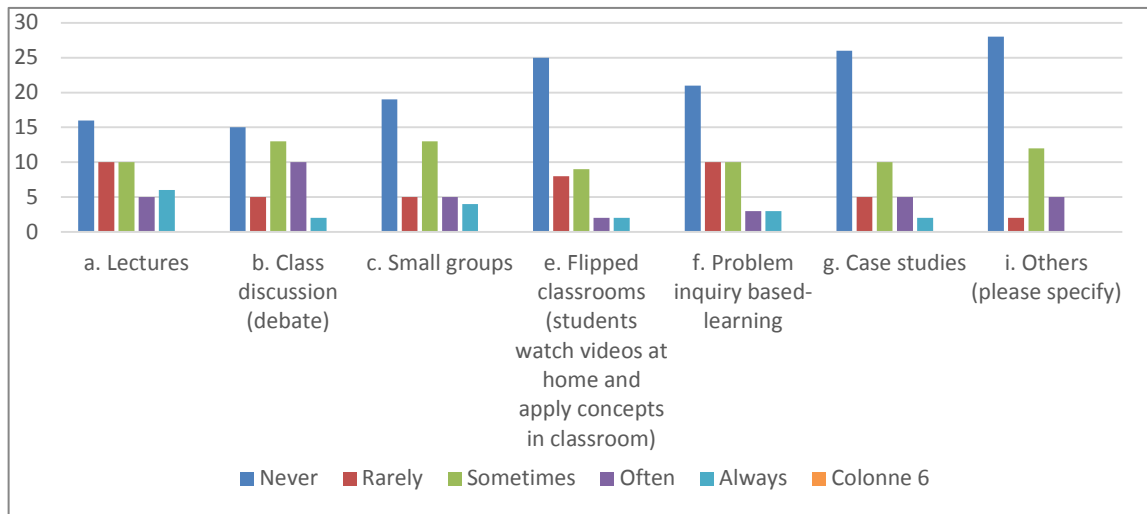
Q3: The Application of Teaching Methods and Strategies in English Courses

Table 09:

The application of teaching methods and strategies in English courses

	Never	Rarely	Sometimes	Often	Always
➤ . Lectures	16	10	10	5	6
➤ . Class discussion (debate)	15	5	13	10	2
➤ . Small groups	19	5	13	5	4
➤ . Flipped classrooms (students watch videos at home and apply concepts in classroom)	25	8	9	2	2
➤ . Problem inquiry based-learning	21	10	10	3	3

➤ . Case studies	26	5	10	5	2
➤ Others (please specify)	28	2	12	5	0



Graph 6 The Application of teaching methods, strategies in English course

Table (09) and Graph (06) above describe the frequency analysis of use of various teaching strategies and methods in English courses using a Likert Scale. It aims to assess attitudes and perceptions about teaching methods, strategies and techniques. It consists of 07 statements, each followed by 05 Point Likert Scale ranging from: " Never, Rarely, Sometimes, Often and always". It is noted that higher Number of responses indicate often and always.

These results highlight that many effective teaching methods and techniques are still underutilized when English is employed as a medium of instruction.

These results suggest that the implementation of EMI requires a considerable improvement and provide a range of engaging communicative tasks and students focused methodologies when using EMI. Moreover, teachers Needs to a greater training initiatives and professional development.

Q4: Evaluating the Effectiveness of Current Teaching Strategies, Methods and Techniques in Promoting EMI in Algeria Higher Education

Table: 10

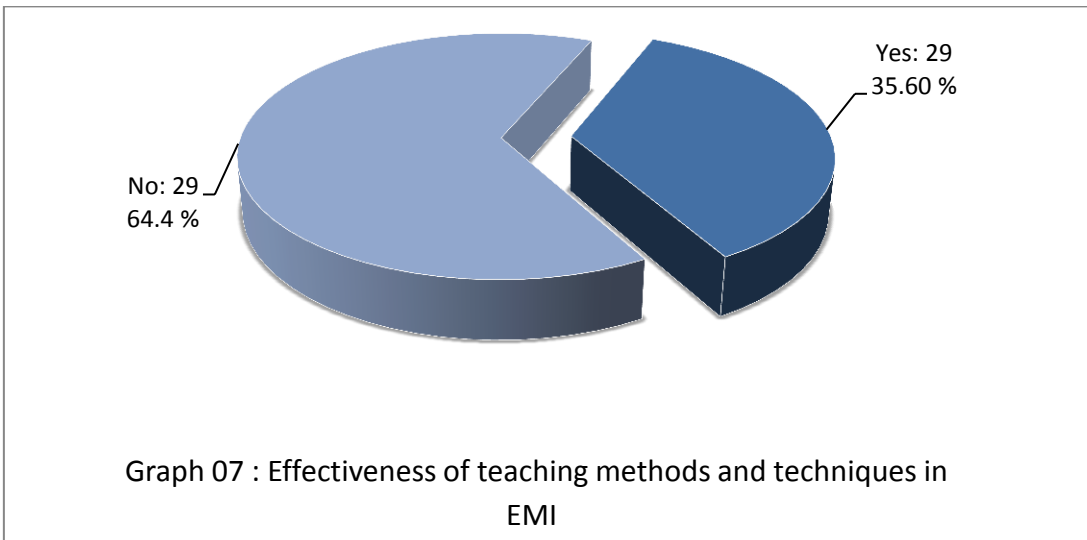
Effectiveness of teaching methods and techniques in EMI

Option	Frequency	Percentage
YES	16	35.6%
NO	29	64.4%
Total	45	100%

Table (10) above and Graph (06) below shed light on the teacher's perceptions and opinion of the effectiveness of teaching methods, strategies and techniques when using EMI.

An overwhelming of respondents (64,4%) expressed their negative responses. The lower (35,6%) responses categorize the positive attitude towards the effectiveness of teaching methods and techniques.

These results requires a need to critically evaluate and modernize teaching methods, techniques and strategies to better align with the goal of effectively delivering quality education the medium of English in Algeria's higher education system.

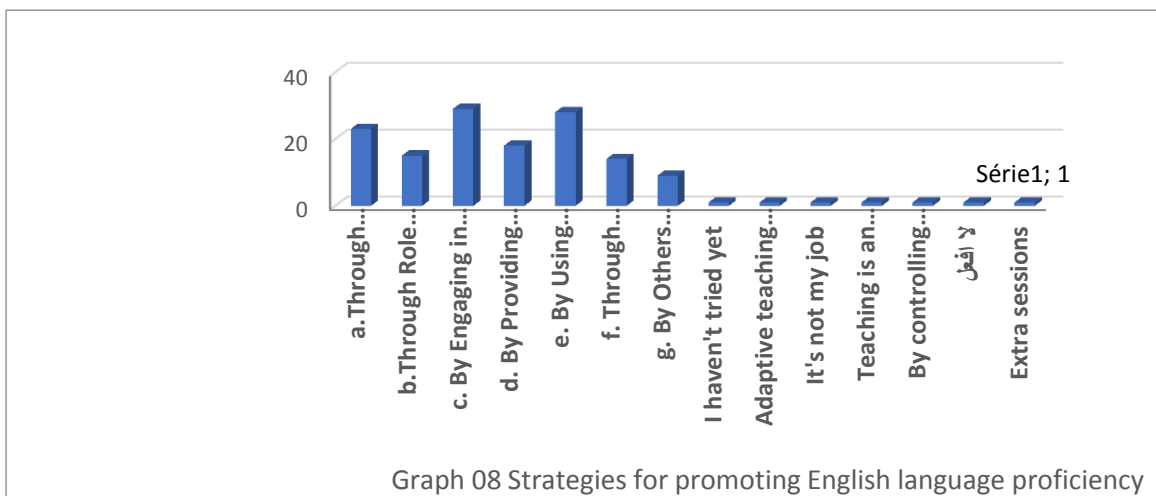


Q5: Strategies for Promoting English Language Development in the Classroom

Question (05), in section 02 is open ended. It aims to explore various the strategies, techniques and approaches that teachers need to implement within their classroom setting to facilitate the development of skills among their students.

