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**Investigating Language Practices and
Classroom Interaction Challenges in Algerian
Higher Education English Medium
Instruction Settings.**

The Case of University of Mohamed Boudiaf - M'sila

**Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master's Degree in Linguistics**

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ABSTRACT

The Algerian government's recent policy shift towards English-medium instruction (EMI) in higher education signifies a strategic attempt to capitalize on the potential advantages associated with EMI. However, the implementation of EMI presents a complex set of challenges. Consequently, this study delves into a comprehensive exploration of the language practices and classroom interaction challenges encountered in Algerian higher education EMI settings. To address the research inquiries and meet the outlined objectives, the researchers employed a mixed method approach, incorporating classroom observation to gain a deeper understanding of classroom interaction challenges and the language practices employed within EMI classrooms. Additionally, two questionnaires administered to both students and teachers were employed to collect data on EMI classroom practices and challenges faced by both teachers and students. The study encompassed a participant pool consisting of 69 students and 11 teachers from various faculties within the University of Mohammed Boudiaf, M'sila. The participants were selected through the purposive sampling technique. The principal findings of this investigation illuminate that the current level of English proficiency among students is insufficient to support active participation and effective learning in EMI settings. These findings also reveal a prevalent use of Arabic and French in EMI classrooms, with a limited and inconsistent use of English as the primary medium of instruction.

Keywords: *EMI, Algerian higher education, Language practices, Classroom interaction challenges, English proficiency.*

DEDICATION

I dedicate this work to my wife Karima.B for supporting and encouraging me to walk on the path of knowledge and science since our early days together.

To my family and parents.

To everyone who taught, helped, and supported me.

Ahmed MECHTA

Dedicated to my parents, my family members, and to the ones who taught me it is never too late to change careers and pursue your true passion.

Hakim BEN SAOUCHE

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LIST OF ABBREVIATIONS

AMHESR	Algerian Ministry of Higher Education and Scientific Research
CLIL	Content and Language Integrated Learning
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
EMI	English Medium Instruction
ESP	English for Specific Purposes
HE	Higher education
L1	The First Language
L2	The Second Language
PYP	The Preparatory Year Model

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GENERAL INTRODUCTION

1. Background of Study

In recent years, the growing phenomenon of internationalization within universities, in conjunction with the widespread adoption of English as a Lingua Franca (ELF) in higher education, has fostered the emergence of a novel pedagogical phenomenon: English Medium Instruction (EMI) which is the practice of utilizing the English language as the primary means of teaching academic subjects in educational institutions where the native or primary language is not English. This phenomenon is driven by a confluence of factors, including the internationalization of universities, the desire to enhance employability of graduates in a globalized job market, and the pursuit of improved international rankings (Dearden & Macaro, 2016). Algeria's higher education system is no exception to this trend. The Algerian government's recent policy shift towards EMI in science, technology, and other relevant fields reflects a strategic move to leverage the benefits associated with EMI, such as increased access to international resources and collaboration (Sahraoui, 2020). This policy aligns with the broader goal of enhancing the international visibility of Algerian universities, attracting foreign students and faculty, and ultimately elevating the quality of education (Ouarniki, 2023).

However, the implementation of EMI presents a complex set of challenges. A primary concern lies in the potential for unequal access to quality education, particularly for students with limited English proficiency (Su & Cheung, 2021). Research suggests that inadequate language skills can hinder students' comprehension of complex academic concepts, limit their participation in classroom discussions, and ultimately, negatively affect their academic performance (Knapp, 2011). Additionally, the pressure to adapt to a new language of instruction can create anxiety and hinder students' ability to fully engage with the learning process.

The lack of English proficiency among both students and instructors is a recurring obstacle in EMI settings (Hu et al., 2014; Chapple, 2015). Students in EMI classrooms often grapple with underdeveloped academic English skills, hindering their participation in discussions, understanding complex concepts, and expressing themselves clearly (Costa and Coleman 2013). Instructors, too, face significant linguistic challenges that can impact their teaching effectiveness and classroom dynamics. Instructors themselves acknowledge that language proficiency issues sometimes interfere with the quality of their teaching (Sullivan & Enever, 2009) and their engagement with students (Tange, 2010). Interaction is increasingly recognized as a key element in EMI lectures, promoting active learning and balancing the power dynamic between lecturers and students (Sánchez García, 2010). However, one of the most significant challenges facing EMI classrooms is the issue of limited student participation (Sultana, 2014; Guarda & Helm, 2016). Moreover, studies indicate that EMI faculty struggling with English may exhibit changes in their classroom practices compared to teaching in their first language. These changes include less elaborate presentation of concepts, fewer examples provided in class, difficulty explaining theoretical distinctions, and reduced interaction with students. (Vinke et al., 1998; Vinke, 2010).

The implementation of EMI in Algerian higher education holds the potential to enhance the international standing of universities and improve graduate employability. However, significant challenges remain, particularly regarding the language proficiency of both instructors and students (Ouarniki, 2023). These challenges can impede effective classroom interaction and ultimately hinder student learning outcomes. It is within this context that the present study aims to investigate the language practices and classroom interaction challenges in Algerian HE EMI settings.

2. Statement of the Problem

The Algerian higher education system is undergoing a significant shift with the growing adoption of EMI (Sahraoui, 2020). While this policy offers potential benefits such as increased internationalization and graduate employability (Ouarniki, 2023), its implementation presents a complex set of challenges including language proficiency of both teachers and students, limited resources and support, and lack of training and professional development opportunities (Ouarniki, 2023). A primary concern lies in the potential for unequal access to quality education, particularly for students and instructors with limited English proficiency (Su & Cheung, 2021).

Research suggests that inadequate language skills can hinder students' comprehension of complex academic concepts, limit their participation in classroom discussions, and ultimately, negatively affect their academic performance (Knapp, 2011). Similarly, instructors struggling with English may resort to less effective teaching methods, hindering student engagement and learning outcomes (Sullivan & Enever, 2009; Tange, 2010; Vinke, 2010).

The success of EMI hinges on effective communication within the classroom. Yet, the language barrier in Algerian HE institutions can hinder student comprehension, participation, and ultimately, academic achievement. Additionally, teachers accustomed to lecturing in Arabic or French may struggle with adapting their pedagogical approaches to an EMI environment. Understanding the language practices employed in Algerian HE EMI classrooms and the challenges faced in classroom interaction is crucial to informing effective EMI implementation strategies. However, there is a lack of studies focused specifically on the Algerian context. This knowledge gap hinders our understanding of how EMI is implemented and the challenges faced

within Algerian HE institutions. This lack of context-specific research poses a barrier to developing effective EMI implementation strategies.

3. Research Questions

This study is attempting to answer the following main questions:

- How do teachers and students' English proficiency levels impact classroom interaction dynamics in Algerian HE EMI settings?
- What specific language practices do instructors employ in Algerian HE EMI classrooms?

The study also seeks to investigate the following sub questions:

- What are the perceived challenges faced by both instructors and students regarding communication and interaction in Algerian HE EMI settings?

4. Aims of the Study

The present study is undertaken to achieve the following objectives:

- Investigate the language practices employed by instructors in Algerian HE EMI classrooms.
- Investigate the impact of students' English proficiency levels on their participation in classroom interaction.
- Identify the challenges faced by both instructors and students regarding communication and interaction in EMI settings.

5. Significance of the Study

The implementation of EMI in Algerian higher education is a recent development with limited research dedicated to the specific Algerian context. This study addresses this gap by investigating language practices and classroom interaction challenges within Algerian HE EMI

settings. The findings of this study are expected to hold significance for several reasons. Firstly, they will contribute to a deeper understanding of the unique challenges and language practices employed in Algerian EMI classrooms. Secondly, by identifying the specific communication and interaction difficulties faced by both instructors and students, the study can inform the development of targeted support mechanisms. This may include training programs for instructors and resources to enhance student English proficiency and confidence. Thirdly, a clearer picture of language practices and interaction patterns will be crucial for refining current EMI implementation strategies in Algeria. This knowledge can be used to develop best practices that ensure a more effective and equitable learning environment for all students. Finally, the study's findings can provide valuable evidence to inform policy decisions related to EMI in Algeria. By highlighting the challenges and potential solutions, the study can contribute to the development of more effective policies that support a successful transition to EMI in Algerian higher education.

6. Research Methodology

This study investigated language practices and classroom interaction challenges within Algerian Higher Education EMI settings. To achieve this, a mixed-methods approach was employed, utilizing both qualitative and quantitative data collection and analysis techniques. This approach aligns with the multifaceted nature of the research objectives. Data collection relied on two primary research instruments: classroom observations and two questionnaires. One questionnaire targeted university students, while the other surveyed university teachers. This dual approach aimed to enhance data reliability and facilitate the achievement of the study's goals.

The target population encompassed students and instructors involved in EMI courses. Purposive sampling was utilized to recruit participants from the University of Mohammed

Boudiaf, M'sila. This resulted in a sample of 69 students and 11 teachers from various faculties (Faculty of Technology, Faculty of Mathematics and Computer Science, and Faculty of Humanities and Social Sciences) within the university.

7. Structure of the Study

This research study is structured into two main chapters, each further divided into sections. The first chapter focuses on a comprehensive review of relevant literature. It provides a synthesis of prior research to establish a thorough understanding of the subject matter. This chapter is divided into three sections. The first section lays the groundwork by defining EMI and exploring the rationale behind its increasing adoption in educational settings. It then examines different models for implementing EMI and provides valuable insights into the strengths and weaknesses associated with it. The second section shifts focus to the practicalities of implementing EMI within the classroom environment. The third section narrows the focus to the specific case of Algeria's recent policy shift towards EMI in higher education. The second chapter delves into the practical aspects of the study. It covers the research methodology, design, data analysis, findings, and discussion. This chapter concludes by outlining the limitations of the study and proposes recommendations for further research.

Chapter One

THEORETICAL BACKGROUND

Introduction

This chapter lays the groundwork for the current study by delving into the multifaceted nature of EMI programs in higher education. The focus centers on the language practices employed within these classrooms and the challenges that arise during spoken interactions. The chapter begins by defining EMI and exploring the rationale behind its growing adoption in universities across the globe. It then presents various models for implementing EMI programs, along with a nuanced analysis of their strengths and limitations. Subsequently, the chapter shifts the focus to the practical realities of the EMI classroom, examining the language-related issues encountered by both students and instructors. This section explores the dynamic interplay between established EMI policy and its application in the classroom. Notably, spoken interaction is identified as a key area of focus. The chapter explores the challenges and opportunities it presents, emphasizing its pivotal role in supporting successful content learning. Furthermore, the chapter investigates the intricate relationship between EMI and content learning. Through this lens, it investigates how effective implementation of EMI can enhance students' grasp of subject matter, fostering deeper understanding within an internationalized academic landscape.

1.1. Understanding EMI

1.1.1. English Medium Instruction (EMI) Definition

In recent years, the growing phenomenon of internationalization within universities, in conjunction with the widespread adoption of English as a Lingua Franca (ELF) in higher education, has fostered the emergence of a novel pedagogical phenomenon: English Medium Instruction (EMI) which is the practice of utilizing the English language as the primary means of teaching academic subjects in educational institutions where the native or primary language is not

English. This shift has led to a significant change in the way English is approached in educational settings, with a transition from English being taught as a foreign language to becoming the medium of instruction for academic disciplines. According to the British Council, EMI is defined as "The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English". (Dearden, 2014).

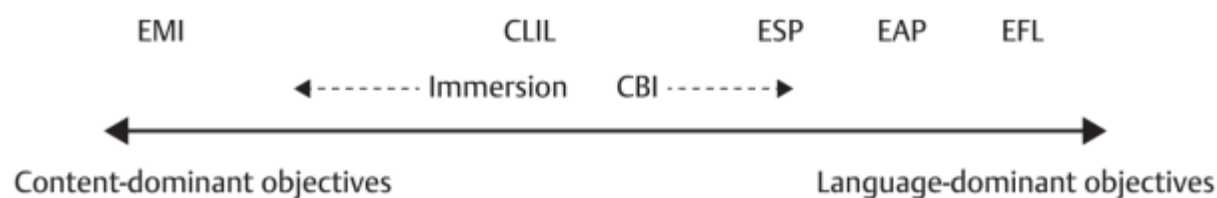
The British Council's definition is a widely cited and influential perspective. However, it is essential to note that this definition may not fully capture the complex and diverse nature of EMI. Different perspectives may raise concerns regarding the precision of this definition, especially considering the ambiguity surrounding the nature of language's role in learning. According to Molina-Naar (2022), the function of English in EMI settings differs from its role in approaches like English as a Foreign Language (EFL), English for Academic Purposes (EAP), English for Specific Purposes (ESP), or Content and Language Integrated Learning (CLIL). While these approaches focus explicitly on language acquisition, EMI prioritizes achieving content-related goals.

In a 2018 study, Macaro presented a continuum illustrating these terms, with the primary factor dictating the position of each term on the continuum being the role of learning goals, such as content and language. Figure 1 depicts a key difference between EFL and EMI, where according to Macaro (2018) they seem to have different goals. EMI focuses on learning content through English, while EFL focuses primarily on learning the English language itself rather than content. Subsequent to EFL, EAP shares the same classification under "language-dominant objectives" category. For Macaro (2018) EAP serves as a supporting program for EMI, rather than being identical to it. As cited in Jordan (1997), "EAP is concerned with those communication skills in

English which are required for study purposes in formal education systems" (ETIC, 1975). This definition highlights the language-dominant aspect of EAP, which equips learners with the necessary English skills to succeed in academic settings.

Figure 1.

Language-content continuum. From "English Medium Instruction: Content and language in policy and practice (p. 29)," by E. Macaro, 2018. Oxford: Oxford University Press.



ESP focuses on equipping learners with the English language skills they need for a particular field or profession. It addresses learners' specific goals to use English in a specific area. Sarre and Whyte (2017) defined it as "the branch of English language studies which concerns the language, discourse, and culture of English-language professional communities and specialized groups, as well as the learning and teaching of this object from a didactic perspective." (p. 150). Macaro's classification of ESP in his continuum places it close to the beginning of content-dominant objectives. This classification aligns with the primary objective of ESP instructors, which is to develop students' proficiency in using English for communication within their chosen field. While the content of ESP courses may touch on specific topics from that field, the main emphasis remains on mastering the language itself, rather than becoming an expert in the subject matter.

Macaro (2018) highlights that Content and Language Integrated Learning (CLIL) embraces a balanced focus on the achievement of language and content goals, although its objectives can lean more towards content at times. The key difference between CLIL and EMI according to Macaro (2018) lies in their primary goals (content versus language). Coyle et al. (2010) describe CLIL as involving a balanced approach where equal attention is given to both content and language during the instructional process, with a flexible emphasis that may shift between the two based on the specific learning objectives at any given point. EMI, on the other hand, ‘refers to the use of the English language to teach academic subjects, other than English itself’ (Dafouz and Gray, 2022, p.1), which means it is an approach that utilizes English as the primary medium of instruction in academic subjects, with EMI sole objective is content learning.

1.1.2. The Drive Behind the Use of EMI

The implementation of EMI in higher education has become a global phenomenon, driven by a complex interplay of factors. While historical connections play a role in some contexts, particularly in former British colonies where English was used during the colonial era (Su & Cheung, 2021), the primary motivations for embracing EMI in diverse contexts can be broadly categorized under the umbrella of internationalization.

One of the key drivers of EMI is the desire to raise the international profile of universities and achieve higher international rankings (Dearden & Macaro, 2016). This pursuit of global recognition is often linked to the belief that EMI will attract foreign students, generating revenue and enhancing the university’s reputation. Additionally, internationalization through EMI is seen as a way to foster collaboration with international scholars and institutions, contributing to the overall advancement of knowledge and research (Wilkinson, 2012).

