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**Assessment Challenges in EMI Classes:
Perspectives from Instructors and
Students.**

**The Case of Electronic department Second-
year Students**

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Fulfillment of the Requirements for the Degree of Master in Linguistics**

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Dedication:

God's blessings are abundant, and I am grateful.

To my dearest and beloved parents Zakia and Abd-el-Kader, who taught me that success is not given, but earned by hard work and inspired me to be my best self.

To my first supporter who inspires me every day with his strength, my older brother Tariq,

To my greatest life decision, my beloved husband Abdelhafid, the one who holds my hand through life's ups and downs

To all my little family, sisters and brothers, Khadija, Abderrazak, Amira, and my littles

Mohamed and Mostafa,

To my best friend Ikram

To my friend Bouchra

To my dear teacher and supervisor Amel Zine

To all the teachers who taught me

To all the people who gave me help and support

I dedicate this work

MADI Selsabil

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All praises and thanks be to Allah, who enabled me to accomplish this work.

To my supportive father Mohammed, and my beautiful mother Rachida.

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I dedicate this work

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Abstract

Algerian higher education universities started to implement English as a Medium of Instruction in teaching their teaching curriculum as a strategy to internationalize higher education institutions. This exploratory research aims to identify the assessment challenges facing teachers and students in EMI settings by using a mixed-method approach. It combines a questionnaire conducted with thirty-five students and an interview carried out with four teachers from the Electronics faculty of M'sila University during the academic year 2024/2025. The obtained quantitative data were studied using Excel, and the qualitative data were analyzed thematically. The findings indicate that language proficiency is a major factor that affects students' performance during assessments. Specifically, they show that students are struggling with almost aspects of language, like vocabulary, grammar, speaking, and writing skills. They also demonstrate that the lack of teacher training in both language and assessment represents an obstacle in the assessment process. The participants of this study believe that they need more language training to be well-prepared to study and teach in English. Furthermore, they think that the integration of EMI should be a gradual process.

Keywords

assessment challenges, EMI, language training, Higher education.

List of abbreviations:

EMI: English as a Medium of Instruction.

HE: Higher Education.

SA: Standard Arabic.

AA: Algerian Arabic.

UL: Limerick University.

FL: Foreign Language

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General Introduction

1. Background of the Study

In recent years, the use of English Medium Instruction (EMI) has been increasing in higher education. EMI is implemented to teach different subject matters such as math, technology, social sciences, economics, and so on in countries where the first language used by the majority of the population is not English (Dearden, 2015). The main reason behind EMI adoption is the internationalization of higher education. Therefore, many non-English-speaking countries have started to implement EMI in their educational programs (Galloway et al., 2017). For instance, in Taiwan, the Ministry of Higher Education promoted universities to offer classes in English as a strategy to attract international students from all around the world (Li & Wu, 2018). Nevertheless, many EMI students at Taiwanese universities face many challenges when learning through English. For example, they have difficulties with listening, speaking skills, and technical vocabulary (Tien, 2023).

A further example is Algeria. Our higher education universities began to provide courses in English in September 2023, particularly in scientific fields such as medicine, as a strategy to enhance the level of higher education in Algeria and to align with the modern world's needs. However, many university staff and students may not be ready for the unexpected shift from using French as a medium of instruction to English, which may represent a great challenge in education (Senouci & Gacem, 2024).

The growth of EMI implementation has other reasons. For instance, EMI contributes to raising international mobility and employment for students, allowing members of the academic community, such as students and teachers, to access academic and scientific resources, as English is the dominant language in the educational field. In addition, EMI has been adopted to attract international students by overcoming language obstacles. Since the

English language is the lingua franca of the world, it is used in universities to eliminate language barriers and make the process of learning easier for students who are non-English speakers. Moreover, some universities have implemented EMI to draw and encourage talented foreign students to contribute to academic development (brain gain). Furthermore, EMI environments aid learners in improving their language skills. (Galloway et al., 2017; Macaro et al., 2018; Wächter & Maiworm, 2014, as cited in Su et al., 2021).

Dearden (2015) stated that Learning in EMI classrooms focuses on delivering content knowledge rather than language proficiency; thus, assessment, which refers to the process of gathering, analyzing, and interpreting data related to a particular issue or desired outcome (Secolsky & Brian Denison, 2017), in this context, emphasizes more content knowledge (Brown & Bradford, 2014).

Thippayachoen et al. (2023) asserted that teachers in EMI classrooms struggle with what to assess and how to assess students. Moreover, Li and Wu (2018) stated that teachers and students in EMI classrooms face many obstacles that hinder the learning and assessment process. For instance, students are assessed in a language they are still learning. Moreover, teachers' lack of assessment training represents another barrier. This study aims to explore the primary assessment challenges faced by EMI instructors and students in the Department of Electronics at the Faculty of Science and Technology, M'sila University.

2. Statement of the Problem

Recently, assessment has become a subject of interest among scholars due to its significance in enhancing students' learning outcomes and determining their current level of knowledge. While many studies have examined the assessment types, methods, and tools used

in EMI classrooms in higher education, limited research has investigated the assessment barriers faced by EMI instructors and students in EMI classrooms. Therefore, this study aims to explore the most significant assessment challenges facing EMI teachers and students in the Electronic department at M'sila University.

3. Research Questions

- What assessment challenges do EMI students and teachers face in Electronic classes at M'sila University?
- Does language proficiency affect assessment performance in EMI Electronic classes?
- What strategies do instructors and learners of the Electronic department use to overcome assessment challenges?

4. Research Objectives

The fundamental objective of this study is to explore the assessment challenges in Electronic classes at M'sila University. In addition, in this research, we intend to highlight the impact of English language proficiency on students' performance. Moreover, this study aims to identify strategies used by EMI instructors and learners to overcome challenges related to assessment in EMI classrooms.

5. Significance of the Study

This study is important for both EMI teachers and learners. It is expected that it will contribute to enhancing assessment practices in EMI classes by identifying the assessment challenges facing EMI students and teachers. Moreover, it will introduce the strategies used by both teachers and students to overcome assessment challenges. It is believed that these research results will help future EMI instructors to overcome the assessment challenges they may face and how to deal with them. In addition, it will assist EMI students to perform better in assessments.

6. Research Methodology

This study adopted an exploratory research design to explore the assessment challenges facing EMI students and teachers at the Faculty of Science and Technology at M'sila University. This type of research is implemented to investigate a problem or an ambiguous topic and explore ideas that may contribute to finding solutions.

In this study, the data were analyzed quantitatively and qualitatively. A mixed method of research tools, which involves a questionnaire and an interview, was used to collect data to achieve the aim of this research. The questionnaire was distributed to second-year students at Msila University Electronic department to identify assessment challenges facing them. Moreover, an interview was conducted with EMI lecturers in the same department to detect the assessment challenges they struggle with when assessing their learners. The sample of this study consists 35 EMI students were selected purposively. The results were analyzed using Excel and thematic analysis.

7. Structure of the Work

This study is divided into two chapters. The first chapter discusses the assessment challenges in EMI classes, including an overview of EMI, assessment definition, types of assessment methods, as well as the most common assessment challenges in EMI classrooms and so on. The research involves a second chapter titled Research Methodology, data analysis, and interpretation of the findings, which is categorized into two sections. The first section deals with research methodology. It includes research design and method, participants, and data collection tools. The second section represents the data analysis and interpretation of the findings. The last section of the second chapter provides the recommendations and pedagogical implications of the assessment design, in addition to the limitations of the study.

8. Key Terms Definitions:

English medium of instruction: EMI is described as the process of teaching academic subjects to students using English as a means, excluding the English language itself (Dafouz & Gray, 2022).

Assessment: refers to as a systematic process of measuring and evaluating learners' knowledge, skills, and performance regarding the learning process and objective achievement.

Challenges: refer to the obstacles and difficulties that require considerable skills and effort to overcome. In education, the word challenges denotes the barriers that hinder the effectiveness of the teaching learning process.

Chapter One: Literature Review

Introduction

In the last two decades, the use of the English language as a medium of instruction (EMI) to teach subject matters has increasingly expanded worldwide, especially in higher education. The spread of EMI was greater in countries where English is a foreign language. Because of several factors, such as the internationalization of higher education, English is the lingua franca of the world, the language of science and academia, and the like. EMI, like any other teaching approach, is used to deliver content knowledge, assess students' content understanding, and so on. However, teaching and assessment in EMI classes are in English.

In the EMI context, assessment is a crucial element of the teaching and learning process because it gives an overview of the effectiveness of teaching programs and curricula. Moreover, it enables teachers to understand the current level of their students. Generally, teachers and students face multiple challenges regarding assessment in EMI classes.

In this chapter, we will provide some definitions of assessment in education and present the importance of assessment in the English medium instruction context. Moreover, we will introduce the assessment criteria and language assessment criteria. Besides, we will introduce the different assessment methods and strategies implemented in EMI classrooms, and also the assessment strategies. In addition, we are going to offer insights into the implementation of EMI in the context of Algerian higher education. Furthermore, we will demonstrate the common assessment challenges and issues facing EMI teachers and students, in addition to some empirical studies on EMI Assessment perspectives and challenges.

1. Overview of EMI:

English as a Medium of Instruction (EMI) denotes using the English language as an educational method to teach various subject matters. The EMI approach does not focus on teaching the English language itself. However, the English language is used as a tool in the teaching process (Dafouz & Gray, 2022). EMI is implemented in countries where most people do not use English as a first language (Dearden, 2014). EMI emerged in the 20th century. Since 1990, many higher education institutions have started to use EMI in their educational programs. The main reason for adopting EMI is the internationalization of education and attracting students from other countries (Karabay & Durrani, 2024).

EMI is characterized by, first educational level, which means that EMI is implemented at all educational levels: primary school, secondary school, and even higher education (Dearden, 2014). Second, optionality means that EMI could be an alternative option to learning the first language or the only option available to students, as in Ghanaian secondary schools. In other words, EMI can be implemented as a choice or an obligation, as in Ghana (Erling et al. 2016; as cited in Smit, 2023). The third feature is location, meaning that EMI takes place where the first language is not English or where People of that country speak and use a different native language rather than English. In Egypt, for example, Arabic is the official language, while English is used only as a medium of instruction. (Macaro, 2018; as cited in Smit, 2023).

Finally, EMI is used for academic instruction such as teaching and learning, delivering knowledge, explaining lessons, and assessing students in English, not to teach the English language. This means that EMI is not concerned with developing students' language proficiency but with teaching through English (Dimova, 2020).

2. The Need for EMI in Higher Education

Dimova (2020) and Rose et al. (2019) stated that the English language has become the dominant language of instruction in education in non-English-speaking countries because it assists in:

2.1. Enhancing students' English language proficiency:

Galloway and Rose (2015), as cited in Dang and Nguyen (2024), stated that one of the purposes of EMI is to improve students' English language proficiency, although it is not among its main concerns (Cosgun and Hasirci 2017). Lestari (2020) noted that the improvements in language proficiency occur due to the frequent use and intensive exposure to the language. Moreover, the impact of EMI on students' language proficiency is not limited to one skill. Sánchez-Pérez (2023) stated that EMI positively affects students' writing skills. As a result of EMI, learners have become able to use a varied range of technical terms and subject-specific vocabulary in their writings. Moreover, they had developed their skill to write more accurately with fewer errors. Furthermore, in a study conducted by Cosgun and Hasirci (2017), they found that 62% of the participants had developed their overall English proficiency. While 76% of the participants believed their reading skills had improved.

2.2. Promoting Internationalization in Higher Education:

Promoting Internationalization in Higher Education: EMI is seen as a strategy to support internationalization in higher education institutions (Simbolon, 2021). In the context of higher education, Knight (2003) defined internationalization as the practice of including international and cultural aspects in teaching, research and academic investigation, and social contribution of universities in society. However, Hawawini (2011) stated that

internationalization is more than integrating global and cross-cultural perspectives in higher education. He believed that it is about incorporating the university and the members in it (students, teachers, and staff) as part of the wider world. In recent years, many universities have been striving to internationalize their teaching programs by offering courses in the English language (Galloway et al. 2017). In addition to this, EMI is used as a method to attract and engage students from other countries and join them in their courses and programs (Simbolon 2021; Galloway et al. 2017). Furthermore, HEIs are offering EMI to encourage internationalization. It facilitates students' and teachers' movement worldwide (exchange programs).

2.3. Preparing Students for the Global Job Market:

According to Altay (2021), employment chances represent another strong factor for adopting EMI in higher education institutions. Senouci & Gacem (2024) stated that EMI enhances students' job opportunities and career positions (alumni employment). This indicates that students who graduate from EMI universities get better job offers than those who graduate from non-EMI institutions.

This is not the only advantage of EMI implementation. EMI also increases students' chances to work in the global market (Altay, 2021) because it allows students to learn the subject matter content and acquire the language simultaneously (Thompson et al., 2022). This means that EMI not only enables students to gain content knowledge but also enhances their language proficiency, which expands their prospects of getting jobs internationally (Huang & Curle, 2021), because English has become the global lingua franca due to globalization (Tsou & Kao, 2017). It means a common language used for communication between native and non-native English speakers (Smokotin et al., 2014).

2.4. Facilitating Access to Academic Resources:

English has become the global language for communication; thus, many higher education institutions are implementing it as the language of instruction (Phuong & Nguyen, 2019). One of the driving motivations for using English as the language of teaching, particularly in higher education, is its dominance in scientific research (Özdemir, 2013; Rao, 2018). Rao (2018) stated, "English has been the language of choice for many international scholarly journals. The selection of English as the academic language for scientific research has nothing to do with the natural features or characteristics of the language itself, but rather it is due to historical, social, and economic reasons (Englander, 2014).

2.5. Facilitating Students' Academic Mobility:

Lin and Lei (2021) indicated that there are various factors for the widespread use of English as a medium of instruction. One of the driving forces of implementing EMI in education, particularly in higher education, is its role in facilitating and expanding students' mobility (Coyle, 2013; Denman et al., 2013, as cited in Lin and Lei, 2021). Academic mobility refers to the movement of teachers and students across countries (Shkoler & Rabenu, 2020) to gain better job opportunities, discover and explore new cultures, languages, and lifestyles. In addition, academic mobility fosters personal growth (Hovdhaugen & Wiers-Jenssen, 2023). The English language enables mobility because, over the last decades, it has been the most used language in many fields such as technology, business, science, and so on. Thus, many universities are implementing it as a means of teaching (Elkhayma, 2022).

3. EMI in the Algerian context:

English medium instruction is becoming widespread across various educational levels and settings (Dearden, 2015). Recently, many Algerian universities have implemented EMI in

their teaching programs as a part of their attempt to become more international (Ouarniki, 2023).

3.1.1. Multilingualism in Algeria:

The Algerian history is rich and complicated, with linguistic diversity shaped by a multilingual context and diglossia (Bouagada 2016; Sahraoui 2020). Since 1963, Standard Arabic (SA) has been considered the official language in the country, whereas Algerian Arabic (AA) is the spoken language for daily communication (Rouabah, 2022). Besides Tamazight, which was recognized as an official status in 2016, it consists of 11 different dialects across various geographic regions (Eberhard, 2019, as cited in Gibson & Reilly, 2022). The historical lack of a standardized writing system is a contributing factor to this variation (Sadiqi, 2011).