Forty five teachers across various regions in Algeria were invited to share their views about strategies and methods they utilize to promote their teaching such as ; vocabulary building, role play activities, conversations and discussions, authentic materials and ICTs, interactive activities and assignments.

Overall, the responses have the potential to shed light on current trends as many

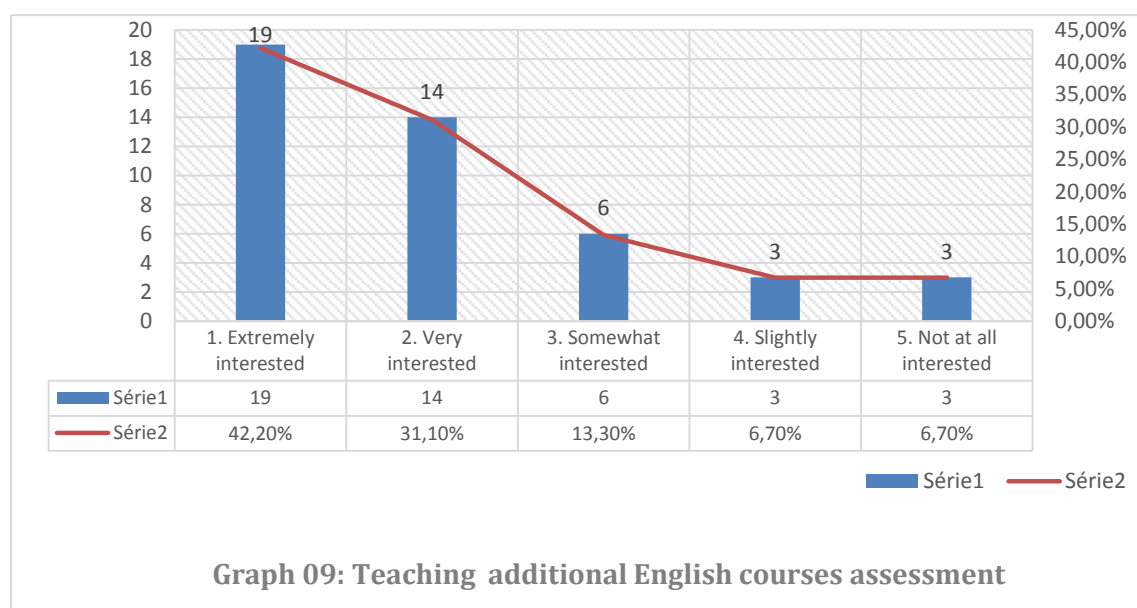


Q6: Assessing Interest in Teaching Additional Courses in English in the Future

Table: 11

Assessing Interest in Teaching Additional Courses in English in the Future

Option	Frequency	Percentage
• 1. Extremely interested	19	42.20%
• 2. Very interested	14	31.10%
• 3. Somewhat interested	6	13.30%
• 4. Slightly interested	3	6.70%
• 5. Not at all interested	3	6.70%



Question (06) aims to evaluate the level of interest among higher education teachers across various regions towards teaching additional courses in English in the future. Table 11 summarizes the results from questioning 45 university teachers using Likert scale 05 points (extremely interested, very interested, and net at all interested). It is highly noted that the responses indicates (extremely interested (42, 2 %) very interested (31, 10%), and

somewhat interested), while (6, 70%) has characterized the slightly (interested and Not at all interested).

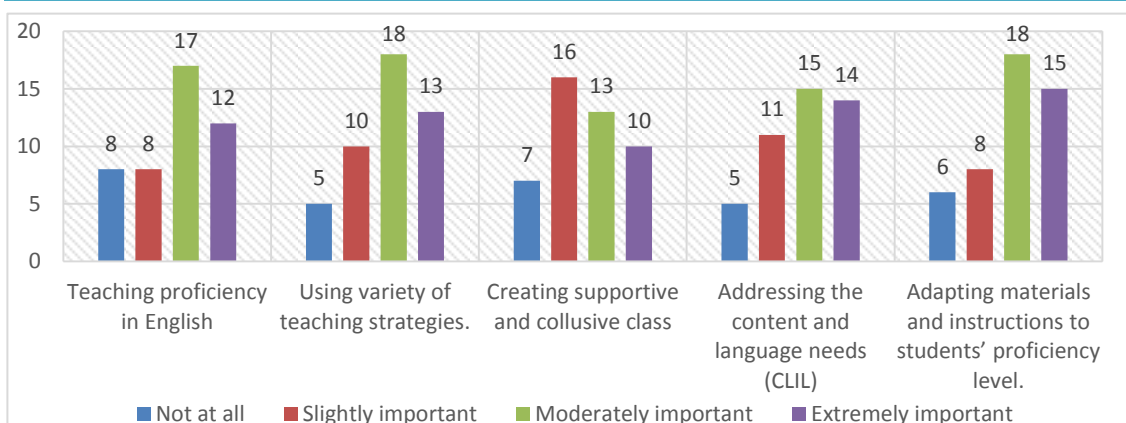
The assessment of interest in teaching more courses in English in the future, based on Likert Scale, reveals a generally positive outlook among respondents. These findings highlight the importance of targeted interventions to support aspiring university teachers to use English as a medium of instructions. **Graph 08 above** illustrates the findings.

Q7: Evaluating the Importance of Key Factors in Effective English as a Medium of Instruction.

Table: 12

Evaluating the importance of Key Factors in effective English as a medium of instruction.

Option	Not at all	Slightly important	Moderately important	Extremely important
• Teaching proficiency in English	8	8	17	12
• Using variety of teaching strategies.	5	10	18	13
• Creating supportive and collusive class	7	16	13	10
• Addressing the content and language needs (CLIL)	5	11	15	14
• Adapting materials and instructions to students' proficiency level.	6	8	18	15



Graph 10: Evaluating key factors in EMI

The table (12) and Graph (09) show the importance of various factors in effective EMI as rated on Likert Scale (**Not at all, slightly important, moderately important and extremely important**).

- **Teaching proficiency in English:** The majority of respondents (17) moderately agree this is an important factor.
- **Using variety of teaching strategies:** Also Most of respondents (18) moderately agree on its importance.
- **Creating supportive and collusive class:** the overwhelming responses (16) are slightly important.
- **Addressing the content and language Needs (CLIL):** Most respondents (15) agree that this factor is moderately important.
- **Adapting materials and instructions to students' proficiency level:** Most respondents (18) also agree this factor is moderately important.

Based on the analysis of Likert Scale data, it is evident that the majority of respondents consider the key factors in Effective English Medium Instruction to be moderately important. This can suggest that while all of these factors are recognized as moderately important, however these individuals can better enhance and prioritize them.

Section three: Challenges

Q1: Identifying Challenges in Effectively Using English as Medium of Instruction.

