

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**An Investigation into English Medium Instruction
(EMI) Training Methods of Algerian University
Teachers.**

**The case of Intensive Language Training Centre (CEIL) at the
University of M'sila**

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

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2023/2024

Dedication

I dedicate this dissertation to the unwavering support of my family.

To my grandparents and my parents, to my wife, and my children. Their unwavering love and support have been my constant source of strength throughout this journey.

I also extend this dedication to my siblings and the extended family and friends who have believed in me and offered encouragement.

To all of you, my deepest gratitude.

Acknowledgements

I would like to express my sincere and deepest gratitude to:

Dr. **Imane CHERIET**, my supervisor, for her guidance and support throughout this entire project. Her invaluable expertise and belief in my abilities have been instrumental in my success. I am deeply indebted to her for the knowledge and skills I have gained.

My appreciation to the esteemed board of examiners, Mr. **Abdelmadjid TAYOUB** and Dr. **Karima LAADJEL**, for their valuable time, expertise, and constructive feedback, which have significantly strengthened the rigor and depth of this study.

A special acknowledgement goes to Dr. **Mourad TOUATI** for his encouragement at the outset of my Master's studies. His support played a significant role in guiding me towards this path.

I extend my thanks to all the faculty members at the University of M'sila and the English teachers at CEIL who have participated in my research. Their valuable contribution has significantly enriched this dissertation.

All our teachers during the Master's studies who consistently encouraged and supported us throughout the past two years. Their dedication and patience have provided invaluable guidance and mentorship.

Thank You.

Abstract

This study investigates the effectiveness of English as a Medium of Instruction (EMI) training methods for Algerian university teachers at the Intensive Language Training Centre (CEIL) of the University of M'sila. It explores the current training approaches offered by CEIL, including methodologies, content focus, and assessment practices. This study employs the descriptive method taking a mixed-methods approach of data collection through qualitative and quantitative research methods, including surveys and interviews with 40 university teachers and 10 EMI trainers, the research investigates the challenges faced by both EMI trainers and University teachers in the context of EMI implementation. Findings reveal that the CEIL program focuses heavily on general English proficiency, with insufficient emphasis on core EMI skills and discipline specific language training. Trainers require further professional development in EMI pedagogy, and the program lacks standardization and alignment with best practices. These insights inform recommendations for optimizing CEIL's training programs by addressing curriculum gaps and enhancing support systems for EMI instructors. The study contributes to the broader discourse on successful EMI implementation in Algerian higher education, promoting best practices for teacher training across the country.

Keywords: English as a Medium of Instruction (EMI), Algerian higher education, teacher training, Intensive Language Training Centre (CEIL), language proficiency, English language teaching

List of Abbreviations

%: Percentage.

CEFR: Common European Framework of Reference for Languages.

CEIL: Centre d'Enseignement Intensif des Langues (Intensive Language Training Centre).

CLIL: Content and Language Integrated Learning.

CLT: Communicative Language Teaching.

EAP: English for Academic Purposes.

EaS: English as a subject.

EME: English as a Medium of Education.

EMI: English as a medium of instruction.

ESP: English for Specific Purposes.

HE: Higher Education.

Q: Question.

STEM: Science, Technology, Engineering, and Mathematics.

TBLT: Task-based Language Teaching.

TNE: Transnational Education.

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GENERAL INTRODUCTION

1. Background of the study

Universities worldwide are increasingly adopting English-medium instruction (EMI). This trend is fueled by the increasing globalization of the world, where English has become the lingua franca for academic discourse, research collaboration, and international student mobility. Universities are adopting EMI to achieve several key objectives, by equipping students with strong English language skills that allow them to actively participate in international academic exchanges, research projects, and conferences (Macaro, 2018). Beyond language benefits, EMI creates opportunities for intercultural communication and collaboration, as Coleman (2006) argues. This fosters diversity and understanding of different cultures within academic settings.

Algeria, like many countries worldwide, has recognized the importance of English as a global language and its role in various domains, including education, research, and international communication. Consequently, there has been a significant tendency towards implementing EMI in higher education institutions across the country. While the potential benefits of EMI are undeniable, its successful implementation in non-English speaking countries like Algeria presents unique challenges. The effectiveness of this transition heavily relies on the readiness and proficiency of university teachers to deliver content in English.

In Algeria, the move towards EMI is part of a broader strategy to enhance the quality and international competitiveness of its higher education system. However, this transition is not without its difficulties. Teachers who have traditionally instructed in Arabic or French must now adapt to teaching in English, which often requires substantial changes in their teaching methods and significant language enhancement. The challenges include ensuring that teachers have sufficient English proficiency, developing suitable

curriculum materials, and providing ongoing professional development to support teachers in this shift.

Moreover, students also face challenges in an EMI environment, particularly those who have not previously been exposed to academic English. These challenges can affect their comprehension and engagement, potentially impacting their academic performance and overall educational experience. Therefore, comprehensive support systems for both teachers and students are essential to facilitate a smooth transition to EMI.

The CEIL at Mohamed Boudiaf University of M'sila plays a crucial role in this context by supporting EMI teachers through a variety of initiatives. CEIL provides resources, training programs, and professional development opportunities designed to empower teachers and enhance their instructional capabilities in an EMI setting. These initiatives include language training in accordance with the Common European Framework of Reference for English, French, German, Spanish, and Turkish (Levels A1, A2, B1, B2), and specialized training programs tailored to the unique challenges of EMI instruction.

The successful implementation of EMI in Algerian higher education institutions depends on the readiness and support of university teachers. The initiatives undertaken by CEIL at Mohamed Boudiaf University of M'sila exemplify the comprehensive approach required to equip teachers with the necessary skills and knowledge to address the challenges of EMI, ultimately contributing to the broader goals of enhancing educational quality and international collaboration.

2. Statement of the Problem

The implementation of EMI is not without challenges. Critics argue that EMI may undermine the quality of education by compromising students' comprehension and critical thinking abilities when instruction is delivered in a non-native language. Additionally, EMI can exacerbate linguistic inequalities, as students proficient in English may have an advantage over their peers with limited English proficiency. Moreover, the effectiveness of this transition heavily relies on the readiness and proficiency of university teachers to deliver content in English (Wilkinson, 2012).

This study aims to investigate the EMI training methods utilized at CEIL and evaluate their effectiveness in preparing university teachers for EMI practice. The research will explore various aspects, including the content, delivery modes, duration, and pedagogical approaches of the training programs offered. Moreover, it will explore the perceptions, experiences, and challenges encountered by participating teachers throughout the training process.

3. Research questions

In accordance with the above stated problem the following research questions are formulated:

1. What are the specific EMI training methods employed at the CEIL of the University of M'sila, including their content, delivery modes, duration, and pedagogical approaches?
2. How effective are the EMI training methods utilized at CEIL in preparing Algerian university teachers for English-medium instruction, as perceived by the participating teachers?
3. What are the key challenges and areas for improvement identified by university teachers regarding the EMI training methods offered at CEIL.

4. Objectives of the study

1. To analyze the current EMI training methods offered by CEIL at the University of M'sila. This includes identifying the specific content areas covered, delivery methods used, program duration, and the pedagogical approaches employed within the training.
2. To evaluate the perceived effectiveness of the CEIL's EMI training program among participating Algerian university teachers. This objective focuses on understanding how well teachers feel the program prepares them for English-medium instruction.
3. To identify key challenges and areas for improvement in the CEIL EMI training program as reported by university teachers.

5. Significance of the study

The investigation into EMI training methods employed at the CEIL of the University of M'sila holds significance for several reasons:

- As Algeria's higher education sector embraces EMI, this study can provide valuable insights into the effectiveness of current training methods used at the CEIL.
- By analyzing the CEIL's training methods, the study can identify areas for improvement and suggest best practices for developing teachers' English language skills, pedagogical approaches, and content knowledge specific to EMI classrooms.
- The findings can inform the design and delivery of professional development programs for EMI teachers at the CEIL and potentially other institutions. This can ensure that ongoing support meets the evolving needs of EMI instructors, fostering their continued growth and effectiveness.

- This study can serve as a springboard for further research on EMI in Algeria. By establishing a baseline understanding of the CEIL's training methods, it can pave the way for investigations into student learning outcomes, the impact of EMI on various disciplines, and the development of context-specific EMI training models.

This study has the potential to significantly impact the development and implementation of EMI programs at the University of M'sila and beyond. By providing insights into the effectiveness of current training methods, the research can contribute to improved teacher preparation, enhanced student learning experiences, and the continued advancement of EMI practices in Algeria.

6. Literature review

The growing trend of EMI in higher education worldwide is driven by factors like globalization and access to a wider range of academic resources. A key driver is internationalization, allowing universities to attract students and faculty from around the world. However, research also identifies challenges associated with EMI implementation, including teacher proficiency, pedagogical skills for teaching through English, and student preparedness. For instance, a study by Volchenkova (2023) highlights the challenges faced by Russian universities transitioning to EMI, emphasizing the need for effective teacher training programs.

Studies on EMI in Algeria are limited, primarily focusing on teachers' attitudes and the challenges they face. A recent study by Messeded (2023) at Blida 2 University explored lecturers' perspectives on existing English language training programs, revealing a perceived need for more specialized training tailored to EMI requirements. However, a

gap exists in in-depth research on the specific methods and effectiveness of EMI training programs in Algeria, particularly at institutions like CEIL.

The literature review highlights the scarcity of research on EMI training methods in Algeria. By investigating the case of CEIL, this study aims to contribute valuable insights to improve EMI training programs and better equip Algerian university teachers for the successful implementation of English as a medium of instruction.

7. Research methodology and data collection

This study employs the descriptive method taking a mixed-methods approach of data collection to investigate EMI training methods offered by CEIL at the University of M'sila in Algeria. The research design combines quantitative and qualitative data collection methods to provide a comprehensive understanding of the program.

An online questionnaire is administered to 40 university teachers who are currently participating in the EMI training. This questionnaire utilizes a mix of closed-ended and open-ended questions to capture their perceptions of the program's effectiveness, strengths, weaknesses, and areas for improvement. Additionally, semi-structured interviews are conducted with 10 experienced EMI trainers at CEIL. These interviews explore their approach to delivering training, their views on the program's methods, and potential areas for improvement. By combining data from teachers and trainers, the study aims to gain a well-rounded picture of CEIL's EMI training program.

8. Structure of the dissertation

The dissertation follows a structure with two core chapters with a strong theoretical foundation and a detailed research methodology. Chapter one establishes the theoretical

framework. The first section examines EMI globally, exploring its growth, importance, and various pedagogical approaches. The second section focuses on the specific context of EMI implementation in Algeria, identifying challenges faced by teachers, students, and institutions.

Chapter two delves into the research methodology and data analysis. The first section details the research design and meticulously describes the selection of participants, including university teachers and EMI trainers. The second section provides a comprehensive overview of the research tools used. This includes details about the online questionnaire for teachers and semi-structured interviews with trainers. Finally, the chosen data analysis methods for each tool are outlined, ensuring a transparent and rigorous approach to interpreting the findings.

CHAPTER ONE

Theoretical Framework

Introduction

This chapter serves as the theoretical foundation for this investigation into EMI training methods at the CEIL of the University of M'sila. It begins by defining EMI and exploring its growing presence globally and within the Algerian higher education landscape. Following this, it delves into the various approaches to EMI instruction, such as Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL).