This linguistic diversity in Algeria is explained by Sahraoui (2020) as follows:

- ✓ Mother tongues spoken in Algeria: Algerian Arabic and Tamazight.
- ✓ Languages of national identity: Arabic and Algerian Arabic in addition to Tamazight and French.
- ✓ Official languages: Modern Standard Arabic and Tamazight.
- ✓ Foreign languages: French and English are taught as FLs in Algeria in addition to other common languages like German, Spanish, and Italian.

3.1.2. French in Algeria:

French took place as the language of modernity and a link to accessing the civilized world (Bouagada, 2016). In Algeria, the French colonial era was described as one of the most violent periods in Africa (Sharkey, 2012, p. 431). Moreover, the French language flourished

as a leading language power in schooling and upper-class culture through regulations, such as when they forbade Koranic schools from admitting children during regular class hours and restricted teaching Arabic to two and a half hours per week (Bouagada, 2016).

The Decree of 8 March 1938 was a legal and official order that confirmed the decision to consider Arabic to be just a foreign language (Benrabah, 2005). The Arabic dialect spoken by indigenous people was regarded as inferior; it was limited only to oral communication and unable to be used in written form (Bouagada, 2016).

3.1.3. Arabization:

After Algerian independence in 1962, a principal goal was to eliminate what persisted from colonialism (Sahel, 2017). The process of Arabization was not easy because of the absence of resources and its sudden, unsystematic implementation (Sahraoui, 2020). Even though Arabic took place as the language of national identity and unity, French was still the language of power (politics and economy). However, French faces the challenge of the widespread use of English among today's youth (Rouabah, 2022).

In that era, French was still considered the language of communication within the elite and educated classes (Bouagada, 2016).

3.1.4. Englishization (Implementing English in Algerian Higher Education):

The Algerian government aims to implement the English language in higher education. In the Irish Times, it was mentioned that the Algerian government has signed an agreement with Limerick University (UL) in Ireland to train Algerian PhD students in 2020 to move from French to English as an official language of teaching and learning at the third level (O'Brien, 2020, as cited in Medfouni, 2020).

Firstly, to minimize the teaching of French, the English language was added as a first foreign language alongside French in 1993 due to pressure from the supporters of Arabization (Benrabah, 2007). Furthermore, the Algerian people know that, in the current globalized world, the English language is important for cultural interaction, business, and communication with the entire world (Bouagada, 2016).

Despite the efforts to reduce its use, but French is still used in administrations, universities, and government institutions in Algeria (Sahraoui 2020). In Algeria, English is growing to be widely used as a foreign language. It is regarded as a scientific progress and a tool to combine opportunities (Khenioui & Boulkroun, 2023).

The Minister of Higher Education and Scientific Research, Bouzid Tayeb, in 2019, stated that French is a "useless language with no future" and proposed implementing English as a medium of instruction in universities through a poll that was published on his official Facebook page. After two weeks, the poll results indicated the agreement of 94% of votes to support the suggestion. As a result, universities were supposed to use English instead of French (Zerrouky, 2019, as cited in Sahraoui, 2020). The current minister of higher education, Kamel Beddari, in 2022 announced that universities will implement English as a language of instruction from September 2023. (Khenioui & Boulkroun, 2023).

3.2. Challenges:

The main challenge facing EMI implementation in Algerian higher education is the quality of teachers' level. The current training programs are not enough to prepare proficient teachers and achieve the aimed results. Another issue is the lack of resources and teaching aids for facilitating EMI classes (Oktaviani, 2019, as cited in Khenioui & Boulkroun, 2023). Moreover, the lack of English proficiency and communication difficulties might

result in limited classroom participation and discussion, often leading to lower achievement (Khenioui & Boulkroun, 2023).

Several studies highlight that many teachers are unsure of using English as a tool to teach because they have not been trained, so they feel unconfident. Another challenge is that teachers do not get extra pay for their effort (Byun et al., 2011; Morell et al., 2014). Thus, they think, why make this extra effort since they do not benefit from it. It was noted how hard it is to find teachers for EMI, even if teachers are proficient enough and can use English, but they do not because of the lack of motivation (Vinke et al., 1998).

Another challenge is ensuring that students and teachers feel they are included in this internationalization through EMI programs (Martinez, 2016). In many cases, teachers rely on code-switching to bridge communication gaps and increase motivation in the lessons (Ibid, 2019, as cited in Khenioui & Boulkroun, 2023).

4. The Role of Assessment in EMI Context:

The term assessment refers to evaluating the effectiveness of a teaching sequence to determine its impact on learners' achievement. Wiliam (2011) defined it as " For many years, the word 'assessment' was used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequence was completed. (p. 1). It is the procedures of collecting, gathering, and analyzing data to determine students' current level and the desired progression (Hidayat, 2023). Assessment in the English medium of instruction context is fundamental, just as in the majority of educational settings (Thippayacharoen et al.,

2023). It helps EMI teachers to measure students' understanding and content learning achievements. Furthermore, it evaluates the success of implementing EMI programs (Thippayacharoen et al., 2023). Besides, assessment in the EMI context is used to measure students' language competence (Sameephet et al., 2023), although the main focus of EMI programs is content learning, not the language (Dafouz, 2011).

5. Assessment in the Teaching and Learning Process:

Assessment in its various forms has always been an important element in educational practices (Amua-Sekyi, 2016). It is a technique used to assess students' academic improvement and progress. It allows students to show their understanding (Winna & Sabarun, 2023).

Teachers usually apply assessments to determine, communicate, and share knowledge and skills that learners have gained (Amua-Sekyi, 2016). Furthermore, according to Norton (2008), assessment helps students identify what to learn, as knowledge, and how to learn. In addition, assessment assists in enhancing students' achievements (Norton, 2008). Moreover, assessment results allow for adjusting and developing the learning programs (Amua-Sekyi, 2016). Besides, its outcomes aid in understanding whether the teaching methods, curriculum design (educational services), and so on, are addressing students' needs (Yüksel & Gündüz, 2017). Assessment not only reflects and demonstrates students' achievements (Iannone & Simpson, 2017) after the learning process (Yüksel & Gündüz, 2017), which is known as summative assessment (Yüksel & Gündüz, 2017), but also focuses on gathering evidence of students' learning progression and provides feedback on students' learning (formative assessment) (Yüksel & Gündüz, 2017).

In the teaching and learning process, students are evaluated and assessed based on predetermined assessment criteria, which help students to know the aspects they are going to be assessed on (Kanyangale, 2013). Moreover, they increase the assessment validity and reliability. According to Elander (2002), "Assessment criteria usually take the form of brief descriptions of the type of work that is expected at each grade band."

In subject content assessment, teachers evaluate students based on their content understanding. This means the aim of the content subject assessment is to ensure that students have grasped the knowledge. In addition, teachers focus on whether students' answers are clear and accurate (Dusyarov et al., 2021) and respond to the task question (Elander, 2002). In contrast, students in language classes are assessed on their capacity to use the language (McNamara, 2000). For instance, in an oral test, teachers evaluate students based on their fluency, appropriateness, correctness, pronunciation, and grammatical usage (Brindley, 1991), and in a written test, they are rated on the content, organization, vocabulary, language use, and writing mechanics (Klimova, 2011).

6. Assessment Criteria in EMI context:

Assessment criteria are concise statements that enable students to know what is required of them to do, and how they will be judged (Elander, 2002). According to Zhao (2024), assessment criteria strengthen the validity and reliability of assessment. Validity refers to the accuracy of assessment, meaning that a test or exam should effectively measure what it is intended to measure (Sullivan, 2011). On the other hand, reliability indicates the consistency and trustworthiness of assessment scores (Moskal & Leydens, 2000) with the same group of learners under the same conditions (Sullivan, 2011), regardless of when the assessment is retaken or who evaluates and grades it (Moskal & Leydens, 2000). Moreover, Zhao (2024) stated that assessment guidelines ensure the transparency of assessment, in other

words, clarifying the assessment criteria for students, i.e., the skills or knowledge being assessed, the evaluation criteria, and the expected performance (Jönsson & Prins, 2019).

Since the main focus of EMI programs is delivering subject matter courses through the English language, EMI teachers assess students on their understanding of content knowledge (Richardson & Bowen, n.d.). Brown & Bradford (2014) stated that assessment and learning results in EMI classes are both content-oriented.

In a study conducted by Otto & Estradan (2021), an EMI teacher noted that she was instructed to prioritize content knowledge over language difficulties; another one stated that she gives assessment issues and errors only one mark out of ten, while another teacher reported that she does not consider language mistakes when grading students' performance because she also commits mistakes. Furthermore, this study's results show that among all the teachers who use assessment rubrics (41% of the participants), only one teacher clearly stated that he considers language when he assesses students (Otto & Estrada, 2021). He gives 10% of the final grade to language.

7. Types of Assessment:

Assessment is the procedure implemented to gather data to achieve specific learning objectives (Francis, 2015). The selection of assessment type depends on the assessment goal (Hurskaya et al., 2024) and the use of assessment outcomes (Dunn & Mulvenon, 2009, as cited in Yüksel & Gündüz, 2017). The most common assessment types are summative, formative, and diagnostic assessments (Chufama, 2021).

7.1. Summative Assessment:

Summative assessment, or assessment of learning (Harlen, 2005), is an evaluation method used to gauge students' learning at the end of an instructional unit, to determine whether students have achieved the established goals, and to evaluate the effectiveness of teaching (Kibble, 2017). It occurs at specific and scheduled intervals to measure students' knowledge and understanding at a given moment (Garrison & Ehringhaus, 2007). Teachers often use summative assessments to examine whether the educational programs and services meet the students' needs (Yüksel & Gündüz, 2017). Moreover, they usually implement summative assessments for grading, certification, or tracking progress. (Harlen et al., 2002). According to Garrison and Ehringhaus (2007) summative assessment takes different forms, including state assessments, end-of-unit or chapter tests, and end-of-term or semester assessments.

7.2. Formative Assessment:

Formative assessment, or assessment for learning (Wiliam, 2010), refers to the evaluation conducted during the learning process (Huhta, 2008). Formative assessment provides evidence regarding students' learning. It provides teachers and learners with essential data for enhancing the learning process. Moreover, it allows both teachers and learners to modify the teaching-learning strategies; also, it contributes to improving students' achievements (Chappuis & Chappuis, 2007; Weurlander et al., 2012). One of its main objectives is to evaluate whether learning is occurring as intended (Chappuis & Chappuis, 2007). Teachers usually give feedback to their learners about their performance in formative assessment because it helps them to inform learners about their current level of understanding, improve the learning outcomes, and enhance and facilitate the learning process. Jain et al. (2012). Thus, Weurlander et al. (2012) considered it a key element in formative assessment. Garrison and Ehringhaus (2007) stated that teachers usually use different strategies to

implement formative assessment in the classroom, such as observation, questioning strategies, and/or self- and peer assessment.

7.3. Diagnostic Assessment:

It is a measurement strategy carried out at the beginning of a learning unit (Chufamo, 2021). Delgado et al. (2019) referred to diagnostic assessment as a strategy for evaluating students' prior knowledge at the beginning of a school or academic year. This type of assessment aims to assess students' skills, competencies, and knowledge rather than assigning grades. Diagnostic assessment helps teachers to identify the specific students' needs, it allows educators to improve the learning outcome by designing remedial activities to overcome learning gaps. Teachers can implement diagnostic assessments in different ways, such as classroom observation, interviews, or questionnaires. (Delgado et al., 2019).

In a study conducted by Otto and Estrada Chichón (2021), results show that summative assessment is favored in EMI classrooms more than formative assessment. The researchers stated that most EMI teachers rely more on mid-term and final tests (summative assessment tools) to evaluate students' learning outcomes, whereas only a few teachers use formative assessment in the form of continuous assessment. Formative assessment is important in EMI classes. Li and Wu (2018) consider it an effective strategy to overcome assessment challenges in EMI classes.

8. Assessment Tools in EMI Classes:

Assessment is a fundamental part of an effective educational system. It refers to the implementation of various instruments that help educators evaluate and measure students' academic readiness, learning progress, and academic learning outcomes (Zhou, 2019). Moreover, they help teachers to collect information and demonstrate that students have achieved the intended learning outcomes (Prasanthi and Vas, 2019).

Assessment tools assist teachers in obtaining a comprehensive understanding of learners' progression, identifying areas that need improvement, and assessing the effectiveness of teaching methods (Arsita and Askar, 2024). Teachers use variations of assessment methods in classrooms. It must align with the goal and type of assessment (ML Vercellotti, 2021). For instance, observation is an adequate assessment tool for identifying strengths and weaknesses, patterns of behavior, or learning strategies. Portfolios, which include research papers, essays, and so on, are applied to measure students' academic development. Ansari (2019) mentioned some assessment tools and instruments, such as Checklist Observation Questionnaires, Research papers, and so on.

Otto and Estrada Chichón mentioned that assessment tools used in EMI classes are the same as in non-EMI settings. Most EMI teachers (100%) apply written exams to assess their students. (91%) of teachers use oral presentations and (77%) implement classroom observations. Since EMI teachers had no training on how to adapt EMI assessment tools, they mostly rely on written exams. Ortega-Sánchez (2016) stated that written exams are still regarded as one of the most efficient assessment tools because they are fair and organized.

9. Challenges in Assessing Students in EMI Classes:

9.1. Linguistic Challenges:

Learners' understanding of the subject (content) knowledge is strongly affected because of the English language use, as Robinson's (2010) research illustrated that a group of Spanish students in English class performed considerably better on a mathematics assessment in their native language. Also, selecting the appropriate assessment method is another barrier, because it is important to evaluate the academic understanding of students without bias (Li & Wu, 2018). Since language is not the focus of EMI, assessments should not be affected by English proficiency (Li & Wu, 2018). The use of simple instructions, clear visuals, and

different response formats, or tasks based on performance aids, ensures that learners are assessed on their content and knowledge understanding, not language skills. On the other hand, if improvement in academic English abilities is also deemed crucial, or at least relevant, to the specific content course, EMI teachers should take the necessary measures to promote students' language learning (Rogier, 2012; Tai, 2015). Moreover, another serious challenge facing the process of students' language evaluation is the use of a language they are not yet proficient in (Li & Wu, 2018).

Since the first aim of the assessment is to evaluate academic understanding of students, efforts should be made to ensure that language proficiency does not affect students' ability to perform and demonstrate what they know. However, enhancing academic English proficiency is regarded as essential -or at least relevant- to the academic content of the course. EMI teachers should provide appropriate strategies to develop students' language acquisition (Li & Wu, 2018).