Another significant motivation for employing EMI is the aspiration to enhance employability of graduates. English is widely perceived as the lingua franca of the globalized world, particularly in academic and professional settings. Equipping students with strong English proficiency is seen as a way to improve their career prospects in the international market (Hu, 2019). Furthermore, EMI is often believed to enhance students' English language skills concurrently with their acquisition of subject-matter knowledge, potentially offering a valuable “two birds with one stone” approach (Hu, 2019).

However, the implementation of EMI is not without its complexities. In former British colonies, the historical legacy of English as a language of power can create a sense of linguistic and cultural imposition (Su & Cheung, 2021). Additionally, concerns arise regarding the potential for unequal access to quality education if students from diverse language backgrounds are not adequately supported in navigating the demands of EMI (Su & Cheung, 2021).

The motivations for implementing EMI in higher education are multifaceted and context-specific. While the desire for internationalization, improved employability, and enhanced English language skills are powerful drivers (Dearden & Macaro, 2016; Hu, 2019; Wilkinson, 2012), it is crucial to acknowledge the potential challenges and ensure equitable access and support for all students (Su & Cheung, 2021). As the debate surrounding EMI continues, careful consideration of its potential benefits and drawbacks is essential for informed decision-making within the education sector.

1.1.3. Models for EMI Implementation

EMI programs within higher education can be implemented through various models. According to Macaro (2018) there are three main approaches to implementing EMI programs in

universities, each with distinct advantages and considerations. The selection of the most suitable EMI model depends on various factors, including the existing language proficiency of the student population, available resources within the institution, and the overall educational goals.

1.1.3.1. The Preparatory Year Model (PYP)

This model, employed in countries like Turkey and Saudi Arabia, provides students with an intensive year of English language learning (EAP) before they begin their EMI program (Macaro, 2018). This year allows students to reach a sufficient level of English proficiency before encountering academic content delivered in that language.

1.1.3.2. The Institutional Support Model

This model caters to universities where students are assumed to have a higher baseline of English proficiency. Here, EMI is open to all students, but they receive ongoing support from English language specialists (Macaro, 2018). This support may come in the form of EAP or ESP courses alongside their content courses. The level of language support is typically reduced as students progress through their studies and become more proficient in academic English.

1.1.3.3. The Pre-Institutional Selection Model

This model offers limited language support within the EMI program itself. Instead, it relies on pre-existing English language proficiency as a selection criterion. Students who meet the required English entrance standards are admitted to EMI courses, while those who fall short are directed towards programs taught in their native language (Macaro, 2018).

1.1.4. The Strengths and Weaknesses of EMI

Proponents of EMI emphasize its potential to foster internationalization within higher education institutions. By utilizing English, which is widely recognized as the global language of

academia and communication, universities can attract international students and staff, leading to a more diverse and vibrant learning environment (Altbach & Knight, 2007). This enhanced internationalization is seen as crucial in the contemporary world, where collaboration and mobility across borders are essential for academic and professional success (Healey, 2008). Furthermore, proponents argue that EMI offers valuable opportunities for students to acquire English language skills, considered a vital asset in a globalized world (Knapp, 2011). By engaging in academic discourse and utilizing English-language resources, students can significantly improve their proficiency in the language, thereby enhancing their future academic and professional prospects. Additionally, beyond student benefits, some studies suggest that engaging with EMI can positively impact teachers as well. Participating in EMI can motivate teachers to hone their English language skills, potentially leading to improved overall language proficiency (Doiz et al., 2011).

Despite the potential benefits outlined above, concerns have been raised regarding the potential negative impact of EMI on the overall quality of education, particularly for students whose first language is not English (Wilkinson, 2013). Critics argue that inadequate language proficiency can hinder students' comprehension of complex academic concepts, limit their ability to actively participate in class discussions, and ultimately, negatively affect their motivation and academic performance (Knapp, 2011). Additionally, the pressure to adapt to a new language of instruction can create anxiety and hinder students' ability to fully engage with the learning process. Furthermore, the widespread use of English in higher education raises concerns about the potential marginalization of other languages and cultures (Phillipson, 2006). The dominance of English can disadvantage non-native English speakers, potentially exacerbating existing inequalities and creating a barrier to access for students from diverse linguistic backgrounds. Critics also argue that

the uncritical adoption of EMI can contribute to the commodification of education, reducing universities to mere brands and students to consumers (Altbach & Knight, 2007). This emphasis on marketability and international rankings can potentially overshadow the core mission of higher education, which is to foster intellectual inquiry and critical thinking.

1.2. EMI in the Classroom

1.2.1. Language-related Issues Faced by Students and Teachers in EMI settings

Several studies have shown that language-related issues faced by students and teachers are common problems associated with the implementation of EMI in higher education contexts. Extensive research in the field of EMI has highlighted various linguistic challenges faced by students. One common difficulty encountered by students is the struggle to effectively take notes from academic texts (Andrade, 2006). This challenge can hinder their ability to comprehend and retain important information presented in written form. Additionally, students may experience difficulty in understanding technical vocabulary and lecture content delivered in English (Hellekjær, 2010). This can impede their comprehension of complex subject matter and hinder their overall learning experience. Moreover, students may struggle with understanding instructors' accents (Tange, 2012), which can further complicate their ability to follow lectures and engage with course content effectively.

Research by Wilkinson (2005) highlights that students in EMI classes often require more time to complete tasks compared to classes conducted in their first language. This time constraint can add pressure on students and impact their academic performance. Furthermore, the lack of English proficiency among EMI students is identified as a recurring obstacle to successful EMI

implementation (Hu et al., 2014; Chapple, 2015). Insufficient language skills can hinder students' ability to fully participate and excel in an English-medium academic environment.

Furthermore, it is argued that EMI students who lack adequate English proficiency may graduate without sufficient content knowledge (Hellekjær, 2010). This highlights the critical importance of addressing language-related challenges in EMI contexts to ensure that students can effectively acquire and demonstrate their understanding of academic material. By recognizing and addressing these linguistic obstacles, educators and institutions can better support EMI students in achieving academic success.

While students' low English proficiency level is one factor hindering EMI, instructors' English proficiency must also be taken into account. Instructors face significant linguistic challenges that can impact their teaching effectiveness and overall classroom dynamics. One common challenge is the reduced ability of EMI teachers to use accessible language (Tange, 2012). This limitation can hinder their communication with students and impede the clarity of instructional delivery. Additionally, instructors may experience a lower quality and quantity of academic content due to their lack of proficiency in English (Wilkinson, 2005). This can affect the depth and breadth of subject matter covered in their courses.

Another linguistic challenge faced by EMI instructors is the increased workload and preparation time required as a result of their limited language ability (Tsuneyoshi, 2005). Struggling with English proficiency can lead to additional time and effort spent on lesson planning and delivery, impacting overall teaching efficiency. Moreover, instructors' limited English skills may have a detrimental effect on the quality of EMI teaching, as highlighted by Werther et al.

(2014). This can hinder teachers ability to accommodate students' diverse needs effectively (Vinke et al., 1998).

Moreover, pronunciation is often cited as a specific issue for EMI instructors (Bozdogan & Karlidag, 2013), which can affect their communication clarity and student comprehension. Professors themselves acknowledge that language proficiency issues sometimes interfere with the quality of their teaching (Sullivan & Enever, 2009) and their engagement with students (Tange, 2010). Research by Vinke (1995, 2010) and Vinke et al. (1998) indicate that EMI faculty struggling with English may exhibit changes in their classroom practices compared to teaching in their first language. These changes include less elaborate presentation of concepts, fewer examples provided in class, difficulty explaining theoretical distinctions, and reduced interaction with students. Addressing these linguistic challenges is crucial to enhancing the overall teaching quality and learning experience in EMI contexts.

1.2.2. EMI Policy and Practice

The rise of internationalization in higher education has led to a widespread adoption of EMI policies. These policies often aim to improve international collaboration, student exchange, and global competitiveness for universities. However, a closer look reveals a gap between the intended benefits and the actual experiences of teachers and students. A key challenge lies in how EMI policies are designed. These policies are often created at the national or university level, they tend to focus heavily on English language proficiency as the sole measure of success. This approach overlooks the importance of considering the specific context of each situation (Dearden and Macaro 2016). A "one-size-fits-all" approach fails to acknowledge that the importance and usefulness of English can vary greatly depending on the academic discipline. Additionally, these

policies often neglect the need for strong support systems for both teachers and students as they adjust to an EMI environment. This lack of support translates into a shortage of resources for adapting curriculum, developing teaching methods, and providing language acquisition assistance (Van Gyn et al. 2009).

The gap between policy and practice creates difficulties for both teachers and students. Teachers who are pressured to use EMI due to low English proficiency requirements often lack the skills to handle teaching in a new language. They may struggle to adjust their teaching methods for students with varying English abilities (Van Gyn et al. 2009). This lack of training and support can lead to less engaging classes, making it harder for students to learn complex ideas and communicate effectively. Similarly, Students in EMI classrooms face challenges. Their academic English skills may not be fully developed, making it difficult to participate in discussions, understand complex concepts, and express themselves clearly (Costa and Coleman 2013).

1.2.3. Input in EMI classroom

Mariotti (2023) explores the discourse features of teacher-fronted lectures, particularly in EMI settings. The author highlights that traditional lectures are characterized by a transmission model of knowledge, with limited student interaction due to large class sizes. The introduction of L2 in EMI settings adds a layer of complexity, as understanding the language becomes crucial for content acquisition (Mariotti, 2023). This necessitates a shift from teacher-centred to student-centred approaches, where lecturers acknowledge students' potential language difficulties and provide support for knowledge access (Klaassen & De Graaff, 2001). Mariotti (2023) posits that EMI lectures likely feature more comprehension-enhancing strategies like signposting, redundancy, and increased interaction compared to L1-taught ones. The following sections of his

paper explore these assumptions through studies investigating such strategies across EMI disciplines. His analysis focuses on explicitness, interaction, and student-centred teaching, with a particular emphasis on contrasting lecturers' speech when delivering the same content in their L1 and English.

1.2.3.1. Interaction

Interaction is increasingly recognized as a key element in EMI lectures, promoting active learning and balancing the power dynamic between lecturers and students (Sánchez García, 2010). Questions are a particularly valuable tool for fostering classroom interaction. However, research on the frequency and types of questions used in EMI settings, especially when compared to L1-taught lectures, remains limited (Mariotti, 2023).

Studies comparing interaction in EMI and L1 settings suggest a potential increase in interaction-promoting strategies in EMI. Vinke (1995) observed more student-lecturer interactions when lecturers teach in English compared to when they teach in L1. Similarly, Costa and Mariotti (2017) found the EMI class tended to ask more display questions, which elicited more student responses, compared to the L1 class. While further research is needed, these findings suggest that lecturers in EMI settings may employ more interaction-promoting strategies, such as specific question types, compared to L1-taught classes (Mariotti, 2023).

1.2.3.2. Student-Centred Teaching

Mariotti (2023) highlights the growing emphasis on explicitness and interaction within EMI pedagogy. This trend reflects a broader shift from teacher-centred instruction to a more student-centred approach (Guarda & Helm, 2016). In EMI contexts, where students may struggle with both the subject matter and the language of instruction, this shift towards student-centeredness

is seen as potentially beneficial, as it encourages students' involvement in knowledge construction and allows them to voice difficulties and seek support (Klaassen & De Graaff, 2001).

Klaassen and De Graaff's (2001) study on the relationship between lecture intelligibility and the language competence and pedagogical approach of the lecturers in EMI teaching in a technical university in the Netherlands suggests that student-centred lecturing, featuring student presentations and discussions, is more impactful than the lecturer's language proficiency. This highlights the potential of student-centred approaches to enhance learning outcomes in EMI (Mariotti, 2023).

Mariotti (2023) acknowledges a prevailing notion that student-centred approaches, explicitness, and classroom interaction are simply good teaching practices applicable to any subject, regardless of the language of instruction. However, he emphasizes their particular value in EMI settings. Since students struggle with both the subject and the language, EMI necessitates strategies that improve comprehension across disciplines. This makes these approaches especially relevant for EMI classrooms (Costa & Mariotti, 2021).

1.2.4. EMI Classroom Spoken Interaction Challenges and Opportunities

EMI classrooms present a unique learning environment where students may acquire both content and language skills concurrently. While this approach offers several benefits, fostering effective spoken interaction within these classrooms remains a complex challenge. One of the most significant challenges facing EMI classrooms is the issue of limited student participation. Studies by Guarda and Helm (2016), Airey and Linder (2006), and Sultana (2014) point to factors such as insufficient language proficiency and lack of confidence as key reasons for students' reluctance to participate actively. Students with lower English proficiency may struggle to understand complex

explanations, express themselves adequately, or ask questions due to anxieties about their language skills. This can lead to feelings of "silencing" and ultimately hinder their ability to learn effectively (Sultana, 2014).

Another contributing factor is the tendency towards teacher-centred instruction, as identified by Williams (2015), and Macaro et al. (2017). This can stem from both limitations in the teachers' own English proficiency, making it difficult to facilitate interactive activities or understand student questions (Guarda & Helm, 2016; Williams, 2015), and an overemphasis on content delivery, potentially overshadowing opportunities for student engagement and interaction (Macaro et al., 2017).

Despite these challenges, research consistently highlights the potential benefits of fostering interaction in EMI classrooms. Studies by Flowerdew et al. (2000), and Kym & Kym (2014) demonstrate how interactive approaches can enhance student comprehension by allowing them to clarify doubts, negotiate meaning, and gain a deeper understanding of both the content and the language. Additionally, research by Gass & Mackey (2007), and Byun et al. (2010) suggests that interaction promotes cognitive development by encouraging critical thinking, organization of thoughts, and reflection on understanding.

1.2.5. The Role of Classroom Interaction in EMI Settings

Drawing on Tang's (2021) work, classroom interaction can be defined as the recurring patterns of communication within a classroom setting. This encompasses the back-and-forth dialogue between teachers and students, including the roles they are expected to fulfil, the types of questions posed, and the overall flow of conversation (Tang, 2021). These interactions form the foundation of a lesson's structure, and when considered alongside other aspects of classroom

discourse, contribute significantly to students' science learning and the construction of scientific meaning (Tang, 2021). Furthermore, research in interaction studies (Long, 1983) emphasizes the importance of "negotiation of meaning" – a process where teachers involve learners in making the interaction comprehensible. This collaborative approach has been shown to lead to deeper, individualized understanding for students (Long, 1983).

Classroom interaction plays a crucial role in both language and content learning. In second language (L2) classrooms, interaction allows students to learn without directly comparing the target language to their native language (Gass, 2017). Macaro et al. (2015) emphasized that frequent opportunities for students to participate in classroom discussions is a key characteristic of effective language learning environments. With regard to content learning Alexander (2008) highlights the role of teacher-student interaction in facilitating "conceptual change" (Yip, 2004) – replacing misconceptions with a deeper understanding of scientific phenomena. This contrasts with a "transmission approach" where knowledge is delivered through lectures.

Interaction is hypothesized to benefit both language and content learning. Students exposed to more interaction, rather than monologues, are believed to acquire both deeper scientific understanding (Alexander, 2008) and stronger language skills (Gass, 2017). Macaro and Tian (2020) support this, suggesting higher student talk reflects more opportunities for learning. However, the effectiveness of interaction in EMI settings may be influenced by factors like L2 use and teacher proficiency. Some studies (Yip et al., 2007) found that increased L2 use in EMI classrooms might lead to more teacher talk and less student participation.