The second section of this chapter focuses on the critical aspect of training teachers for EMI success. Furthermore, it explores the development of essential language skills for EMI, including academic vocabulary development, alongside effective teaching methodologies specifically suited for EMI classrooms. This exploration encompasses strategies like lectures, discussions, group work, and presentations, while emphasizing the importance of creating and adapting high-quality EMI materials and resources. Finally, it acknowledges the crucial role of ongoing professional development in supporting EMI teachers and the potential role of the CEIL in this process.

1.1 English Medium Instruction (EMI)

1.1.1 Definition of English Medium Instruction (EMI)

Various scholars have proposed diverse definitions of English Medium Instruction (EMI), reflecting the complexity and multiple approaches within this educational framework. EMI is commonly defined as “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English” (Macaro et al., 2018, p. 37). This definition emphasizes the primary objective of EMI programs, which is often content

learning, considering English as a second, foreign, or additional language for most students.

However, Taguchi (2014) offers an alternative definition of EMI, focusing explicitly on language learning objectives. Definition of Taguchi describes EMI programs as curricula that use English as a medium of instruction to enhance students' academic English proficiency (p.89). This perspective aligns EMI more closely with content and language integrated learning (CLIL) compared to Macaro's definition, which doesn't explicitly include language learning objectives.

Furthermore, scholars like Humphreys (2017), Jenkins (2019), and Pecorari & Malmström (2018) argue for expanding the scope of EMI to include Anglophone contexts, such as the US, UK, and Australia. They highlight the increased presence of English as a second language speakers due to global migration and student mobility in higher education. This expansion prompts the consideration of English as a Medium of Education (EME), emphasizing the role of English as both an academic language and a means of international communication.

While definitions of EMI and EME may vary, they all recognize the diversity inherent in different educational contexts and distinguish EMI from English as a subject (EaS) instruction. Unlike EaS classes, where English is taught explicitly as a subject, EMI programs typically focus on content learning, with language learning being incidental or implicit. However, stakeholders often view EMI as an opportunity for students to develop both their academic content knowledge and English language skills concurrently. Despite this perceived benefit, the effectiveness of EMI for English language development remains a subject of debate, with mixed evidence regarding its efficacy.

Figure 1

A range of educational approaches that combine learning content and a new language

(adapted from Met, M (1999)).



Figure 1 illustrates that EMI as a policy typically aligns with 'content' on the far left, while EMI in application varies depending on the program and can fall anywhere along the center to left side of this spectrum. Taguchi's definition, positioned approximately in the middle of this spectrum, may better reflect the practical implementation of EMI in numerous higher education institutions, particularly those emphasizing both content and language acquisition (CLIL), or primarily focusing on language development through content instruction (CBI).

1.1.2 Growth of EMI in Higher Education

The global expansion of English EMI is evident across all levels of education, with higher education (HE) institutions showing particularly high rates of adoption (Fenton-Smith, Humphreys & Walkinshaw, 2017; Wächter & Maiworm, 2014). According to studies by Dearden (2014) and Macaro, Curle et al. (2018), the past two decades have seen a significant increase in EMI programs offered by HEIs worldwide. As Macaro (2015, p. 7) explains, the growth of EMI is often metaphorically described as an "unstoppable train," fueled by a variety of complex reasons that differ by country and institution.

Regional analyses indicate pronounced EMI growth in non-Anglophone regions such as Europe, Asia, and the Middle East. In Europe, particularly, there has been a rapid

proliferation of English-taught programs, especially at the master's level and in business and science fields. Similarly, Asian countries have witnessed a surge in EMI adoption, driven by national strategies like China's Project 211 and Project 985 and Japan's Global 30 and Top Global University projects (Rose, McKinley, Xu & Zhou, 2020; Aizawa & Rose, 2019).

Weber (2011) points to the growth of transnational education (TNE) in the Middle East, exemplified by the expansion of English speaking university branch campuses in the United Arab Emirates (UAE), as a factor driving the increase in English taught programs. Latin American countries have also shown increasing interest in EMI, as seen in Brazil's introduction of undergraduate level EMI classes and initiatives like Science without Borders (Martinez, 2016). Similarly, African countries, though lacking comprehensive data, demonstrate a significant role for English in HE, often stemming from historical legacies of colonialism (Mampane, Omidire & Aluko, 2018).

However, despite its growing popularity, EMI is not universally embraced. Belhiah and Elhami (2015) document instances of universities in Gulf countries like Qatar and the UAE reverting to teaching in national languages, highlighting concerns about language and cultural identity preservation as a reason for this shift, and backlash against EMI in European countries like the Netherlands, France, and Sweden, where it is seen as a threat to national languages and identities (Matthews, 2018; Gallix, 2013; Bolton & Kuteeva, 2012). Such tensions highlight the non-linear and contested nature of EMI adoption, exacerbated by limited data availability for systematic tracking of its trends over time and across different contexts.

1.1.3 Importance of EMI

EMI is gaining traction in education systems worldwide. It involves using English to teach academic subjects, other than English itself, to students where English is a second or

foreign language (Dafouz & Gray, 2022). Proponents of EMI highlight several potential benefits:

- Studies suggest EMI programs can improve students' English skills in areas like reading, writing, listening, and speaking. This can be particularly valuable in a globalized world where English proficiency is often seen as a key asset for international communication and career opportunities (British Council, 2014).
- EMI can prepare students to participate in a globalized academic environment. Exposure to English allows them to access international research and educational resources, fostering intercultural understanding and potentially attracting international students (British Council, 2014).
- A research by Macaro (2018) suggests that EMI programs might lead to cognitive benefits beyond just language learning. Studies have shown positive impacts on critical thinking and problem solving skills.
- Well designed EMI programs can promote bilingualism by encouraging students to maintain and develop their native language alongside English. Research suggests this can lead to stronger overall academic performance (Bälter et al. 2023).

1.1.4 Approaches to EMI

There are various pedagogical approaches that can be employed within EMI programs to optimize learning outcomes. These approaches often emphasize creating a student centered environment that fosters communication and content knowledge acquisition simultaneously.

1.4.1.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach to language learning that emphasizes the use of language for real world communication (Richards, 2006). Students focus on developing all four language skills (listening, speaking, reading and writing) in a

way that allows them to express ideas, solve problems, and interact with others in meaningful contexts.

CLT and EMI go hand in hand, according to Wei, Lin, and Litton (2018). Both approaches share the goal of equipping students with English language skills they can use for real world communication. CLT emphasizes using language to achieve communicative goals, like expressing ideas and solving problems. This aligns perfectly with EMI, where students acquire knowledge through English as the medium of instruction. Littlewood (2002) describes CLT classrooms as hives of activity, mirroring the engaged participation students experience in EMI environments. Additionally, CLT focuses on developing all four language skills: listening, speaking, reading, and writing.

While fluency is important in EMI, achieving a certain level of grammatical accuracy is also essential. CLT addresses this by integrating accuracy focused activities alongside communicative tasks. Teacher training in CLT principles and adapting activities to specific subjects further strengthens EMI. Overall, CLT's communicative approach empowers students with the English language skills needed to not only function but thrive in EMI classes.

1.4.1.2 Task-based language teaching (TBLT)

When it comes to language learning, task-based language teaching (TBLT) stands out. Ellis (2003) defines (TBLT) as an approach where students are immersed in engaging tasks that require them to use the target language for communication, making learning more practical and purposeful. These tasks go beyond simple drills and exercises, aiming to simulate real world situations where students need to use language to achieve a goal.

TBLT offers a promising approach for EMI. It centers on engaging tasks that require students to use English for practical purposes, aligning perfectly with EMI's goal of content

acquisition through English. Students are not just memorizing facts; they are actively using language to complete tasks that require them to understand and apply subject matter. Additionally, According to Ellis (2003), Task-Based Language Teaching (TBLT) incorporates all four language skills; listening, speaking, reading, and writing, which are essential for achieving success in EMI programs. This fosters a dynamic learning environment that mirrors the interactive nature of EMI classes.

However, successful TBLT implementation in EMI requires careful planning. Teachers need to select tasks relevant to the subject matter and provide opportunities for language development. Scaffolding, or providing support to help students complete tasks, is also crucial (Skehan, 1998). Finally, assessment strategies need to consider both content learning and language development. Overall, TBLT's student-centered approach can make EMI classrooms more engaging and empower students to thrive in English-based learning environments.

1.4.1.3 Content and Language Integrated Learning (CLIL)

According to Coyle (2007), Content and Language Integrated Learning (CLIL) is an educational approach where students learn subject matter, like science or history, through an additional language, typically one that is not their first language. This means both content and language learning are happening simultaneously.

Content and Language Integrated Learning (CLIL) offers a natural fit for English Medium Instruction EMI. Both share the philosophy of integrating language learning with acquiring knowledge in other subjects. CLIL emphasizes a balanced approach, focusing on developing both content knowledge and language proficiency simultaneously (Coyle, 2007). This aligns perfectly with EMI, where students are not just memorizing facts in

English, but actively using the language to understand and discuss subject matter. Additionally, CLIL activities encourage students to use English for real world purposes related to the content they are learning (Coyle, et al. 2010). This mirrors EMI's goal of using English for communication and learning, not just memorization.

However, integrating CLIL effectively within EMI requires thoughtful preparation. According to Coyle and Meyer (2019), successful implementation hinges on proper teacher training in CLIL methods and ensuring classrooms have the necessary resources to support this approach. Overall, CLIL strengthens EMI by fostering a holistic language learning experience within content-based instruction. This equips students with the necessary English skills to not only understand but excel in EMI settings.

1.4.1.4 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is not just about general English skills. As Dudley-Evans and John (1998) point out, EAP instruction is specifically designed to equip students with the language tools and knowledge they need to thrive in academic environments. This includes skills like summarizing research articles, writing essays with proper citations, and participating in academic discussions. EAP focuses on academic English, which differs from everyday English in terms of vocabulary, grammar, and style.

Students navigating EMI environments can find strong support in English for EAP programs. As Dudley-Evans and John (1998) outline, EAP equips students with the specific language skills needed to thrive academically, including summarizing research and crafting essays with proper citations. This directly addresses the challenges faced by EMI students who need to not only understand complex subjects but also communicate effectively in English. Additionally, EAP instruction can be tailored to the specific subject

matter of EMI classes; ensuring students develop the vocabulary and grammar needed to discuss those topics (Swales, 1990). This targeted support equips students with the language skills they need to actively participate and succeed in EMI settings.

Achieving a smooth blend of EAP and EMI hinges on collaboration between EAP instructors and content teachers, as highlighted by Hyland (2006). By working together, they can ensure a cohesive learning experience that addresses both content knowledge and academic language skills. Overall, EAP strengthens EMI by providing targeted support that empowers students to navigate the academic world through English and excel in EMI environments.

1.4.1.5 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) refers to a type of English language instruction that caters to learners needing English for a specific professional or academic domain (Hutchinson & Waters, 1987). Unlike general English classes, ESP focuses on the targeted vocabulary, grammar structures, and communication skills relevant to a particular field, like medicine, engineering, or business.

ESP proves to be the ideal companion to EMI. According to Hutchinson and Waters (1987), both cater to learners who need English for a particular academic discipline. However, ESP goes a step further by honing in on the specific language skills and vocabulary crucial for success in that field. This ensures EMI students develop the language proficiency needed to understand and discuss complex subject matter effectively. Additionally, ESP utilizes authentic materials like textbooks and research articles relevant to the EMI subject. This exposes students to the kind of English they will encounter in their academic careers.