According to Jones and Saville (2016), the fundamental factors of interaction in the classroom are included in scaffolding, feedback, tasks, goals, and emergence. This means that when students are assessed on new curriculum content in a language they do not comprehend, they face a "double bind" (Bailey et al., 2008). This linguistic obstacle can limit the understanding of the content. Consequently, they often struggle to grasp technical vocabulary and understand lectures (Cheung & Wu, 2021). Moreover, students frequently find it hard to express themselves orally and use a suitable academic writing style due to their low level of English proficiency (Evans & Morrison, 2011a1a; Li & Wu, 2017). Lei and Hu (2014) highlighted that scholars suggested that students need to reach a certain proficiency level to benefit from English Medium Instruction. Nevertheless, EMI programs ignore students' proficiency. In addition, Strong general English skills are not enough to guarantee an effective

learning process in EMI settings, in particular for those who were using their L1 to discuss academic topics (Evans & Morison, 2011b).

9.2. Pedagogical Challenges:

EMI instructors are university lecturers. They are encouraged by institutional leaders, such as presidents or deans, to shift from teaching in their L1 to implementing English as a Medium of Instruction (Cho, 2012; Macaro et al., 2020). Across 27 countries, Briggs et al. (2018), in a global survey, found that EMI teachers had experience of teaching between 5 and 30 years and were 18 to 49 years old.

Many EMI instructors received their training in English-speaking countries using EMI programs (Prabjandee & Nilpirom, 2022). However, certain instructors were supposed to teach in EMI without any training or pedagogical preparation (Briggs et al., 2018). A recent study by Macaro et al. (2020) investigated the beliefs of EMI instructors across eight countries, including Japan, Italy, China, Mexico, Turkey, and Spain... They highlighted that most EMI teachers were in the social and natural sciences.

In contrast, Briggs et al.'s study (2018) shows that 61% of EMI lecturers in their study had less than five years of experience teaching in EMI. Investigation into teachers' attitudes toward EMI pointed to two main pedagogical challenges: perceived lack of English proficiency and insufficient knowledge (Briggs et al., 2018).

In a systematic review by Dang et al. (2021), EMI instructors reported a lack of English proficiency in teaching using EMI programs. Moreover, they mentioned their concerns about their English accents and confidence in using English to teach subject matters (Lu, 2020; Raman et al., 2021; Sahan et al., 2021). Even though teaching in EMI programs needs a certain level of linguistic proficiency (Macaro et al., 2018; Richards & Pun, 2022a), the reasons for these obstacles are complicated. Additionally, as a result of English use, EMI

teachers face challenges balancing both English and content knowledge and managing their identities (Airey, 2012; Block & Moncada-Comas, 2022).

10. Empirical Studies on EMI Assessment: Perspectives and Challenges:

Assessment plays a crucial role in learning because it enhances students' learning, informs students and teachers about learning progression and effectiveness of teaching, and helps to refine instructional strategies and teaching curricula. Even though assessment is essential in the learning process, it poses many challenges in the English medium instruction context. This literature review explores the assessment difficulties that teachers and learners face in EMI classes.

Research has identified that most assessment challenges faced by EMI learners and instructors arise from their low language proficiency or lack of assessment training. (Wilkinson & Zegers, 2006; Li & Wu, 2018; Otto & Estrada Chichón, 2021). Otto and Estrada Chichón (2021) found that teachers are unaware of how to assess students in general and in the EMI context, particularly due to their lack of training. This lack of training led to additional challenges, such as choosing the appropriate assessment method that aligns with learning objectives. Furthermore, Wilkinson and Zegers (2006) and Li and Wu (2018) emphasize that assessments in EMI classrooms are conducted in a language that is neither the students' native language nor the teachers', which students are still learning; as a result, language proficiency may influence their performance and hinder assessments from truly capturing their academic knowledge. However, Otto and Estrada Chichón (2021) mentioned that language proficiency should not be regarded as a barrier to achieving subject-specific goals in EMI classrooms, but they acknowledge its importance in content knowledge. This debate leads to confusion about how language proficiency affects learning assessment.

Researchers have proposed solutions to overcome these challenges (Thippayacharoen et al., 2023; Li & Wu, 2018). Thippayacharoen et al. (2023) suggested using compensatory strategies, such as codeswitching and visual aids, to help students navigate assessment challenges. These strategies assist students to surmount language-related challenges. Li & Wu (2018) proposed the implementation of formative assessment. Employing formative assessment allows teachers and students to realize their needs, strengths, weaknesses, and areas that require development.

To sum up, research has shown that EMI teachers and learners face challenges regarding assessment in EMI classrooms. These challenges primarily stem from assessment training and language proficiency, which affect students' comprehension of content and their learning outcomes. Researchers have proposed sole solutions to overcome assessment challenges, such as code switching and formative assessment, which is essential to know students' needs. Addressing these challenges helps to ensure fair and effective assessment in EMI contexts. Future research should explore the proposed strategies to overcome assessment challenges in EMI classrooms.

Conclusion

In summary, assessment represents a crucial element in the EMI teaching and learning process. It is significant because assessment, and its different types, provide an overview of students' current level, areas of strength, as well as areas that need improvement. Moreover, it assists teachers and learners in adjusting their teaching and learning strategies.

In this chapter, we provided some essential elements about assessment practices in EMI classes, such as some conceptual definitions of assessment and the most commonly used assessment methods, strategies, and tools by EMI teachers. Moreover, we introduced the most

frequent and prevalent assessment challenges facing EMI educators and students, such as students' and teachers' low English proficiency levels and teachers' lack of assessment training. All these issues hinder the assessment process in EMI classes.

**Chapter Two: Research methodology, data analysis, and interpretation of
the findings**

Section One: Research Method

Introduction

This study aims to explore the assessment challenges facing English-medium instruction learners and instructors. After reviewing the first chapter, which examined the existing literature related to the assessment challenges and difficulties facing EMI teachers and learners. The second chapter, entitled Research Methodology, Findings, and Analysis, introduces, in the first section, the research method, sampling, research tools, and participants. Moreover, it represents the pilot study and procedures. In addition, the second section addresses the data analysis and discussion of the results, findings, and limitations of the study; implications in pedagogy, as well as suggestions; and recommendations for further research.

1. Research Methodology and Design

This section is devoted to clarifying the research methodology, the tools, and participants used to collect data about the challenges facing students and teachers in the English medium instruction context.

2. The Research Method

To explore the most significant assessment challenges facing English medium instruction teachers and students, and to answer the research questions posed and identify the assessment challenges in EMI settings, we implemented an exploratory research method. Tegan George (2023) defined exploratory research as 'Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth.'

3. Research sampling and sample design

The population of this study is 134 second-year students from Mohamed Boudiaf University at M'sila, specializing in science and technology (the Electronics Department) for the academic year (2024-2025). The sample of this research is thirty-five students (n=35), which represents 25% of the whole population, and four electronics teachers (n=4). This sample was selected purposefully to collect their perspectives about assessment challenges in EMI classes, as they had been studying in EMI classes for two years. Purposeful sampling refers to selecting the participants deliberately to gain relevant information about the main focus of the research (Creswell, 2012).

4. Research tools

To verify the reliability and validity of the results. A mixed-method approach is used, including the use of a semi-structured questionnaire and open-ended interview. Johnson, Onwuegbuzie, and Turner (2007) defined it as "the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches".

4.1. Students' Questionnaire

We used a questionnaire and planned to collect data from students. It consists of five sections. The first section is about the background information of students. This section aims to collect basic demographic details about the sample. The second tackles the assessment challenges in EMI classes. This section was designed to discover the assessment challenges facing EMI students. The third section was constructed to identify some information about

students' language proficiency, such as students' language level, language difficulties, and so on. The next section (the fourth one) is titled Assessment Methods in EMI Classes. This section contains both open-ended and closed-ended questions; it aims to highlight the assessment methods applied in science and technology settings (EMI settings). The fifth section, which is the last section, was about strategies and institutional support. This section was designed to suggest solutions to overcome EMI assessment challenges.

4.2. Piloting students' questionnaire

To pilot this questionnaire, the supervisor suggested some changes regarding the questionnaire sections and the arrangement of the questions, and then she validated it. After that, we tested it on a small group of the population (25 students from the electronics department of M'sila University) to highlight potential problems and ensure clarity, reliability, and validity before distributing it to the main sample.

4.3. Teachers' Interview

To collect detailed and in-depth responses from our participants, an open-ended interview was conducted with teachers from the faculty of science and technology. According to Creswell (2012), an open-ended interview is a form of qualitative data collection method. This type of interview includes broad and general questions that allow the participants to express their perceptions, opinions, feelings, and experiences freely without any restrictions.

In this study, an open-ended interview was conducted with four teachers from the electronics department at M'sila University to gather information on the assessment challenges facing EMI teachers in their classes. It included thirteen open-ended questions divided into background questions about teachers' experience as EMI teachers. The rest of the questions addressed the assessment methods and the challenges facing EMI teachers when

assessing their students. We also asked the participants about the strategies they usually use to overcome assessment challenges. Finally, the teachers were asked to suggest some recommendations, based on their experience, to help enhance assessment in EMI classes. The collected data were analyzed thematically.

4.4. Piloting Teachers Interview

To avoid any ambiguity, a pilot study was conducted with two teachers from the Electronics Department, Faculty of Science and Technology at M'sila University, to check the clarity and effectiveness of the interview questions.

5. Research setting

This research was conducted at the electronics department of the Science and Technology faculty of Mohammed Boudiaf M'sila University, Algeria. The current study was carried out during the academic year (2024-2025).

Section Two: Data Analysis and Interpretation of the Findings

1. Students' Questionnaire Analysis

Q1: How many years have you been studying English?

	8 years	9 years	10 years	11 years
Frequency	2	30	1	2
Percentage	5.71%	85.71%	2.86%	5.71%

Table 1 : EMI Students' English Language Learning Experience

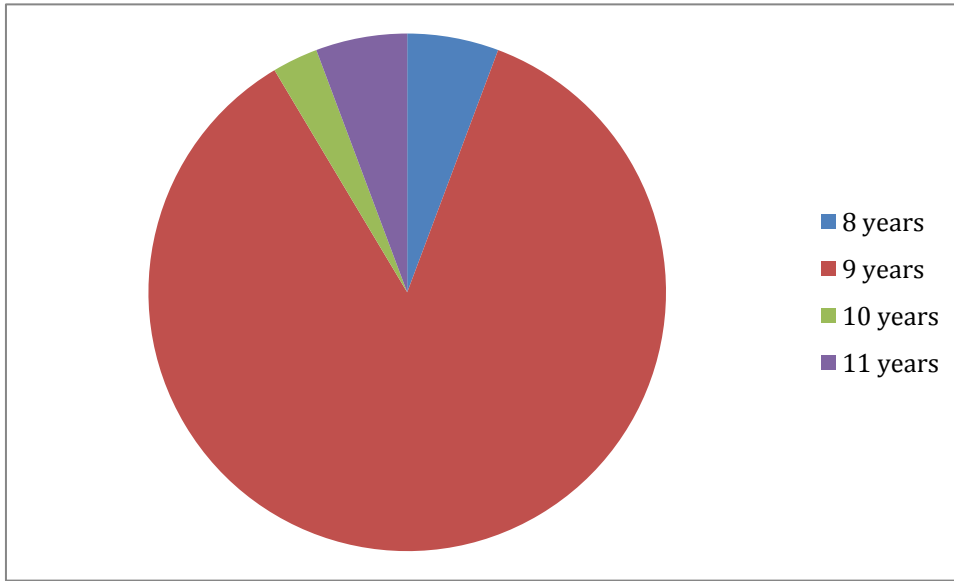


Figure 1 EMI Students' English Language Learning Experience

The first question highlights how many EMI students in the science and technology faculty have been studying English. The answers indicated that the majority of them studied English for 9 years (85.71%). Followed by 5.71% for both 8 and 11 years. Ending at 2.86% for 10 years.

Q2: How many years have you been studying in EMI classes?

	1 year	2 years
frequency	6	29
percentage	17.14%	82.86%

Table 2: Years of Studying in EMI Classes

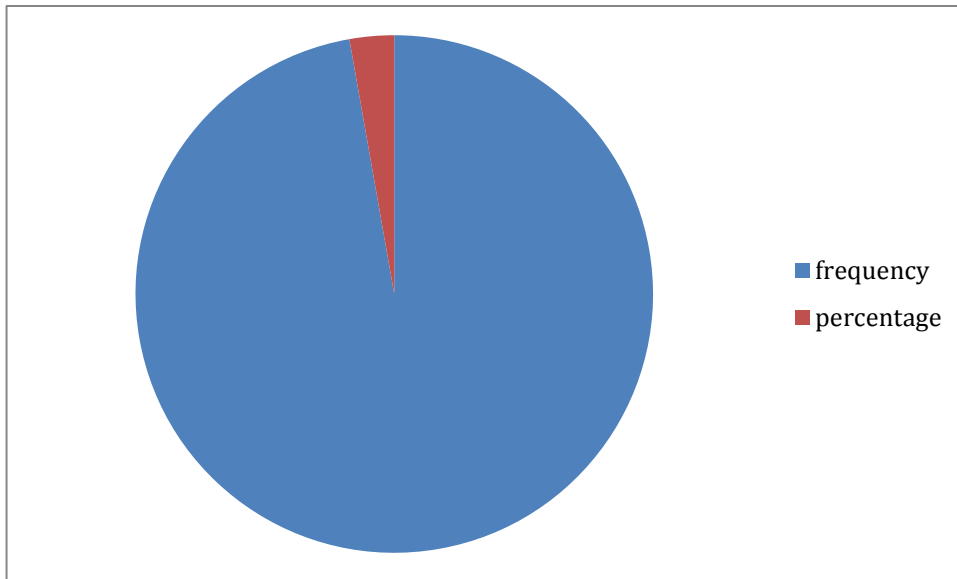


Figure 2: Years of Studying in EMI Classes

In this question, we asked the participants about how many years they have been studying in EMI classes. The results indicate that 82.86% of them have been studying in EMI classes for 2 years, while 17.14% of the total number joined the EMI classes just one year ago.

Q3: As an EMI student, I think that the most important skill for my career is

	speaking skill	writing skill	listening skill	reading skill
frequency	26	17	18	18
percentage	74.29%	48.57%	51.43%	51.43%

Table 3: The Most Required Skills for EMI Students

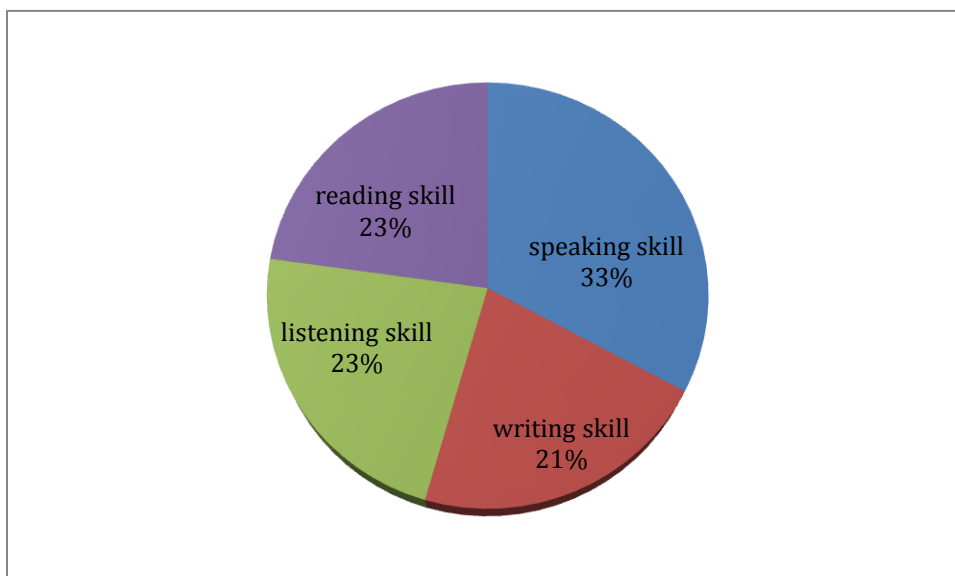


Figure 3: The Most Required Skills for EMI Students

The third question was posed to identify which language skill is most important for EMI science and technology students' careers. 32.91% agreed that speaking skill is the most needed one, while both listening and reading were 22.78%, the least percentage was for the writing skill (21.52%).