1.2.6. EMI and Content Learning

The research on learning outcomes in L1 and L2 (English) settings presents inconclusive findings. While some studies report no statistically significant difference (Dafouz et al., 2014; Dafouz & Camacho-Miñano, 2016), others suggest potential limitations associated with EMI, particularly in science disciplines. Yip and Tsang (2007) posit that the challenging vocabulary and abstract reasoning demanded by science subjects pose greater difficulties for L2 learners, potentially hindering their comprehension. This notion is corroborated by evidence demonstrating a tendency for instructors to reduce their speaking rate during EMI science lectures (Thøgersen & Airey, 2011; Airey, 2010), with students themselves exhibiting slower speech patterns (Airey, 2010). These findings imply that while EMI may not inherently compromise learning outcomes, achieving them in this context might necessitate additional investment of time and effort compared to L1 instruction (Airey et al., 2017).

The issue of language use in different academic disciplines (Hyland, 2002; Huckin, 2003) adds another layer of complexity. Some scholars promote the development of broad academic skills that can be applied across disciplines (Hyland, 2002). However, others argue for a more focused approach, emphasizing the unique language used in each subject area (Huckin, 2003). This perspective highlights the importance of understanding the specific writing styles and vocabulary used in different disciplines, as this knowledge is essential for students to communicate and learn effectively (Airey, 2011). Building on this idea, researchers like Airey (2011) have proposed "disciplinary literacy" as a key element of successful EMI programs. This concept refers to a student's ability to understand and participate in the specific communication practices of their chosen field.

Research on ELF within EMI settings has mainly concentrated on communication patterns and how well participants adhere to accepted ELF usage, with less attention paid to its influence on learning outcomes (Kaur, 2010). While studies acknowledge the potential advantages of code-switching and using multiple languages in certain situations (Macaro et al., 2017; Mauranen, 2012), concerns exist about the effectiveness of ELF's tendency to simplify vocabulary, particularly in science subjects where precise communication is essential (Mauranen, 2012). ELF research offers valuable insights into how people work together to create meaning (Mauranen et al., 2010). However, it does not fully explore how deeply students understand the concepts discussed, especially in high-pressure situations like exams, where getting things exactly right is most important (Jenkins, 2019).

1.3. Algeria Language Policy Shift Toward English

Algeria's linguistic landscape is a tapestry woven from its Berber heritage, Arabic influence, and French colonial legacy. Following independence in 1962, Algeria embarked on an ambitious Arabization project. This policy, fuelled by a desire to sever ties with French colonialism and strengthen its Islamic and Arab identity, prioritized Arabic in education and public spheres (McDougall, 2006). A series of decrees and laws aimed to replace French with Arabic. Arabic language instruction was gradually introduced into primary schools, culminating in the 1979 reform that established Arabic as the sole medium of instruction (Bouagada, 2016).

However, Arabization faced significant challenges. The rapid implementation strained the education system, which lacked qualified Arabic teachers and adequate resources (Sahraoui, 2020). French persisted in higher education, particularly in scientific and technical fields, due to a dearth of Arabic learning materials and the perceived international value of French in those

domains (Cherrad-Benchefra & Derradji, 2004). This resulted in a de facto bilingual system where Arabic dominated humanities and social sciences, while French remained entrenched in science and technology education (Bellalem, 2012).

The 1990s witnessed a noteworthy shift. In a strategic move to counter French dominance, English was introduced as the first foreign language in primary schools, replacing French (Benrabah, 2005). This decision, however, proved controversial. Low student enrolment and resistance to the mandatory nature of English instruction led to its relegation back to the second foreign language position in the early 2000s (Miliani, 2000; Bouagada, 2016).

Despite this setback, the seeds of English's future importance were sown. The rise of the globalized economy, the growing influence of the internet, and the specific needs of the oil and gas industry all contributed to a heightened demand for English proficiency (Belmihoub, 2018). International cooperation further fuelled this trend. Agreements with the UK and Ireland provided training opportunities for Algerian English language instructors and PhD students, signalling a potential long-term shift towards English in higher education (British Council Algeria, n.d.; O'Brien, 2020).

The most recent development, announced in 2022, marks a significant step towards English-medium instruction. The Algerian government decreed that English would replace French as the language of instruction in science, technology, and other relevant fields within higher education (Sahraoui, 2020). This decision reflects a renewed push towards English, potentially motivated by a desire for greater access to international scientific resources and collaboration in an increasingly globalized world.

Algeria's language policy has been a dynamic process shaped by the interplay of Arabicization, French's enduring presence, and the emerging significance of English. While Arabic remains the official language, English is gaining traction as the language of science, technology, and international connection. The success of this recent shift towards English-medium instruction in higher education will likely determine its long-term impact on educational quality and Algeria's pursuit of internationalization goals.

1.3.1. Algeria's Shift Towards EMI in Higher Education

In recent years, the Algerian Ministry of Higher Education and Scientific Research (AMHESR) has embarked on a significant policy shift by adopting EMI in higher education. This policy shift is outlined in a series of official memoranda (See Appendix). The primary motivation behind this policy aligns with the global trend of universities adopting English as the primary language of instruction (Altbach, 2004). This shift aims to enhance Algerian universities' international visibility (See Appendix 2), improving the employability of graduates in the global job market, and ultimately, elevating the overall quality of education offered to attract a broader range of foreign students and faculty (Ouarniki, 2023).

The successful implementation of EMI hinges on a well-equipped faculty. AMHESR has acknowledged this by launching comprehensive training programs designed to raise professors' English language proficiency to the B2 or C1 level according to the Common European Framework of Reference for Languages (CEFR) (See Appendix 1). These programs leverage a multi-pronged approach, utilizing resources such as Intensive Language Centers (CEIL) established within universities, a dedicated online learning platform offering flexible learning opportunities, and existing English departments within institutions (See Appendix 1).

The current academic year (2023-2024) marks the official adoption of English as the primary language of instruction in specific disciplines (See Appendix 1). The memoranda outline a differentiated approach based on the field of study:

- Science and Technology: Lectures and practical sessions will be conducted entirely in English.
- Social and Human Sciences: Existing introductory or foundational courses ("horizontal courses") will continue in English, while new cohorts will have a majority of their courses taught in English.
- Medical Sciences: The introduction of English-language courses is planned for the near future.

The vision of EMI extends beyond the classroom. AMHESR is fostering a supportive university environment where English is actively used. This is evidenced by encouraging the translation and display of important student announcements in both English and Arabic (See Appendix 1). Similarly, posters related to academic events, cultural activities, and sports are being created and presented bilingually (See Appendix 1). Overall, the ministry advocates for increased use of English in university-wide communication to further immerse students and faculty in the language and solidify the language within the academic sphere.

The Algerian government's commitment to EMI reflects its aspirations for a more internationalized higher education system. However, careful planning, ongoing evaluation, and continued support for faculty and students will be paramount for a successful implementation.

1.3.2. Government Initiatives and International Collaboration

The Algerian government is actively pursuing the implementation of EMI in higher education, acknowledging its potential benefits for students and the nation's development. However, this ambitious initiative presents significant challenges. Many teachers and students may lack the English language proficiency required for successful teaching and learning in an EMI environment. Furthermore, logistical issues such as developing appropriate teaching materials, recruiting qualified instructors, and securing technological resources further complicate the process (Ouarniki, 2023).

Despite these challenges, the Algerian government and universities remain committed to EMI. Efforts are underway to address the language proficiency gap through programs for both faculty and students. AMHESR has launched a Professional Development Program specifically designed to equip educators with the skills necessary to teach effectively in English, particularly within STEM fields (See Appendix 2, 3).

The Algerian government is not alone in this endeavour. In a significant step towards bolstering English language proficiency within Algerian universities, the US Embassy in Algeria partnered AMHESR and Columbia University's Teachers College. A three-year, \$500,000 project represents a multifaceted approach designed to transform English language learning for Algerian university students, faculty, and researchers (Algiers, 2021). The collaboration centres on developing a long-term strategy for enhancing English in higher education. This strategy includes crucial elements like specialized training programs for instructors focusing on STEM fields (U.S. Embassy English-language Programs - U.S. Embassy in Algeria, 2022), a vital area for English language fluency in today's globalized world. Furthermore, joint workshops led by Algerian and

American experts will foster knowledge exchange and best practices in English language pedagogy. This collaborative effort complements existing US Embassy programs, creating a comprehensive system to equip Algerians with the English language skills necessary for academic and professional success U.S. Embassy English-language Programs - U.S. Embassy in Algeria, 2022).

Chapter Two

RESEARCH METHODOLOGY, FINDINGS AND DISCUSSION

Introduction

This chapter outlines the methodological framework employed of the research design in the current study. A well-defined methodology is essential to ensure the rigor and validity of the research outcomes. Here, we detail the research setting, participant selection, chosen instruments for data collection, data collection and analysis procedures, and the interpretation of the findings. This structured approach allows for a systematic investigation of the research questions and facilitates achieving the study's objectives.

2.1. Research Design

The study adopts a mixed-methods approach employing both qualitative and quantitative data collection and analysis techniques (Creswell & Creswell, 2018). This approach allows for a comprehensive understanding of the phenomenon under investigation by integrating the strengths of both quantitative and qualitative data. Quantitative data provides numerical measurements and allows for statistical analysis, while qualitative data offers rich descriptive insights and captures the lived experiences of participants (Creswell & Creswell, 2018). Table 01 provides a summary of the methods utilized, the targeted research aim, and the data collected through each method.

Table 1

Mixed Methods and Data Collected in this Study

Research aim	Methods	Data collected	Data Analysis
Language practices and classroom interaction challenges in EMI setting.	Questionnaires	69 students Questionnaire	Statistical analysis using Excel and SPSS
		11 teachers Questionnaires	
		Open-ended questions obtained from student and teacher questionnaires	Thematic analysis.
	Classroom observations	3 observed classrooms	

2.2. Study Participants and Sampling

The study employed purposive sampling to recruit participants from the University of Mohammed Boudiaf, M'sila. The target population comprised students and teachers who utilize EMI in their courses. Participants were approached within their respective departments. A two-pronged approach combining purposive and snowball sampling techniques was utilized. Initially, departments offering EMI programs were identified, and both teachers and students within those departments were approached. Snowball sampling was then implemented to broaden the sample pool. This involved requesting referrals from those initially contacted to identify additional potential participants (Bernard, 2006).

Upon contact, a detailed explanation of the study's objectives, the anonymous and confidential nature of participation, and the voluntary basis for involvement was provided. A total of 25 teachers initially agreed to participate, but only 11 completed the questionnaire. Table 2 displays demographic information on teachers completing the questionnaires.

Table 2

Demographic Information on Teachers completing the Questionnaires

Variables	Sub-variable	Number	%
Gender	Male	11	100%
	Female	0	0.00%
Years of teaching	4-6	1	9.09%
	7-10	3	27.27%
	11+	7	63.64%
Educational level	Magister	9	81.82%
	Doctoral	2	18.18%
Faculty	Faculty of Technology	4	36.36%
	Faculty of Mathematics and Computer Science	6	54.55%
	Faculty of Human sciences and Social Sciences	1	9.09%

Additionally, 77 students enrolled in various faculties, confirmed to be studying in EMI courses, were recruited to participate through questionnaire administration, but only 69 completed the questionnaire. Table 3 displays demographic information on students completing the questionnaires.

Table 3

Demographic Information on Students completing the Questionnaires

Variables	Sub-variable	Number	%
Gender	Male	14	20.29%
	Female	55	79.71%
Age	18-23	65	94.20%
	24-29	3	4.35%
	30-39	0	0.00%
	40+	1	1.45%
Current degree	Bachelor	51	73.91%
	Master	18	26.09%
Faculty	Faculty of Technology	29	42.03%
	Faculty of Mathematics and Computer Science	18	26.09%
	Faculty of Human sciences and Social Sciences	22	31.88%
Specialty	L1 Common Base (ST)	29	42.03%
	M1 Business Intelligence and Optimization	14	20.29%
	M1 Partial Differential Equations and Applications (PDEs).	4	5.80%
	L2 Educational Sciences	22	31.88%

2.3. Research instruments

Research instruments serve as the foundation for data collection in any scientific inquiry. They function as the tools that enable researchers to gather information necessary to address research questions and effectively test hypotheses (Polit & Beck, 2017). The selection of appropriate instruments is paramount, as it directly influences the validity and reliability of the study's findings ((Huylar & McGill, 2019).

In the present study, two primary research instruments were employed, questionnaires and classroom observations. Questionnaires were utilized to collect data on EMI classroom practices and challenges faced by both teachers and students. The questionnaires were developed based on existing literature on EMI practices. These self-report instruments facilitated the gathering of information on participants' perceptions, attitudes, and experiences related to the use of English as the language of instruction. Classroom observations were conducted to gain a deeper understanding of classroom interaction challenges and the language practices employed within EMI classrooms. This research instruments allowed for the systematic observation and documentation of actual classroom interactions, language use, and instructional strategies employed by teachers and students.

2.3.1. Teachers' Questionnaire

2.3.1.1. Description of Teachers' Questionnaire

Teachers' questionnaire was employed to investigate university teachers' experiences and perceptions regarding EMI in their classrooms. The sections of the questionnaires were organised with the aim of eliciting the following information: background information, language practices and medium of instruction, teachers' perceptions of English language proficiency and EMI, and

challenges in EMI classrooms. To achieve this, a mixed-methods approach was utilized, incorporating both closed-ended and open-ended questions. 13 Closed-ended questions employed various formats to gather quantitative data. Likert scales measured agreement with attitudinal statements about EMI and captured the frequency of English use in different classroom activities. Nominal and ordinal scales collected factual information (e.g., demographics, and self-reported English proficiency) and ranked language use within lessons. 3 Open-ended questions provided opportunities for in-depth qualitative exploration, allowing teachers to elaborate on language proficiency challenges, and describe strategies for student diversity. This combined approach facilitates both standardized data collection and rich insights into teachers' lived experiences with EMI. The data gathered contributed to a comprehensive understanding of teacher perspectives and practices within university EMI settings.

2.3.1.2. The Administration of Teachers' Questionnaire

The questionnaires were administered using a paper-based format following a traditional distribution method. Data collection occurred from February to March 2024 at the faculty of Technology, faculty of Mathematics and Computer Science, and the faculty of Human sciences and Social Sciences at Mohammed Boudiaf University of M'sila. A portion of the questionnaires were distributed directly to participants for completion, while the remaining questionnaires were left at the head of department offices within the targeted faculties. This approach allowed participants to pick up the questionnaires at their convenience and complete them at their own pace.

2.3.2. Students' Questionnaire

2.3.2.1. Description of Students' Questionnaire

A self-administered questionnaire was employed to gather data from student participants. The questionnaire was comprised of three distinct sections (Background Information, Language Practices in EMI classrooms, and Classroom Interaction Challenges), each designed to achieve a specific research objective. The majority of questions (11) utilized a closed-ended format, requiring participants to select the most appropriate answer from a pre-defined list. Four open-ended questions were also included to allow for more elaborate responses.

Section one focused on collecting essential demographic data about the participants, such as gender and age range. Section two investigated student perceptions towards the recent implementation of EMI in their classrooms. This section utilized a combination of closed-ended questions (3) (e.g., frequency of English language use) and a Likert scale (4) to assess student satisfaction and perceived importance of English language proficiency within their specific subject areas.

Section three investigated the challenges and experiences students encounter within EMI classrooms. Here, a combination of closed-ended questions (14) (assessing perceived difficulty with various speaking and listening tasks) and open-ended prompts (4) were employed. The open-ended questions encouraged students to elaborate on the specific challenges they face, the perceived impact of these challenges on their academic performance, and their perspectives on the role of language proficiency in classroom dynamics.