Table: 13

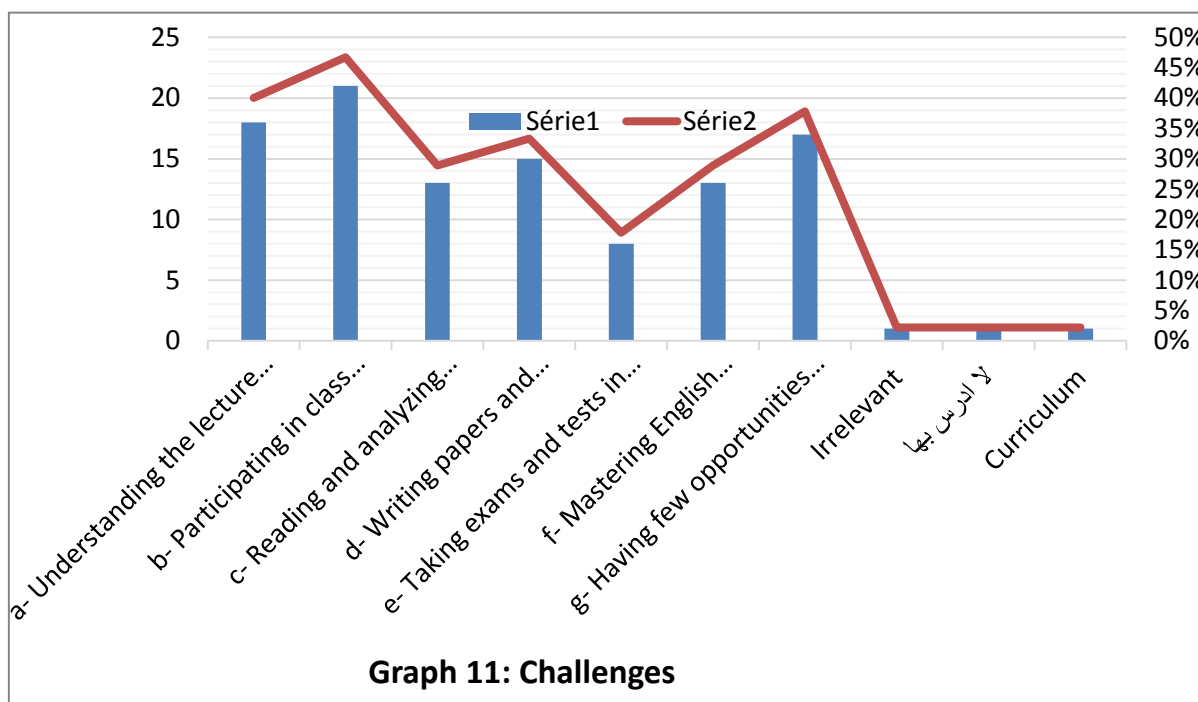
Identifying challenges in effectively using EMI.

Option	Frequency	Percentage
• Understanding the lecture materials	18	40%
• Participating in class discussion	21	46.7%
• Reading and analyzing academic tests	13	28.9%
• Writing papers and assignments	15	33.3%
• Taking exams and tests in English	8	17.8%
• Mastering English terminology	13	28.9%
• Having few opportunities to practice English skills	17	37.8%
• Irrelevant	1	2.2%
• I don't use English	1	2.2%
• Curriculum	1	2.2%

The table (13) above and Graph (09) below outline the challenges faced by university teachers when using EMI effectively in their classrooms. The most common challenges include understanding the lecture materials (40%), participating in class discussion (46%) and writing papers assignments (33,3%), mastering English terminology (28,9%) and reading, analyzing academic tests (28,9%), and taking tests and exams in

English (17,8%), while the lowest rates include irrelevant, curriculum, and don't use English at all.

These findings underscore the need for targeted support to address language proficiency, resources development, communication strategies and positive engagement in order to enhance the effectiveness of EMI in Algerian higher education.



Q2: Methods and Technological Tools in English Course Instruction

Table: 14

Methods and technological tools in English course instruction

Option	Frequency	Percentage
• a. Speak slowly and clearly	38	84.4%
• b. Present key vocabulary	25	55.6%
• c. Provide the linguistic handouts	13	28.9%
• d. Use visual aids	19	42.2%
• e. Frequently checking students understanding	16	35.6%
• f. Use translation tools	24	53.3%
• g. Others (Please Specify)	4	8.9%

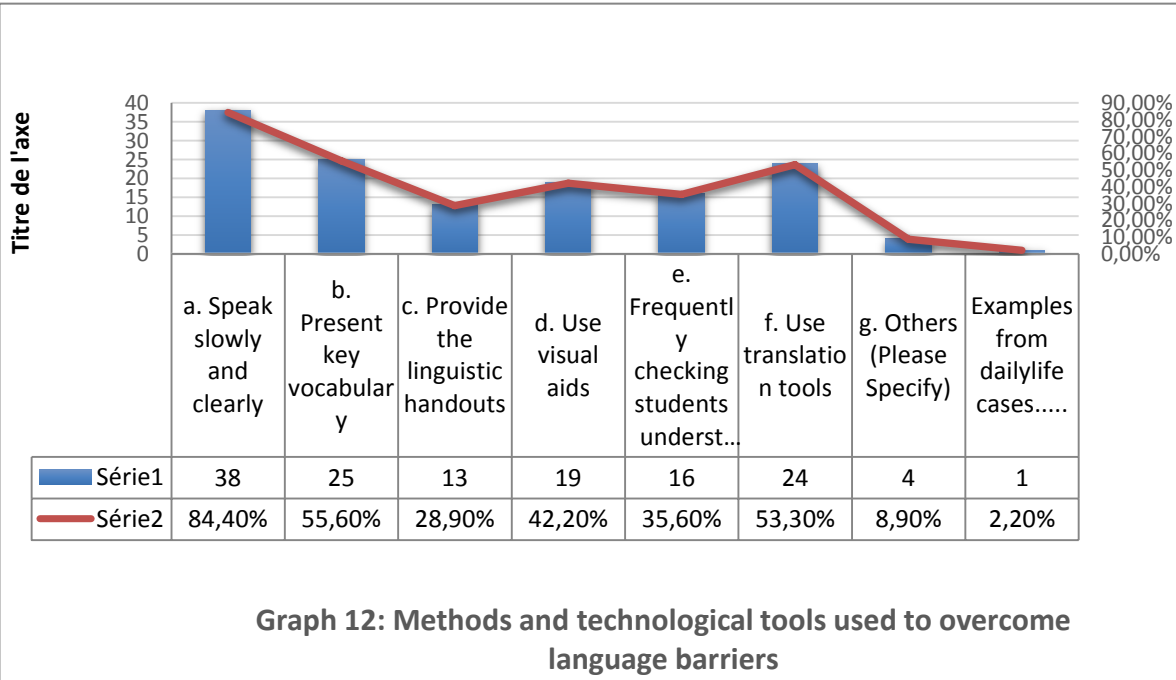
• h. Examples from daily life cases	1	2.2%
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Question (02), in section (03) aims to investigate the methods, tools, and technologies utilized by university teachers to overcome language barriers with their English Courses. Respondents were asked to indicate the methods they employ, and the percentages reflect the frequency of each method's usage among respondents.

It is noted that speak slowly and clearly (84,8%) marked the highest percentage, present Key vocabulary (55,6%), provide the lingual handouts (28,9%), use visual aids (42,2%), check frequency students understanding (35,6%) and the use of translation tools (53,3%).

In conclusion, this question sheds light on diverse strategies employed by higher education teachers to meet the needs of students. **Graph (12)** reflects a range of methods and techniques encompassing both traditional and modern approaches. All of these methods and techniques could offer insights into the evolving landscape of language education with English classroom.