However, achieving successful ESP integration within EMI lies in collaboration between content teachers and ESP specialists, as Dudley-Evans and John argued in 1998. This ensures ESP instruction aligns with the specific language demands of EMI courses. Overall, ESP strengthens EMI by providing targeted support that equips students with the language skills and knowledge needed to not only participate but excel in their chosen academic field through English.

1.1.5 The interest of EMI in Algeria

A significant shift is underway within Algerian universities, characterized by the growing adoption of EMI. This phenomenon arises from the convergence of multiple contributing elements. Increased exposure to English through media and the internet has fostered a familiarity and comfort with the language among Algerians (Belmihoub, 2018). Furthermore, Algeria's growing economic and academic ties with English speaking countries have created a practical need for fluency in English to navigate these partnerships effectively. This translates into a real world benefit for Algerian graduates entering the workforce.

The growing appeal of EMI is undeniable; this is reflected in the explosion of English departments across universities. Benrabah (2014) highlights that these departments are not just fringe programs; they are drawing a substantial student base, even exceeding enrollment in traditional French departments. This student enthusiasm reflects a shift in perception, where English is increasingly seen as a valuable asset for academic and professional success.

The Algerian government, recognizing this trend and its potential benefits, has become an active proponent of EMI. Former Minister Tayeb Bouzid played a pivotal role in this by

spearheading a comprehensive public consultation process. This process was not merely symbolic; it involved online polls and a national forum specifically designed to gather feedback from educational specialists (Appendix.1, Appendix.2, and Appendix.3). By valuing public opinion and engaging educational experts, the government ensured a well rounded perspective on EMI's implementation. The overwhelming public support for EMI underscored its potential to enhance the quality of education, internationalize Algerian universities, and boost graduate employability. This led to the creation of a well-defined plan with clear short, medium, and long-term goals to guide the successful implementation of EMI across various disciplines.

Current Minister Kamel Beddari is committed to building upon this foundation. His focus lies on equipping university faculty with the necessary linguistic skills to deliver effective EMI courses. The Ministry has established an ambitious target: 80% proficiency in science and technology fields and 100% proficiency in other disciplines like humanities and social sciences (Appendix.4). These ambitious goals necessitate a robust support system. The Ministry has taken several steps to achieve this, including the creation of a digital platform for online training and the implementation of English placement tests for PhD students. These measures ensure that professors not only possess the required language skills but can also tailor their instruction to the appropriate level of their students. Additionally, universities are encouraged to offer STEM courses in English, with professors meeting a minimum B2 proficiency level (Appendix.5). This targeted approach ensures quality instruction in these crucial fields.

It is important to acknowledge that EMI is not entirely new to Algeria. Institutions like INELEC have a long and successful history of utilizing English for instruction (Jacob, 2020). These institutions serve as valuable models for the broader implementation of EMI.

Furthermore, two newly established National Higher Schools plan to deliver full programs entirely through EMI. These schools will provide students with intensive language training before diving into the curriculum, ensuring a smooth transition and maximizing learning potential (U.S. Embassy Algiers, 2021). Their success will undoubtedly pave the way for even wider adoption of EMI in Algerian higher education.

1.1.6 Challenges Behind EMI Implementation in Algerian Higher Education

While Algeria has recently adopted EMI in its higher education system, implementing this new approach effectively comes with a set of challenges.

Many Algerian faculty members might not possess the necessary level of English proficiency to deliver instruction effectively. Bradford (2016) warns that EMI programs could lead to communication difficulties, hinder student comprehension, and erode confidence in using English for academic purposes. Shifting from traditional lecture based teaching to EMI requires instructors to adopt new pedagogical approaches that promote language acquisition alongside content delivery. A lack of training in EMI methodologies like scaffolding and active learning can hinder the effectiveness of the program (Coyle, 2007). Evaluating both content knowledge and language development in EMI settings requires specific assessment tools. Educators might need training in designing and implementing formative and summative assessments tailored to the EMI environment.

Students entering EMI programs may vary significantly in their English language proficiency. This heterogeneity can create challenges in maintaining a pace and level of difficulty that caters to all learners (A. Jackson, 2014). Adapting to learning in a new language requires motivation and effective learning strategies on the part of students. Universities may need to offer support services to help students adjust to the demands of

EMI (Galloway & Rose, 2021). Succeeding in EMI programs requires strong academic literacy skills in both mother tongue and English. Developing the skills to effectively analyze and synthesize information from academic texts can be challenging for students, and according to Gibbons (2002), they might need additional support in this area.

Adapting existing curricula to the EMI framework requires careful consideration of language demands alongside subject-specific content. Wannagat (2007) cautions that developing high-quality EMI materials tailored to specific courses can be a time-consuming and resource-intensive endeavor. Implementing EMI successfully may require additional resources for faculty development programs, technology integration, and the creation of new learning materials. Universities need to invest in these areas to ensure the program's sustainability. Clear policies and ongoing support from university leadership are crucial for successful EMI implementation. Sahan et al. (2021) highlight the importance of establishing guidelines for faculty training, assessment practices, and student support services. Algeria has a multilingual context with Arabic, French, and now English being used in education. Balancing the roles of these languages within the EMI framework requires careful consideration.

1.2 Training Programs for English Medium Instruction (EMI)

Training methods for EMI focus on equipping educators with the necessary language proficiency and pedagogical skills to effectively teach subjects in English. These methods typically include developing general English language skills, integrating subject-specific vocabulary, and employing interactive teaching techniques. Continuous professional development and feedback mechanisms are also integral components of EMI training programs to ensure ongoing improvement and alignment with best practices.

1.2.1 Teachers' Needs and Training Program

This subsection explores teachers' needs to gauge their proficiency in English language and pedagogical skills relevant to EMI. Additionally, it outlines the design principles essential for developing effective training modules tailored to address identified assessment needs, ensuring alignment with desired learning outcomes and instructional objectives.

1.2.1.1 Identifying teachers' needs

While EMI presents a valuable educational approach, its success relies heavily on supporting the educators who deliver it. Rifiyanti and Dewi (2023) identify several key areas that require attention to ensure a smooth transition for teachers and effective learning for students.

Firstly, professional development is crucial. Lasagabaster (2022) highlights that many teachers, especially content specialists, might feel their English proficiency could benefit from improvement. Training programs that address academic English, subject-specific vocabulary development, and clear communication strategies are crucial. Additionally, teachers need to shift their pedagogy beyond simply translating content. Training on scaffolding techniques like concept mapping, promoting active participation through discussions and group work, and using appropriate assessment tools ensures both content knowledge and language skills are effectively developed in students (Prabjandee & Nilpirom, 2022).

Secondly, access to appropriate resources is critical. Finding sufficient course materials in English, especially for specialized subjects, can be a challenge for EMI teachers (Rifiyanti & Dewi, 2023). Support in adapting existing materials or identifying resources that align with content and language level is invaluable. Lasagabaster (2022)

suggests several ways to ease the teacher's workload in EMI programs. These include reducing teaching loads, allocating dedicated time for lesson planning, or providing teaching assistants to handle administrative tasks.

Finally, fostering a collaborative environment is essential for EMI success. According to Rifiyanti and Dewi (2023), fostering a supportive environment for teachers is a key. This can involve creating EMI communities where educators share best practices, collaborate on lesson development, and provide constructive feedback to one another. Additionally, institutions can play a role by organizing workshops specifically focused on EMI pedagogy and encouraging teachers to observe each other's classes to learn from each other's experiences. By addressing these needs, institutions can empower teachers to deliver effective EMI and create a successful learning environment for students.

1.2.1.2 EMI training programs

EMI training programs requires a meticulous design that addresses the instructors' unique needs. Here, three key elements come into play: clear objectives, relevant content, and engaging activities (Richards & Farrell, 2005).

Firstly, setting clear learning objectives establishes a roadmap for the program. According to Richards and Farrell (2005), clearly defining learning objectives and aligning them with identified needs is crucial. This ensures instructors have a clear understanding of the knowledge and skills students will develop through the program. For instance, if fluency is a common struggle, an objective might be to improve spoken English proficiency in specific academic contexts. Clear objectives benefit instructors by allowing them to track progress and ensure the program aligns with their professional goals.

Secondly, delivering relevant content is paramount. Hyland and Hyland (2006), stated that effective EMI instructor training goes beyond generic language development. The program curriculum should be directly relevant to the instructors' subject areas, student levels, and the unique challenges they encounter in the EMI classroom. Instead of offering one-size-fits-all language training, the program should focus on equipping instructors with the specific language skills and pedagogical strategies needed to teach their disciplines effectively through English. This tailoring can involve incorporating vocabulary development modules focused on scientific terminology for science instructors or workshops on facilitating discussions specifically designed for the EMI environment. By ensuring content directly addresses instructors' needs, the program maximizes its impact on their teaching practices.

Finally, fostering engagement through activities is crucial. Effective programs move beyond passive learning through lectures. Engaging activities that allow instructors to practice their newly acquired skills and receive feedback are essential for maximizing learning outcomes (Richards & Farrell, 2005). These activities can take various forms, such as role-playing scenarios, peer observation of teaching methods, and collaborative lesson planning sessions. Engaging activities not only make the training more enjoyable but also promote active learning and knowledge retention.

1.2.2 Developing Language Skills for EMI

Within the context of EMI, educators require a solid foundation in several key language skills. This section identifies these essential competencies and explores effective strategies for instructors to enhance their proficiency in each area.

1.2.2.1 Essential languages skills for EMI

While general English fluency is a plus, EMI teachers require a specific set of language skills to excel in the classroom. The following is a suggested list of essential language abilities that EMI teachers need to excel:

As highlighted by Rifiyanti and Dewi (2023), teachers need to feel confident in both understanding and using academic language across different subjects. This involves delivering clear and concise explanations using technical vocabulary relevant to their disciplines. An effective EMI science teacher must possess a unique skill set. They require not only a deep understanding of scientific concepts, but also the ability to articulate those concepts using precise and technical English terminology specific to the scientific field.

While a solid foundation in general academic English is essential, EMI teachers need to take it a step further. As Lasagabaster (2022) emphasizes, a strong grasp of the specific vocabulary relevant to their subject area is crucial. This allows them to explain complex concepts accurately and answer student questions effectively. For instance, an EMI history teacher would need to be familiar with terms like "feudalism," "revolution," and "historiography" to deliver clear and comprehensive lessons.

For the EMI classroom to thrive, effective communication is essential. As Lasagabaster (2022) indicates, teachers need to tailor their explanations to ensure understanding by students whose native language might differ from English. This involves using clear pronunciation, employing varied sentence structures to avoid monotony, and incorporating visuals like diagrams or charts to support their explanations.

1.2.2.2 Academic vocabulary development

According to Schmitt and Schmitt (2020), a strong academic vocabulary is essential for successful EMI instruction. This specialized language allows instructors explain with clarity their disciplines and communicate effectively with students. However, acquiring this vocabulary can be challenging.