2.3.2.2. The administration of Students' questionnaire

During the second semester of the academic year 2023/2024, a convenience sample of 69 students participated in the study. The questionnaire was administered in a paper-based format to optimize completion rates. Recognizing the potential impact of language proficiency on response accuracy, the questionnaire was translated into Arabic to ensure clarity and minimize ambiguity for participants with lower English language abilities. To further promote comprehension and participant comfort, students were granted the option to complete the questionnaire in either Arabic or English, based on their individual language preference.

2.3.3. Classroom Observations

Classroom observations were conducted across multiple EMI classrooms (M1 Partial Differential Equations and Applications (PDEs), L1 Common Base (ST), and L2 Educational Sciences) during the second semester of the academic year 2023/2024 to gain first hand insights into the language practices and classroom interaction challenges associated with the recent implementation of EMI. Prior to the observations, a semi-structured observation protocol was used to guide documentation of classroom interactions, language use dynamics, and overall impressions of the EMI experience for both instructors and learners. As a non-participant observer, detailed notes were taken during each classroom session, aiming to capture qualitative data that questionnaires alone could not provide. All observations were conducted with prior consent from the respective instructors, who were informed about the purposes of the research and assured of the voluntary nature of their participation as well as the anonymity of all data collected.

2.4. Data Analysis and Findings Analysis

2.4.1. Teachers' Questionnaire Data Analysis

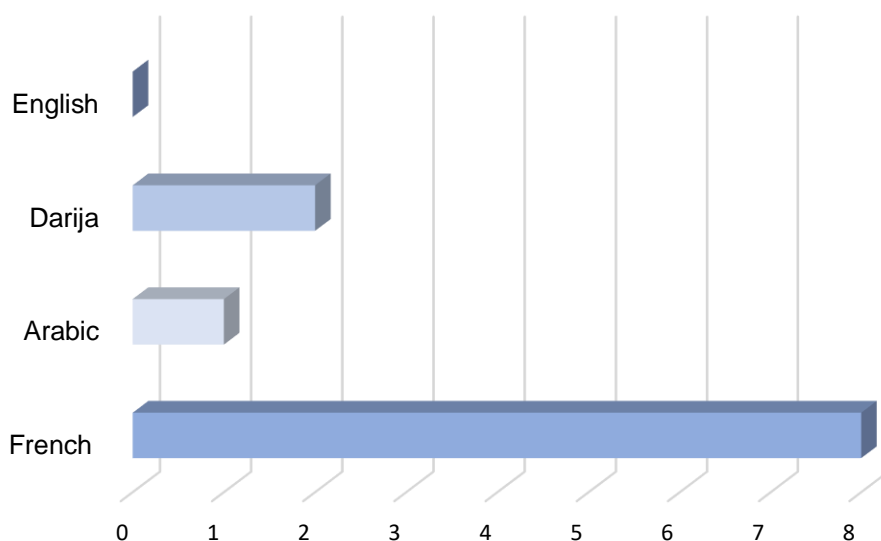
Following data collection, the research data was converted into a format compatible with Microsoft Excel to facilitate visualization and subsequent explanation of the accumulated information. The first section of the questionnaire "Background Information" is omitted here for the sake of brevity. This information is comprehensively addressed in the "Study Participants and Sampling" section.

2.4.1.1. Language Practices in EMI classrooms

The first item (question 01) in this section presents a multiple-choice question that asks about the language(s) most commonly used by the respondents in their previous university teaching experiences.

Figure 2

Teachers' Perceptions of their Former MOI

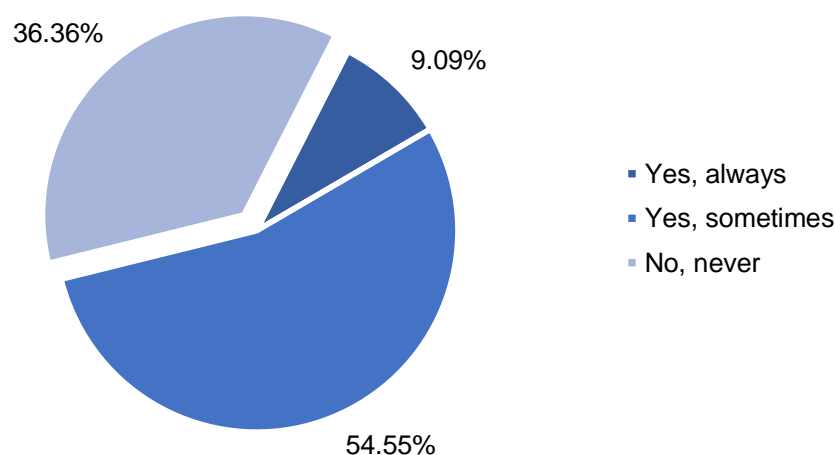


As shown in figure 2, the results reveal a clear dominance of French as the most commonly used language for teaching and explaining, with 8 out of 11 respondents (72.7%) indicating its usage. None of the respondents reported using English as the primary language of instruction in their prior university teaching experiences.

The second item (question 02), which specifically queries whether English is used for instruction, provides a valuable starting point for understanding the language practices of university teachers in the EMI environment. The primary purpose of this question is to provide an initial picture of how readily teachers have adopted the EMI policy. As shown in figure 3, the most prevalent response (54.55%) was "Yes, sometimes," indicating that a majority of teachers integrate English into their instruction to some degree. Surprisingly, a significant portion of respondents (36.36%) indicated that they "never" use English for instruction. While only one respondent (9.09%) reported using English "always".

Figure 3.

Teachers Reported Use of English in Courses



The third question (3) investigates the frequency of English language use by university teachers during their lectures in the context of the newly implemented EMI policy. It aims to assess the extent to which these teachers integrate English into their teaching practices. The question focuses on the proportion of lecture time where English is used as the primary language of instruction.

Figure 4

Teachers Reported Frequency of English Use in Lectures

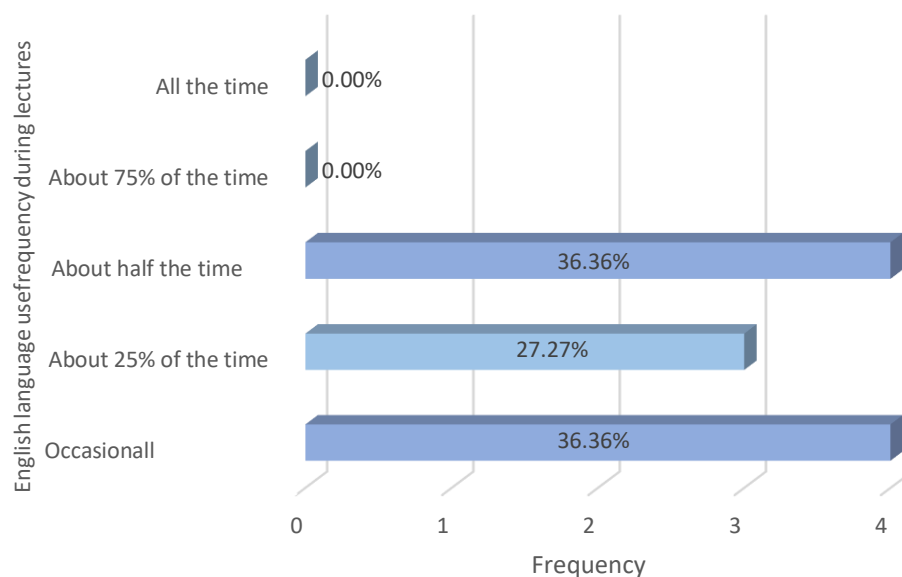


Figure 4 represents the distribution of responses, which reveals that the majority of teachers (8 out of 11) reported using English "Occasionally" or "About 25% of the time" during lectures. Three teachers indicated using English "About half the time," while none reported using English at higher frequencies ("About 75% of the time," "Almost all the time," or "All the time").

The fourth item in this section (question 04) assesses the teachers' perceptions regarding the frequency with which their students utilize English during EMI classes. The primary purpose of this question is to gauge the current state of English language use within EMI classrooms. The distribution of teacher responses concerning the frequency of student English use in EMI classrooms revealed a concerning trend.

Table 4

Teachers' Perceptions of their Students Frequency of using English

Options	Frequency	Percentage
Not at all used	2	18.18%
Rarely used	6	54.55%
Sometimes used	3	27.27%
Often used	0	0.00%
Total	11	

The majority of instructors (6 out of 11) indicated that students rarely utilize English during class. Two additional instructors reported "Not at all used," while none reported that English is "often used" by students. These responses suggest that a significant proportion of students are not actively engaging in the use of English during instructional sessions.

The fifth item (question 05) investigates the frequency with which the surveyed university teachers utilize English to explain information during their lectures. The primary purpose of this question is to gauge the extent to which teachers have adapted their instruction to the EMI requirement.

Table 5*Teachers' Frequency of Using English to Explain Information during lectures*

Options	Frequency	Percentage
Every lesson	0	0.00%
Most lessons	1	9.09%
About half of lessons	3	27.27%
A minority of lessons	3	27.27%
Never	4	36.36%
Total	11	

The distribution of responses reveals that none (0) of the teachers reported using English in every lesson. Only one (1) teacher indicated using English in most lessons. Three (3) teachers reported using English in about half of their lessons, while another three (3) reported using it in a minority of lessons. The most frequent response, with four (4) teachers, was "never" using English for lecture explanations. The findings suggest a limited integration of English into the teaching practices of the surveyed university teachers.

Question (06) in this section investigates the frequency with which the surveyed university teachers incorporate English presentations during their lectures. As shown in Table 6, the findings indicate a notable disparity in the utilization of such presentations, with the majority of the surveyed teachers (6 out of 11) never employing English presentations in their lectures. Conversely, a smaller proportion (3 out of 11) reported the regular incorporation of English presentations in most or all of their lessons.

Table 6*Teachers' Frequency of Using English PowerPoint presentations*

Options	Frequency	Percentage
Every lesson	1	9.09%
Most lessons	2	18.18%
About half of lessons	1	9.09%
A minority of lessons	1	9.09%
Never	6	54.55%
Total	11	

The seventh item (question 07) targets the frequency with which the surveyed university teachers ask their students questions in English during lectures or classes. As evidenced by Table 06, the data presents a diverse range of responses among the eleven participants.

Table 7*Teachers' Frequency of asking their Students Questions in English During Lectures*

Options	Frequency	Percentage
Every lesson	1	9.09%
Most lessons	1	9.09%
About half of lessons	1	9.09%
A minority of lessons	4	36.36%
Never	4	36.36%
Total	11	

As shown in table 7, a notable proportion of the respondents (04) indicated that they "never" pose questions in English throughout their class sessions. An equal number of instructors (04) reported the incorporation of English questioning in "a minority of lessons." However, only

a small fraction of the surveyed instructors (02) stated that they utilize English questions in "every lesson" or "most lessons." Additionally, one instructor (01) fell within the "about half of lessons" category.

The data elicited from the question (08) in this section aims to specifically investigate the frequency with which these university instructors incorporate the use of the English language when engaging in writing on the board during their lessons. The findings reveal a notable variation in the adoption of this practice among the respondents.

Table 8

Teachers' Frequency of Using English when Writing on the Board

Options	Frequency	Percentage
Every lesson	3	27.27%
Most lessons	1	9.09%
About half of lessons	1	9.09%
A minority of lessons	2	18.18%
Never	4	36.36%
Total	11	

As shown in table 8, a substantial proportion (36.36%) reported that they "never" utilize English when writing on the board throughout their lessons. Conversely, a smaller portion (27.27%) indicated the consistent utilization of English writing on the board in "every lesson." The remaining responses were distributed across the various frequency categories, with one (01) instructor reporting the use of English when writing on the board in "most lessons," another (01) in "about half of lessons," and two instructors (02) in "a minority of lessons."

Question (09) examines the regularity with which the surveyed university teachers distribute written supplementary materials to students in the English language.

Table 9*Teachers' Frequency of Giving Students Handouts in English*

Options	Frequency	Percentage
Every lesson	2	18.18%
Most lessons	2	18.18%
About half of lessons	1	9.09%
A minority of lessons	1	9.09%
Never	5	45.45%
Total	11	

As shown in table 9, a notable finding is that nearly half (45.5%) of the 11 respondents indicated that they never provide students with handouts written in English. On the other hand, an equal proportion (18.2% each) stated they either use English handouts in every class session or in a majority of sessions.

Question (10) in the second section targets the teacher's reported frequency of prompting students to use English when answering questions in class.

Table 10*Teachers' Frequency of Prompting Students to Use English when Answering Questions*

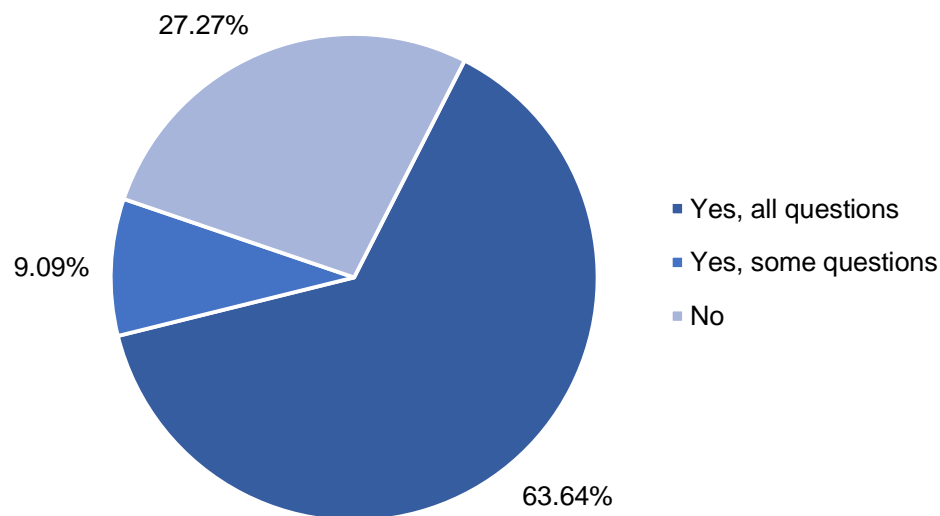
Options	Frequency	Percentage
Every lesson	1	9.09%
Most lessons	1	9.09%
About half of lessons	2	18.18%
A minority of lessons	2	18.18%
Never	5	45.45%
Total	11	

As shown in the table 10, nearly half (45.5%) of the surveyed teachers reported never or only occasionally ("a minority of lessons" and "about half of lessons") prompting students to respond in English during class. This finding suggests that a significant portion of the teachers may not be fully utilizing spoken English within their EMI classrooms. Conversely, a small percentage of teachers (9.1% each) reported prompting students to use English in every lesson or most lessons.

Question (11) in this section investigates the language used in exam questions for courses taught under the EMI policy. It specifically asks instructors whether their exam questions are delivered entirely in English, partially in English, or not in English at all.