Graph 11 below better describes this element.



Q3: Exploring Professional Development in teaching EMI:

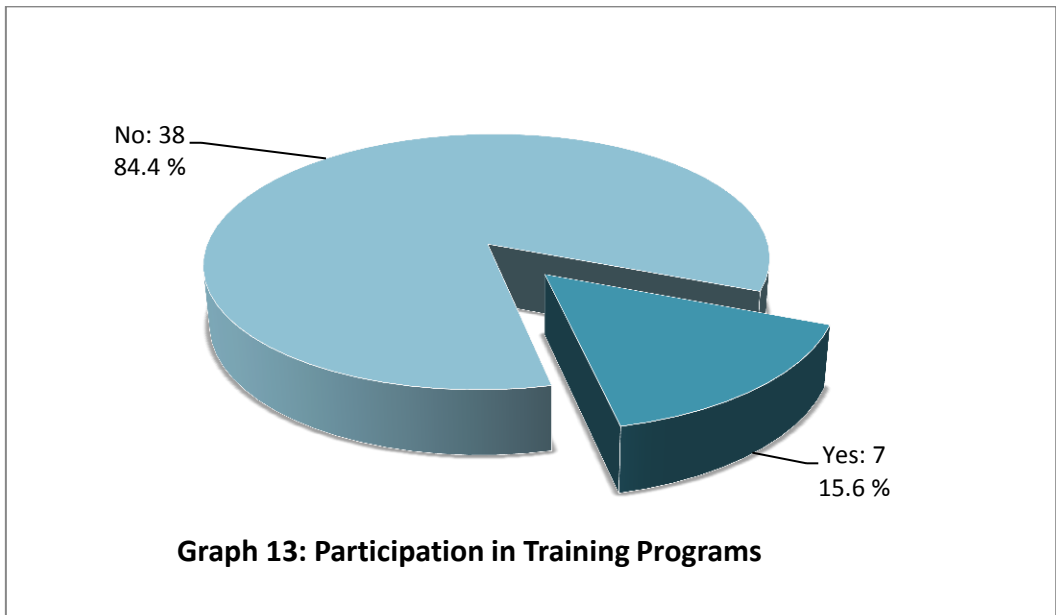
Table :15

Exploring Professional Development in teaching EMI:

Option	Frequency	Percentage
YES	7	15.6%
NO	38	84.4%
Total	45	100%

Table (15) above and Graph (13) below represent the responses to a question regarding participation in professional development programs related to (EMI). The majority (84,4 %) said “No”, this indicate that they have not participated in professional development programs related to teaching EMI. While, (15,6%) of respondent answered “Yes”, this indicates that they have participated in such programs related to teaching EMI training.

After analysing the data of question (03), section (03), the findings underscores the potential need for increasing investment in professional development aiming at equipping university teachers.



Q3: English Courses Enhancing Graduates’ Employment Perspectives.

Table: 16 *English courses enhancing graduates’ employment perspectives.*

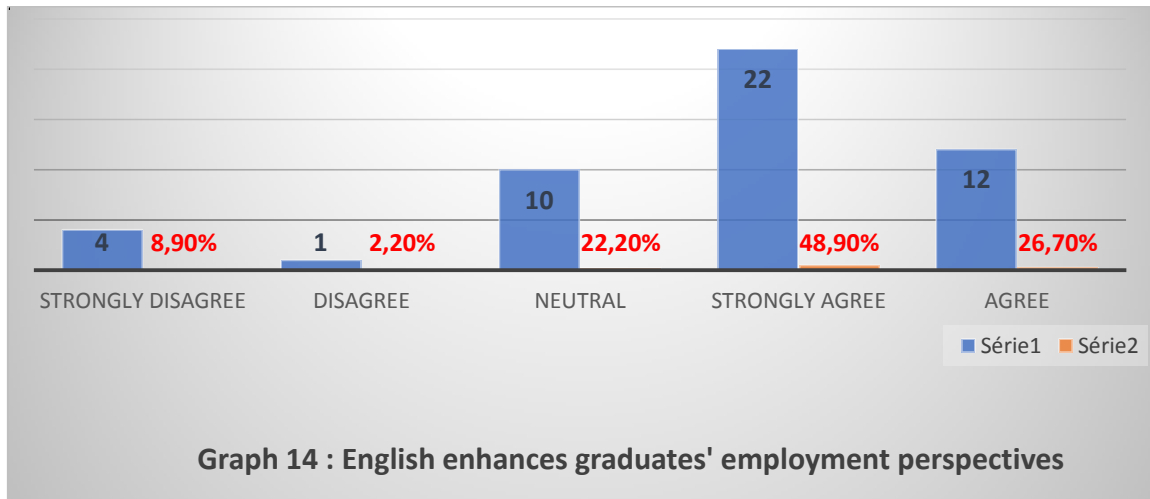
Table (16) and Graph (14) below show percentages of respondents’ responses after asking them about the most important thing that can be done to improve the quality of EMI to align with the graduate’s employment perspectives. From this data, the majority of respondents (48,9%) strongly agree that taking EMI would improve graduate’s employment prospects. However, it is also Noticeable that a significant portion (22, 2%) remains Neutral, and (26,7 %) agree. While (8,9 %) of respondents answers were of respondents answers were strongly disagree, and (2,2%) responses were disagree.

In conclusion, the data analysis indicates a favourable view towards the benefits of EMI courses for employment, but the presence Neutral and opposing views emphasizes the Need for clear approach to address the varied perspectives of graduates.

Table: 16

English courses enhancing graduates' employment perspectives

Option	Frequency	Percentage
• strongly disagree	4	8.9%
• disagree	1	2.2%
• neutral	10	22.2%
• strongly agree	22	48.9%
• agree	12	26.7%



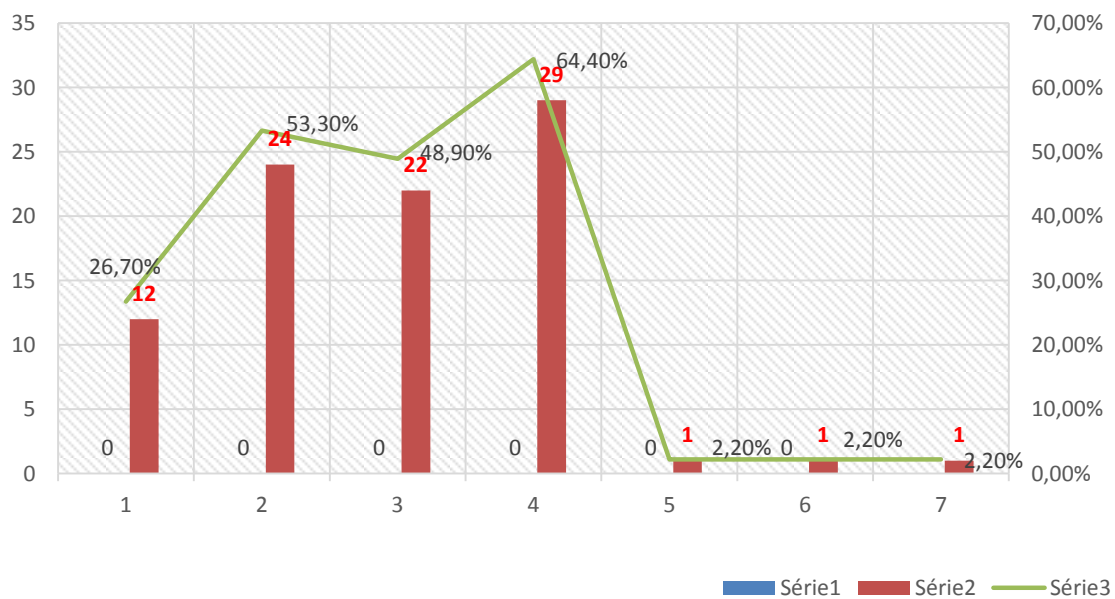
Q5: The Most Important Measures to Improve the Quality of EMI in Algerian Universities:

Table (17) and Graph (15) below present teachers' responses on the most important measures to improve the quality of EMI in Algerian Universities. The overwhelming responses with (64, 4%) support the reform of English education earlier

in the school system. Over half of respondents (53, 3%) also see more language support for instructions.