Effective EMI training programs tackle this challenge by incorporating various strategies. As Schmitt and Schmitt (2020) advocate, explicit vocabulary instruction goes beyond rote memorization. Instructors actively engage with new words by exploring derivations, creating concept maps, and practicing usage in different contexts. Furthermore, these programs provide exposure to authentic academic texts in the instructors' fields, such as scholarly articles, textbooks, or even EMI classroom materials. Exposure to how academic vocabulary functions in real-world contexts is crucial for effective learning

Finally, programs should foster independent vocabulary development. This empowers instructors to become self-directed learners. Strategies might include using online resources like academic glossaries or vocabulary learning platforms, employing mnemonic devices for memorization, or keeping vocabulary journals to record new words encountered during research (Schmitt & Schmitt, 2020). By incorporating these approaches, EMI training programs equip instructors with the tools and strategies to build a strong academic vocabulary, ultimately enhancing their effectiveness in the EMI classroom.

1.2.3 Teaching Methodology and Pedagogy

EMI programs offer a dynamic learning environment where students acquire subject-specific knowledge while developing their English language proficiency. However, navigating this dual focus requires a thoughtful approach to both methodology and pedagogy.

1.2.3.1 Methodology:

According to Farrell (2019), students are not just passively learning science or history; they are actively learning through English. Teachers can incorporate authentic materials like news articles, documentaries, or scientific reports to create a more realistic learning environment. Project-based learning is another powerful CLIL tool. Students grapple with real world problems and collaboratively present their findings in English, transforming tasks into springboards for communication. This approach encourages students to use English for critical thinking, analysis, and knowledge building.

Scaffolding, as described by Prabjandee and Nilpirom (2022), provides the necessary support to bridge this gap, this can involve visuals like diagrams or flowcharts to represent key ideas. Graphic organizers become tools for students to map out concepts and relationships, clear and concise instructions delivered in slower speech with repetition solidify understanding. Perhaps most importantly, scaffolding fosters peer collaboration and students can explain concepts to each other, ask clarifying questions, and solidify their understanding while actively using English for communication.

EMI classrooms naturally bring together students with a range of English proficiency levels. As Tomlinson (2001) points out, a "one-size-fits-all" approach just is not effective in these settings. Differentiation is a powerful tool that allows teachers to tailor instruction

to individual student needs, this can involve offering tiered activities with varying difficulty levels. For instance, students with lower proficiency might benefit from supportive activities that provide clear instructions and sentence starters. Meanwhile, advanced learners can explore the subject matter in greater depth or take on leadership roles in group projects. By differentiating instruction, teachers can ensure all students are appropriately challenged and engaged, fostering a sense of accomplishment and a growth mindset in their language learning journey.

1.2.3.2 Pedagogy:

The way a teacher uses language sets the tone for the entire classroom. As Prabjandee and Nilpirom (2022) emphasize, clear and concise speech with appropriate vocabulary and sentence structures is essential. Modeling key terms and phrases, along with breaking down complex ideas into simpler language, is beneficial. Providing opportunities for student repetition and practice reinforces pronunciation and solidifies understanding. A teacher's role goes beyond simply imparting content knowledge; it's also about guiding students on their language acquisition journey.

Effective classroom management is essential in EMI settings to ensure that all students can engage and succeed. A key component is allowing adequate wait time after posing questions. Unlike fast-paced classrooms where rapid exchanges are common, EMI classrooms require a more deliberate pace. This wait time is crucial as it gives students the opportunity to process information, formulate responses in English, and articulate their thoughts coherently. This approach not only enhances participation and reduces hesitation but also promotes a more inclusive environment where all students feel valued and supported. Providing this space for thoughtful engagement fosters deeper understanding and contributes to a more dynamic and equitable learning experience.

Evaluating students' progress in EMI programs requires a well-rounded approach. Traditional exams can certainly be used to measure content knowledge, as Alderson (2005) points out. However, assessing language development is equally important and looking for ways to integrate different types of assessments, both ongoing formative and final summative, that evaluate both content and language skills. Considering incorporating presentations, debates, and written reports into teaching. These activities allow students to showcase their subject-matter expertise while demonstrating their ability to communicate effectively in English.

Effective EMI teaching is a continuous learning process, regularly reflect on teaching practices to identify areas for improvement. Considering student feedback, analyzing lesson effectiveness, and experiment with new strategies, seeking professional development opportunities to enhance EMI skills and staying abreast of current research (Farrell, 2019). By embracing reflective practice, EMI instruction continues to empower students to excel in both content knowledge and language acquisition.

1.2.4 Developing EMI Materials and Resources

According to Gibbons (2002), existing subject-specific materials often overlook language learning needs. Textbooks in a student's native language, for instance, tend to use simpler vocabulary and sentence structures compared to what they will encounter in EMI classrooms. This gap can be bridged by using tailored EMI materials that incorporate language scaffolding techniques and clear explanations of academic vocabulary specific to the subject area. These materials can include glossaries, synonyms, definitions, and visual aids to explain complex terms.

Sahan et al. (2021) indicate how interactive exercises, discussions, and group work can be woven into these materials. Consider the contrasting outcomes of passively encountering a definition and actively engaging in a debate on the same subject. These engaging activities, like concept mapping, simulations, and problem-solving tasks, foster a deeper understanding of both the content and the language itself, compared to simply reading.

Adapting materials can ensure cultural sensitivity by incorporating examples and references that resonate with students' backgrounds (Galloway & Rose, 2021). This could involve using case studies from their region, including local authors in reading lists, or finding images and videos that reflect their cultural context. Culturally relevant materials not only make learning more engaging but also promote a sense of belonging in the classroom. Investing time in creating or adapting EMI materials empowers educators to deliver a more targeted, engaging, and culturally relevant learning experience for their students, ultimately leading to better learning outcomes.

In today's educational landscape, fostering active learning is paramount. Technology offers a powerful solution by enriching EMI materials with engaging multimedia resources, integrating online resources like articles, podcasts, and documentaries related to the subject matter. This exposes students to authentic language use in real-world contexts (Akbari & Razavi, 2016). Exposure to authentic language helps students develop the skills they need to communicate effectively outside the classroom. By strategically using multimedia resources and technology, instructors can create a dynamic and engaging learning environment that fosters deeper engagement with both content and language in EMI.

1.2.5 Assessment and Evaluation

According to Reddy and Andrade (2010), effective EMI programs rely heavily on a well-designed assessment and evaluation process. This process goes beyond just student learning; it also measures instructor development to ensure the entire program is functioning effectively.

Classroom observations by trained professionals provide valuable insights into instructor performance. These observations can identify areas of strength and areas where instructors might benefit from additional support (Reddy & Andrade, 2010). Encouraging self-reflection is another key element. Through self-reflection, instructors can analyze their teaching practices, identify areas for improvement, and set goals for ongoing development.

Student feedback, through surveys or focus groups, offers valuable insights into their learning experience (Reddy & Andrade, 2010). This feedback can reveal strengths, such as engaging activities, or weaknesses, such as material difficulty. It's important to remember that these tests may not fully capture the complexities of language acquisition within a specific discipline. Therefore, they should be used in conjunction with other methods for a more comprehensive picture of student learning.

While assessment methods in EMI share some similarities with traditional language assessment tools, there are crucial distinctions to consider. Language proficiency tests typically focus on general English skills like grammar, vocabulary, and reading comprehension. However, EMI assessment goes deeper, evaluating students' ability to apply those language skills within a specific academic context. This means assessing their understanding of subject-matter content delivered in English, their ability to express

themselves clearly and cohesively on academic topics, and their critical thinking skills within the chosen discipline, this all while using English effectively.

EMI teachers go beyond basic language assessment. Their toolbox includes: content-based assignments that assess understanding of subject matter and clarity of English expression, oral presentations that evaluate content knowledge, fluency, pronunciation, and logical organization in spoken English, and portfolios that showcase progress in both content and language development. These targeted methods provide a comprehensive picture of student strengths and weaknesses, informing instruction and driving success in the EMI environment.

1.2.6 Professional Development and EMI

Equipping educators with the necessary skills to effectively deliver courses in English is paramount for the success of EMI programs. This section examines the professional development opportunities offered to EMI teachers, exploring the types of training provided, their effectiveness in enhancing teaching skills.

1.2.6.1 Importance of continuous professional development

EMI thrives on the foundation of ongoing professional development for instructors, this commitment to continuous learning empowers instructors to stay abreast of the latest research and best practices in EMI. It allows them to refine their teaching skills, ultimately leading to improved student learning outcomes (Tedick & Lyster, 2019). Recognizing this crucial role, effective EMI training programs offer instructors a variety of avenues to engage in this vital process.

Furthermore, Yildiz, Soruç, & Griffiths, (2017) highlight workshops and conferences as ways EMI programs cultivate a culture of continuous learning. These intensive sessions

provide in-depth exploration of specific EMI topics, language acquisition principles, and content-specific teaching strategies. Additionally, they foster valuable networking opportunities, allowing instructors to exchange best practices and learn from each other's experiences.

The digital age provides a treasure trove of online resources for continuous learning in EMI. Effective training programs, as outlined by Farrell (2019), equip instructors to navigate this vast library and identify high-quality resources like webinars, online courses, and professional learning communities. These online communities, Farrell further explains, become platforms for instructors to connect with global colleagues, share ideas, and engage in discussions about best practices in EMI.

Collaboration and knowledge sharing among colleagues is another powerful driver of professional growth. Training programs can create opportunities for collaboration within institutions or even connect instructors with colleagues at other EMI institutions (Macaro, 2018). This collaboration might involve peer coaching and mentoring programs or lesson study groups, where instructors observe each other's teaching, discuss strategies, and provide constructive feedback, fostering a collaborative learning environment.

1.2.7 Role of CEIL in supporting EMI teachers

Within the national framework of supporting EMI implementation in Algeria, the CEIL at the Mohamed Boudiaf University of M'sila plays a crucial role in empowering EMI teachers within the University of Mohamed Boudiaf at M'sila. Recognizing the growing demand for effective EMI across disciplines, CEIL acts as a central hub, providing M'sila's EMI teachers with the resources, training programs, and professional development opportunities necessary to excel in the EMI classroom.

CEIL offers language training in accordance with the Common European Framework of Reference for English, French, German, Spanish, and Turkish (Levels A1, A2, B1, B2). Beyond general language training, CEIL goes a step further by offering specialized training programs designed specifically for the unique challenges of EMI instruction. These programs equip instructors with the pedagogical knowledge and practical skills necessary to deliver effective lessons and promote student success in the EMI classroom.

CEIL also plays a pivotal role in fostering a collaborative community among EMI teachers at the University of Mohamed Boudiaf at M'sila. Through regular workshops and networking events, CEIL facilitates the exchange of best practices and innovative teaching strategies among educators. These gatherings not only enhance the teachers' pedagogical skills but also build a supportive network where instructors can share experiences and seek advice on overcoming challenges specific to EMI environments. This sense of community is crucial in promoting a culture of continuous improvement and mutual support, ensuring that EMI teachers feel confident and equipped to handle the complexities of teaching in a non-native language.

Moreover, CEIL is committed to staying abreast of the latest developments in EMI research and pedagogy. The center actively engages in research projects and collaborates with experts to bring cutting-edge insights to M'sila's EMI teachers. By integrating the latest academic findings into their training programs, CEIL ensures that teachers are not only well-versed in contemporary EMI methodologies but are also capable of contributing to the broader academic discourse on EMI. This commitment to research and development underscores CEIL's dedication to excellence and positions it as a leader in advancing EMI education within Algeria.