Figure 5

Teachers' Frequency of Using English in Examination



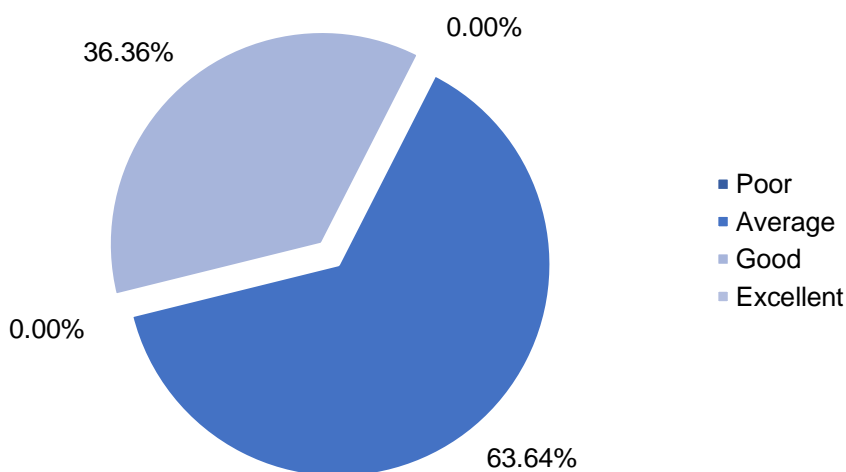
A majority of instructors (7 out of 11) reported using English for all exam questions. While only one teacher reported using English only in some questions, three teachers continue to rely solely on the previous MOI in the exams. The teachers who reported no use of English in examinations, justified their decision by concerns regarding the students' English language proficiency levels. The teachers believed the students' current English abilities would not allow them to adequately comprehend and respond to examination questions. A second justification was the incomplete implementation of EMI.

2.4.1.2. Teachers' Perceptions of English Language Proficiency and EMI

The first item in this section (question 01) asks participants to assess their own spoken English proficiency on a four-point Likert scale ranging from "Poor" to "Excellent." The primary purpose of this item is to gather data on the participants' self-perceived spoken English ability.

Figure 6

Teachers' Perceptions of their own spoken English proficiency



As shown in figure 6, notably 0% of respondents rated their spoken English as "Poor" and 0% rated it as "Excellent." The majority (63.64%) rated their proficiency as "Average," while 36.36% rated it as "Good." This distribution, based on a sample size of 11 teachers, suggests a potential clustering around self-perceived "average" to "good" spoken English skills.

The second question (02) in this section is a closed-ended question with an open-ended prompt which investigates the level of satisfaction university teachers hold towards teaching through EMI. The question measures teachers' subjective perception of their experience with EMI.

Table 11

Teachers' Satisfaction with Teaching Via English

Options	Frequency	Percentage
Not at all satisfied	2	18.18%
Not satisfied	5	45.45%
Satisfied	4	36.36%
Very satisfied	0	0.00%
Total	11	

As shown in table 11, a total of seven (7) out of eleven (11) teachers expressed some level of dissatisfaction (5 "Not satisfied" and 2 "Not at all satisfied"). None of the teachers indicated being "Very satisfied" with EMI. Teachers who reported dissatisfaction primarily cited concerns regarding language proficiency. They expressed that both their own and their students' English language skills were insufficient for effective teaching and learning through EMI. Additionally, some participants highlighted their existing comfort level with French and Arabic, the previously used Languages of Instruction. On the other hand, the rationale provided by satisfied teachers focused on the academic benefits of EMI. They acknowledged English as the lingua franca of

scientific research and expressed appreciation for the increased accessibility to English-language academic resources.

The third item in this section (question 03) focuses on the perceived adequacy of university support for faculty members facing challenges related to EMI. It asks respondents to directly evaluate the resources and initiatives provided by the university to help them adapt and succeed in the EMI environment. The primary purpose of this question to gather data on faculty members' satisfaction with the university's current support system for EMI implementation.

Table 12

Teachers' Satisfaction with University's Current Support System for EMI Implementation

Options	Frequency	Percentage
Very Poor	3	27.27%
Poor	4	36.36%
Neutral	2	18.18%
Good	2	18.18%
Very Good	0	0.00%
Total	11	

As shown in table 12, the findings indicate that a majority of respondents (7/11) rated the university's support for EMI instruction as either "Very Poor" (3/11) or "Poor" (4/11). This suggests that a significant portion of the faculty perceives the current support system as inadequate. Only two respondents indicated a positive evaluation ("Good"), while none rated the support as "Very Good."

2.4.1.3. Challenges in EMI classrooms

The first item (question 01) in this section is an open-ended question aims to elicit insights into the English language proficiency challenges faced by the surveyed university instructors when engaging in communication with their students in EMI classrooms. The qualitative responses from teachers highlight that one of the most significant challenges they face in EMI classes is the low English proficiency and communication competence of their students. This lack of proficiency manifests itself in various aspects of classroom communication and interaction. A recurring issue reported by teachers is the students' inability to comprehend and understand the content delivered in English. This comprehension barrier hinders the effective transfer of knowledge and requires teachers to repeat or rephrase explanations, often resorting to the use of French or Arabic to ensure understanding. Another prominent challenge is the students' limited ability to communicate effectively in English, both in terms of responding to questions and actively participating in class discussions. Teachers mentioned that most students could not provide proper responses in English (Teacher response: "most students could not answer in proper English") and that there was a general lack of responses from students (Teacher response: "lack of responses from the students"). Several teachers also noted issues related to students' pronunciation and accents, describing them as "bad accents" or "low communicative competence and bad accent" (Teacher responses). Interestingly, one teacher highlighted the potential marginalization of students with poor English proficiency (Teacher response: "some students with poor English are marginalized").

The second question (02) in this section is an open-ended question, delves into the specific strategies employed by teachers to address the challenge of varying English proficiency levels within their EMI classrooms. The responses from teachers who reported using English for

instruction in EMI classrooms highlight several key strategies they employ to cater to the diverse language proficiency levels of their students in EMI classes. One common approach is the use of code-switching, where teachers alternate between English and either Arabic or French to facilitate comprehension and ensure effective communication. Some teachers reported translating new terms or unfamiliar vocabulary into Arabic or French. Others mentioned explaining certain passages or sections of the lesson in the students' first or second language when needed (Teacher response: "Explain some passages in Arabic or French"). Another adaptation strategy involves simplifying the language used during instruction. Some teachers mentioned using simple English vocabulary and sentence structures to make the content more accessible to students with varying proficiency levels (Teacher response: "Using simple English vocabulary and structure"). Providing additional support materials and resources is also a strategy employed by teachers. Some teachers reported giving students a list of specific vocabulary words that would be used in the upcoming lesson (Teacher response: "Provide students with a list of specific vocabulary that are going to be used in the lesson"). This practice allows students to familiarize themselves with the key terminology beforehand, potentially enhancing their understanding and participation during the lesson. Furthermore, teachers recognized the importance of clarifying and explaining new terms or concepts before introducing them in the lesson (Teacher response: "Explain new terms before introducing them in the lesson").

The third item (question 03) in this section is an open-ended question, delves into the specific difficulties university teachers face regarding classroom interaction within an EMI setting. The responses from teachers highlight various challenges related to classroom interaction and communication in EMI settings. One prominent issue mentioned is the difficulty students face in

actively participating and engaging during class activities and discussions. Teachers reported that students struggle to communicate, ask, and answer questions in English during lessons. Another challenge identified by teachers is the students' difficulty in delivering presentations in English (Teacher response: "Difficulty for students to deliver their presentations"). In addition to verbal communication challenges, teachers also noted difficulties related to written tasks. Students reportedly face challenges in completing assignments and writing on the board in English (Teacher response: "Students' difficulty to do their assignments and to write on the board"). Interestingly, one teacher raised concerns about the suitability of the educational environment for EMI implementation (Teacher response: "This educational environment is not suitable for EMI"). This observation could potentially be linked to factors such as the lack of adequate language support systems that may hinder the successful adoption of EMI in the Algerian context. Furthermore, a teacher mentioned the issue of poor accents and pronunciation among some teachers, which can further compound the comprehension challenges for students (Teacher response: "Some teachers don't have a good accent, and students can't understand them").

2.4.2. Students' Questionnaire Data Analysis

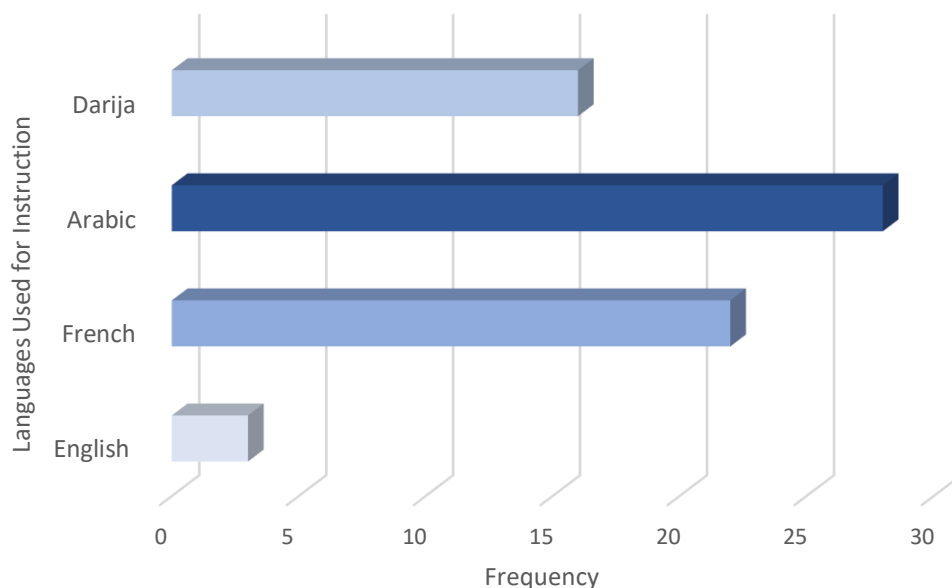
Following data collection, the students' questionnaire data was converted into a format compatible with Microsoft Excel and SPSS to facilitate visualization and subsequent explanation of the accumulated information. The first section of the students' questionnaire "Background Information" is omitted here for the sake of brevity. This information is comprehensively addressed in the "Study Participants and Sampling" section.

2.4.2.1. Language Practices in EMI classrooms

The first item in this section (question 01) investigates the predominant language(s) employed for instruction and explanation within the respondents' educational experiences prior to the implementation of EMI. As shown in figure 7 in the next page, the data reveals a multilingual pre-EMI educational environment. Arabic emerges as the most prevalent language (40.57%), followed by French (31.88%), Darija (23.19%), and English (4.35%). This distribution suggests a complex linguistic landscape within the respondents' prior educational experiences.

Figure 7

Languages Used for Instruction and Explanation Prior to EMI Implementation

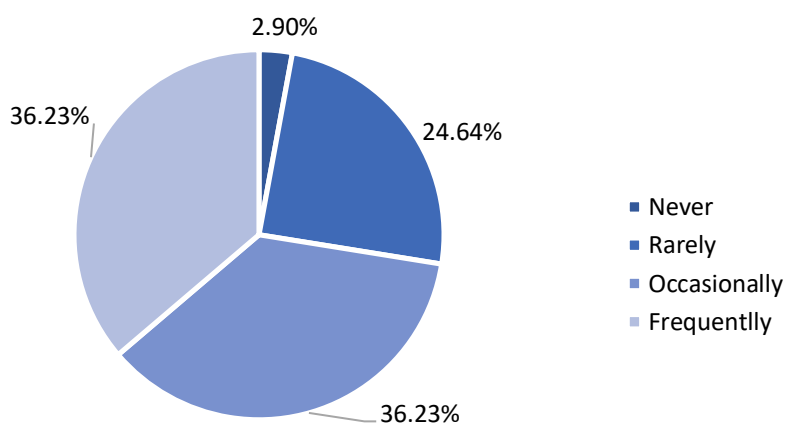


As shown in figure 7, the data reveals a multilingual pre-EMI educational environment. Arabic emerges as the most prevalent language (40.57%), followed by French (31.88%), Darija (23.19%), and English (4.35%). This distribution suggests a complex linguistic landscape within the respondents' prior educational experiences.

The second item (question 02) in this section investigates student perceptions regarding the frequency of English language use in their EMI classrooms. The question employed a Likert scale ranging from " Never " to " Frequently " allowing students to report their observations on the extent to which teachers utilized English for instruction and explanation.

Figure 8

Frequency of English Use in Instruction



As shown in figure 8, the data reveals a relatively even split between students who perceive English use as "Occasionally" (36.23%) and "Frequently" (36.23%). It's important to note a combined percentage of 27.54% (2.90% Never + 24.64% Rarely) of students perceive English use as infrequent.

The Third question (03) investigates student self-reported participation in using English within the EMI classroom. Only 5.80% of students reported using English "Frequently." This suggests that a significant portion of the student population might not be actively using English for communication and learning activities as often as intended in an EMI environment.

Table 13*Frequency of Student English Use in EMI Classroom*

Options	Frequency	Percentage
Never	18	26.09%
Rarely	19	27.54%
Occasionally	28	40.58%
Frequently	4	5.80%

As shown in table 13, a combined percentage (53.63%) of students reporting "Never" (26.09%) and "Rarely" (27.54%) using English is a substantial. The presence of 40.58% students reporting "Occasionally" using English suggests that these students might be actively using English to some extent, but perhaps not as frequently as desired.

The fourth question (04) in this section investigates student perceptions regarding the importance of English language proficiency for success in their specific subject course.

Table 14*Perceived Importance of English Language Proficiency in Subject Course*

Options	Frequency	percentage
Not at all important	2	2.90%
Slightly important	10	14.49%
Important	21	30.43%
Very Important	36	52.17%

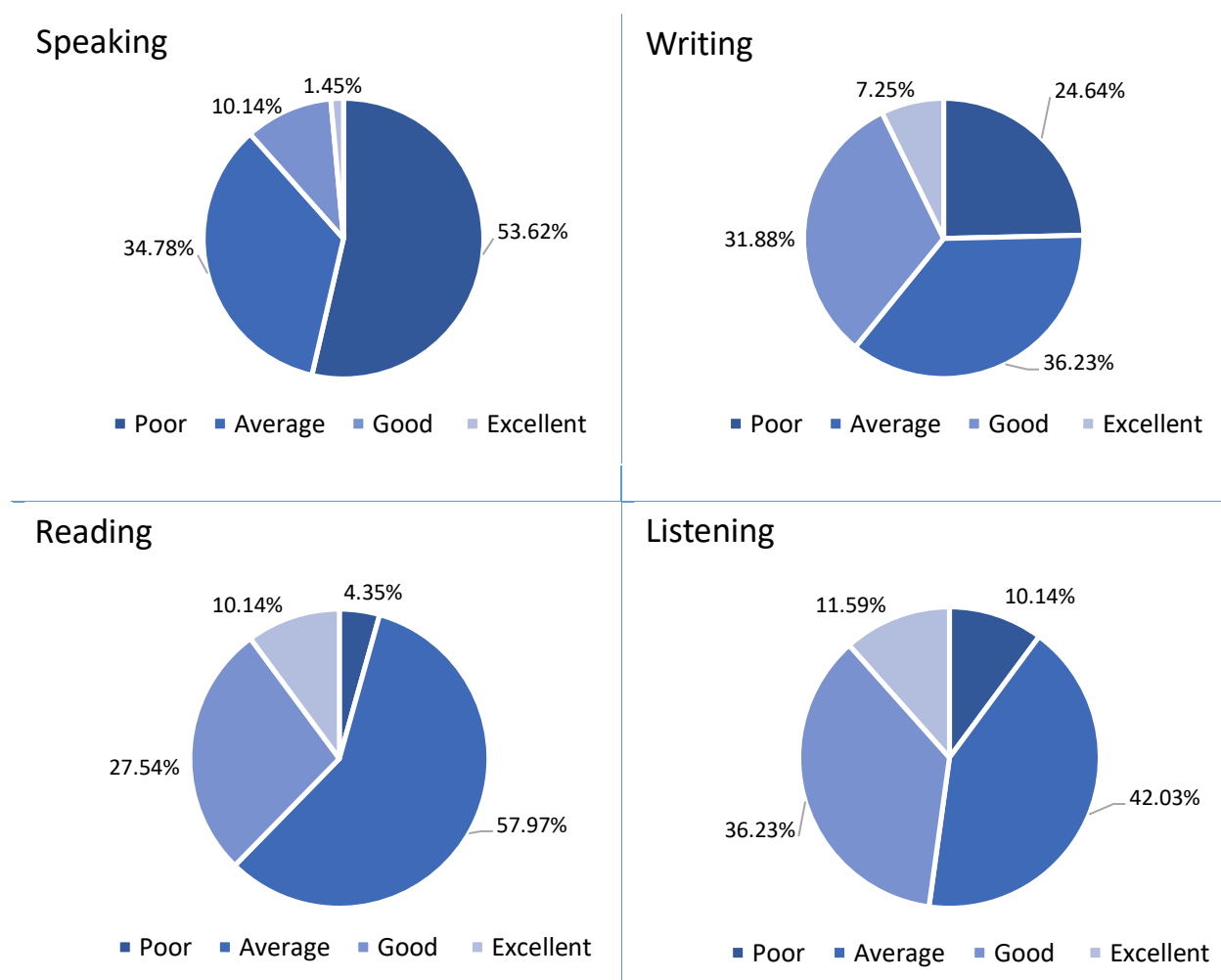
As shown in table 14, significant majority of students (82.6% - 30.43% Important + 52.17% Very Important) acknowledge the importance of English language skills in their subject course.