Table:17 Measures of EMI quality improvement

Option	Frequency	Percentage
• Better English assessment	12	26.70%
• More language development support for instructions	24	53.30%
• Improved teaching methodology and pedagogy (material/content)	22	48.90%
• Reform of English education earlier in the school system	29	64.40%
• Welcoming foreign teachers	1	2.20%
Interviews and discussion	1	2.20%



Graph 15: Measures to improve the quality of EMI in Algerian universities

2- An interview

"Interviews are research tools that provide an opportunity for detailed investigation of peoples' personal perspective for in depth understanding of the personal contexts within which the research phenomena are located..." (Lewis, 2003, p.75). To complement the primary data source, and provide additional insights, a semi - structured interview, consisted of 09 open -ended questions was conducted in the area between 7th and 9th May, 2024 to offer flexibility for respondents to provide new perspectives and insights. 06 teachers out of 10 and all of them were teachers at M'sila University because of distance considerations were interviewed. Dr. Ghazel.A, and Dr. Adel .A. accepted the make face to face interview.

The remaining 06 teachers preferred to respond through paper a sample due to time constrains. The interview consists of 09 questions (**see appendix**). The questions were purposefully translated into Arabic language to facilitate them to the teachers to understand. The questions were thematically divided into three themes and sub themes as it is shown in 18.

Table: 18

Interview description and analysis

Main Themes	Sub themes	Rational
<ul style="list-style-type: none"> • Implementation of EMI in Higher Education (Questions 1, 2, 3, 6, 9): 	<ul style="list-style-type: none"> ➤ Rationale for EMI, pedagogical practices, impact on learning outcomes, ➤ Language policy and planning. 	<ul style="list-style-type: none"> • General views on using EMI, advantages of incorporating English in curriculum, methods for improving EMI use, observed

student outcomes.		
<ul style="list-style-type: none"> • Language Proficiency and Skills Development: (Questions 5, 7): 	<ul style="list-style-type: none"> ➤ Language skills improvement. ➤ Comprehension challenges. ➤ Differentiated instruction strategies. 	<ul style="list-style-type: none"> • Perceptions on whether EMI enhances English proficiency, and how to support students with varying proficiency levels.
<ul style="list-style-type: none"> • Challenges and Support for EMI Transition : (Questions 4, 8): 	<ul style="list-style-type: none"> ➤ Administrative/ policy support. ➤ Teacher training and professional development. ➤ Shift management 	<ul style="list-style-type: none"> • Institutional support needed, challenges faced by teachers, advice for hesitant educators.

1-3-2- Interview Data Analysis

The responses received from M'sila university teachers indicated that approximately the majority of higher education teachers agreed that the implementation of EMI is becoming a significant aspect of scientific research, providing that it reflects the growing recognition of the importance of English language in a globalized world. In another hand, 01 teacher disagreed with **EMI** implementation. Explaining that the language barrier is a main obstacle in both teaching and learning processes since the students perceived their

prior knowledge in their mother tongue and they feel more confident and comfortable when participating in class discussions when using Arabic language.

Most of the interviewees who were professors and expertise researchers in their fields believed that English language is necessary as a supporting medium of instruction alongside with the Arabic language. Additionally, French for them is becoming an obstacle due to historical context and it hinders the scientific research because all of the scientific resources are in English.

Dealing with different English proficiency levels among students when using EMI can be challenging, however, there are different learning methods and strategies that can be used for more effective learning. For instance; simplifying communication, speaking at moderate pace, avoiding complex language and integrating students in all aspects of the lesson can effectively enhance their English proficiency. Moreover, conducting assessments to determine the level of proficiency then adopting the lesson accordingly. This approach ensures that the student receives information tailored to their level and then they will be able to engage in understanding the content effectively. Additionally, instructors should establish a specific basic and accessible level of English involving simpler vocabulary, grammar structures to facilitate learning process and balance between simplification and the academic rigour.

According to the interviewees' responses, Investigating English Medium Instruction teaching methods in Algerian higher education presents several challenges. First, both students and faculty may struggle with English proficiency, affecting teaching quality and learning. Adapting the curriculum for English instruction and ensuring necessary teaching materials are readily available in English adds to the difficulty. Teachers also need training to deliver courses effectively in English. Students' attitudes towards EMI can greatly influence their engagement and learning outcomes, making student motivation a significant

concern. Institutional support and policies play a crucial role in how well EMI is implemented.

1-4-Discussion of the findings

Based on the results outlined, it appears that the implementation of English Medium Instruction (EMI) in Algerian higher education institutions faces several challenges that need to be addressed.

The data shows a lower adoption rate of EMI in subjects like mathematics ,law, sciences, and archaeology compared to humanities, technology and communication, and economics. This variation may stem from perceived complexity in teaching certain subjects in a non-native language, availability of instructors proficient in English.

Additionally, the results suggest that the implementation of EMI requires significant improvements in teaching methods, techniques, and strategies. Educators need to provide a range of engaging communicative tasks and student-focused methodologies when using EMI to enhance the effectiveness of content delivery.

As for the professional development and training for instructors, the findings highlight the importance of targeted training initiatives and professional development programs for instructors to equip them with the necessary skills and competencies to teach effectively in English. This includes improving their English proficiency, developing communication strategies, and adopting student- centered pedagogical approaches.

Addressing varying English proficiency levels among students through dealing with diverse English proficiency levels among students can be challenging when using EMI is also of a great significance, Instructors need to adopt differentiated learning methods and strategies, such as simplifying communication, speaking at a moderate pace, avoiding

complex language, and integrating students in all aspects of the lesson. Additionally, conducting assessments to determine proficiency levels and tailoring lessons accordingly can help ensure effective learning.

Moreover, the responses also highlight the crucial role of institutional support and policies in the successful implementation of EMI. Institutions need to provide the necessary resources, infrastructure, and support systems to facilitate the effective delivery of EMI programs.

The need for a comprehensive and holistic approach to address the challenges associated with EMI implementation in Algerian higher education. This includes addressing language proficiency issues, developing appropriate resources, fostering positive engagement, and implementing targeted interventions to support aspiring university teachers in using English as a medium of instruction.

Overall, the discussed findings emphasize the need for a strategic and collaborative effort involving stakeholders, policymakers, educators, and students to overcome the challenges and ensure the successful implementation of EMI in Algerian higher education institutions.

On the basis of similar descriptive study conducted by Hafizah. R & Dyah,(2023) on EMI learning practices, perspectives and strategies on 37 higher education teachers, the findings highlight that despite the benefit and the significance EMI gained, EMI also provides challenges related to teachers' skills, pedagogical knowledge and effectiveness of EMI learning strategies. The previous research findings stated that despite the diversity in the context and experiences of the educators, EMI teachers face similar challenges.