Q4: I face challenges regarding assessments in EMI setting

	strongly disagree	Disagree	neutral	agree	strongly agree
frequency	2	1	19	10	3
percentage	5.71%	2.86%	54.29%	28.57%	8.57%

Table 4: Students' Responses to Whether They Face Assessment Challenges in EMI Classes

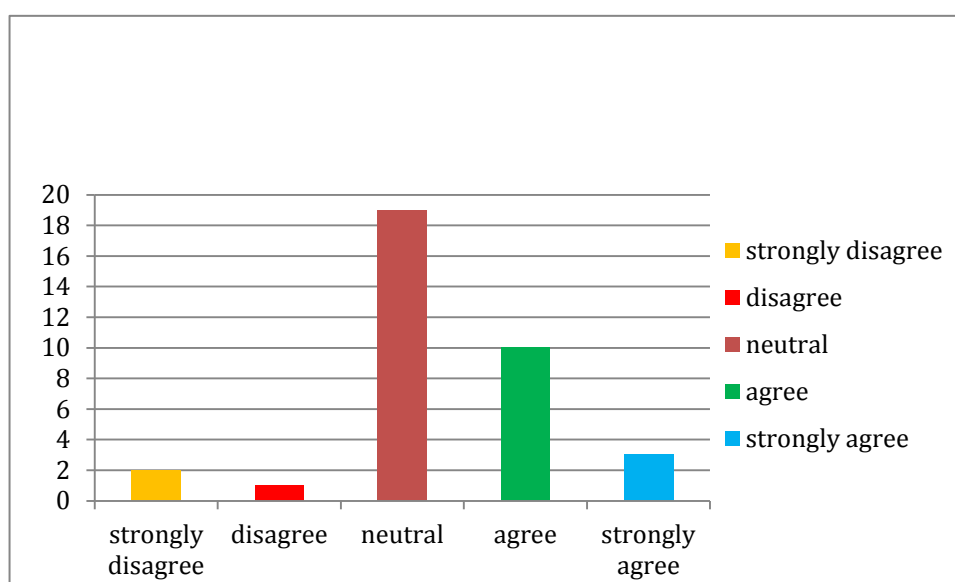


Figure 4: Students' Responses to Whether They Face Assessment Challenges in EMI Classes

54% of the students were "neutral" when we asked them if they usually face any challenges regarding assessments in EMI settings. Moreover, the results indicate that 37.14% of the selections were between agree and strongly agree. And 8.57% of the participants disagreed (disagree and strongly disagree).

Q5: Assessment in non-EMI classes is easier than in EMI classes

strongly disagree	disagree	Neutral	Agree	strongly agree
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frequency	3	5	9	14	4
percentage	9%	14%	26%	40%	11%

Table 5: Student Responses on the Ease of Assessment in EMI and Non-EMI Settings

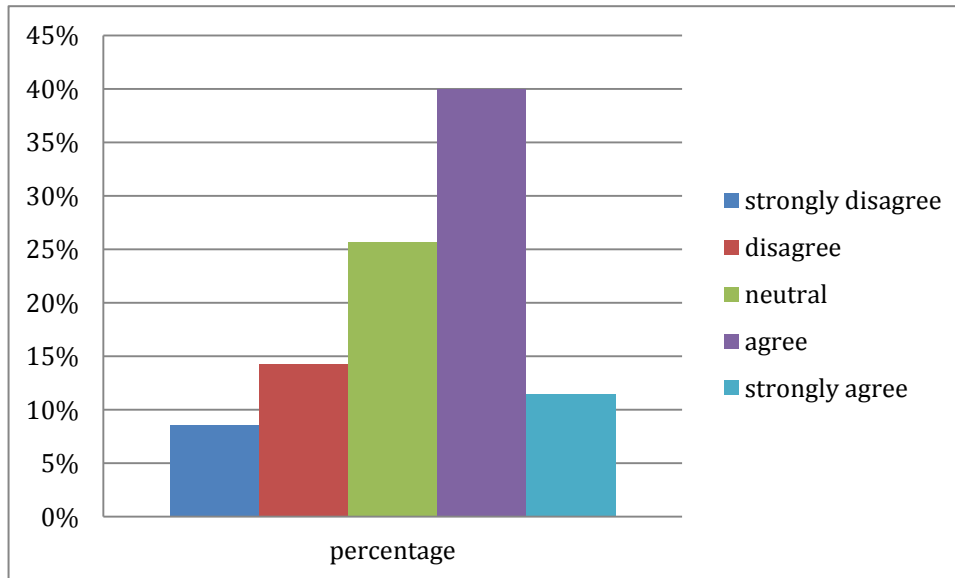


Figure 5: Student Responses on the Ease of Assessment in EMI and Non-EMI Settings

51% of the respondents agreed that assessment in non-EMI classes is easier than in EMI classes. While 14% of the participants disagreed. They do not believe that assessment in non-EMI classes is easier. Whereas, 26% of them were neutral.

Q6: Language proficiency affects my ability to be fairly assessed

	strongly disagree	disagree	Neutral	Agree	strongly agree
frequency	1	5	12	9	8
percentage	2.86%	14.29%	34.29%	25.71%	22.86%

Table 6: The Effect of Language Proficiency on the Students Ability to be Fairly Assessed

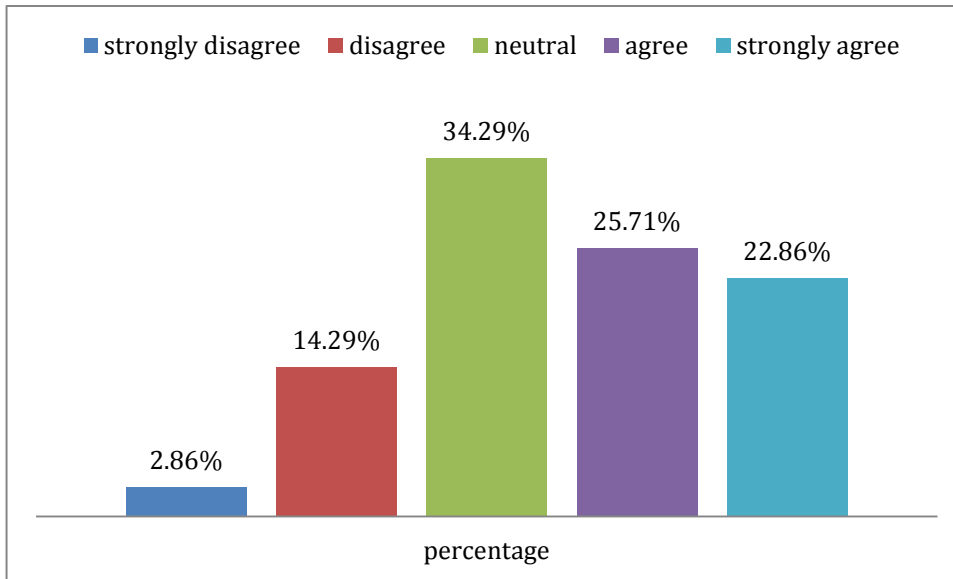


Figure 6: The Effect of Language Proficiency on the Students Ability to be Fairly Assessed

According to the questionnaire responses, students show a clear agreement that language proficiency affects their ability to be fairly assessed (48.87% agreement), whereas 34.29% of the responses were neutral, the last 17.15% responded with disagreement.

Q7: I find it challenging to understand assessment task instructions in English

	strongly disagree	disagree	neutral	Agree	strongly agree
frequency	4	6	8	13	4
percentage	11.43%	17.14%	22.86%	37.14%	11.43%

Table 7: Student Responses on the Difficulty of Understanding English Instructions

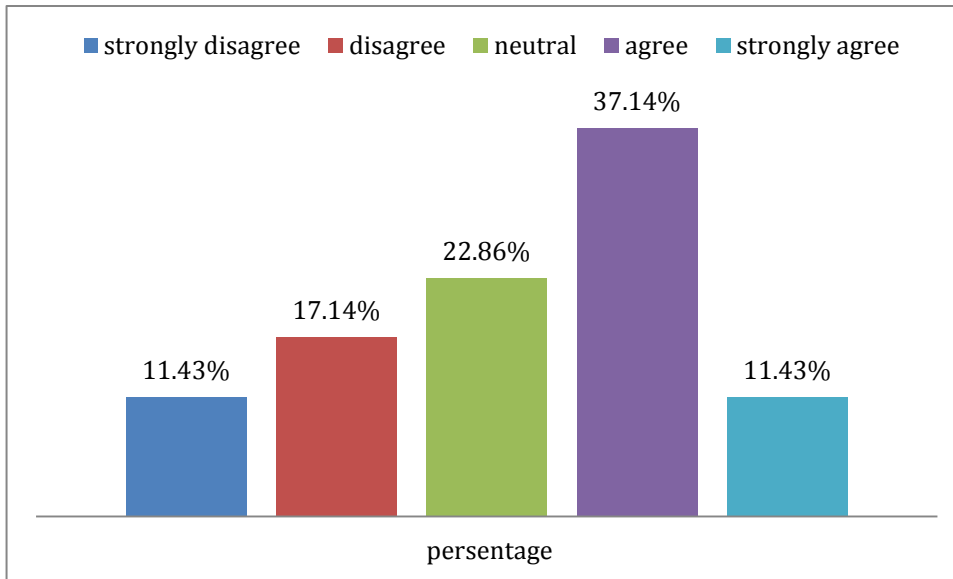


Figure 7: Student Responses on the Difficulty of Understanding English Instructions

A total of 48.57% of the students reported that they faced challenges in understanding the assessment task instructions because they are in English, while 28.57% expressed disagreement; they indicated that they did not face any obstacles or challenges in understanding assessment questions or instructions in English, whereas 22.86% were neutral.

Q8: The criteria (evaluation standards) used by EMI teachers are often unclear

	strongly disagree	disagree	neutral	agree	strongly agree
frequency	5	3	6	14	7
percentage	14.29%	8.57%	17.14%	40.00%	20.00%

Table 8: Students Responses on the Clarity of Assessment Criteria in EMI Contexts

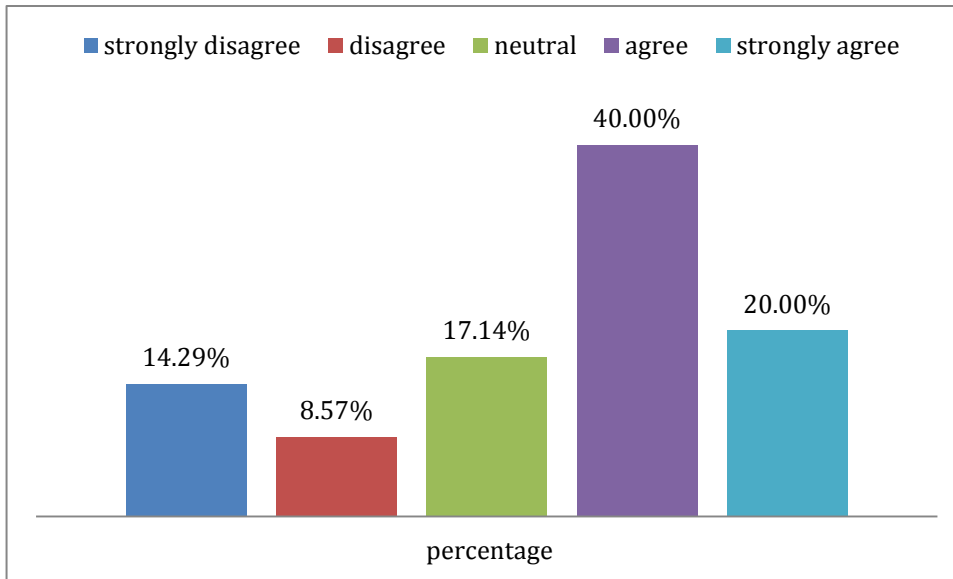


Figure 8: Students Responses on the Clarity of Assessment Criteria in EMI Contexts

60% of the participants, which represents the highest percentage, found that the criteria of assessment (evaluation standards) used by their teachers are often unclear (they were between agreeing and strongly agreeing), while 22.86% disagreed. The remaining 17.14% were neutral.

Q9: Due to language barriers, I struggle with understanding the subject content

	strongly disagree	disagree	neutral	agree	strongly agree
Frequency	3	5	6	13	8
Percentage	8.57%	14.29%	17.14%	37.14%	22.86%

Table 9: The Impact of English Language on Content Comprehension in EMI Classes

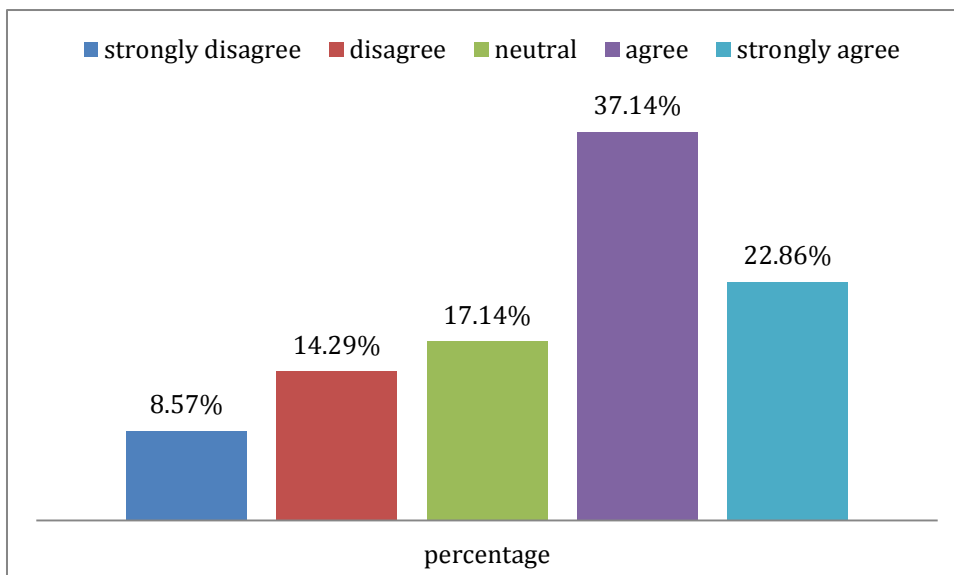


Figure 9: : The Impact of English Language on Content Comprehension in EMI Classes

This question aims to discover whether the English language represents an obstacle for students to understanding the subject content. 60% of the respondents reported that they struggle with understanding the subject content due to linguistic obstacles, while 22.86% disagreed with the idea that the English language hinders content comprehension. The rest of the students were neutral (17.14%).