But while the majority finds English important, a portion (17.39% - 2.90% Not at all important + 14.49% Slightly important) does not perceive it as crucial.

The fifth question (05) in this section investigates students' self-assessment of their actual proficiency in the four core English language skills (speaking, reading, listening, and writing). The findings from this question provide valuable data on student self-perceptions regarding their proficiency in these skills.

Figure 9

Student Self-Assessment of Their Listening Proficiency

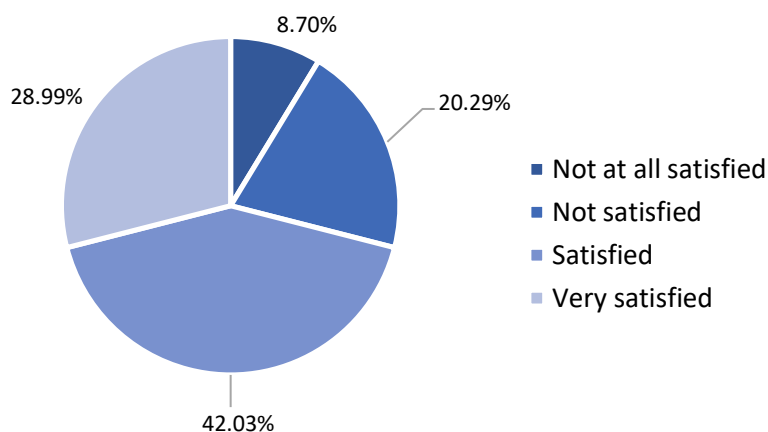


As shown in figure 9, reading appears to be the strongest skill, with a high percentage of students rating themselves as "Average" (57.97%) or above ("Good" + "Excellent" = 37.68%). Listening comes in second, with a significant portion of students (42.03%) reporting "Average" proficiency. Writing shows a more balanced distribution, with a notable presence of students in both "Poor" (24.64%) and "Good" (31.88%) categories. On the other hand, speaking seems to be the area where students perceive the most difficulty. Over half (53.62%) reported "Poor" proficiency, and only a small percentage (1.45%) rated themselves as "Excellent."

The sixth item (question 06) in this section focuses on students' overall sentiment regarding the EMI learning environment. It investigates their satisfaction with the implementation of EMI. The question utilized a four-point Likert scale ranging from "not at all satisfied" to "very satisfied.". Additionally, the question included an open-ended prompt encouraging students to justify their chosen level of satisfaction.

Figure 10

Student Satisfaction with EMI



As shown in figure 10, a significant majority of students (71.02% - 42.03% Satisfied + 28.99% Very Satisfied) reported their satisfaction with EMI. While the majority is positive, a notable portion of students (8.70% Not at all satisfied + 20.29% Not satisfied) expressed dissatisfaction with EMI. The following extracts demonstrate a variety of answers, which show the different student responses that serve as justifications for their satisfaction ratings on the EMI program.

➤ Satisfied students

- EMI helps in acquiring English
- English is very important in research and academic studies
- English is a universal language

➤ Non-satisfied students

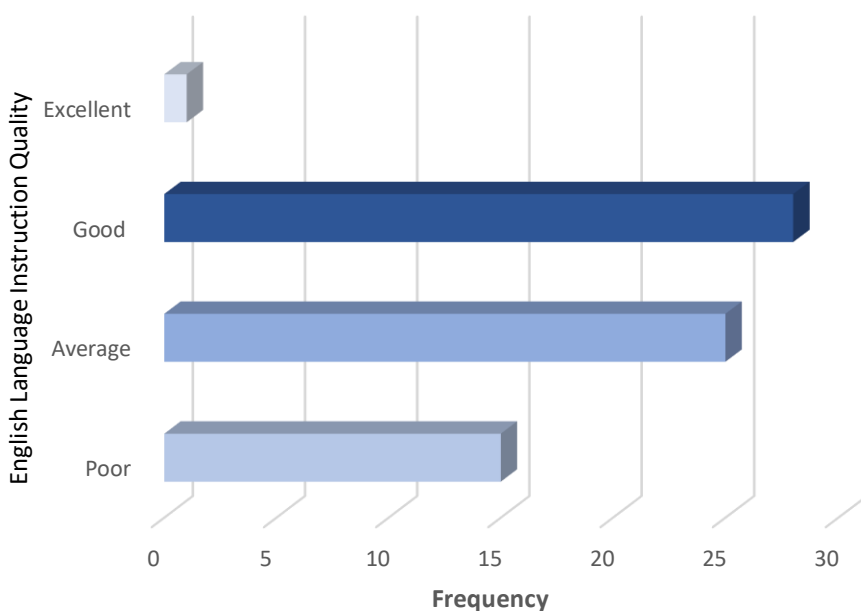
- We are used to French as medium of instruction
- We are facing difficulty in understanding English
- The teachers lack English proficiency and use French most of time

Students who expressed satisfaction with the EMI program appear to be primarily driven by instrumental motivation. This is evidenced by their focus on the global importance of English and its perceived role as a tool for academic and professional success. On the other hand, dissatisfied students cited challenges related to the established medium of instruction (French), perceived deficiencies in both student and teacher English language proficiency, and potential shortcomings in pedagogical implementation evidenced by instructor reliance on French and limited English vocabulary.

The seventh item (question 07) in this section measures student perception of the effectiveness of English language instruction within their department.

Figure 11

Student Perceptions of English Language Instruction Quality



As shown in figure 11, a significant portion of students (21.74%) rated the instruction as "Poor." This suggests that a considerable number of students find the current instruction ineffective in meeting their needs. Nearly half the students (36.23%) chose "Average." The combined percentage of students choosing "Good" (40.58%) and "Excellent" (1.45%) suggests that some students find the instruction at least satisfactory.

2.4.2.2. Classroom Interaction Challenges

The first question (01) in this section indirectly assesses students' self-perceived preparedness for the speaking demands of the EMI context. Employing a five-point Likert scale

from "very easy" to "very difficult", the question asks students to rate the difficulty of various speaking tasks commonly encountered in EMI classrooms. These tasks encompass essential skills for active participation and successful learning.

Table 15

Students' Self-Perceived difficulty of various speaking tasks commonly encountered in EMI classrooms

Item	Mean	SD
How difficult it is to Speak English accurately?	3.347	1.082
How difficult it is to answer questions in English?	3.377	1.058
How difficult it is to participate actively in English classroom discussions?	3.246	1.193
How difficult it is to present information in English?	3.232	1.086
How difficult it is to make requests in English?	3.159	1.065
How difficult it is to Speak English clearly (pronunciation)?	3.043	1.090
How difficult it is to ask questions in English?	3.043	1.181

The findings in table 15 revealed that students generally perceived these tasks as moderately difficult. Mean scores for all seven items ranged from 3.043 to 3.377, indicating a central tendency towards moderate difficulty. However, standard deviations ranged from 1.058 to 1.193, suggesting significant variation in student responses. This implies heterogeneity in student confidence and spoken English proficiency.

Among specific tasks, speaking accurately emerged as one of the most challenging ($\bar{X} = 3.347$, $SD = 1.082$). This likely reflects the demands placed on students' grammar and vocabulary skills. Pronunciation ($\bar{X} = 3.043$, $SD = 1.090$) followed a similar pattern, although perceived as slightly less difficult. Presenting information ($\bar{X} = 3.232$, $SD = 1.086$) presented a comparable

challenge, potentially due to the combined demands of accuracy, clarity, and managing public speaking anxieties. Active participation ($\bar{X} = 3.246$, $SD = 1.193$) also posed a moderate difficulty, with the higher standard deviation suggesting that some students felt more comfortable than others participating in class discussions. Formulating questions ($\bar{X} = 3.043$, $SD = 1.181$) presented a similar level of difficulty to pronunciation, reflecting the need for both comprehension and production skills. Answering questions ($\bar{X} = 3.377$, $SD = 1.058$) emerged as the most demanding task, likely due to the pressure of formulating quick and accurate responses. Finally, making requests ($\bar{X} = 3.159$, $SD = 1.065$) presented moderate difficulty.

These findings suggest that while all speaking tasks are perceived as moderately difficult, certain tasks like answering questions and speaking accurately are particularly challenging for students. The high variability in responses across tasks further highlights the diverse levels of preparedness for EMI speaking demands among the student population.

The second question (Q2) in this section presents eight specific listening tasks that students may encounter in EMI classrooms. These tasks cover a range of essential listening skills required for effective comprehension and engagement in academic settings where English is the medium of instruction. The primary purpose of this question is to gauge students' self-perceived preparedness for the listening demands of an EMI context. By evaluating their perceived difficulty levels across these various listening tasks. The question employs a quantitative approach by using a five-point Likert scale, ranging from (Very Easy) to (Very Difficult). The students were asked to rate the difficulty of various listening tasks commonly encountered in EMI classrooms.

Table 16

Students' Self-Perceived Difficulty of Various Listening Tasks Commonly Encountered in EMI Classrooms

Item	Mean	SD
How difficult it is to understand the main ideas of lectures?	3.000	0.970
How difficult it is to understand key vocabulary?	2.840	0.933
How difficult it is to identify supporting ideas and examples?	3.000	1.071
How difficult it is to understand questions?	2.826	1.070
How difficult it is to follow a discussion?	3.029	1.028
How difficult it is to understand lecturers' accents?	2.884	1.182
How difficult it is to understand classmates' accents?	2.826	1.187

The data presented in table 16 revealed that students generally perceived understanding the main ideas of lectures as one of the main challenges, with a mean score $\bar{X}=3.000$ on the five-point Likert scale, indicating a moderate level of difficulty. This finding suggests that students may struggle to grasp the core concepts and central themes presented during lectures, which could impede their overall comprehension and learning process. Similarly, identifying supporting ideas and examples during lectures also received a mean score of $\bar{X}=3.000$, highlighting another area of concern. The ability to recognize and connect supporting details and illustrations to the main points is crucial for developing a comprehensive understanding of the subject matter. Interestingly, understanding key vocabulary received a slightly lower mean score of $\bar{X}=2.840$, suggesting that students may find it relatively less challenging to comprehend the specialized terminology used in EMI classrooms compared to other aspects of lecture comprehension. Regarding classroom interactions, following discussions emerged as one of the most difficult tasks, with $\bar{X}=3.029$. This

finding underscores the challenges students face in actively participating and keeping up with the flow of discussions, which could hinder their ability to contribute effectively and engage in meaningful exchanges. When it comes to understanding accents, both lecturers' accents ($\bar{X} = 2.884$) and classmates' accents ($\bar{X} = 2.826$) appeared to be slightly less challenging. Furthermore, the standard deviations ranged from 0.970 to 1.187, This suggests that there is some variation in how difficult students find each task. For example, the standard deviation for understanding lectures ($SD = 0.97$) is slightly lower than the standard deviation for understanding classmate accents ($SD = 1.187$). This means that students' ratings on lecture comprehension were more clustered around the mean than their ratings on classmate accent comprehension. In other words, there is less variation in how difficult students find understanding lectures compared to understanding classmate accents. The variability in perceived difficulties, as indicated by the standard deviations, suggests that individualized approaches may be necessary to cater to the diverse needs and abilities of students.

The third question (.3) in this section is an open-ended question, it was designed to elicit qualitative data from the participants regarding the specific challenges they encounter in the EMI context. The question prompts participants to reflect on their individual experiences and articulate the difficulties they have faced in this new learning environment. The qualitative responses from students highlight several key challenges they encountered in EMI higher education classes. One prominent issue was the difficulty in comprehending information delivered in English, including understanding questions. This comprehension barrier extended to more specific aspects. Students reported difficulty understanding mathematical equations and laws when presented in English, along with challenges in grasping scientific terminology. Furthermore, the overall content of the

lessons, delivered in English, proved difficult to comprehend. Another major challenge was the students' struggle with communicating effectively in English during classes. Many reported difficulties in speaking, organizing thoughts coherently to answer questions, and actively participating through discussions or posing questions. The issue of comprehension was further exacerbated by factors related to the instructors' delivery of lectures. Students cited challenges like the ambiguous terminology used by teachers, teachers' incorrect vocabulary and grammar usage, and difficulty understanding the teachers' accents or pronunciation. The mixing of English with French or Arabic by some teachers also created confusion for some students. Additionally, some students reported challenges related to reading materials in English and acquiring subject-specific vocabulary in English, which are essential components of academic study. It is important to note that while these challenges were prevalent, a few students did not express significant difficulties, potentially due to their prior English proficiency, or personal efforts.

The fourth question (Q4) in this section aims to explore the perceived consequences of the challenges identified by the participants in the previous question. This question seeks to understand the extent to which the challenges encountered in EMI classes influence the students' academic performance and level of engagement. The qualitative responses from students indicate that the challenges associated with the shift to EMI had a significant negative impact on their academic performance and engagement in classes. A substantial portion of students reported that these challenges had a detrimental effect on various aspects of their learning experience. One of the most frequently cited impacts was the hindrance to their ability to comprehend and understand the lessons effectively. Students mentioned that their lack of English proficiency resulted in poor comprehension, making it difficult to grasp the content delivered by the instructors. Furthermore,

the challenges also affected students' ability to actively participate and engage in discussions and dialogues during classes. Many students reported that their limited English skills hindered their ability to contribute effectively to class discussions and engage in meaningful dialogue with instructors and peers. The impact of these challenges extended beyond classroom participation, as students also reported difficulties in completing assignments and achieving desired academic outcomes. Some students explicitly mentioned that the challenges posed by EMI made it difficult for them to perform well on assignments and obtain good grades. However, it is important to note that a small portion of students did not perceive a significant impact on their academic performance or engagement. One student expressed excitement about engaging in English, while others believed that the challenges were less significant in scientific fields.