Conclusion

In conclusion, EMI presents a significant opportunity for Algerian higher education to enhance its international standing and equip students and teachers with valuable academic and professional skills. However, successful implementation requires careful consideration of the challenges involved and the development of effective training programs for educators. By addressing these challenges and fostering ongoing professional development, Algerian institutions can create a supportive environment for successful EMI implementation.

However, achieving the full potential of EMI requires careful planning and a nuanced approach. The identified challenges, encompassing teacher preparedness, student language proficiency, and institutional support structures, must be addressed proactively. Developing effective training programs for educators is paramount. These programs should not only focus on language skills but also equip teachers with the pedagogical tools to effectively deliver content and foster critical thinking skills in an English speaking environment.

Moving forward, this theoretical background sets the stage for subsequent chapter, which will investigate into practical solutions and real world examples. These will address the challenges mentioned earlier and improve the EMI experience for both trainers and teachers.

CHAPTER TWO

Methodology and data analysis

Introduction

Chapter two unveils the research design chosen to best investigate the EMI training methods at the University of M'sila's CEIL. The chapter then sets the stage by describing the research setting and introduces the key participants: university teachers who have undergone EMI training and the experienced EMI trainers who deliver it. It also gives details about the development and administration of the online questionnaire for the university teachers, along with interviews with EMI trainers on the same topic.

Furthermore, the chapter focuses on analyzing the data, presenting the results, and interpreting them. It also discusses any limitations of the study that may have affected the results. Finally, it makes suggestions for pedagogical implications based on findings. This structured approach allows for a comprehensive exploration of the research topic and ensure that both the methodology and the results are clearly communicated.

2.1 Research Methodology

2.1.1 Research design

This study adopts a descriptive research method, it employs a mixed methods research design to comprehensively investigate the EMI training methods offered by CEIL at the University of M'sila. A mixed methods approach is particularly well-suited for this investigation as it allows for the collection and analysis of both quantitative and qualitative data, providing a more understanding of the training methods compared to a single method approach.

- **Quantitative data:** The online questionnaire for university teachers will provide valuable insights into their perceptions of CEIL's training methods in terms of

effectiveness, strengths, weaknesses, and areas for improvement. This quantitative data allows for statistical analysis to identify trends and patterns in their experiences.

- **Qualitative data:** The EMI trainers' interviews offer rich, in-depth information about experiences delivering EMI training and perspectives on CEIL's established methods. This qualitative data allows for a deeper understanding of the rationale behind the training methods and potential areas for refinement.

By combining these two types of data, the study aims to achieve a more comprehensive picture of CEIL's EMI training methods. The quantitative data will provide a broader perspective on teacher perceptions, while the qualitative data will offer a deeper understanding of the trainers' experiences and the rationale behind the training methods.

2.1.2 Settings and participants

To understand the EMI training methods at CEIL, this study takes place at the University of M'sila's CEIL. It is a Centre that offers language courses to Algerian students and staff. Their focus is on improving communication skills in French, English, German, Spanish, and Turkish. Courses range from beginner to upper intermediate levels and emphasize all four language skills: speaking, listening, reading, and writing.

The study involves two participant groups. The first group consists of university teachers who have undergone EMI training at CEIL. Their experiences are gathered through an online questionnaire that explores their perceptions of the training's effectiveness, strengths, weaknesses, and desired improvements. A sample of 40 teachers is chosen using a random sampling technique.

The second group comprises experienced EMI trainers who deliver training programs at CEIL. Their insights are obtained through individual interviews, focusing on the rationale

behind the methods, implementation experiences, and any challenges encountered. A purposive sample of 10 trainers was targeted to gain rich data.

2.1.3 Research tools

To gather rich data on CEIL's EMI training methods, the study employs a diverse set of research tools. The first tool is an online questionnaire designed for university teachers who have participated in CEIL's training. This self-administered survey is likely including a mix of closed-ended questions to capture quantitative data on their perceptions of the training's effectiveness, strengths, and weaknesses. Open-ended questions are also included to delve deeper into specific aspects they found valuable or areas for improvement. The questionnaire is used to ensure a high participation rate.

The study involves semi-structured interviews with experienced EMI trainers at CEIL. An interview guide is developed to ensure consistency while allowing flexibility for in-depth exploration of their experiences. The guide is likely to cover topics like their approach to delivering training, their views on the methods' effectiveness, and potential areas for improvement. Interviews are conducted in a written format, with detailed notes taken to ensure accurate data capture. Participants are provided with a written informed consent form. This triangulation of data from questionnaires and interviews allows for a comprehensive understanding of CEIL's EMI training methods from multiple perspectives.

2.1.4 University teachers' online questionnaire

The University Teachers' Online Questionnaire is employed to investigate perceptions of EMI training methods offered by CEIL at the University of M'sila. Targeting university teachers who have undergone this training, the questionnaire aims to gather both quantitative and qualitative data on their experiences.

2.1.4.1 Description of University teachers' Questionnaire

The questionnaire is divided into three sections. The first section, "Background Information," collects basic demographic data about the participants, including gender, age, academic qualifications, current university position, academic discipline, teaching experience, and self-reported English proficiency level.

The second section, "EMI Training Methods," addresses the teachers' experiences with CEIL's training program. Here, questions explore their primary reasons for learning English, the focus areas covered in the training (such as language development, teaching techniques, and content adaptation), their perception of how much emphasis is placed on each area, and the aspects they find most beneficial for their teaching practice. The questionnaire also assesses the impact of the training on their preparedness to teach in English and their interest in additional training topics. Moving beyond closed-ended options, open-ended questions allow teachers to elaborate on the training's usefulness, their use of additional resources, and their familiarity with ESP.

The final section, "EMI Practice and Challenges," shifts the focus to the teachers' experiences with teaching in English. It explores the medium of instruction in their own university education, their experience teaching courses in English, and the challenges they and their students face in this environment. The questionnaire then probes strategies they use to cope with these challenges and the support or resources they feel would be helpful in improving their EMI practice. Finally, the section concludes with an open-ended question, inviting suggestions for improvement within CEIL's EMI training methods.

2.1.4.2 Administration of the University teachers' Questionnaire

To ensure a high response rate and gather valuable data from a representative sample of university teachers, the online questionnaire was administered between March 7th and April 30th, 2024. The questionnaire targeted university teachers who have participated in EMI training at CEIL. Emails were sent directly to all eligible teachers during the designated period (March 7th - April 30th). These emails clearly explained the study's purpose, emphasized the importance of their participation, and provided a brief overview of the questionnaire content. Most importantly, the email assured participants of anonymity and confidentiality. A link to the online questionnaire, hosted on a secure platform, was included within the email for easy access.

2.1.5 EMI trainers interview

This section details the two parts of the research tool designed to gain insights from experienced EMI trainers who deliver training programs at CEIL: the interview guide and its administration process.

2.1.5.1 Description of EMI trainers interview

To gain valuable insights from experienced trainers delivering EMI programs at CEIL, semi-structured interviews were conducted. These interviews took place between March 7th and April 30th 2024 with a purposive sample of 10 EMI trainers. The semi-structured format allowed for flexibility in exploring the trainers' experiences and perspectives while ensuring consistency in covering key topics. A pre-developed interview guide served as a roadmap, focusing on areas such as:

- The trainers' background and experience in EMI training.
- The objectives and content of the EMI training courses offered at CEIL.

- The teaching methods and resources employed within the training programs.
- The methods used to assess and evaluate the effectiveness of the training.
- The challenges faced by the trainers and their strategies for coping with them.
- The trainers' own suggestions for improvement and recommendations for enhancing CEIL's EMI training methods.

2.1.5.2 Administration of EMI trainers interview

To ensure participation from relevant individuals with a wealth of knowledge, a purposive sample of 10 EMI trainers was selected. These trainers were chosen specifically for their experience delivering EMI training programs at CEIL.

Following ethical research protocols, potential participants were contacted via email or phone between March 7th and April 30th 2024. During this contact, the study's purpose was explained, and the trainers were invited to participate voluntarily. Before the interviews commenced, informed consent was obtained from each participant. This ensured they fully understood the research goals, their right to withdraw at any point, and how their data would be kept confidential. The participants were encouraged to respond thoughtfully and comprehensively to the interview questions. Following each written interview, the responses were carefully reviewed to capture all the insights provided by the trainers. This approach ensured that valuable nonverbal cues or additional details, which might be present in a recorded interview, were not missed.

2.2 Data analysis, findings, discussion, limitations and recommendations

2.2.1 Data analysis

To gain a rich understanding of the training methods utilized by CEIL, this study adopted a mixed methods approach, which combined quantitative and qualitative data

collection methods. Quantitative data was gathered through an online questionnaire distributed to university teachers who had participated in the EMI training. This survey likely utilized a mix of question formats, including multiple-choice options, Liker scale ratings, and open-ended prompts. The results of these questions could be presented in percentages, bar graphs, or tables, making it easier to visualize the proportion of teachers who hold specific views on the program's effectiveness. Qualitative data came from: semi-structured interviews conducted with EMI trainers.

2.2.2 Analysis and discussion of university teachers' questionnaire

2.2.2.1 Section A: Background information

The first section of the questionnaire explores the participating university teachers' background. It asks about their gender, age, highest educational qualification, current position at the university, academic discipline, teaching experience, and self-reported English proficiency. This information helps build a profile of the teachers involved and allows to consider any potential influences these factors might have on the study's findings.

Q 1: Teacher's gender and age range.

Table 1
Teacher's Gender and Age Range

Characteristic	Frequency	Percentage %
Gender		
Female	16	40 %
Male	24	60 %
Age range		
20-29	01	2.5 %
30-39	11	27.5 %
40-49	18	45 %
50 or above	10	25 %

This table summarizes the distribution of participants by gender and age range. In terms of gender, 60% of the participants were male and 40% were female. The age distribution among participating teachers shows a significant portion (45%) falls within the mid-career range (40-49 years old). This is followed by the early mid-career range (30-39 years old) at 27.5% and the senior faculty (50 or above) at 25%. Notably, the younger faculty (20-29 years old) has a lower representation at 2.5%. This distribution suggests a concentration of established faculty engaged in EMI training.

Q 2: Educational qualification.

Table 2

Teacher's Educational Qualification

Educational qualification	Frequency	Percentage %
Doctoral	33	82.5 %
Magister	07	17.5 %
Other	00	00 %

Based on data collected the table above describes a remarkable 82.5% of respondents hold Doctoral degrees, with the remaining 17.5% possessing Magister degrees. This high concentration of Doctoral degrees reflects the exceptional qualifications of the faculty involved in EMI training at this university. It suggests a strong emphasis on advanced academic credentials within the institution, which can contribute to the quality of EMI training offered.

Q 3: Teachers' academic position.

Table 3

Teachers' Academic Position

Academic position	Frequency	Percentage %
Lecturer	22	55 %
Assistant professor	07	17.5 %
Associated professor	01	2.5 %
Professor	10	25%

The EMI training survey at CEIL reveals a distribution of faculty positions among participating teachers. Most participants (55%) are Lecturers, while a significant portion (25%) is Professors. Assistant and Associate Professors have a lower presence (17.5% and 2.5% respectively). This data highlights a concentration of both Lecturers, typically early or mid-career, and Professors, the most senior faculty rank. This is noteworthy as EMI training programs might target more senior faculty.

Q 4: Teachers’ academic discipline.