Q10: EMI assessments do not accurately reflect my understanding of the subjects

	strongly disagree	disagree	neutral	agree	strongly agree
Frequency	5	4	4	18	4
percentage	14.29%	11.43%	11.43%	51.43%	11.43%

Table 10: Students’ Perceptions on the Accuracy of Assessment in Measuring Content Knowledge

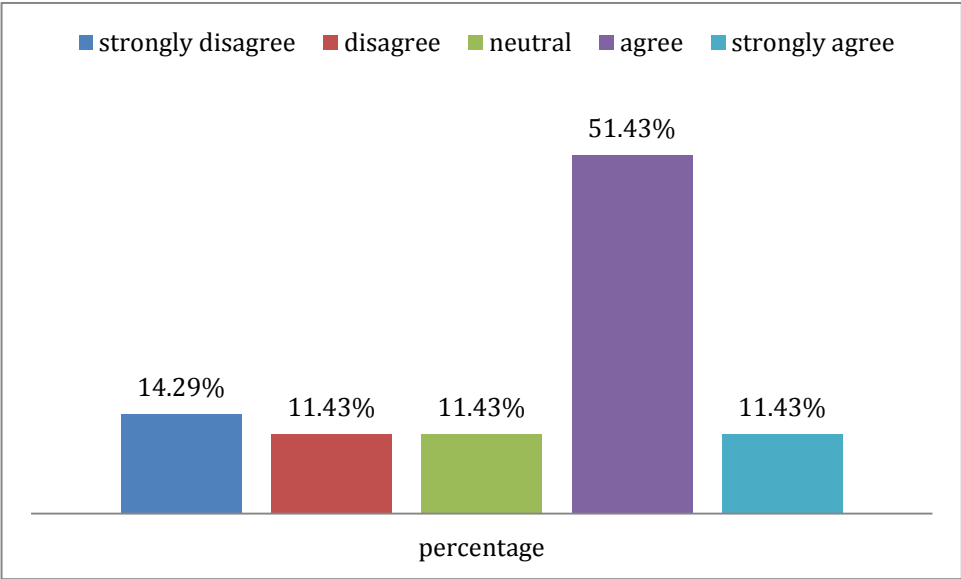


Figure 10: Students’ Perceptions on the Accuracy of Assessment in Measuring Content Knowledge

62.86% of EMI electronic students found that the assessment results do not accurately reflect or represent their understanding of the subject matter content. While 25.72% disagreed, they believe that it reflects their performance. The minority (11.43%) were neutral.

Q11: I struggle with time management during exams due to language barriers

	strongly disagree	disagree	neutral	agree	strongly agree
frequency	6	5	4	9	11
percentage	17.14%	14.29%	11.43%	25.71%	31.43%

Table 11: Impact of Language Barriers on Exam Time Management

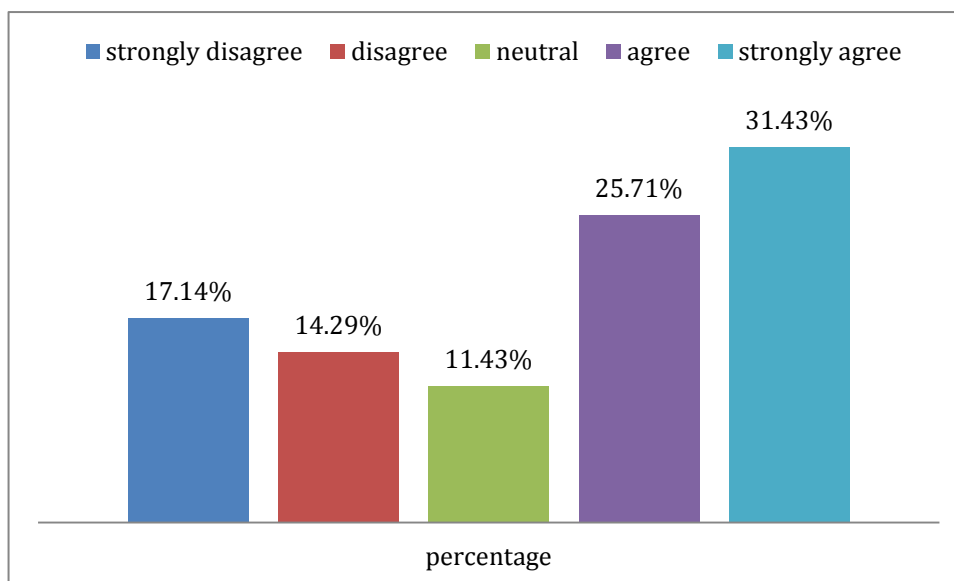


Figure 11: Impact of Language Barriers on Exam Time Management

57.14% of the participants reported that they were unable to manage their time during exams due to language barriers. 11.43% were neutral. While 31.43% expressed disagreement, their responses indicate that they do not face any problems with managing time during exams.

Q12: I evaluate my English language level

I evaluate my english language level	bigginer	elimentary	intermediate	Advanced	proficient
frequency	16	9	10	0	0
Percentage	45.71%	25.71%	28.57%	0.00%	0.00%

Table 12: Language Levels of EMI Students

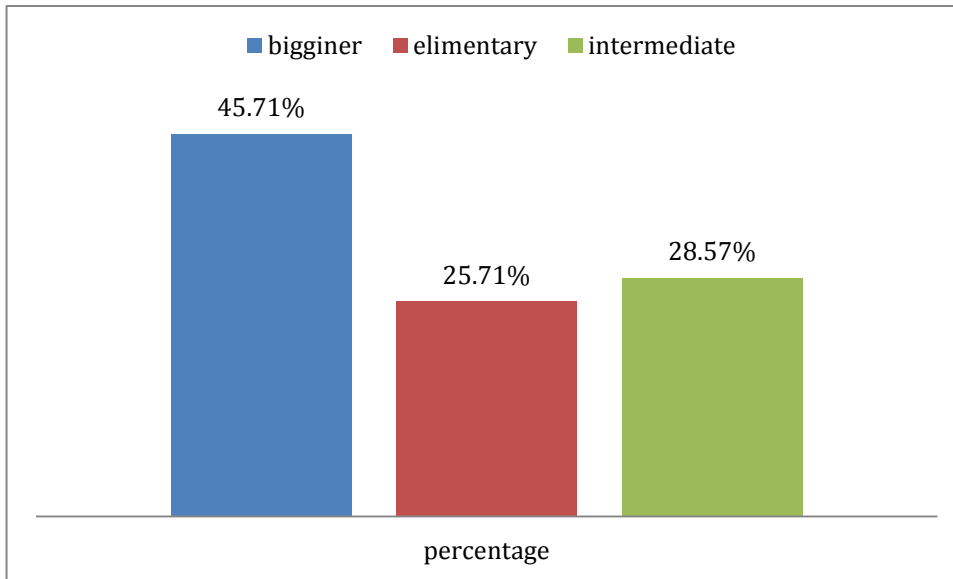


Figure 12: Language Levels of EMI Students

In this question, students were asked to evaluate their English language level; the results were represented as follows. 45.71%, which represents the majority, considered themselves beginners. While 25.71% viewed their level as elementary, 28.57% chose the intermediate level.

Q13: My language proficiency level affects my performance in assessments

	strongly disagree	disagree	neutral	agree	strongly agree
frequency	1	3	11	11	9
percentage	2.86%	8.57%	31.43%	31.43%	25.71%

Table 13: Response Distribution to Language Proficiency Influence Statement

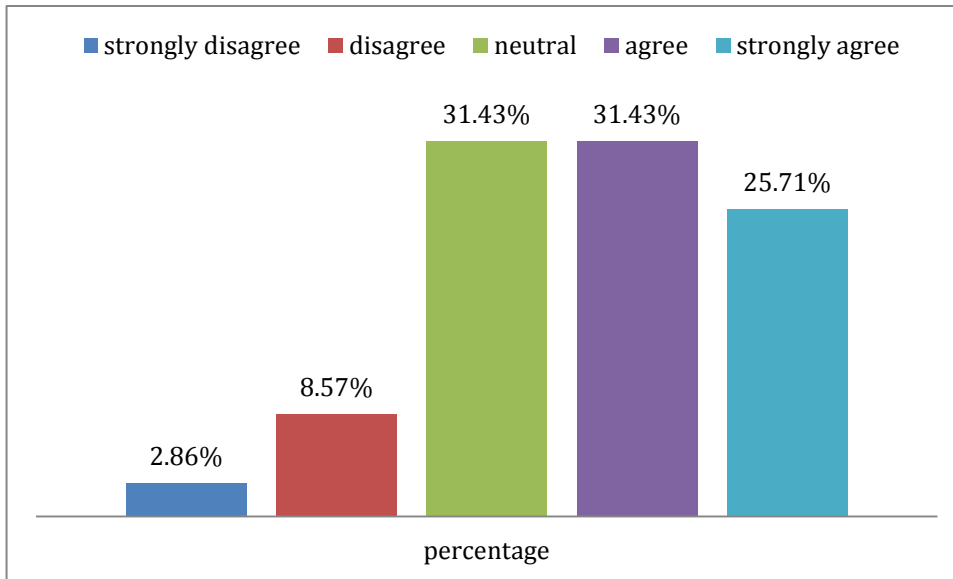


Figure 13: Response Distribution to Language Proficiency Influence Statement

57.14% of the students, which represents over half of the participants, reported that language proficiency level affects their performance in assessments, whereas 31.43% of them were neutral, ending with 11.43% responding with disagree.

Q14: I face difficulties in EMI assessment due to a lack of

	grammar	technical vocabulary	reading	listening	Speaking	Writing
frequency	11	16	9	6	16	6
percentage	31.43%	45.71%	25.71%	17.14%	45.71%	17.14%

Table 14: Difficulties in Assessments faced by EMI Students Due to the Lack of Language Aspects

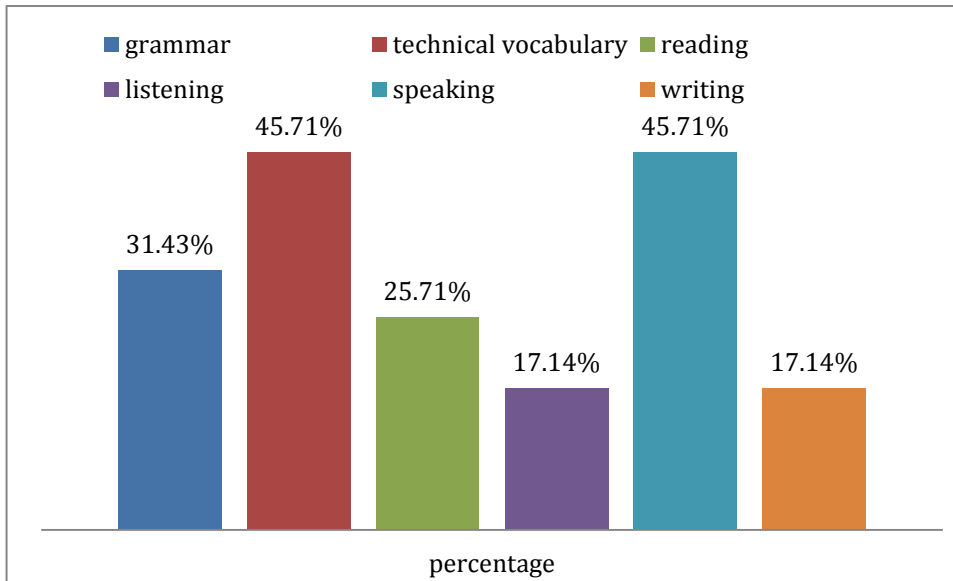


Figure 14: Difficulties in Assessments faced by EMI Students Due to the Lack of Language Aspects

Based on the students' answers, the most commonly indicated difficulties in assessment are technical vocabulary and speaking skills, with a percentage of 45.71%. While 25.71% of the students selected the reading skill as an obstacle to assessment. Finally, listening and writing both had the same percentage (17.14%).

Q15: My weak performance during assessment is more likely due to language proficiency rather than subject knowledge

	strongly disagree	disagree	neutral	agree	strongly agree
frequency	5	6	5	13	6
percentage	14.29%	17.14%	14.29%	37.14%	17.14%

Table 15: Agreement Levels on the Influence of Language Proficiency over Subject Knowledge in Assessment Outcomes

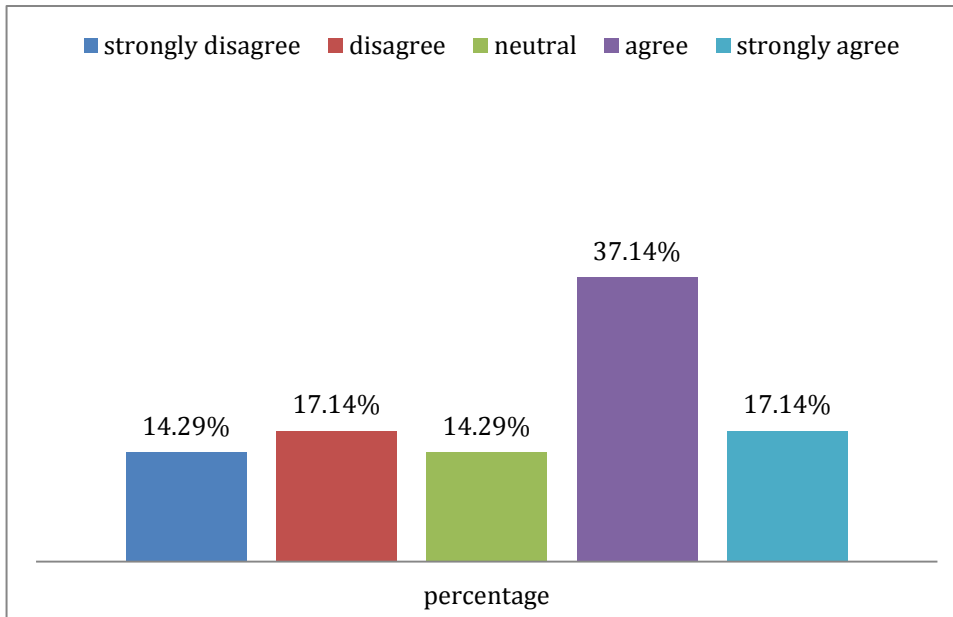


Figure 15: Agreement Levels on the Influence of Language Proficiency over Subject Knowledge in Assessment Outcomes

54.28% of the participants agreed that their weak performance during assessments was due to language obstacles (agree and strongly agree). 14.29% were neutral, while 31.43% of them showed disagreement; they did not believe that their poor performance in the assessment was because of language barriers.