The fifth question (05) in this section aims to gather insights from students regarding the impact of their English language proficiency on their ability to actively participate and engage in classroom discussions and activities within the context of EMI settings. The qualitative responses from students highlight a strong correlation between their level of English language proficiency and their ability to actively engage and interact in EMI classrooms. A recurring theme in the responses was the notion that higher levels of English proficiency facilitated greater classroom interaction, while lower proficiency levels acted as a barrier to participation and engagement. Many students acknowledged that their language proficiency played a crucial role in determining the extent of their interaction in EMI settings. A significant portion of students stated that students with higher English proficiency levels tended to be more interactive and participative during classes. Conversely, those with lower English proficiency levels reported experiencing challenges in actively participating and engaging with the instructor and course material. One of the main

consequences of low English proficiency, as reported by students, was the inability to answer questions posed by the instructor during classes. Despite understanding the content being delivered, students struggled to formulate responses due to their limited language skills. Furthermore, some students reported a complete lack of interaction in EMI classrooms due to their low levels of English proficiency. However, it is important to note that a portion of students with low English proficiency reported adopting coping strategies, such as code-switching to their mother tongue, to maintain some level of interaction in the classroom.

The sixth question (Q6) in this section invites respondents to share further insights beyond those explicitly mentioned in the questionnaire. It aims to gather unique experiences and perspectives on the challenges faced in EMI classrooms. The open-ended format encourages elaboration on these challenges and potential suggestions for improvement within EMI environments. While acknowledging the difficulties associated with EMI, some students recognized the benefits of studying through English. However, they also provided several constructive suggestions to address the challenges faced in EMI classrooms. One recurring suggestion was that students recommended allocating dedicated time within each session for students to practice speaking in English. Another suggestion focused on increasing the exposure to English language instruction by introducing more subjects taught in English. On the other hand, several students emphasized the importance of early intervention and preparing students for EMI from the pre-university stages. They suggested teaching English more effectively at the primary and secondary levels and adopting a consistent language policy throughout the educational system. These recommendations highlight the need for a comprehensive approach to language education, ensuring that students have a solid foundation in English before transitioning to EMI at the

university level. Interestingly, a small portion of students suggested returning to French as the medium of instruction. Finally, students recognized the need for dedicated training programs to improve the English proficiency of both students and teachers. They suggested implementing training programs to help students enhance their English skills and providing professional development opportunities for teachers to improve their English proficiency and EMI teaching strategies.

2.4.3. Observation Data Analysis

The data obtained from the observations are qualitative in nature. It encapsulated the researchers' conclusions regarding the predominant language practices and the challenges associated with classroom interactions in an EMI setting. The observations were conducted across three classrooms where EMI implementation was purportedly undertaken. During the observational sessions, the researchers sought to address the following key questions:

2.4.3.1. Prevalence of English as the primary language of instruction

The observations reveal a lack of consistent implementation of English as the primary medium of instruction across all three classrooms. The teachers frequently code-switched between English, French, Arabic, and Darija. While English was used for writing on the board and presenting content, the explanations, interactions, and discussions predominantly occurred in languages other than English.

2.4.3.2. Teachers' proficiency in English

The data gathered from these observations suggest that the instructors' English proficiency levels were generally low to average. Significant issues were observed, such as mispronunciations, limited academic or scientific vocabulary, and the need to provide translations or explanations in

other languages. These observations indicate that the instructors' command of English may not be sufficient to effectively deliver content and facilitate comprehension in an EMI context.

2.4.3.3. Students' engagement and participation in EMI classrooms

The observations revealed varying levels of student engagement and participation across the classrooms. While some students remained silent throughout the lessons, others attempted to participate, albeit with limited English proficiency, resulting in a mix of English and Arabic/Darija. Overall, student participation appeared to be higher when the instructors used languages other than English.

2.4.3.4. EMI's impact on communication, interaction, and the overall learning environment

The classroom dynamics and interaction patterns were heavily influenced by the instructors' language choices. When instructors used English exclusively, student interaction and participation decreased significantly. Conversely, when instructors switched to Arabic, Darija, or French, student engagement and discussions increased. This pattern suggests that the use of EMI may have created a barrier to effective classroom interactions and impacted the overall learning environment.

2.5. Discussion of Findings

This study investigated the challenges and implications of implementing EMI in Algerian higher education institutions. The research employed a mixed-methods approach. The key findings from the data collected through questionnaires, observations, and open-ended responses provide valuable insights into the dynamics of EMI in this context.

2.5.1. Teachers and Students Proficiency

This study examines the challenges of English language proficiency in EMI classrooms, highlighting its impact on both students and teachers. Prior research identifies low English

proficiency as a recurring obstacle to successful EMI implementation (Hu et al., 2014; Chapple, 2015) and the strongest predictor of students' academic success (Rose et al., 2019). Similarly, general language proficiency is considered crucial for teachers' successful EMI implementation (Jensen et al., 2013; O'Dowd, 2018; Rose et al., 2019).

The present study further demonstrates these challenges. The Questionnaires data revealed that a significant portion of teachers (63.64%) rated their spoken English proficiency as average, while over half (53.62%) of the students rated their speaking skills as poor. Additionally, the findings underscore that students' limited English proficiency was a significant factor impeding their ability to actively participate in class discussions, ask clarifying questions, critically analyse course materials, and ultimately comprehend complex subject matter. These findings suggest that addressing English language proficiency issues is crucial for successful EMI implementation. Targeted support programs for both students and teachers can create a more inclusive learning environment and contribute to improved academic outcomes.

2.5.2. Frequency and Consistency of English Use in Classrooms

The findings across all data sources show a limited and inconsistent use of English as the primary medium of instruction. From the teachers' questionnaire, the most common response regarding the adoption of EMI was "Yes, sometimes" (54.55%), with a significant portion (36.36%) indicating they "never" use English for instruction. Classroom observations confirmed these findings, showing the dominant use of French or Arabic and limited use of English for explanations and interactions. The majority of teachers reported using English "Occasionally" or "About 25% of the time" during lectures, and none reported using English predominantly. The

inconsistent implementation of EMI can be attributed to various factors, including the language proficiency challenges faced by both teachers and students.

2.5.3. Impact on Learning and Comprehension

Students reported significant difficulties in understanding lessons delivered in English. Qualitative responses revealed that comprehension barriers, especially with complex scientific terminology and mathematical equations, significantly hindered their learning. Observations confirmed that students were more engaged and better comprehended content when it was delivered in their first or second language. This suggests that students' current proficiency levels are inadequate for full comprehension and effective learning in an EMI context.

2.5.4. Student Engagement and Participation in EMI Classrooms

Limited student participation is a major challenge in EMI classrooms (Guarda & Helm, 2016; Airey & Linder, 2006; Sultana, 2014). Factors such as insufficient language proficiency and lack of confidence are reported to hinder active participation (Sultana, 2014; Guarda & Helm, 2016). The findings of the current study support these findings. The data from both the students' questionnaire and classroom observations highlighted the impact of EMI on classroom interaction and student engagement. Observations reveal that when instructors used English exclusively, student interaction and participation decreased significantly. Conversely, when instructors switched to Arabic, Darija, or French, student engagement and discussions increased.

Students' self-reported data further confirmed the link between language proficiency and participation. They consistently reported a positive correlation between their English skills and their ability to actively engage and interact in EMI classrooms. Many acknowledged that limited

language skills hindered their ability to answer questions, contribute to discussions, and actively participate in class. These challenges indicate that the current level of English proficiency among students is insufficient to support active participation and effective learning in EMI settings.

The aforementioned challenges of limited participation and insufficient language proficiency pose a significant risk of hindering effective learning in EMI classrooms. Students may struggle to fully comprehend complex concepts, actively engage in discussions, and demonstrate their learning due to these limitations. This aligns with Byun et al. (2010) who demonstrated that a lack of teacher-student interaction, a consequence of limited participation, is detrimental to EMI learning.

2.5.5. Institutional Support and Teacher Satisfaction

The teachers' questionnaire data revealed widespread dissatisfaction with the support provided for EMI implementation. Seven out of eleven teachers expressed some level of dissatisfaction, citing inadequate English proficiency among both themselves and their students as major concerns. Additionally, many teachers highlighted the lack of institutional support, with seven respondents rating it as "Very Poor" or "Poor." These findings point to systemic issues within the institution regarding the implementation of EMI, including insufficient professional development opportunities for teachers to improve their English proficiency and inadequate resources to support both teachers and students in the transition to EMI.

2.5.6. The Disconnect Between Policy and Practice

The AMHESR policy emphasizes English as the primary language of instruction, particularly in science and technology fields. However, the study's findings reveal a significant

gap between the policy's aspiration and the realities on the ground. This study's findings reveal a prevalent use of Arabic, French, and Darija in EMI classrooms, with limited English use. The research suggests that this gap primarily stems from challenges in English language proficiency, especially oral communication skills, faced by both educators and students in the EMI setting. Teachers appear unprepared for full immersion or effective implementation of EMI practices in their classes. This finding implies that Current AMHESR teacher training programs designed to enhance English language proficiency might be insufficient for equipping educators to fully embrace EMI practices in the classroom. This aligns with the findings of Khenioui and Boulkroun (2023), whose study participants, teachers implementing EMI programs, expressed critical views regarding inadequacies in their training programs. These inadequacies might be a consequence of a potentially rushed implementation of English-medium instruction programs by the ministry.

2.6. Limitations of the Study

Several limitations are important to consider when interpreting the findings of this study. The relatively small sample size (11 teachers and 69 students) may restrict the generalizability of the results to the broader population of EMI educators and learners across Algeria. This limitation highlights the need for further research with larger and more geographically diverse samples. Additionally, the study's reliance on self-reported data through questionnaires presents a potential source of bias. Participants might unintentionally inflate their responses, under-reporting difficulties, or overestimating their own abilities. To mitigate this limitation, future studies could incorporate triangulation of data collection methods. For example, combining questionnaires with teacher interviews or student focus groups could provide a more nuanced and potentially less

biased picture. Furthermore, the research design utilized questionnaires and classroom observations. While valuable insights can be gleaned from these methods, they might not fully capture the intricate nature of language use and classroom interactions within EMI settings. Incorporating additional methods, such as in-depth interviews with educators or focus group discussions with students, could yield richer and more detailed data. Similarly, a broader range of classroom observations across different subjects and grade levels could provide a more comprehensive understanding of typical challenges and language practices within EMI classrooms. Finally, given the recent implementation of English as a medium of instruction in Algeria, this study offers a snapshot of a specific point in time. It may not capture the long-term effects on classroom dynamics and language practices. Longitudinal research tracking students and teachers over time would be necessary to gain a deeper understanding of how language use and classroom interactions evolve within Algerian EMI classrooms.

2.7. Recommendations for Further Research

Building upon this research, the researchers provided the following recommendations and suggestions for future research:

- Conduct in-depth qualitative studies to further understand students' lived experiences, coping strategies, and perceptions of EMI, which can inform targeted interventions and support mechanisms.
- Investigate potential variations in EMI challenges and implementation across different academic disciplines, as language demands and pedagogical approaches may differ.

- Evaluate the effectiveness of professional development programs aimed at enhancing instructors' English language proficiency and EMI-specific pedagogical skills.
- Explore the role and adequacy of institutional support systems in facilitating successful EMI implementation, including language support services, resource allocation, and policy development.
- Conduct longitudinal studies to assess the long-term impact of EMI on student learning outcomes, language proficiency development, and pedagogical practices over time.

By addressing these research directions, future studies can contribute to a more comprehensive understanding of EMI practices, challenges, and potential solutions, ultimately informing policy decisions and enhancing the quality of higher education in EMI contexts.

2.8. Pedagogical Implications

The study highlights several crucial challenges that need to be addressed for the successful implementation of EMI in Algerian higher education institutions. The study emphasizes the importance of English proficiency, particularly spoken English, for both teachers and students. Targeted support programs are essential to create an inclusive learning environment and improve academic achievement. Students need to receive ongoing support from English language specialists. This support may come in the form of EAP or ESP courses alongside their content courses. On the other hand, teacher training programs are very important. Educators need to be adequately prepared to adapt to English-speaking environments. These programs extend beyond enhancing language proficiency to equip educators with pedagogical strategies specifically tailored for EMI contexts. Furthermore, the study reveals an inconsistency between the current

policy advocating for English as the primary medium and the actual practice. clear and comprehensive language guidelines are very important for the successful implementation of EMI. Policies should explicitly articulate the language proficiency expectations of both teachers and students. These guidelines typically incorporate mechanisms for monitoring and evaluating language use in EMI educational settings.

Overall, the study suggests that a significant shift is needed for successful EMI implementation in Algeria. This necessitates the ongoing evaluation and refinement of EMI guidelines informed by empirical evidence and stakeholder feedback. A successful implementation strategy transcends a static approach; rather, it demands a dynamic framework that fosters continuous assessment and adaptation. Consequently, Algerian policymakers must engage in regular impact assessments of their EMI policies to identify emergent challenges and adjust their strategies accordingly. Such an adaptive approach ensures the sustainable success of EMI initiatives in Algerian higher educational settings.

Conclusion

This chapter presented the analysis and interpretation of data gathered through self-report questionnaires and classroom observations. Questionnaires explored participants' perceptions, attitudes, and experiences related to EMI. Classroom observations aimed to gain a deeper understanding of classroom interaction challenges and the language practices employed within EMI classrooms. The investigation yielded a nuanced understanding of language practices and interaction challenges in Algerian EMI HE settings. the study revealed that students' current proficiency levels were inadequate for full comprehension and effective learning in an EMI

context. When English was used exclusively, student interaction and participation decreased significantly. These challenges pose a significant risk of hindering effective learning in EMI classrooms. Furthermore, the findings underscored that teachers' and students' limited English proficiency emerged as a significant factor impeding successful EMI implementation. This limitation translated into a limited and inconsistent use of English as the primary medium of instruction. This highlights a significant discrepancy between the policy's aspiration and the realities on the ground. In conclusion, this chapter underscores the significance of English language proficiency as a pivotal factor influencing the successful implementation of EMI in Algerian Higher education. This chapter also proffers a series of recommendations and suggestions intended for educators and policymakers.

GENERAL CONCLUSION

General Conclusion

In this dissertation, the researchers undertake an investigation of the language practices and classroom interaction challenges encountered in Algerian higher education EMI settings. Three research questions guided the study. The first primary question explored the impact of teachers' and students' English proficiency on classroom interaction dynamics in EMI environments. The second primary question sought to identify the language practices employed by instructors in Algerian HE EMI classrooms. A third sub question investigated the perceived communication and interaction challenges faced by both instructors and students.

The present study comprises two comprehensive chapters. The first chapter encompasses a comprehensive review of pertinent literature, while the second chapter is dedicated to the practical framework of the investigation. The theoretical section lays the groundwork for the study by establishing the theoretical context surrounding EMI and its implementation in higher education settings. It then narrows the focus to the specific case of Algeria's recent policy shift towards EMI in higher education. The practical segment of this study is centred on research methodology, findings, and their discussion.

Upon analysis of the data collected from the questionnaires and the classroom observations, it becomes evident that the overall findings of this study indicate the current level of English proficiency among students is insufficient to support active participation and effective learning in EMI settings. Students' limited English proficiency was a significant factor impeding their ability to actively participate in class discussions, ask clarifying questions, critically analyse course materials, and ultimately comprehend complex subject matter. Furthermore, classroom observations revealed that instructors with limited vocabulary and pronunciation difficulties faced

communication challenges, potentially impacting student understanding. Furthermore, the data from both the students' questionnaire and classroom observations highlighted the impact of EMI on classroom interaction and student engagement. When instructors used English exclusively, student interaction and participation decreased significantly. Conversely, when instructors switched to Arabic or French, student engagement and discussions increased. Students' self-reported data further confirmed the link between language proficiency and participation. Moreover, the findings across all data sources show a limited and inconsistent use of English as the primary medium of instruction. This highlights a significant gap between the policy's aspiration and the realities on the ground. The AMHESR policy emphasizes English as the primary language of instruction, particularly in science and technology fields. However, the study's findings reveal a prevalent use of Arabic and French in EMI classrooms, with limited English use. The research suggests that this gap primarily stems from challenges in English language proficiency, especially oral communication skills, faced by both educators and students in the EMI setting.