When implementing EMI teaching methods, the pedagogical dilemmas they face can be categorized into two main areas: First, the lack of English proficiency where teachers may face obstacles in understanding speaking or teaching in English and this lack hinders in carrying out EMI teaching methods effectively. Second, in adequate pedagogical knowledge, EMI teachers have limited knowledge in teaching techniques and pedagogy in general. They may not know how to implement teaching strategies effectively, regardless of their English proficiency. (Prabjandee & Nilpirom, 2022).

1-5- Limitations

To demonstrate the transparency of the study, it is necessary to refer to the limitations and challenges faced and consider them when interpreting the findings. Firstly, the research was confined to a small number of universities due to distance considerations, which may not fully represent the entire higher education landscape in Algeria. Moreover, the reliance on self-reported data through interviews and questionnaires could introduce a degree of response bias, as participants may provide socially desirable answers.

Additionally, the cross-sectional nature of the study precludes longitudinal insights, meaning changes in the implementation and effects of EMI over time could not be assessed. Time constraints have affected the depth of the research. Some university teachers refused to participate in face-to-face interviews and preferred to respond in their free time and on paper. Finally, as with any qualitative study, potential weaknesses may affect the interpretation of the data analysis and findings, yet these findings cannot be generalized.

1-6- Implications:

As we draw this chapter to a close, it is necessary to reflect on the key findings and consider their implications for the practice and enhancement of EMI teaching methods in the Algerian higher education context. The discussion integrates the insights obtained from this investigation and considers the way forward. These findings imply a need for:

- **Educational policy and strategy:** calls for strategic planning by educational policy makers to incorporate Algeria's EMI educational plans for EMI.
- **Curriculum development:** the need for effective methods to enhance comprehension and English skills suggests that curriculum development prioritise integration language support within subject of specific courses using EMI.
- **Resources availability:** allocating resources for teaching materials, technology and additional necessary staffing is highly recommended to ensure the success of EMI implementation and use.
- **Teachers' training:** as professors are still in the early stages of the project, a significant implication of an on-going professional development is highly required to develop the skills and the strategies to teach English effectively.
- **Language proficiency support:** indicates the need for assistance programs for students to ensure they can engage fully with content delivered in English.
- **Collaboration between subject teacher and English teacher** for contextualization.

1-7- Recommendations for further research

- ✓ Encouraging further empirical research on the effectiveness of EMI teaching methods and their impact on learning outcomes may provide more realistic findings since the descriptive method is restricted to description.

Using various research tools besides questionnaires and interviews such as tests and on-going observation provide the researchers with more accurate results that can be generalised to the entire population or to be applied as a valuable data resource.

Conclusion

This chapter has examined the teaching methods underlying English Medium Instruction EMI in Algerian higher education, revealing diverse approaches and many challenges and opportunities associated with EMI. While EMI presents purposes for adhering to international educational standards and enhancing graduates' job prospects, it also underscores the imperative for promoting English proficiency among both students and educators. It is evident that the success of EMI stands for language support mechanisms and professional development initiatives for faculty. This study emphasizes the criticality of sustained dedication to refining EMI teaching practices to fit the student needs and uphold the academic integrity of the programs offered. Moving forward, continual adaptation and evaluation of these methods are essential to ensure they yield the intended educational outcomes, laying a solid foundation for effective language learning.

To reach the objectives of this research, two research tools were employed. An online questionnaire was administered to 45 higher education teachers across various Algerian universities, supplemented by interviews conducted with 06 teachers from the University of M'sila, Mouhamed Boudiaf. Employing a descriptive methodology, this research endeavours to investigate, explore, and describe the teaching methods utilized by higher education teachers in implementing EMI, as well as the challenges they encounter and their perspectives on effective implementation. The findings of this research illuminated diverse perceptions and attitudes. However, the majority of teachers, as reflected in both the questionnaire responses and interviews, confirmed a positive outlook

on the necessity of employing effective teaching methods in EMI implementation. Furthermore, they advocate for the integration of English as a global language into Algerian higher education, while acknowledging the importance of cultural considerations, students' proficiency levels, and rigorous instructor training in enhancing students' engagement strategies.

General

Conclusion

General conclusion

Recognizing the importance of English as a global language, pushing out French and making English priority was the grand plan of higher education policy makers in Algeria who decided to implement EMI as part of a strategic plan to internationalize the education system, which can be driven by the need to participate actively in the global academic community, improve students' employability in international markets, and attract foreign students and staff.

In this dissertation, the researchers conducted an investigation about the teaching methods and techniques used by Algerian higher education teachers when implementing EMI in teaching their subjects. This research delves into whether higher education teachers are using effective teaching methods, strategies and techniques to align with the endeavours of this investigation.

The researchers in this study utilized the descriptive method, which aims to investigate the teaching methods and techniques used by higher education teachers. Yet, to reach this objective, two research tools were used: an online questionnaire and an interview. The online questionnaire, consisting of three sections: demographic information, teaching methods and techniques, and challenges, was administered to many higher education teachers across various universities to obtain insights into their perspectives concerning the teaching methods and the challenges they face. Additionally, an interview was conducted with the other six teachers as a backup tool, which encompassed nine spontaneous questions to obtain further data the questionnaire could not cover.

All in all, this study has shown that the majority of higher education teachers who participated in this research support the initiative, despite being in early stages. Proving

that things cannot change overnight, however, to ensure effective and fruitful results, English should be taught in earlier ages that help students when they reach the university level. Additionally, the teachers are actively exploring effective methods to enhance students' comprehension and develop their language skills despite the limitations and challenges.

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APPENDICES

APPENDIX 01

THE QUESTIONNAIR

Introduction

We are conducting a study as part of our master's degree at the department of English. The purpose of this questionnaire is to explore the methods and the techniques used by teachers using EMI in different Algerian universities.

This research topic is of a great importance as it contributes to on going discussion about the methods used when teaching subjects using EMI and its impact on the pedagogy and learning effectiveness in higher education.

We kindly request esteemed teachers to answer the questionnaire clearly and honestly to ensure the validity of our research. We guarantee that any information shared will be kept confidential.

Thank you for your cooperation.

دعوة للمشاركة في الاستبيان

نود ان ندعوكم للمشاركة في هذه الدراسة و هذا من خلال الاجابة على الاستبيان و الذي هو جزء من هذه الدراسة التي تهدف الى استكشاف الطرائق و التقنيات التي يعتمدها الاساتذة الجامعيون في تطبيق اللغة الانجليزية كوسيلة تعليمية لتدريس مختلف التخصصات في الجامعات الجزائرية.

تعليمات الاستبيان

المعلومات الشخصية

الطرائق و التقنيات المعتمدة لتطبيق الانجليزية كوسيلة تعليمية.

الصعوبات و التحديات.

Section One: General Information

Please tick (✓) the chosen option

1. Gender:

Female

Male

2- University

3. Teaching experience:

1-5

5-10

10 and more

4. How would you rate your English Proficiency?

ما هو تقييمك لمستواك في اللغة الانجليزية ؟

1. Beginner

2. Intermediate

3. Advanced

5. Do you think that using English as a medium of instruction is beneficial in higher education ?

هل تعتقد ان استعمال اللغة الانجليزية كوسيلة تعليمية مفيدة في الدراسات العليا؟

Yes

No

Why?.....
.....
.....

6. Do you think that teaching English improves the quality of students' outcomes?

هل تعتقد ان التعليم باللغة الانجليزية يحسن نوعية الأداء و التحصيل لدى الطلبة؟

Yes

No

Explain , please.....