Q16: The Assessment Methods used by my teachers are

	direct questions	essay	oral presentations	project based assessment	Quizzes
frequency	26	3	4	6	13
student percentage	74.29%	8.57%	11.43%	17.14%	37.14%

Table 16: Frequency of Assessment Techniques in EMI Classrooms

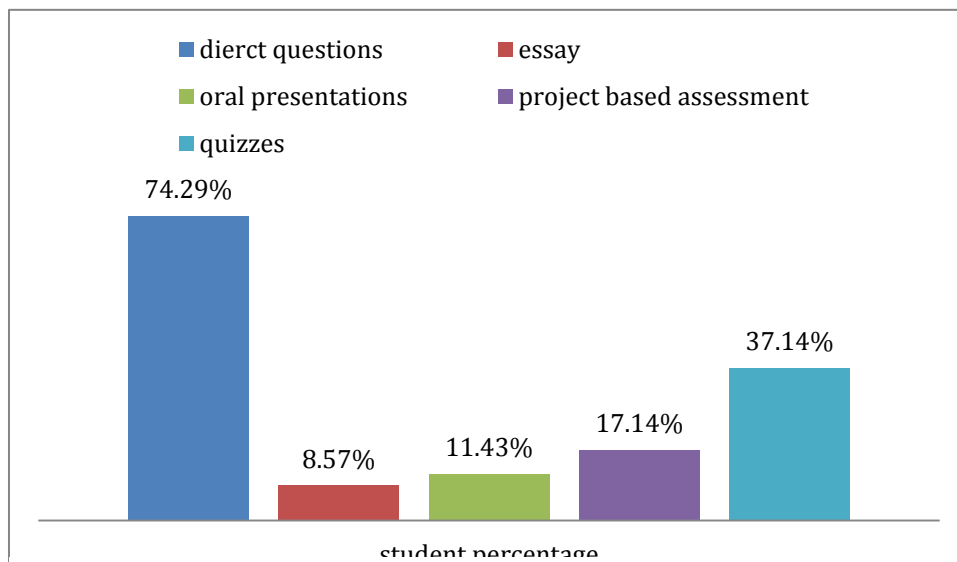


Figure 16: Frequency of Assessment Techniques in EMI Classrooms

74.29% of the participants reported that the dominant and most used assessment method by EMI teachers is direct questions. 37.14% selected quizzes, while 17.14% opted for project-based assessment. The last chosen assessment methods were oral presentations (11.43%) and essays (8.57%).

Q17: My preferred assessment methods are

The majority of the participants mentioned that direct questions are their preferred assessment method (19 students). Most of them explained that they prefer direct questions because they are clear and easy to understand and answer. Seven students opted for quizzes as the favored method. They stated that they prefer quizzes because they are short and understandable. Four selections were for oral presentations. These students think that their teachers should provide them with oral presentations to encourage them to use the language and help them to become more familiar with it. Other students (4) stated that they prefer essays because they believe that they are not restricted to giving direct and precise answers; they can express their thoughts freely.

Three students selected project-based assessments; they see that this type of assessment method encourages teamwork and creates a challenging environment. One student chose participation; he stated, "It allows them to discuss information, thoughts, and ideas with teachers and classmates and improves our subject knowledge and linguistic abilities."

Q18: Both written and oral assessment methods are implemented in EMI classes

Colonne1	strongly disagree	disagree	neutral	agree	strongly agree
frequency	3	6	8	14	4
percentage	8.57%	17.14%	22.86%	40.00%	11.43%

Table 17: Implementation of Written and Oral Assessment Methods in EMI Classes

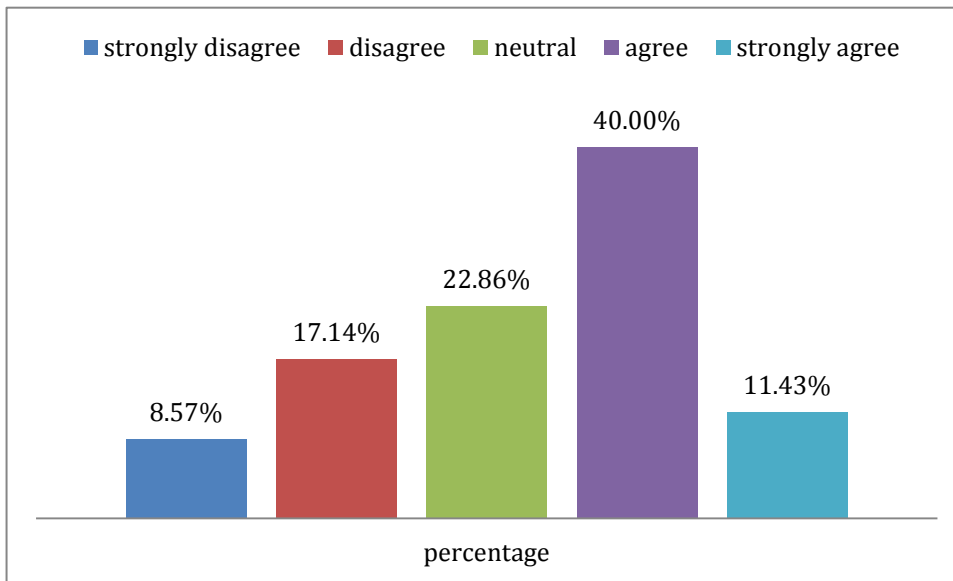


Figure 17: Implementation of Written and Oral Assessments in EMI Classes

Over half of the electronics students, with a percentage of 51.43%, agreed that both written and oral assessment methods are implemented in EMI classes. On the other hand, 25.71% of the participants disagreed, whereas 22.86% showed neutrality.

Q19: Assessment in EMI classroom is fair to all students regarding to their proficiency

Colonne1	strongly disagree	disagree	Neutral	Agree	strongly agree
frequency	9	2	8	14	2
percentage	25.71%	5.71%	22.86%	40.00%	5.71%

Table 18: Fairness of EMI Assessments Across Different Language Proficiency Levels

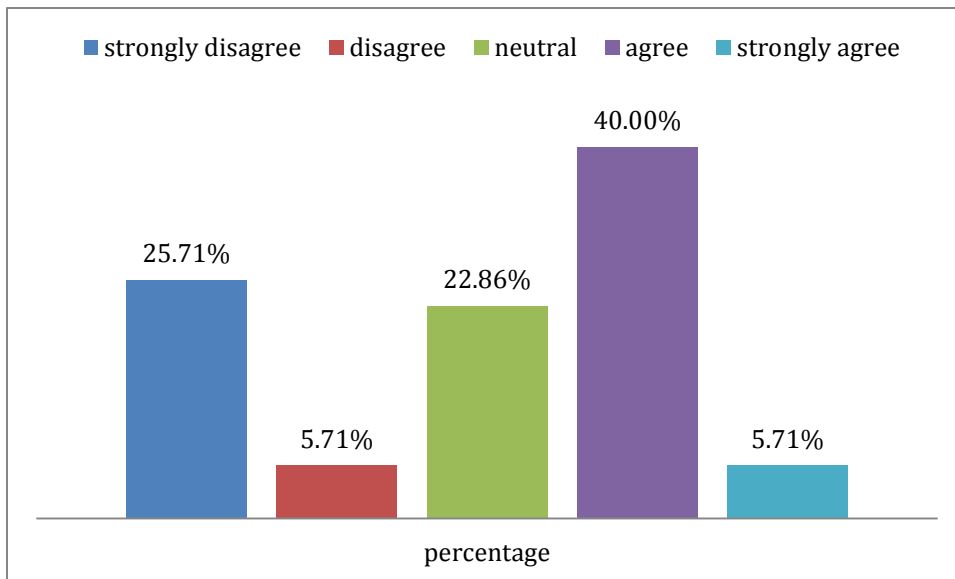


Figure 18: Fairness of EMI Assessments Across Different Language Proficiency Levels

Table (18) shows that 45.71% of the students agreed that assessment in EMI classes is fair to all students regarding their proficiency level. 31% of them disagreed. And 22.86% of students were neutral.

Q20: I use learning aids (dictionaries, grammar, spell checkers) to overcome

language-related challenges

Colonne1	strongly disagree	disagree	neutral	agree	strongly agree
frequency	2	4	2	23	4
percentage	5.71%	11.43%	5.71%	65.71%	11.43%

Table 19: Usage of Learning Aids to Overcome Language-Related Challenges

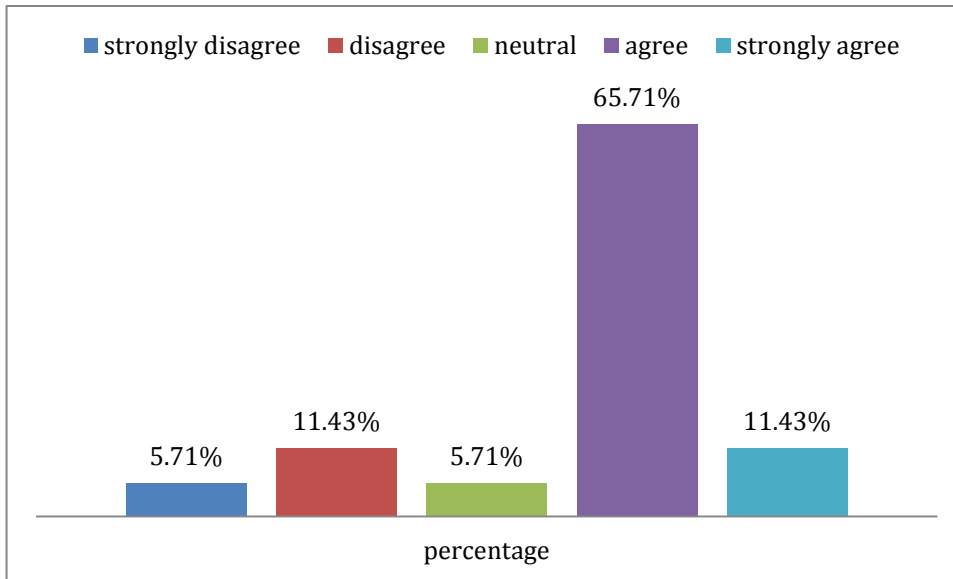


Figure 19: Usage of Learning Aids to Overcome Language-Related Challenges

The table and graph indicate that 77.14% of the participants agreed that they use some learning aids to overcome language challenges. 17.14% of the participants disagreed with the idea that they use some learning aids (disagree and strongly disagree). 5.71% of the students preferred to be neutral.

Q21: Attending English Workshops helped me to enhance my performance

Colonne1	strongly disagree	disagree	neutral	agree	strongly agree
Frequency	1	2	9	19	4
percentage	2.86%	5.71%	25.71%	54.29%	11.43%

Table 20: Student Perceptions of English Workshops' Effectiveness

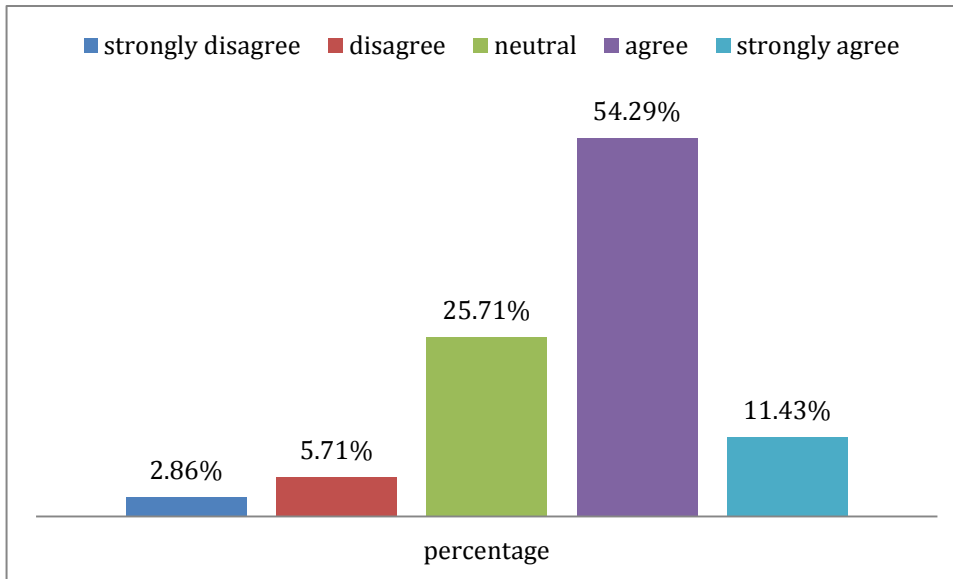


Figure 20: Student Perceptions of English Workshops' Effectiveness

65.72% of the participants agreed that attending English language workshops helped them to enhance their performance. While 8.57% of the participants reported disagreement, they did not agree that attending workshops would improve their performance, and 25.71% of them were neutral.

Q22: My teachers' feedback helps me to identify my weaknesses in EMI assessments

Colonne1	strongly disagree	Disagree	neutral	Agree	strongly agree
Frequency	3	5	4	16	7
percentage	8.57%	14.29%	11.43%	45.71%	20.00%

Table 21: Role of Teacher Feedback in Highlighting Assessment Weaknesses in EMI

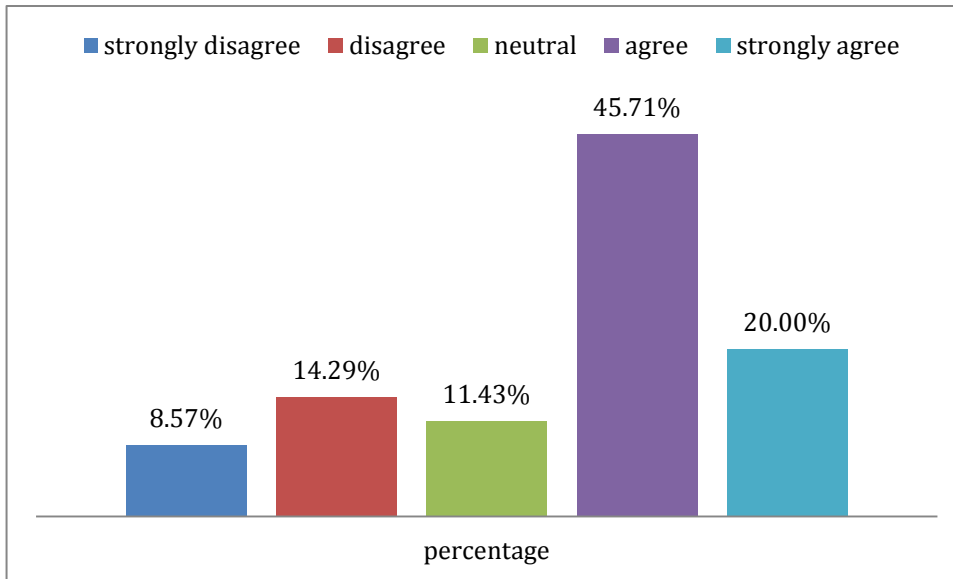


Figure 21: Role of Teacher Feedback in Highlighting Assessment Weaknesses in EMI

An observable agreement of 65.71% of students shows that teachers' feedback helps them to identify their weaknesses and overcome assessment challenges, and 11.43% of the participants answered with neutral. While the rest, with a percentage of 22.86%, were neutral.

Q23: What do you suggest to overcome the challenges facing EMI students during assessments?