This study acknowledges several limitations inherent to its design. First, the relatively small sample size restricts the generalizability of the findings to the broader population of EMI educators and students in Algeria. Second, the study's reliance on self-reported data through questionnaires introduces potential for bias. Participants may unintentionally inflate their responses, under-report difficulties they encounter, or overestimate their own abilities. Third, the research design employed questionnaires and classroom observations. While these methods provide valuable insights, they may not fully capture the complexities of language use and classroom interactions within EMI settings, additional methodologies, such as interviews or focus

groups, could offer a more nuanced understanding of these dynamics. Finally, given the recent implementation of EMI in Algeria, this study offers a snapshot of a specific point in time. It may not capture the long-term effects on classroom dynamics and language practices. Longitudinal studies, which track participants over time, would be beneficial in understanding the evolving nature of EMI implementation. Despite these limitations, the study contributes to the understanding of challenges in Algerian EMI implementation. The findings are expected to inform future research on these challenges and raise awareness of English language proficiency as a crucial factor for successful EMI implementation in Algerian higher education.

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APPENDICES

Appendix 1

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التّعليم العالي والبحث العلمي

الأمين العام

رقم 011/أ.ع/2024

بالجزائر، في 03 جانفي 2024

إلى السيّدات والسّادة
مديري مؤسسات التّعليم العالي

الموضوع: تذكير فيما يخصّ تعزيز التّعليم باللّغة الإنجليزيّة خلال السّنة الجامعيّة 2023-2024.

- المرجع: - إرسالي رقم 1433 المؤرّخ في 28 سبتمبر 2022.

- إرسالي رقم 1651 المؤرّخ في 05 نوفمبر 2022.

- إرسالي رقم 1797 المؤرّخ في 28 نوفمبر 2022.

- إرسالي رقم 1868 المؤرّخ في 06 ديسمبر 2022.

- إرسالي رقم 821 المؤرّخ في 21 أوت 2023.

- إرسالي رقم 969 المؤرّخ في 11 أكتوبر 2023.

- إرسالي رقم 1017 المؤرّخ في 23 أكتوبر 2023.

لقد بلغنكم بموجب إرسالاتي المشار إليها في المرجع أعلاه بالتّوجيهات المختلفة المتعلّقة بتعزيز استعمال اللّغة الإنجليزيّة في الوسط الجامعي. سواء من حيث تكوين الأساتذة، أو برمجة التّدرّس بها. في السّياق ذاته. ومواصلةً للجهد القطاعي ذي الصّلة بهذا المسعى. وتحضيرًا للسّداسي الثّاني (02) من السّنة الجامعيّة 2024-2023. أطلب منكم القيام بالعمليّات التّالية:

1. مواصلة تكوين الأساتذة الباحثين، بمن فيهم حديثو التّوظيف، لبلوغ مستوى تعلّم يوافق درجة (B2) أو (C1). عبر الآليات المعهودة. من تكوين على مستوى مراكز التّعليم المكثّف للّغات، وتحضير شهادة ليسانس، وبرمجة تكوينات في مؤسسات خاصّة، ومتابعة دورات تكوينيّة عبر المنصّة الرّقميّة المعتمدة لهذا الغرض.

2. برمجة دروس باللّغة الإنجليزيّة خلال ضبط جداول توقيت التّراسة، كما يلي:

- بالنسبة للتكوينات المنتمية إلى الميادين ذات الصلة بالعلوم والتكنولوجيا: برمجة محاضرات وحصص أعمال موجبة باللغة الإنجليزية.
 - بالنسبة للتكوينات المنتمية إلى ميادين العلوم الاجتماعية والانسانية: مواصلة تدريس المواد الأفقية باللغة الإنجليزية، وإنشاء أفواج يغلب تدريس المواد فيها باللغة الإنجليزية.
 - بالنسبة للتكوينات في العلوم الطبية: الشروع في برمجة دروس باللغة الإنجليزية.
3. العمل على خلق بيئة دراسية مرافقة يُشاع فيها استعمال اللغة الإنجليزية، مثل توظيف هذه الأخيرة في الإعلانات المختلفة التي تنشر لفائدة الطلبة، ولو في شكل ترجمة لنسخ محررة باللغة العربية، والتحرير والتوثيق بها في الملتصقات ذات الصلة بالأحداث العلمية والنشاطات الثقافية والرياضية ... الخ.
- أولي أهتية قصوى لضمان القيام بهذه العمليات بالعناية اللازمة.

الأمين العام

Digitally signed by Abdelhakim BENTELLIS
Date: 2024.01.03 17:59:47 +01'00'

نسخة مرسلة إلى: - السيد الوزير (على سبيل عرض الحال).
- السيد المدير العام للتعليم والتكوين (للمتابعة).
- السيد منير زياتي، المدير الفرعي للتعليم في الطور الثاني، مكلف بمتابعة الملف (للمتابعة).
- السيدة رئيسة اللجنة الوطنية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة الباحثين ومطبة التكنولوجيا في اللغة الإنجليزية (للمتابعة).

Appendix 2

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الأمين العام

رقم 1433/ع-1/2022

28 سبتمبر 2022

بالجزائر، في

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

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

في إطار مسعى القطاع الرامي إلى تعزيز تفتح مؤسسات التعليم والتكوين العالين وتحسين
مرونتها على المستوى الدولي. أبلغكم أنه تم ضبط مقاربة تقضي بتعزيز استعمال اللغة
الإنجليزية في التعليم والتكوين، والتي لا يمكن تجسيدها فعليًا دون توقّر مورد بشري مؤهل.

يتعلّق الأمر بتكوين الأساتذة الباحثين في اللغة الإنجليزية بمستوى يسمح لهم، لاحقًا، بضمان
تدريس مختلف الوحدات التعليمية، تدريجيًا، بهذه اللغة.

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

تحياتي.

الأمين العام بالنيابة

عبد الحكيم بن زيان



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

Appendix 3

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي
الأمين العام

بالجزائر، في 05 ديسمبر 2022

رقم 1651/أ.ع/2020

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

الموضوع: متابعة وتقييم مسعى تكوين الأساتذة في اللغة الإنجليزية.
المرجع: إرسالي رقم 1433 المؤرخ في 28 سبتمبر 2022.

في إطار متابعة وتقييم مسعى تكوين الأساتذة الباحثين في اللغة الإنجليزية، وعطفا على إرسالي المشار إليه في المرجع أعلاه، أبلغكم فيما يأتي بأهم المؤشرات التي يحددها السيد الوزير بخصوص عدد الأساتذة المستهدف تكوينهم من طرف مؤسسات التعليم العالي مع نهاية الموسم الجامعي 2022-2023 وتوجهاته ذات الصلة بالموضوع:

1. بالنسبة للأساتذة في ميدان العلوم والتكنولوجيا: تكوين 80% على الأقل منهم.
2. بالنسبة للأساتذة في ميدان العلوم الإنسانية والاجتماعية وميدان العلوم الطبية: تكوين 100% من الأساتذة الذين يدرسون الوحدات الأفقية.
3. بالنسبة للمؤسسات الجامعية التي تتوفر على مراكز للتعليم المكثف للغات أو أقسام تكوين في اللغة الإنجليزية، فهي مدعوة إلى استغلالها في تكوين أساتذتها. أما بالنسبة للمؤسسات الجامعية الأخرى، فسيتم وضع تحت تصرفها منصة رقمية من طرف اللجنة الوطنية المكلفة بالتعليم عن بعد بدءا من 1 ديسمبر 2022 تخصص لتكوين الأساتذة في اللغة الإنجليزية.
4. بالنسبة للمؤسسات الجامعية التي تتوفر على أساتذة مكوّنين ومتحكّمين في اللغة الإنجليزية، يتعين عليها الشروع، بدءا من السنة الجامعية الجارية، في التدريس باللغة الإنجليزية في المواد التي يشرف عليها هؤلاء الأساتذة.

تحياتي.

الأمين العام
عبد الحكيم بن تلمسان

نسخة مرسلة إلى السيد الوزير (على ميل عرض المل).

Appendix 4

<p>Teachers’ Questionnaire</p>



Study Title: Investigating Language Practices and Classroom Interaction Challenges in Algerian HE EMI Settings. A Case Study of Mohamed Boudiaf University, M'sila

Dear teachers,

We would like to invite you to take part in our research study by completing this questionnaire. Our study focuses on comprehensive investigation of the language practices and classroom interaction challenges encountered in English-Medium Instruction (EMI) classes within Algerian Higher Education. This study seeks to contribute valuable insights that can enhance the teaching and learning experience within the context of EMI. Rest assured that your participation is entirely voluntary, and we do not require any personal identifying information. Your responses will be treated with the utmost confidentiality, and steps will be taken to ensure anonymity throughout the research process. We kindly request you to answer the survey questions and complete the entire questionnaire. We estimate that completing the questionnaire will take approximately between 10 to 20 minutes of your valuable time.

Thank you in advance.

Part one: Background Information

1. Please pick one box only in the following questions:

❖ What is your gender?

Male Female

❖ What is your age range?

24-29 30-39 40-49 50+

❖ What is your current educational qualification?

Magister
 Doctoral
 Others:

❖ How many years you have been teaching?

1-3 4-6 7-10 11+

Part Two: Language Practices in EMI classrooms

1. What was the most used language for teaching and explaining in your previous university education?

Standard Arabic Darija French English

2. When you teach academic courses, do you teach in English?

Yes, always Yes, sometimes No, never

3. Overall, how often do you speak English during your lectures? (Tick ONE)

Occasionall About 75% of the time
 About 25% of the time Almost all the time
 About half the time All the time

4. How often do your students use the English language in the classroom?

- Not at all used Rarely used Sometimes used Often used

5. Thinking about the courses you teach; say how often you do each activity below in your lectures.

	every lesson	most lessons	about half of lessons	a minority of lessons	Never
I explain information in English					
I present PowerPoint slides in English					
I ask students questions in English					
I write on the board in English					
I give students handouts in English					
I ask students to speak English when they answer questions					

6. When your students do the examination for your course, are the exam questions in English?
 Yes, all questions Yes, some questions No

Depending on your answer, could justify your decision regarding the language of the exams?

.....

Part Three: Teachers’ Perceptions of English Language Proficiency and EMI

1. How would you describe your own level of spoken English? Tick one

- Poor Average Good Excellent

2. How satisfied are you with teaching via EMI?

- Not at all satisfied Not satisfied Satisfied Very satisfied

Please state why:

.....

3. How would you rate the support provided by the university in addressing the challenges associated with EMI instruction?

- Very Poor Poor Neutral Good Very Good

Part Four: Challenges in EMI classrooms

1. What specific challenges do you face in terms of language proficiency when communicating with students in EMI classes?

.....
.....
.....
.....

2. How do you adapt your teaching strategies to accommodate students with varying levels of English proficiency in the same class?

.....
.....
.....
.....

3. What types of classroom interaction challenges have you encountered in EMI classrooms?

.....
.....
.....
.....

Thank you for your time.

Appendix 5

<p>Students’ Questionnaire</p>



Dear participants,

We would like to invite you to take part in our research study by completing this questionnaire. Our study focuses on comprehensive investigation of the language practices and classroom interaction challenges encountered in English-Medium Instruction (EMI) classes within Algerian Higher Education. This study seeks to contribute valuable insights that can enhance the teaching and learning experience within the context of English-Medium Instruction. Rest assured that your participation is entirely voluntary, and we do not require any personal identifying information. Your responses will be treated with the utmost confidentiality, and steps will be taken to ensure anonymity throughout the research process. We kindly request you to answer the survey questions and complete the entire questionnaire.

Thank you in advance.

Part one: Background Information

2. Please pick one box only in the following questions:

❖ What is your gender?

Male

Female

❖ What is your age range?

18-23

24-29

30-39

40+

Part Two: Language Practices in EMI classrooms

7. What is the most used language(s) for teaching and explaining in your previous education before implementing EMI?

Standard Arabic

Darija

French

English

8. How often do your teachers use the English language in the classroom?

Not at all used

Rarely used

Sometimes used

Often used

9. How often do you use the English language in the classroom?

Not at all used

Rarely used

Sometimes used

Often used

10. In your opinion, how important is it in your subject course to have a good knowledge of the English language?

Not at all important

Slightly important

Important

Very Important

11. How do you evaluate your English language skills?

	Poor	Average	Good	Excellent
Speaking				
Writing				
Reading				
Listening				

12. How satisfied are you with studying via EMI?

Not at all satisfied

Not satisfied

Satisfied

Very satisfied

Please state why:

.....

13. How would you rate English language teaching at your department?

- Poor Average Good Excellent

Part Three: Classroom Interaction Challenges

1. In a scale from 1 to 5, rate how difficult the following speaking tasks are

	1	2	3	4	5
	Very easy		Very difficult		
Speaking accurately (grammar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly (pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting information/ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating actively in discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In a scale from 1 to 5, rate how difficult the following listening tasks are.

	1	2	3	4	5
	Very easy		Very difficult		
Understanding the main ideas of lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying supporting ideas and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding lecturers' accents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding classmates' accents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. As a student in EMI higher education classes, what challenges have you personally encountered?

.....
.....
.....

4. In your view, how do these challenges impact your academic performance and engagement in EMI classes?

.....
.....
.....

5. How do you perceive the influence of language proficiency on classroom interaction in EMI settings?

.....
.....
.....

6. Are there any additional comments or suggestions you would like to provide regarding the challenges faced by teachers and students in EMI classrooms, or the impact of language proficiency on classroom interaction?

.....
.....
.....

Thank you for your time.

ملخص

يشير التوجه الجديد للحكومة الجزائرية نحو اعتماد التدريس باللغة الإنجليزية على مستوى مؤسسات التعليم العالي إلى محاولة استراتيجية للاستفادة من مزايا هذه الأخيرة. غير أن تنفيذ هذه السياسة يطرح مجموعة معقدة من التحديات. وبناء على ذلك، تهدف هذه الدراسة إلى استكشاف شامل للممارسات اللغوية وتحديات التفاعل الصفّي داخل الفصول الدراسية التي تعتمد التدريس باللغة الإنجليزية. و للإجابة على استفسارات البحث المطروحة وتحقيق أهدافه المحددة، قام الباحثون باتباع منهج استكشافي مختلط، حيث اعتمدت هذه الدراسة على ملاحظات صفية بالإضافة إلى استبيانين مختلفين تم توزيعهما على 69 طالبا و 11 استادا من كليات مختلفة على مستوى جامعة محمد بوضياف بالمسيلة والذين تم اختيارهم تبعا لتقنية العينات الغير عشوائية القصدية. أظهرت النتائج الرئيسية لهذا البحث أن المستوى الحالي للطلبة في اللغة الانجليزية غير كافٍ لدعم تفاعل صفّي نشط وتعلم فعال في الأوساط التي تعتمد اللغة الانجليزية كوسيلة أساسية للتعليم. بالمقابل، كشفت هذه النتائج أيضًا عن استخدام محدود وغير ممنهج للغة الإنجليزية كوسيلة أساسية للتعليم، واستخدام سائد للغتين العربية والفرنسية في الفصول الدراسية المعنية باعتماد التدريس باللغة الإنجليزية.

الكلمات المفتاحية: اللغة الانجليزية كوسيلة للتدريس، التعليم العالي الجزائري، الممارسات اللغوية، تحديات التفاعل الصفّي،

إتقان اللغة الإنجليزية.