..... 7.

7- Why did you choose to teach subjects using English as a medium of instruction rather than French or Arabic?

لماذا اخترت تدريس تخصصك بالانجليزية كوسيلة تعليمية دون اللغتين الفرنسية او العربية؟

.....
.....

Section Two: Teaching Methods.

1. How long have you been teaching courses in English in Algerian higher education?

ماهي مدة تدريسك لتخصصك باللغة الانجليزية في الجامعة؟

- a. 0-2 years
- b. 3-5 years
- c. 6-10 years
- d. more than 10 years

2. What subject courses do you teach in English?

- ماهو مجال التخصص الذي تدرسه باللغة الانجليزية؟

- a. Technology
- b. Science
- c. Engeneering
- d. Mathematics
- e. Economics
- f. Humanities /Social Sciences
- g. Others (Please Specify

How often do you use the following teaching methods in your English courses?

- كم مرة تستعمل الطرق التعليمية الاتي ذكرها في تدريس مجال تخصصك بالانجليزية؟

	Never	Rarely	Sometime	Often	Always
a. Lectures					
b. Class discussion (debate)					
c. Small groups					
d. Students presentations					
e. Flipped classrooms (students watch videos at home and apply concepts in classroom)					
f. Problem inquiry based-learning					
g. Case studies					
h. Field trip					
i. Others (please specify)					

3. In your opinion, what are the most effective teaching methods for students' learning in EMI context?

في رأيك ماهي اكثر الطرق فاعلية في تعليم الطلبة باللغة الانجليزية؟

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.....
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4. Do you think that current teaching methods are effective in promoting English language development in your students outcomes?

هل تعتقد ان الطرق المعتمدة حاليا فعالة في تحسين مستوى اللغة لدى الطلبة الجامعيين؟

Yes

No

Specify.....
.....
.....

5. How do you promote English language development in your classroom? please tick :

كيف تحسن تطوير اللغة الانجليزية في قسمك؟

a. Vocabulary building

b. Role play activities

c. Engaging in conversation and discussions

d. Providing authentic materials (resources in English)

e. Using technology (ICT)

f. Correcting errors and providing feedback

g. Others (Please Specify)

<input type="checkbox"/>
<input type="checkbox"/>
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.....
.....

6. Would you please rate your interest in teaching more courses in English in the future?

هل يمكنك تقدير مدى اهتمامك في تقديم دروس باللغة الانجليزية في المستقبل؟

1. Extremely interested

2. Very interested

3. Somewhat interested

4. Slightly interested

5. Not at all interested

7- How important are the following factors are effective in teaching an EMI context?

Degree Factor	Not at all	Slightly important	Moderately important	Extremely important
1- Teaching proficiency in English				
2- Using variety of teaching strategies.				
3- Creating supportive and collusive class				
4- Addressing the content and language needs(CLIL)				
5- Adapting materials and instructions to students proficiency level.				

Section three: Challenges

1. What are the challenges you have faced in using English as medium of instruction effectively?

ماهي التحديات التي واجهتها في استعمال اللغة الانجليزية كوسيلة تعليمية فعالة؟

- a- Understanding the lecture materials
- b- Participating in class discussion
- c- Reading and analyzing academic tests
- d- Writing papers and assignments
- e- Taking exams and tests in English
- f- Mastering English terminology
- g- Having few opportunities to practice English skills
- h- Others (please specify)

2. What methods/ tools or technology do you use to overcome language barriers with students in your English course?

ماهي الطرق و الادوات او التكنولوجيات المستعملة للسيطرة على العوائق اللغوية في القسم؟

- a. Speak slowly and clearly
- b. Present key vocabulary
- c. Provide the lingual handouts
- d. Use visual aids
- e. Check frequently students understanding
- f. Use translation tools ?

3- How do you address the challenges in teaching using EMI ?

كيف تتعامل مع التحديات في مهنة التعليم باستعمال الانجليزية كوسيلة تعليمية؟

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.....

4- Have you participated in any professional development programs related to teaching EMI?

هل شاركت من قبل في أي تكوين او برامج تنمية المهارات المهنية المتعلقة ب EMI ?

Yes No

a. If yes, please describe the program on their impact on your teaching

.....

.....

b. If no, are you interested in attending such programs in the future?

.....

.....

c. Are there any specific resources or support that you would like to have to enhance your teaching using EMI?

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.....

.....

5-Do you agree that taking English medium courses improves graduates' employment prospect?

هل توافق على ان اخذ دروس باللغة الانجليزية بطور توظيف الخريجين؟

Strongly disagree	Agree	Neutral	Strongly agree	Agree

6- In your opinion, what is the most important thing that can be done to improve the quality of English as a medium of instruction in Algerian Universities?

في رأيك ماهو اهم شيء يمكن فعله من اجل تحسين نوعية الانجليزية كوسيلة تعليمية في الجامعات الجزائرية؟

- a. Better English assessment
- b. More language development support for instructions
- c. Improved teaching methodology and pedagogy (material/content)
- d. Reform of English education earlier in the school system
- e. Others (Please Specify)

Conclusion:

If you have any other perspectives to share on English as a medium of instruction in Algerian higher education, please comment here

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Thank you for your participation

APPENDIX 02 : INTERVIEW

DEAR TEACHERS ,YOU ARE KINDLY REQUESTED TO ANSWER THESE QUESTIONS AS A PART OF A RESEARCH STUDY ABOUT THE METHODS AND TECHNIQUES USED IN TEACHING DIFFERENT SUBJECTS USING ENGLISH AS A MEDIUM OF INSTRUCTION.

THANK YOU FOR YOUR COOPERATION.

1- Do you agree that English language should be used as a medium of instruction in Algerian universities?

- هل توافق على اعتماد الانجليزية كوسيلة تعليمية بدل اللغة العربية و الفرنسية ؟

.....
.....

2- Can you share your thoughts on using EMI in Algerian universities?

- ماهي رؤيتك الشخصية حول اعتماد الانجليزية كوسيلة تعليمية في الجامعة الجزائرية؟

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.....

3- In your opinion what are the advantages of incorporating English into the higher education curriculum as a medium of instruction?

في رأيك ماهي فوائد و محاسن اعتماد التدريس باللغة الانجليزية كوسيلة تعليمية في مناهج الجامعة الجزائرية؟

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4- How do think the Ministry of Higher Education can better support teachers and students in the transition to using EMI?

هل ترى ان وزارة التعليم العالي تدعم الانتقال الحقيقي لاستعمال اللغة الانجليزية لكل من الطالب و الاستاذ؟

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5- Do you think that EMI is a chance to enhance your language proficiency?

هل تعتقد أن استعمال الانجليزية كوسيلة تعليمية تحسن مهاراتك اللغوية؟

.....

.....

6- What are the methods can be used to improve the use of EMI in Algerian higher education?

ماهي الطرائق التي تعتمد عليها كأستاذ لتدريس مادة تخصصك بالانجليزية؟

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7- How do you ensure that students with varying English proficiency levels can effectively engage with the course content in higher education?

كيف يمكنك التعامل مع الطلبة ذوو المستويات المتباينة في اللغة الانجليزية عند تدريسهم بالانجليزية؟

.....

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8- What challenges have you faced when teaching in English rather than Arabic or French?

ماهي التحديات التي واجهتها عند تطبيق التدريس بالانجليزية؟

.....

.....

9- Have you seen any improvements in students' outcomes since the implementation of EMI in higher education?

هل لاحظت اي نتائج ايجابية على تحصيل الطلبة عند استعمالك اللغة الانجليزية كوسيلة تعليمية؟

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.....