This question was designed to collect students' suggestions and recommendations to overcome assessment challenges in EMI settings. The majority of students (19) mentioned that universities should organize English courses and workshops to serve their academic needs. Five students declared that students should learn the language intensively. Three students reported that teachers should provide learners with clear instructions and evaluation standards before assessments. Moreover, three students believe that teachers should provide their students with more exercises to become familiar with assessment instructions and question formats. Two participants recommended integrating EMI gradually. Two other students think that teachers should use only the English language (no code-switching). Two

other students reported that their teachers should develop and use varied assessment methods. One student mentioned that universities should include English courses in EMI teaching programs and test students' levels before and after these courses. Another one stated that teachers should use visual aids.

1.1. Students Questionnaire Main Findings

The questionnaire's main findings highlight that 82.85% of EMI electronic students have been studying in EMI classes for 2 years.

According to the participants' responses, the most important skill for their career is speaking (74.29%).

The majority of participants agreed, with a percentage of 48.57%, that language proficiency affects their ability to be fairly assessed. Moreover, a total of 60% of the respondents believe that they struggle with understanding the subject due to language barriers, especially since most of them are beginners (45.71%).

Additionally, 74 % of electronic students mentioned that they prefer direct question assessments, while they showed dissatisfaction with essays; a total of 19 students justified their responses that they prefer direct questions, saying that they find them understandable and easy to answer.

The results of the survey indicate that over half of the participants of the electronics department (51.43%) believe that both written and oral assessments are mostly implemented in EMI classrooms.

Also, the participants were provided the opportunity to suggest some solutions to overcome assessment challenges in EMI settings; mostly, they suggested that universities

should organize English courses and workshops that specifically serve their academic needs to enhance their linguistic abilities.

1.2. Discussion and Interpretation of the Findings

The first aim of this questionnaire was to discover the assessment challenges facing EMI students in the Electronic department at M'sila University. This study sample included 35 participants.

The questionnaire results demonstrate that most electronic students have been studying in EMI classes for two years. Its implementation in Algeria started in September 2023. The Algerian government applied English in universities to increase students' international mobility and help them find academic resources easily, in addition to giving them the chance of employment in the entire world.

According to students' responses, speaking is the most important skill in their learning career. They believe that they need it for participation and discussing ideas in the classroom, which may enable them to share more knowledge.

Moreover, a large number of participants declared that language proficiency affects their ability to be fairly assessed because most of them are beginners and have a short learning experience using a foreign language to study content. They also mentioned that they struggle with different aspects of language, such as grammar, technical vocabulary, oral fluency, and so on. This indicates that learners who have a limited proficiency level in the English language may not perform well in assessments because they cannot understand exam instructions, answer questions, participate, or share knowledge in English. Not because they struggle with content knowledge. The results of the current study are consistent with those of

Robinson's (2010) study. He found that Spanish learners perform better in assessments when they are evaluated in their first language.

Additionally, responses highlight that students are struggling with subject knowledge understanding because of linguistic obstacles and barriers. This means that students can not be evaluated on content knowledge in a language they do not comprehend because this will hinder them from performing well in the assessment.

The participants preferred to be assessed through direct questions because they are easy, understandable, and clear; this assessment method makes the evaluation process exact and precise.

As the survey indicates, both written and oral assessments are used in EMI settings; teachers implement them to provide a balanced assessment of students' knowledge, linguistic abilities, and skills, in addition to evaluating their communication and critical thinking.

The majority of participants suggested having English courses and workshops as a solution to enhance their linguistic skills; they believe it may help them understand lectures and participate in the sessions. Moreover, they see that these workshops can develop their writing skills, which may help them perform well during tests and exams.

2. Teachers' Interview Data Analysis

The responses received from the four teachers of the Electronic department indicate that EMI teachers' teaching experience ranges from one to four years. The interviewees have different attitudes about the implementation of EMI at M'sila University, the Electronic department.

.Most of them have good experiences and positive perceptions about it. One teacher stated, "English is essential for teaching in scientific fields since most resources are in English." On the other hand, only one teacher expressed disagreement with the idea of integrating English as a tool to teach the subject content. He mentioned that he is more familiar with teaching using the French language.

Teachers' responses indicate that EMI teachers at the Electronic department have different levels of language proficiency. Most of them are between intermediate and upper-intermediate levels. Only one teacher described his level as a beginner.

The data collected from respondents indicate that EMI teachers at the Electronic department tend to implement various assessment methods to evaluate their students. According to teachers' responses, the most commonly used assessment methods are quizzes, tests, and assignments (4 teachers). Moreover, they also provide students with homework (3 teachers). Two teachers mentioned that they consider students' participation and interaction in the classroom when assessing students. The least used method is oral presentation (1 teacher). A teacher argued, "Students do not like oral presentations."

According to participants' responses, EMI teachers did not receive sufficient training regarding how to teach content using English. Three teachers mentioned that the university has provided limited training. It took the form of online training and some workshops on general English. They also had self-training to enhance their language proficiency level. One teacher, who is a professor at the university, stated that he did not get any formal training on EMI implementation. He mentioned that he had attended an intensive three-month training on academic English. All participants reported that they did not receive any training concerning EMI assessment (lack of assessment training).

Most of the interviewees agreed that their students find it challenging to be assessed in English. One teacher mentioned that his students feel anxious when they are evaluated in English, particularly those with a low level of proficiency. Another one stated that the students have no other choice; they must be assessed in English.

The participants reported that they encounter many challenges and obstacles when assessing their students. All the participants stated that one of the challenges is students' low language proficiency. Two teachers mentioned that they find it challenging to design assessment tools that suit all students, particularly those with a low level. One teacher stated that his students are unable to manage their time during exams due to language barriers.

Most of the interviewed teachers agreed that the main challenge is students' low proficiency. They explained that the students struggle with understanding and answering in English. One teacher stated that his students face problems with both subject content and language. He said, "While English language proficiency is a significant challenge in EMI assessments, I wouldn't consider it the sole or even main challenge."

The participants mentioned that their students have problems with most aspects of language. For instance, all of them said that their students struggle with grammar and vocabulary (technical terms). They also stated that their students have problems with writing, speaking, and reading (1 teacher).

The participants stated that they implemented multiple strategies to address assessment challenges in their classes. Most of them rely on translating the difficult terms into Arabic, using direct questions, and using simple language. Two teachers stated that they use pictures, diagrams, and equations to simplify assessment tasks. One teacher mentioned that he used to

provide an Arabic version of the test. Another one noted that he tends to include multiple types of questions.

The interviewees have recommended some solutions to overcome assessment challenges based on their experience. Two participants believe that EMI teachers need more training on how to teach and assess students in English. Two teachers stated that EMI students need more English courses (training), particularly in aspects of language they need the most as EMI students. Most of them believe that the integration of EMI should be gradual to prepare students and teachers. All the teachers agreed on including English as a module in the EMI teaching curriculum.

2.1. Teachers' interview main findings

The interview results show that EMI teachers have limited teaching experience in English (from 1 to 4 years). Moreover, it was found that EMI teachers in the Electronic department have an adequate level of English language proficiency. Their levels range between intermediate and upper intermediate.

The results indicate that the training provided to teachers on how to teach using English was not enough. They believe that EMI teachers and students need more training.

According to the participants' responses, teachers at the Electronic department face many challenges and obstacles when assessing their students. Most of them think that students' language proficiency is the main obstacle and barrier in EMI assessment.

The results demonstrate that EMI teachers use some strategies to clarify and facilitate assessment instructions and content for students. The interviewed teachers believe in the necessity of including English as a module to foster students' language level.

2.2. Discussion and Interpretation of the Results

The interview results indicate that EMI teachers in the Electronic department do not have much teaching experience using the English language as a medium of instruction. This may be because the implementation of EMI in Algeria is new (since 2019). Moreover, the results show that their English language proficiency is sufficient to teach and assess students in English. However, most of them believe that they need more training to strengthen their language proficiency.

Furthermore, based on the results obtained from the interview, EMI teachers face many challenges when assessing their students. The interviewed teachers indicated that the limited training, which focused more on general English courses rather than on how to teach in English, represents a potential obstacle in EMI settings in Algerian higher education (M'sila University). Moreover, the teachers stated that they did not receive any training on assessment. This lack of training may hinder teachers from fairly assessing their students. For instance, they may struggle with whether to include language errors and mistakes in the assessment criteria. These findings are consistent with the results of Otto and Estrada Chichón's (2021) study. They found that the teacher did not receive any assessment guidance from the university regarding assessment in EMI classes.

Another challenge is the sudden integration of EMI into the teaching curriculum. Most of the participants see that the teachers and the students are not well prepared for implementing EMI as a teaching tool. Senouci and Gacem (2024) found similar results. The teachers believe that EMI teachers and students at M'sila University need more training, particularly on the aspects they need the most, such as technical vocabulary, to become familiar with the language.

Moreover, they believe that students' low proficiency is one of the major challenges in EMI classes. Students may not understand the task instructions, but they struggle more with structuring their answers because of their low level. As a solution, many teachers suggest including English as a module or training students before they start learning in EMI settings.

Section Three: Recommendations and Implications

1. Pedagogical Implications

Based on the findings of this study, we found that:

- 1) Teachers have to receive more language training to enhance their language and communication skills.
- 2) EMI teachers require specific training concerning the assessment criteria in EMI settings.
- 3) EMI learners need more language workshops and courses to improve their language level.

2. Recommendations for stakeholders

- 1) EMI teachers should prioritize context knowledge rather than language in assessments.
- 2) EMI course designers should consult ESP teachers to identify students' specific language needs
- 3) More studies should be conducted on EMI implementation before including it in the teaching curriculum and it is better to include it gradually.

- 4) EMI teachers should have assessment training to improve their evaluation skills.
- 5) EMI teachers should increase their students' motivation to learn English because of its importance in their academic careers.

3. Limitations of the study

Due to time constraints, we could not include other departments where EMI existed.

Though many teachers implement EMI in their classes, only four teachers agreed to be interviewed.

The insufficient number of Algerian studies and resources dealing with EMI.

4. Suggestions for further study

Further studies could investigate the influence of formative assessment on enhancing students performance.

The importance of assessment training on enhancing the assessment process in EMI settings.

Conclusion

To sum up, this chapter, titled Research Methodology, Findings, and Analysis, has discussed the research methodology of the study, including research participants and data collection procedures. Moreover, it tackled the data analysis, interpretation of the findings, recommendations, and implications.

The data of this study were collected quantitatively and qualitatively using a semi-structured questionnaire and an open-ended interview analyzed statistically in tables, bar charts, and pie charts.

To identify assessment challenges facing EMI students and teachers of the electronic department at M'sila University. The results indicated that language proficiency has an impact on students' performance. Also, the findings showed that EMI students and teachers need specific training and additional courses to overcome language-related challenges.

General conclusion

Teachers and students in EMI classes face challenges regarding assessment. This study aims to identify these assessment challenges and their impacts on students' performance. Moreover, this study seeks to explore the strategies used by students and teachers to overcome assessment challenges.

This research consists of two chapters. The first one discussed the existing literature about assessment in EMI classes. Moreover, in the second chapter, we tackled the research methodology, data analysis, and interpretation of the findings. Moreover, we used a mixed-method approach, which included a semi-structured questionnaire and an open-ended interview, to collect in-depth data from the research participants. The findings explained that EMI students encounter obstacles related to language proficiency, which impact their performance during assessments. Moreover, the results indicated that teachers also face challenges when assessing their students. They struggle with designing appropriate assessment tools for all student levels.

According to the findings, most teachers and students believe that they need to receive more English courses to overcome language-related assessment challenges in EMI classrooms. Furthermore, they agreed that EMI integration should be gradual before implementing it in official educational programs. This can assist in preparing students and teachers to study, teach, and evaluate in English.

Finally, these study findings helped in identifying assessment challenges facing EMI students and teachers in Electronic department at M'sila University. Moreover, the study results delivered implications for teaching and assessment in EMI contexts. For instance, it addressed the importance of offering additional language training for both teachers and students to improve the assessment process in EMI settings.

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Appendices

Appendix 01: Students questionnaire Questionnaire:

Dear participants,

Thank you for being a part of this study questionnaire. I, MADI Selsabil, and my mate, LAICHE Wafa, are conducting research on assessment challenges in English Medium Instruction classrooms. The purpose of this questionnaire is to explore assessment challenges facing the students and teachers in EMI settings.

Your answers will be used only for academic purposes. We appreciate your time and honest feedback, as it will significantly contribute to the success of this study. Thank you for your participation.

Sections	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
-----------------	-------------------	--------------------------	-----------------	----------------	--------------	-----------------------

<p>Section 2: Assessment Challenges in EMI Classes</p>	<p>I face challenges regarding assessments in EMI settings</p>					
	<p>Assessment in non-EMI classes is easier than in EMI classes</p>					
	<p>Language proficiency affects my ability to be fairly assessed</p>					
	<p>I find it challenging to understand assessment task instructions in English</p>					
	<p>The criteria (evaluation standards) used by EMI teachers are often unclear</p>					

	Due to language barriers, I struggle with understanding the subject content					
	EMI assessments do not accurately reflect my understanding of subjects					
	I struggle with time management during exams due to language barriers					
Section Three: Language Proficiency	My language proficiency level affects my performance in assessments					

	<p>My weak performance during the assessment is more likely due to language proficiency rather than subject knowledge</p>					
	<p>Assessment in EMI classroom is fair to all students regarding their proficiency</p>					
<p>Section Four: Assessment Methods in EMI Classes</p>	<p>Both written and oral assessment methods are implemented in EMI classes</p>					

Section Five: Strategies and Institutional Support	I use learning aids (dictionaries, grammar, spell checkers) to overcome language-related challenges					
	Attending English Workshops helped me to enhance my performance					
	<hr/> My teachers' feedback helps me to identify my weaknesses in EMI assessments					

1. Section One: Background Information

How many years have you been studying English?

2. How many years have you been studying in EMI classes?

Mark only one oval.

1 Year

2 Years

3. As an EMI student, I think that the most important skill for my career is

Check all that apply.

Speaking skill

Writing skill

Listening skill

Reading skill

Section Three: Language Proficiency I evaluate my English language level

Check all that apply.

Beginner

Elementary

Intermediate

Advanced

Proficient

I face difficulties in EMI assessment due to lack of:

Check all that apply.

Grammar

Technical vocabulary

Reading skills

Listening skills

Speaking skills

Writing skills

Section Four: Assessment Methods in EMI Classes The Assessment Methods

used by my teachers are

Mark only one oval.

Direct questions Essays

Oral presentations

Project-Based Assessment

Quizzes

17. My preferred assessment methods are. Justify your answer

Section Five: Strategies and Institutional Support

23. What do you suggest to overcome the challenges facing EMI students during assessments?

Appendix 03: Teachers interview

Teachers Interview

Dear teachers,

I, LAICHE Wafa, and my colleague MADI Salsabil would like to take a few minutes of your

time to answer an interview about the assessment methods implemented in EMI classrooms, and your perceptions of assessment challenges faced by you and your

students. This study aims to obtain insights into the key assessment challenges and

barriers that hinder the assessment process in EMI classrooms within higher education.

1. Can you tell me a bit about your teaching experience in EMI classrooms?

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2. How many years have you been teaching as an EMI teacher?