Table 4

Teachers’ Academic Discipline

Academic discipline	Frequency	Percentage %
Humanities	8	20 %
Social sciences	3	7.5 %
Natural sciences	2	5 %
Engineering	17	42.5 %
Mathematics	5	12.5 %
Economics	4	10 %
Chemistry	1	2.5 %

The questionnaire responses reveals a clear trend in the academic disciplines, engineering faculty are the well-represented (42.5%), nearly half of all participants. The remaining half is split among Mathematics (12.5%), Humanities (20%), Economics (10%), with Social Sciences (7.5%), Natural Sciences (5%), and Chemistry (2.5%) making up a smaller portion. This data highlights a strong presence of Engineering faculty engaged in EMI training. It is interesting to note that Engineering represents a much larger group compared to other disciplines.

Q 5: Teachers' experience at the university level

Table 5

Teachers' Experience at the University Level

Level	Frequency	Percentage %
Less than 1 year	1	2.5 %
From 1 to 5 years	5	12.5 %
From 6 to 10 years	6	15 %
More than 10 years	28	70 %

According to the collected data, the majority of teachers participating in the EMI training survey have more than 10 years of experience (70%). This suggests a high level of experience among the participating faculty.

Q 6: Teachers' proficiency in English

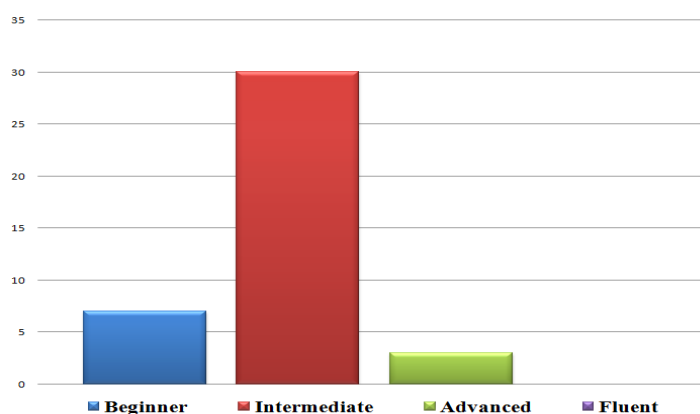
Table 6

Teachers' Proficiency in English

Level	Frequency	Percentage %
Beginner	7	17.5 %
Intermediate	30	75 %
Advanced	3	7.5%
Fluent	0	0 %

Figure 2

Teachers' Proficiency in English



The EMI training survey shows an interesting spread of English proficiency among Algerian university teachers. The majority (75%) identify as intermediate, a smaller portion (17.5%) consider themselves beginners, while an even smaller group (7.5%) see themselves as advanced. None of the participants indicated fluency in English. This data suggests that while most teachers have a foundational understanding of English, there is room for improvement, especially for those aiming to deliver EMI instruction effectively.

2.2.2.2 Section B: EMI Training Methods

This section of the questionnaire focuses on understanding the teachers' experiences and perspectives on the EMI training provided by CEIL. It probes their reasons for learning English, the training's focus (proficiency, materials, etc.), and its benefits for their teaching. It also gauges their preparedness and interest in additional topics. Finally, it explores their satisfaction and use of other resources, along with their awareness of ESP in the training.

Q 7: Teachers' primary reason for learning English

Table 7

Teachers' Primary Reason for Learning English

Reason	Frequency	Percentage %
Enhance communication with international colleagues	7	17.5 %
Access and understand English language research and resources	8	20 %
Improve teaching effectiveness in English-medium courses	8	20 %
Professional development and career advancement	17	42.5 %

The EMI training survey sheds light on the motivations of Algerian university teachers for learning English. A significant portion (42.5%) of respondents indicated their main reason for learning English is professional development and career advancement, Two other reasons received less emphasis (17.5% each); Enhancing communication with international colleagues and accessing and understanding English language research and resources. Improving teaching effectiveness in English-medium courses received the least weight (20%). This interpretation suggests a more pragmatic approach by the faculty members. They might be primarily motivated by the potential benefits that EMI skills can bring to their careers.

Q 8: Areas that are covered in the EMI training methods provided by CEIL

Table 8

Areas That are Covered in the EMI Training Methods Provided by CEIL

Focus Areas	Frequency	Percentage %
Developing English language proficiency	28	70 %
Implementing communicative language teaching techniques	2	5 %
Adapting content and materials for EMI instruction	2	5 %
Enhancing intercultural communication skills	5	12.5 %
Facilitating student-centered learning approaches	3	7.5 %

The EMI training by CEIL heavily focuses on teachers' English language proficiency (70%), which is crucial. However, there is less emphasis (5% each) on core EMI skills like adapting materials and using communicative teaching methods. Intercultural communication receives slightly more attention (12.5%), highlighting its importance in EMI.

Q 9: Aspects of EMI training methods provided by CEIL

Table 9

Aspects of EMI Training Methods Provided by CEIL

Aspect	Frequency	Percentage %
Enhancing my own English language proficiency	30	75%
Learning effective instructional strategies for EMI classrooms	1	2.5 %
Adapting course materials and content for EMI instruction	8	20%
Developing intercultural competence in teaching	1	2.5 %

The EMI training by CEIL prioritizes teacher English proficiency (75%), essential but potentially imbalanced. Core EMI skills like adapting materials and using specific instructional strategies receive minimal focus (2.5% each). Intercultural competence fares slightly better (20%).

Q 10: Contribution of CEIL's training methods in teachers' preparedness for EMI practice.

Table10

Contribution of CEIL's Training Methods in Teachers' Preparedness For EMI Practice

Option	Frequency	Percentage %
Significantly improved my preparedness	12	30 %
Moderately improved my preparedness	22	55 %
Had little to no impact on my preparedness	6	15 %

The CEIL's EMI training shows mixed results in preparing teachers. While a majority (85%) report feeling moderately (55%) or significantly (30%) more prepared for EMI practice, a minority (15%) found it had little impact. This suggests a potential gap. The heavy focus on language development (75%) might not address all teacher needs. Some might benefit from more emphasis on practical EMI skills like adapting materials and using specific instructional strategies.

Q 11: Teachers' perception about the need for CEIL to introduce additional focus areas or topics in their EMI training methods.

Table 11

Teachers' perception about the need for CEIL to introduce additional focus areas or topics

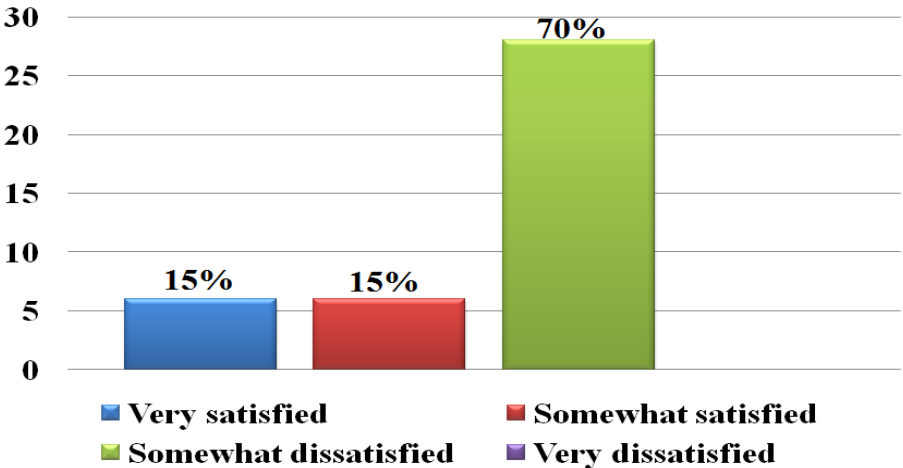
Option	Frequency	Percentage %
No, the current focus areas are sufficient	09	22.5 %
Yes	31	77.5%

The table above reveals a clear sentiment among Algerian university teachers regarding the focus areas of their EMI training program. A significant majority of respondents (77.5%) expressed a desire for CEIL to introduce additional areas of focus in their EMI training methods. A smaller portion (22.5%) of teachers felt the current focus areas in the CEIL training program are sufficient. This suggests a desire for more hands-on experience and training tailored to their specific disciplines.

Q 12: Teacher’s satisfaction with the overall content and focus of the EMI training methods provided by CEIL.

Figure 3

Teacher’s satisfaction with the overall content and focus of the EMI training methods provided by CEIL



Based on teachers' opinions, a significant portion of Algerian university teachers expressed reservations about the content and focus of the EMI training methods provided by CEIL. The majority (70%) of teachers were only somewhat satisfied, suggesting the program falls short of their expectations. Smaller groups expressed either strong satisfaction (15%) or strong dissatisfaction (15%) with the content and focus. This data suggests that the CEIL EMI training program might not be meeting the expectations of a large portion of the participating teachers.

Q 13: Teachers' view about the usefulness of the training courses or programs offered by CEIL for their EMI practice.

The question sought the teachers' opinions on the usefulness of the EMI training courses or programs offered by CEIL for their EMI practice. It essentially asked them to explain why they found the training programs helpful or unhelpful. The comments from Algerian university teachers regarding the EMI training offered by CEIL reveal a variety of experiences.

Positive aspects:

- Many teachers found the training useful for improving their overall English language proficiency, including grammar, vocabulary, speaking, and listening.
- The opportunity to interact with colleagues, share experiences, and benefit from different perspectives was valued by some.
- The structured learning environment helped some teachers stay committed to ongoing language development.
- A few comments highlighted the benefit of learning communication methods and teaching techniques in English.

Negative aspects:

- A recurring theme was the absence of training tailored to teachers' specific disciplines (ESP). This left them unprepared to teach their subjects in English effectively.
- Several comments criticized the training methods, including a lack of focus on practical application, pressure due to workload, and large class sizes hindering interaction.
- Some teachers felt the training relied too heavily on outdated materials and did not address modern communication methods.
- There was a perception that the program focused on general English language skills rather than the specific needs of EMI classroom implementation.

Q 14: Teachers' perspectives about supporting their training with other resources besides CEIL training.**Table 12***Resources that teachers' rely on beside CEIL training*

Resources	Frequency	Percentage %
Online courses	20	50 %
Private school	1	2.5 %
The university	2	5 %
I rely only on CEIL training	17	42.5 %

The table shows how Algerian university teachers supplement their EMI training beyond CEIL's program. A large portion of teachers (42.5%) depend solely on CEIL training, possibly due to comprehensiveness or lack of awareness of other options. The most common alternative is online courses (50%), highlighting teachers' interest in self-directed learning and online resources. There is minimal reliance on resources like private schools (2.5%) or universities (5%) for EMI development. This data acknowledges teachers' interest in online resources.

Q 15: Teachers' perceptions about which of the above resources are more effective in assisting them in EMI practice.