10-What advice would you give to other teachers who may be are hesitant about using EMI in Algerian higher education?

ماهي النصيحة الممكن تقديمها لبعض الاساتذة المترددين حول استعمال اللغة الانجليزية كوسيلة تعليمية لتدريس تخصصاتهم؟

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APPENDIX 03 : NAMES OF TEACHERS who contributed in questionnaire piloting

The questionnaire was primarily validated by the supervisor of the study Dr. Imene.C. who suggested some changes concerning the question selection and distribution. Then, it was piloted by distributing both paper sample and an online sample via email to other 08 expertise higher education teachers ; Dr.Bouazid.T, Dr. Hamoudi.B, Mrs Hrizi.N, Ms Barkani.S (Department of English of M'sila University) , Pr. Brahmi Fouzia (University of Djelfa) , Dr. Brahmi.A (University of Blida), Dr. Ghazel.A and Dr. Ahmed.S (University of M'sila).

APPENDIX 04 :



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



الجزائر، 02 أكتوبر 2022

الديوان
خلية الاعلام والاتصال

تعزير استعمال اللغة الإنجليزية في التعليم والتكوين العالين

وجهت وزارة التعليم العالي والبحث العلمي مراسلة إلى السادة رؤساء الندوات الجهوية للجامعات ، لتعميمها على السيدات والسادة مديري مؤسسات التعليم العالي، بخصوص تعزير استعمال اللغة الإنجليزية في التعليم والتكوين العالين.

ومن أجل توفير مورد بشري مؤهل لتعليمية اللغة الإنجليزية في مؤسسات التعليم العالي ، جرى ضبط طريقة تدريس محكمة تقضي لتكوين الأساتذة الباحثين في اللغة الإنجليزية.

وتنص المراسلة على ضرورة تجنيد كل مؤسسة جامعية لطاقاتها التأطيرية، وإمكاناتها المتاحة وتسطير برنامج لتدريس أساتذتها اللغة الانجليزية، على مستوى مراكز التعليم المكثف للغات، مما يسمح لاحقا للأساتذة من تدريس كل الوحدات التعليمية تدريجيا باللغة الإنجليزية، وهذا من خلال حصول الأساتذة على تكوين يوافق مستوى B2 أو C1 ، أو تسجيل الأساتذة الباحثين للحصول على شهادة اللغة الإنجليزية حسب إمكانيات كل مؤسسة جامعية.

كما أن المسعى الآخر من هذا الإجراء هو التمكين من مرئية مؤسسات التعليم العالي الجزائرية، ومقروئية منتجاتها العلمية والبيداغوجية، لتحسين ترتيبها وتصنيفها على المستوى العالمي.

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الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الأمين العام

رقم 33/14/ع.2022

28 سبتمبر 2022

بالجزائر، في

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

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية في التعليم والتكوين العالين.

في إطار مسعى القطاع الرامي إلى تعزيز تفتح مؤسسات التعليم والتكوين العالين وتحسين مرتبتها على المستوى الدولي، أبلغكم أنه تم ضبط مقاربة تقضي بتعزيز استعمال اللغة الإنجليزية في التعليم والتكوين، والتي لا يمكن تجسيدها فعليًا دون توفر مورد بشري مؤهل. يتعلّق الأمر بتكوين الأسانذة الباحثين في اللغة الإنجليزية بمستوى يسمح لهم، لاحقًا، بضمان تدريس مختلف الوحدات التعليمية، تدريجيًا، بهذه اللغة.

وفي هذا الشأن، يتعيّن على كلّ مؤسسة جامعية، حسب إمكاناتها المتاحة، وكمرحلة أولى، تسطير برنامج لتكوين أسانذتها في اللغة الإنجليزية ابتداءً من السنة الجامعية 2022-2023، مع استهداف مستوى تعلّم يوافق درجة (B2) أو (C1) على الأقل، على نحو English for specific purposes على مستوى مراكز التعليم المكثف للّغات (CEIL)، أو التسجيل في شهادة ليسانس حسب الإمكانيات المتاحة لكل مؤسسة.

تحياتي.

الأمين العام بالنيابة

عبد الحكيم بن بلعصب



نسخة مرسلة إلى السيد الوزير (على سبيل عرض العال).

وزارة التعليم العالي والبحث العلمي - الأمانة العامة

11 طريق بوند مختار - بن عكنون - الجزائر

المخلص

أغلب الجامعات وغيرها من مؤسسات التعليم العالي درجت على استخدام اللغات المحلية كوسيلة أساسية للتدريس، لأن طلابها يتكلمون لغتهم الأم. ومع ذلك، حدث في السنوات الأخيرة تحول ملحوظ لصالح الإنكليزية كلغة للتعليم، لا سيما في أوروبا وبلدان أخرى. ووفقاً لغيرادبول (2006)، فإن أكثر من نصف الطلاب الدوليين يتلقون حالياً تعليماً باللغة الإنكليزية؛ بسبب اعتماد هذا الاتجاه على نطاق واسع. تستخدم الإنكليزية بشكل متزايد كأداة للتعليم في نظام المعلومات الإدارية المتكامل؛ نظراً لأن نتائج البحوث يمكن تقاسمها من خلال الكتب والمجلات والمؤتمرات، وقد حظي اعتماد نظام التعليم العالي باهتمام كبير في مؤسسات التعليم العالي في جميع أنحاء العالم، بما في ذلك الجزائر. وفي حين بذلت الجامعات الجزائرية جهوداً لإدماج التعليم العالي في أغراض البحث وتدريس مواضيع معينة، فإن هناك نقصاً في الفهم الشامل لأساليب التدريس المحددة والنهج التعليمية التي يستخدمها المعلمون في فصول التعليم العالي. وبالإضافة إلى ذلك، ركزت معظم البحوث في السياق الجزائري في المقام الأول على المواقف والتصورات المتعلقة بتنفيذ نظام الإدارة المتكاملة للتعليم، مما ترك فجوة في المعرفة بالاستراتيجيات والأساليب التربوية التي يستخدمها المعلمون في نظام التعليم العالي. دورات دراسية. ولذلك، تهدف هذه الدراسة إلى سد هذه الفجوة من خلال البحث في أساليب التدريس والتقنيات والأدوات والموارد التي يستخدمها المعلمون في مختلف التخصصات في الجامعات الجزائرية التي اعتمدت نظام التعليم العالي. وقد استُخدمت طريقة وصفية، بما في ذلك إجراء مقابلات مع معلمي معهد التعليم العالي واستبيان بحثي، لإجراء دراسة متعمقة للممارسات التعليمية المستخدمة في الفصول الدراسية في معهد التعليم العالي، وتشمل مجالات البحث الرئيسية أساليب التدريس المعتمدة، واستخدام المواد والموارد التعليمية، وإدماج التقنية، واستراتيجيات التصدي للحوجز اللغوية، والتحديات التي يواجهها المعلمون في تقديم المحتوى من خلال اللغة الإنكليزية. - إلقاء الضوء على طرق التعليم المستخدمة في معهد التعليم، وتشير النتائج إلى مستوى متوسط من إتقان اللغة الإنكليزية بين المدرسين ومستوى مختلط من الدعم لتنفيذ نظام الإدارة البيئية. وبالإضافة إلى ذلك، ينبغي لوضعي السياسات وضع خطة استراتيجية شاملة طويلة الأجل تركز على تعزيز وإتقان اللغة الإنكليزية في المراحل التعليمية السابقة.