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3. How would you describe your level of English language proficiency?

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.....
.....

4. What kinds of assessment methods do you use in EMI classrooms ?

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5. Have you received any training on how to use English for teaching (EMI)? If yes,

in which specific aspects?

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6. Have you received any training on assessment in EMI classes?

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7. How do students generally respond to being assessed in English?

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8. What are the main challenges you face when assessing students in an EMI setting?

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9. In your opinion, do you feel the main challenge in EMI assessments is students' English language proficiency? why?

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10. In your experience, which language skill and aspect do your students struggle with the most in assessment within EMI classrooms?

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11. What strategies do you use to adapt assessments for students with lower

English proficiency?

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12. Based on your experience, what recommendations and suggestions would

you

provide to enhance assessment in EMI classes?

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13.As a teacher, do you support the idea of including more English sessions in the EMI curriculum?

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Appendix 03: Implementation of EMI HE (Higher Education Ministry Decision)

The screenshot shows a Facebook post from Tayeb Bouzid, the Minister of Higher Education and Scientific Research in Algeria. The post is dated 18 October 2019 and is titled "Survey: Enhance English in Algerian Universities". The text of the post is in Arabic and English. The Arabic text states: "استبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية - Universities: استبيان بخصوص التفكير ودراسة تعزيز استعمال اللغة الإنجليزية في التعليم العالي والبحث العلمي. وكليات الشروح التدريجي في استعمالها في مجالات الشقين لاسيما في البحوث والاشتراكات. هنا الاستبيان جاء كوسيلة للتعليق ووضع برنامج "التفكير والتعلم" الذي سيخضع بعد ذلك على الحكومة. أراكم مهمة جدا! الطيب بوزيد وزير التعليم العالي والبحث العلمي الجزائر". The English text says: "This survey is meant to involve all those who are interested to contribute to the project of promoting the use of English language in the Algerian universities. The results will be collected and then compiled, to finally be added to the action plan that is going to be addressed to the Government. Your opinions matter. Tayeb BOUZID Minister of Higher Education and Scientific Research Algeria. Link: <https://forms.gle/EbqQdEYIU1Etcm8>". Below the post, there is a preview of a Google Docs document with the same title and content. The post has 1.2K reactions and 835 comments and 327 shares.

facebook.com/pg/ministre.mesrs.dz/posts/7ref=page_internal

Followed by 96,484 people

View more comments 2 of 523

Tayeb Bouzid - الطيب بوزيد updated their cover photo:

4 July 2019

#Poll #National
#استطلاع #وطني
تعزيز استعمال اللغة الإنجليزية في الوسط الجامعي والبحث
Enhance the use of English language in Higher Education & Scientific Research
https://www.mesrs.dz/poll

2.7K 784 comments 1.3K shares

Like Comment Share

mesrs.dz

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
الجمهورية الجزائرية الديمقراطية الشعبية

الرئيسية * آزر * الإدارة المركزية * الخدمات * الإلكترونية * الاتصالات * التواصل الدولية * صحة * إتصال بنا

National Poll - استطلاع وطني

The form titled National Poll is no longer accepting responses. Try contacting the owner of the form if you think that this is a mistake.

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facebook.com/ministre.mesrs.dz/?hc_ref=ARR2rDBHCv8U2HmFsvzR_6oCw4_U7FUQ7NcURp8h2x5C6x5vHOgFE-CrFnmFWAd9VUQ&fref=fbf__tn_=kc-R

Followed by 95,983 people

Tayeb Bouzid - الطيب بوزيد

7 November 2019

نتائج الأستبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية
Survey Insights : Enhance English in Algerian Universities-
<http://bit.ly/EnglishAlgeria>

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

نتائج الأستبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية
Survey Insights : Enhance English in Algerian Universities

هل تعتقد أن اللغة الإنجليزية يجب أن تدرس في:

2,894 responses

Level	Percentage
All levels	93.0%
Doctorate	~3.0%
Master	~2.0%
Licence	~1.0%

DRIVE.GOOGLE.COM

نتائج الأستبيان_ تعزيز اللغة الإنجليزية في الجامعات الجزائرية.pdf

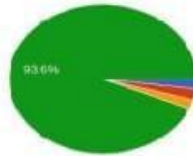
3.8K 372 comments 502 shares



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

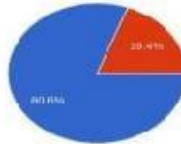
نتائج الاستبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية
-Survey Insights- Enhance English in Algerian Universities

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



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

هل تعتقد أنه ينبغي أن يكون:
2,884 responses



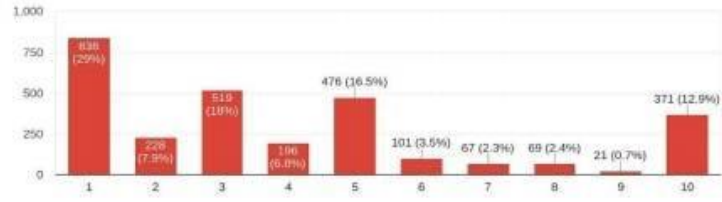
● إلزامي - Compulsory
● اختياري - Optional



3. ما هي الطريقة الأنسب؟
2,884 responses



4. يجب أن تدرس اللغة الإنجليزية تدريجياً ، في
2,884 responses



الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الوزير

رقم 66/أ.ع.و/2019

بالتاريخ: 2019

إلى السادة رؤساء الندوات الجهوية للجامعات

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية.
المرجع: نتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019.

في إطار مساعي دائرتنا الوزارية لتحسين مرتبة النشاط التعليمي والبحثي لمؤسسات التعليم العالي الجزائرية، وكذا تفتحها على المحيط الدولي، وتطبيقا لنتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، أبلغكم بأنه قد تقرر تنصيب فوج تفكير قطاعي، يضم مختصين في الميدان ومسؤولين بالإدارة المركزية، لتقديم مقترحات عملية بخصوص الموضوع.

في هذا الشأن، أطلب منكم اقتراح ستة (06) خبراء من الأساتذة والباحثين المختصين والمؤهلين، لاسيما في اللسانيات واللغة الإنجليزية، مع موافاتي ببياناتهم في أقرب الآجال (الاسم واللقب، الرتبة، المؤسسة، الهاتف والبريد الإلكتروني).

سأبلغكم لاحقًا بتاريخ تنصيب فوج التفكير القطاعي والذي يُنتظر أن يتم في غضون الأسبوع الثالث من شهر سبتمبر 2019.

للإشارة، سيتم، أيضًا، تنصيب فوج تفكير قطاعي مشترك، تحت إشراف دائرتنا الوزارية، يضم ممثلي قطاعات عدّة من أجل اقتراح مخطط عمل متكامل.

وإنقا من مساهمتكم الإيجابية، تقبلوا فائق التحيات.

وزير التعليم العالي والبحث العلمي

المختار: بن عبد الحميد الشطيبة



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Tayeb Bouzid - **الطيب بوزيد**
5 August 2019 · IG


... تعزيز استعمال اللغة الانجليزية في قطاع التعليم العالي والبحث العلمي ...

مقرر وسنجد في تاريخ 05 جويلية 2019 اجل اليوم نتائج الاستفتاء المتعلقة بقرار وزير التعليم العالي والبحث العلمي حول تعزيز استعمال اللغة الانجليزية في التعليم العالي والبحث العلمي في التعليم العالي والبحث العلمي ...

من صناديق التصويت التي تم فتحها في جميع الجامعات والهيئات البحثية والاعلامية بتاريخ 03 جويلية 2019 ...

عدد الأصوات المؤيدة للقرار من أصل 192,227 أصوات ...

Number of total votes: 1 192 227
Number of votes: 94 741
Yes: 94.3%
No: 5.7%

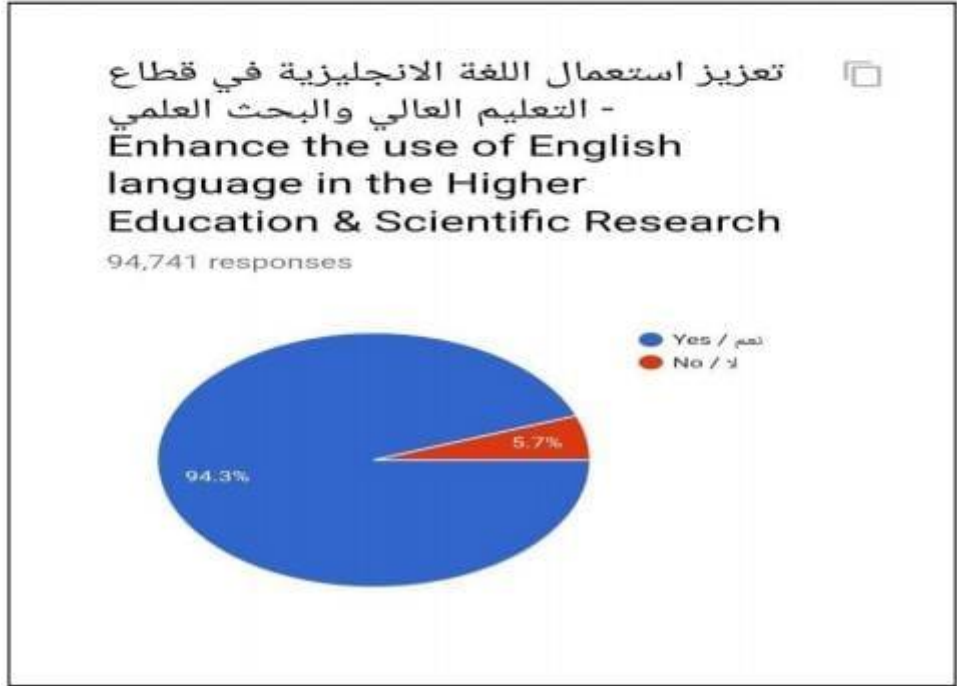


الوزير العالي والبحث العلمي
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... تعزيز استعمال اللغة الانجليزية في قطاع التعليم العالي والبحث العلمي ...

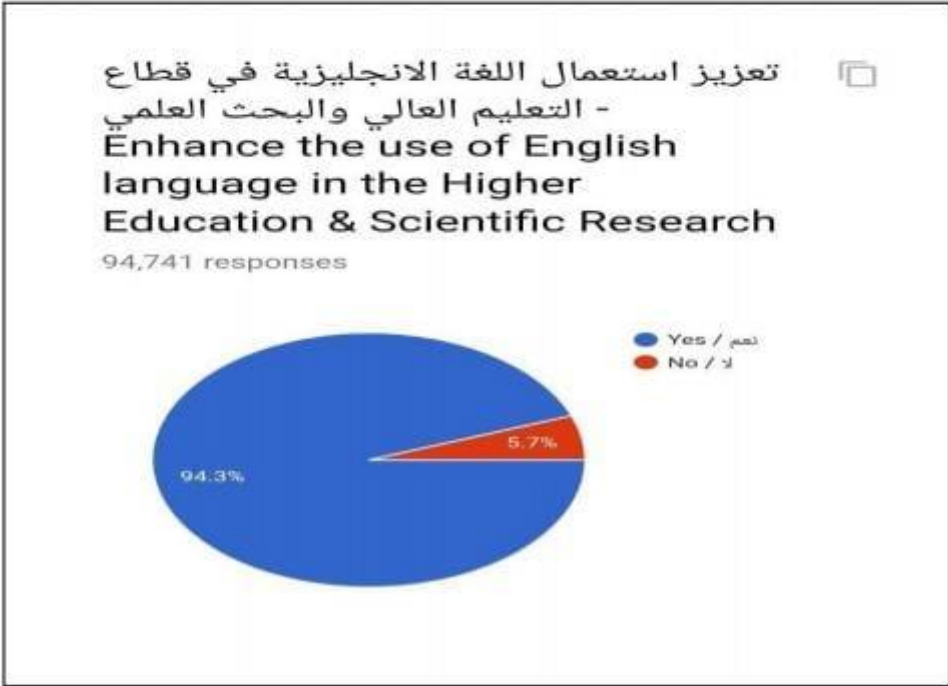
مقرر ومصادق بتاريخ 05 جويلية 2019، اجتمع اليوم استاذنا السيد الوزير العالي للتعليم العالي والبحث العلمي حول تعزيز استعمال اللغة الانجليزية في التعليم العالي والبحث العلمي في الجزائر. وقد تم الاتفاق على تعزيز استعمال اللغة الانجليزية في التعليم العالي والبحث العلمي في الجزائر. وقد تم الاتفاق على تعزيز استعمال اللغة الانجليزية في التعليم العالي والبحث العلمي في الجزائر.

Number of total views: 1 152 227
 Number of votes: 94 741
 Yes: 94.3%
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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

الوزير

21 جويلية 2019

الجزائري

رقم 1/77/أ.خ.و/2019

السيدات والسادة

رؤساء مؤسسات التعليم العالي والبحث العلمي

الموضوع: رؤوس صفحات الوثائق الرسمية.

في إطار سياسة تشجيع وتعزيز استخدام اللغة الإنجليزية، ومن أجل مرونة أمثل للنشاطات التعليمية والعلمية على مستوى قطاعنا، اطلب منكم استعمال اللغتين العربية والإنجليزية في رؤوس جميع الوثائق الإدارية والرسمية.

وزير التعليم العالي والبحث العلمي
البرفكتور: بوزيد كطيط



الملخص

بدأت الجامعات الجزائرية باستخدام اللغة الإنجليزية كلغة للتدريس وكوسيلة لتدويل مؤسسات التعليم العالي. يهدف هذا البحث الاستكشافي إلى تحديد الصعوبات التي تواجه الطلبة والمعلمين خلال عمليات التقييم في الأوساط التي تستعمل فيها اللغة الإنجليزية كوسيلة للتدريس، باستخدام منهج البحث المختلط الذي يتكون من استبيان تم إجراؤه مع 35 طالبًا في 2024/ 2025 ومقابلة مع 4 أساتذة من كلية العلوم والتكنولوجيا بجامعة المسيلة خلال السنة الدراسية

وقد أظهرت النتائج أن كفاءة الطلبة اللغوية تعتبر (Excel) البيانات المتحصل عليها تم تحليلها بواسطة برنامج عاملاً أساسياً يؤثر على أداء الطلبة خلال عمليات التقييم. إضافة إلى ذلك فإنها توضح بأن الطلبة غالباً ما يواجهون مشاكل مع مختلف جوانب اللغة كالمفردات والقواعد ومهارات الكتابة والتكلم. كذلك أظهرت النتائج أن الأساتذة يعانون من نقص في التكوين من الجانب اللغوي والتقييمي مما يشكل عائقاً في عمليات التقييم. يعتقد المشاركون في الدراسة أنهم بحاجة إلى تكوين أكثر يساعد في تجهيزهم جيداً للدراسة والتعلم باللغة الإنجليزية

أيضاً، يرون أن إدراج اللغة الإنجليزية كوسيلة تعليمية يجب أن يكون تدريجياً خطوة بخطوة. تهدف هذه الدراسة إلى تحسين عمليات التقييم في الوسط الذي تُستخدم فيه اللغة الإنجليزية كوسيلة تعليمية