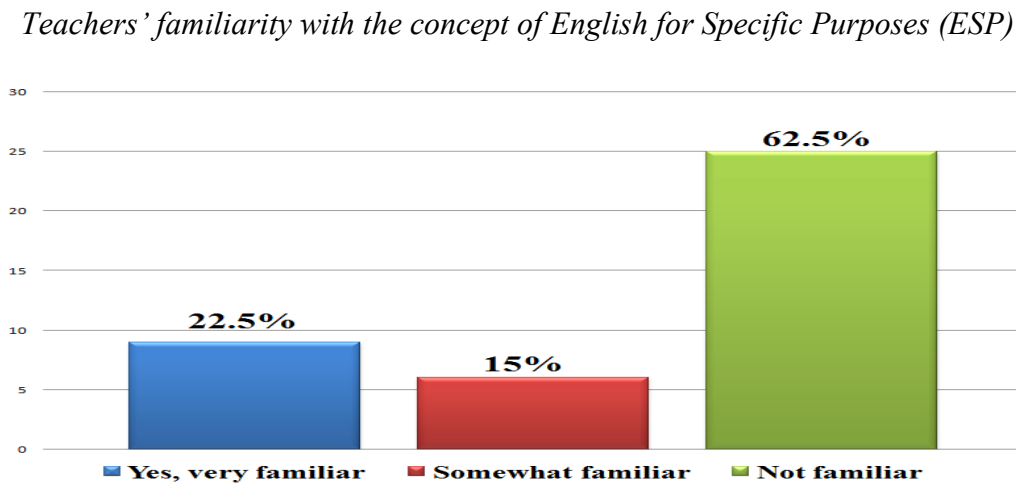
This question about preferred resources for EMI practice aimed to understand Algerian university teachers' choices beyond the CEIL program. The responses from Algerian university teachers regarding the most effective resources for EMI practice reveal a preference for flexible and interactive learning methods. The following summarizes the most important points:

- A significant portion (47.5%) of teachers favor online resources like online courses (mentioned frequently). This highlights a preference for flexible, self directed learning that can accommodate busy schedules.
- A notable number of teachers (27.5%) consider private schools to be an effective resource. This might indicate a preference for structured learning environments with personalized attention.
- There is a limited mention (15%) of university resources as being particularly helpful for EMI development. This could be due to a perception that these resources are not specifically tailored to EMI needs.
- Comments like "*make an effort on my own*" and "*daily practice of English*" highlight the importance teachers place on personal initiative and independent learning.

Overall, the data suggests that Algerian university teachers seeking EMI development resources value flexibility, interaction, and structured learning. While online resources are popular, live lessons and private schools are also seen as valuable.

Q 16: Teachers' familiarity with the concept of English for Specific Purposes (ESP)

Figure 4



This figure reveals a surprising lack of familiarity with ESP among Algerian university teachers participating in the EMI training program. A significant majority of respondents (62.5%) indicated they were not familiar with the concept of ESP. A smaller portion of teachers were either somewhat familiar (15%) or very familiar (22.5%) with ESP. This suggests a potential gap in their knowledge base regarding effective methods for teaching subjects through English.

Q 17: Teachers' perceptions about whether English for Specific Purposes (ESP) was introduced as part of the curriculum

Based on data collected, it shows that 100% of Algerian university teachers responded that ESP was not included in the CEIL curriculum. This suggests a complete absence of ESP training in the program.

2.2.2.3 Section C: EMI practice and challenges

This section focuses on understanding the teachers' current experiences and needs related to EMI. It asks about their past language exposure, identifies their current needs for

improvement, and gathers feedback on how to make CEIL's EMI training even better. This section helps understand teachers' challenges and tailors future training to their specific needs.

Q 18: Teachers' official medium of instruction at university

Table 13

Teachers' official medium of instruction at university

Language	Frequency	Percentage %
Standard Arabic	17	42.5%
English	2	5%
French	21	52.5 %

This table confirms that the current official medium of instruction at the University of M'sila represented in the survey is predominantly French. Over half of the teachers (52.5%) reported using French as the primary language of instruction in their university courses. A sizeable portion (42.5%) indicated using Standard Arabic for instruction. Only a small percentage (5%) reported using English as the main language of instruction. It's important to consider that the prevalence of French or Arabic as the medium of instruction might be influenced by the specific fields of study represented by the survey participants. For example, some respondents mentioned that Arabic is often used in social sciences, while French remains dominant in scientific fields. A larger, more targeted survey across different disciplines could provide a more comprehensive picture of the language distribution in the university.

Q 19: Perceived support and resources for improved EMI practice.

This question was formulated to conduct a needs assessment. This means gathering information to understand the specific challenges and gaps in knowledge that teachers face in implementing EMI effectively. Algerian university teachers seeking to improve their EMI

practice have a diverse range of needs, highlighting the importance of a multi-faceted approach to support:

- Many teachers expressed a desire for more intensive training courses (e.g., *"Intensive courses," "Intensifying training courses"*).
- Some requested training from skilled teachers or focused on specific areas like ESP. Online courses were also mentioned as a preferred option by several teachers.
- Several responses emphasized the need for language improvement in areas like speaking, listening, reading, and writing.
- Linguistic support and exposure to English speaking were also requested.
- Teachers expressed a need for resources tailored to their specific disciplines (e.g., *"Sources specialized in my field"*).
- Videos, podcasts, and online resources were seen as valuable tools for learning.
- Some requested guidance on teaching methodologies and classroom management for EMI settings.
- A few comments highlighted the importance of considering different student learning styles and addressing their weak English proficiency.
- A couple of responses mentioned logistical improvements like smaller class sizes, breaks within long sessions, and better classrooms.
- Continuous professional development opportunities were also seen as beneficial.

Q 21: Suggestions and recommendations for improving the EMI training methods of CEIL.

Asking for suggestions and recommendations, the study aims to gather valuable insights from the teachers who are directly involved in using the EMI training program. This feedback loop allows for continuous improvement and ensures the program remains effective in

supporting Algerian university teachers on their EMI journey. Algerian university teachers have a range of suggestions for improving the CEIL EMI training methods:

- Many teachers called for training that is more practical and directly applicable to their areas of specialization (e.g., *"Adapt the program to the specialty," "Focus on specialized education"*).
- Some requested training on *"teaching English for Specific Purposes" (ESP)* to equip them with the skills to teach their subjects through English effectively.
- Several suggestions aimed for improving the delivery style and resources used in the program (e.g., *"Diversity of sources," "Increasing the course size"*).
- Incorporating technology, online resources, and a wider range of instructors were suggested for a more engaging learning experience.
- Teachers also requested opportunities to practice spoken English through activities like discussions and dialogues.
- Some comments highlighted the importance of having qualified instructors with expertise in EMI pedagogy (e.g., *"Recruiting qualified professors"*).
- Sending teachers abroad for immersion experiences or focusing on selecting instructors based on teaching skills were also suggested.
- A few responses mentioned the importance of considering student needs and tailoring the program accordingly (e.g., *"Making teaching in categories as well as levels"*).
- Some teachers felt the current program was too long or lacked focus on communication skills (e.g., *"Intensive courses not exceeding two hours a day"*).
- Others suggested revising the curriculum to better suit the context and learning styles of Algerian teachers.
- A few teachers advocated for incorporating more interactive activities and creating a more comfortable learning environment.

- Some suggested a stronger emphasis on communication skills over grammar instruction.

2.2.3 Analysis and discussion of EMI trainers interview

At CEIL, there might not be a strictly defined "EMI Trainer" role. Instead, some regular instructors, likely chosen for their English language skills and teaching experience, are specifically selected to teach university faculty members. These instructors would not necessarily receive additional training in EMI principles, but their expertise is leveraged to equip university teachers with the necessary language skills for the EMI classroom.

Q 01: Trainers' position at CEIL.

The fact that the EMI trainers at CEIL identified themselves solely as "Teacher of English" is an interesting data point. Possible Interpretations:

- The trainers might primarily focus on teaching general English language skills, which might not fully address the specific needs of EMI teachers.
- The trainers themselves might not have received extensive training in EMI pedagogy.
- It is possible that the CEIL program itself has a narrower focus on general English language proficiency rather than a comprehensive approach to EMI teacher preparation.

Q 02: Trainers' experience as a trainer of EMI at CEIL.

This information about the EMI trainers at CEIL is interesting. While all identified as "Teacher of English," their experience levels varied from under two years to over four years.

Q 03: Trainers' qualifications and experiences in EMI training.

The qualifications of the EMI trainers at CEIL vary. While some trainers have impressive Master's degrees in Linguistics, English Language, or Applied Linguistics, offering a strong foundation in language and teaching, others lack explicit mention of

qualifications or experience directly tied to EMI training. While a strong background in general English language teaching is valuable, specific training in EMI pedagogy would be more relevant to their role.

Q 04: Trainers' proficiency in English and the academic subjects they train.

The EMI trainers' self reported English proficiency varies. While some confidently placed themselves at high levels on the CEFR scale (C1, C2), others offered more general descriptions like "fluent" or "highly proficient." A couple of trainers even acknowledged their strength lies mainly in general English. This inconsistency highlights a potential need for standardized assessments to objectively measure English proficiency, particularly relevant to the academic subjects the trainers are tasked with. Ideally, EMI trainers would possess not only strong English skills but also a strong academic background in the specific subjects they will be helping teachers convert to EMI instruction.

Q 05: Trainers' main objectives and outcomes of the EMI training courses or programs they offer at CEIL.

The EMI trainers at CEIL provided a range of responses regarding the program's objectives and outcomes, hinting at a program that may not be fully optimized for EMI teacher development. EMI trainers aim to turn educators into confident English instructors, their focus is on improving all four language skills (speaking, listening, reading, writing) through practical, real-world scenarios. Trainers provide tools and strategies to ensure clear communication in academic settings, potentially including teaching other subjects through English. They also prioritize a comfortable learning environment with relevant materials. While some trainers mentioned core aspects like improving general English communication skills and using English in academic contexts, a focus on subject-specific language integration and adapting teaching methods for EMI was not acknowledged.

Q 06: Trainers main content and topics of the EMI training courses or programs they offer at CEIL.

The content and topics covered in CEIL's EMI training courses appear to be inconsistent and might not fully address the specific needs of EMI teachers. While some trainers mentioned general communication skills and using English in various contexts, a core aspect of EMI integrating subject specific language was not consistently highlighted. The reliance on general English textbooks and individual trainer design suggests a lack of a standardized curriculum focused on EMI teacher development.

Q 07: Trainers' main teaching methods and techniques they use in the EMI training courses or programs at CEIL.

The EMI trainers at CEIL utilize a diverse range of teaching methods, including group discussions, role-playing, technology integration, and collaborative activities. This variety caters to different learning styles and can be engaging for trainees. However, there seems to be a lack of consistent focus on methods specifically designed to develop EMI skills. While some mentioned task-based learning, a key approach in EMI, trainers primarily described general teaching methods or those used in traditional language learning contexts.

Q 08: Trainers' main teaching materials and resources they use in the EMI training courses or programs at CEIL.

The reliance on textbooks, particularly the "New Headway" series designed for general English language learning, seems to be a common thread among the EMI trainers' materials. While textbooks offer a foundation, they might not be sufficient for EMI teacher development. There is a lack of emphasis on using resources specifically designed for EMI training or integrating subject-specific content. Additionally, some trainers mentioned limitations due to resource availability, and technology use was inconsistently reported.

Q 09: Trainers' assessment and evaluation methods of the EMI training courses or programs at CEIL.

The assessment methods used at CEIL's EMI training program appear to be inconsistent and might not fully capture the development of crucial EMI skills. While some trainers mentioned assessments, the focus seemed to be on general English proficiency improvement rather than specific EMI competencies like integrating subject-specific language or adapting teaching methods. Additionally, the reliance on subjective observations or participant confidence as success metrics raises concerns about the objectivity of the evaluation process.

Q 10: Trainers' main challenges or difficulties they face as a trainer of EMI at CEIL.

The EMI trainers at CEIL face numerous challenges that hinder their ability to deliver optimal EMI training. A lack of resources, including insufficient EMI-specific materials and technology, creates limitations. The heterogeneous mix of trainees' English proficiency levels and subject areas makes tailoring the program a challenge. Time constraints and the perceived brevity of the program make it difficult to cover all the necessary EMI skills effectively. Additionally, some trainers mentioned a lack of motivation or engagement among trainees, and a couple even expressed concerns about workload or compensation.

Q11: Trainers' strategy to overcome the challenges or difficulties they face as a trainer of EMI at CEIL.

EMI trainers at CEIL navigate challenges with a range of effective strategies. Tailoring course materials to each trainee's discipline, they focus on relevant vocabulary and adjust complexity for diverse proficiency levels. EMI trainers foster a supportive learning environment where trainees feel comfortable participating by encouraging active participation

and open communication. Additionally, they demonstrate empathy and understanding for the challenges trainees face in transitioning to EMI, creating a sense of trust and connection.

Q12: Trainers' support or resources they need to improve their EMI training practice at CEIL.

The EMI trainers at CEIL have identified several areas where additional support from the program could significantly improve the effectiveness of the EMI training. A key need is for better resources, including access to updated and EMI specific textbooks or materials. Trainers currently rely on general English language resources, which are not ideal for developing the specific skills needed for EMI instruction. Additionally, ESP resources tailored to different subject areas would be highly beneficial. Technology integration emerged as another major request. Trainers expressed a desire for improved technology infrastructure, such as interactive whiteboards or projectors, to create a more engaging learning environment. Several trainers mentioned creating their own resources or adapting materials, but a more standardized approach with support from CEIL for curriculum development and resource creation would be valuable. Grouping trainees by subject area or proficiency level was also suggested to better address their specific needs. Finally, a trainer mentioned the importance of feeling valued and supported by the institution. Clear communication channels and recognition of the importance of EMI training would ensure trainers have sufficient time and resources to dedicate to program improvement.

Q13: Trainers' main feedback or suggestions they receive from the university teachers who attend their EMI training courses or programs at CEIL.

While some university teachers appreciated the EMI training at CEIL, others had criticisms. Some participants expressed satisfaction with the program's outcomes, likely due to their prior understanding of its objectives. However, there are areas for improvement based

on the feedback received. A recurring theme is the material's relevance. University teachers find the current textbooks outdated and lacking emphasis on crucial skills like academic writing. This suggests the materials might not fully address their needs for EMI instruction. Additionally, some trainers mentioned participants requesting more focus on how to integrate learning into their classrooms, highlighting the need for a stronger connection between theory and practical application. The program's content volume and delivery were also points of concern, with some participants finding it overwhelming and difficult to retain information. Finally, a couple of trainers received little to no feedback from trainees, making it challenging to gauge their learning experience.

Q14: Trainers' own suggestions or recommendations for improving the EMI training methods of CEIL.

The EMI trainers at CEIL have a wealth of experience and offer insightful suggestions for improvement. A major theme is the need for a curriculum overhaul. Trainers propose a shift towards ESP that caters to the specific needs and disciplines of participating university teachers. This would be informed by a comprehensive needs assessment and potentially involve grouping trainees by subject area. Additionally, trainers emphasize the importance of active learning and technology integration. Incorporating modern learning technologies, focusing on active learning techniques like simulations and hands-on activities, and integrating technology into lessons would enhance engagement and practical application of learned skills. Up-to-date and engaging resources, particularly those specific to ESP, were also highlighted as crucial. Improved assessment methods were another suggestion, with some trainers advocating for feedback mechanisms and evaluating the program's effectiveness based on achieving practical teaching objectives rather than just content knowledge. Finally, creating a safe and supportive learning environment where trainers and participants feel comfortable taking risks is seen as a key factor in program success.

2.2.4 Findings discussion

The survey and interviews conducted with teachers participating in the EMI training program at CEIL revealed significant insights. Most participants are senior faculty members with extensive experience, primarily possessing intermediate English proficiency. Engineering is the most represented discipline among participants. Their motivations for learning English primarily include professional development and career advancement, with additional interest in accessing English language resources and enhancing communication with international colleagues. However, improving teaching effectiveness in EMI courses was a less emphasized reason for participation.

The CEIL training program currently allocates 70% of its content to developing general English language proficiency, leaving only 5% for core EMI skills such as adapting course materials and using specific instructional strategies. This imbalance is reflected in the level of teacher satisfaction, with 70% of participants reporting only somewhat positive satisfaction. This suggests a disconnect between the program's content and the actual needs of the teachers. There is a clear desire among teachers for more practical training on EMI skills, including communication development, specialized English for their disciplines (ESP), and strategies to address administrative challenges. This aligns with research by Benson (2013), indicating a growing interest in online resources and self-directed learning for EMI development.

The qualifications of trainers, primarily identifying as "Teachers of English" with varying experience levels, indicate a need for more structured EMI pedagogy training. While they keep abreast of trends through self-directed learning, this approach may be insufficient. Research by D'warte & Slaughter (2021) suggests that combining self-learning with structured programs and mentorship is more effective for EMI trainers. Additionally, the program's objectives and content reveal inconsistencies in aligning with best practices in EMI,

such as CLIL and TBLT approaches (Coyle et al., 2010; Littlewood, 2002). There is a notable lack of a standardized EMI curriculum, with an overreliance on general English textbooks and individual trainer design. Effective EMI programs require a shift from traditional language teaching methods to those that integrate content and language learning, ensuring both subject matter proficiency and English language teaching methodologies are developed (Farrell, 2019).

2.2.5 Limitations of the study

This study highlights valuable insights into the EMI training program at CEIL. However, it is important to acknowledge some limitations that affect the applicability of the findings and the overall strength of the study. The data solely originates from CEIL, restricting its applicability to other institutions. Universities across Algeria may have diverse contexts, teacher demographics, and EMI program variations. Factors like university culture, and program variations across universities can significantly impact the results. A broader study encompassing a larger and more diverse sample of universities would be needed to draw more applicable conclusions. The study mentions a lack of cooperation from University teachers, introducing potential bias, a subset of teachers did not respond to certain sections of the questionnaire, while others failed to return it altogether.

Non response or incomplete data from teachers can skew the results. This makes it difficult to draw definitive conclusions about the program's effectiveness and teacher needs. Furthermore, the study acknowledges that the topic of EMI is relatively new within the Algerian context. As a consequence, there is a scarcity of relevant reference materials such as books, articles, and established frameworks specific to EMI implementation and its effects in Algerian higher education. The absence of references in the study limits the ability to assess the research methodology and the theoretical framework used. Without knowing the sources

of information and the research approach, it is difficult to evaluate the study's credibility and trustworthiness.

2.2.6 Pedagogical Suggestions and Recommendations

The current Algerian University EMI Training Program at CEIL holds promise, but can be significantly improved to better equip teachers with the skills and knowledge necessary for successful EMI implementation. Here is a well-structured approach incorporating the valuable insights derived from primary and secondary data:

- Develop a core curriculum based on ESP, conducting a needs assessment to identify the specific language skills, teaching methodologies, and subject-specific vocabulary, terminology, and academic writing skills required by each discipline.
- Create a standardized EMI curriculum with clear learning objectives, sequential modules, and consistent delivery across trainers.
- Develop or acquire up-to-date and engaging resources specifically designed for EMI training, including ESP materials, multimedia tools, and online resources.
- Move beyond traditional lectures and incorporate active learning techniques like simulations, role-playing, case studies, and collaborative activities.
- Integrate technology effectively to enhance the learning experience. Utilize interactive whiteboards, online platforms, and multimedia tools for presentations, collaborative work, and resource sharing.
- Group university teachers by discipline for training to ensure content and activities directly address the specific language needs of each field (e.g., scientific terminology for engineers, literary analysis for English teachers). This fosters deeper learning, shared experiences, and efficient use of training time.

- Determine the ideal training duration through a needs assessment, considering factors like teacher proficiency, discipline complexity, and required EMI skill depth. Offer various training lengths (e.g., intensive short courses, modular programs) to cater to diverse needs and time constraints.
- Recruit trainers with *subject matter expertise* and *EMI qualifications*, or provide specialized training for existing trainers. Alternatively, provide *specialized training* on EMI best practices, ESP methodology, and adult learning principles for trainers. Offer *ongoing professional development* opportunities to ensure trainers stay updated on the latest trends and methodologies in EMI.
- Invest in providing trainers with the necessary resources and support, including access to professional development opportunities, technology infrastructure upgrades, and a standardized curriculum with teaching materials.
- Develop assessment methods that go beyond general English proficiency tests and evaluate the development of core EMI skills like integrating subject-specific language, adapting materials, and using appropriate teaching methodologies.
- Establish feedback mechanisms to gather input from trainers and participants on the program's effectiveness and identify areas for continuous improvement.

By implementing these comprehensive recommendations, the CEIL's EMI training program can transform into a more targeted, effective, and well-rounded experience for Algerian university teachers across various disciplines. This will equip them with the necessary skills and confidence to successfully implement EMI in their classrooms and contribute to the overall success of EMI at the university level.

General Conclusion

This study investigated the effectiveness of EMI training methods offered by CEIL at the University of M'sila in Algeria. Building on the established benefits of EMI in higher education, the research explored how CEIL addresses the specific challenges faced by Algerian institutions, including teacher preparedness, student language skills, and institutional support. The analysis, informed by a mixed-methods approach employing surveys and interviews, revealed valuable insights into the current program and its potential for improvement.

The findings illuminate a critical gap between the current program and best practices in EMI teacher development. While the program provides a foundation, the lack of ESP training presents a significant hurdle for successful EMI implementation. This study proposes the development of a core ESP curriculum tailored to the specific needs identified amongst CEIL participants. Additionally, the analysis suggests incorporating subject-specific training and ongoing professional development opportunities for trainers to further enhance program effectiveness.

In conclusion, the significance of this research lies in its potential to empower policymakers and educators in Algeria to refine their EMI training programs. By implementing the recommendations outlined in this study, Algerian universities can equip teachers with the specialized skills and knowledge required to navigate the complexities of EMI. This, in turn, will pave the way for a more successful and sustainable implementation of EMI programs across Algerian higher education institutions, ultimately benefiting both educators and students.

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Appendices

Appendix.1 Poll announcement on the use of English by the Minister Tayeb Bouzid.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي
الوزير

رقم 43/1.خ.و/2019

بالجزائر. في 20 محرم 1441 هـ

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

الموضوع: بخصوص سير آراء الأسرة الجامعية حول تعزيز استعمال اللغة الإنجليزية في مجالي التعليم
العالي والبحث العلمي.

مثلما التزمت به عبر صفحتي الرسمية في الفايسبوك بخصوص استقاء آراء الأسرة الجامعية
حول مسعى تعزيز استعمال اللغة الإنجليزية في مجالي التعليم العالي والبحث العلمي، وتحسباً لعرض
هذا الملف قريباً للدراسة والنقاش، أبلغكم أنه قد تم استحداث منصة رقمية توضع تحت تصرف
فاعلي القطاع للغرض المذكور.

تبعاً لذلك، وحتى يتسنى لأكثر عدد ممكن من أعضاء الأسرة الجامعية التعبير عن رأيهم
بخصوص الموضوع، أطلب منكم نشر الرابط <https://www.mesrs.dz/poll> على كافة المواقع
الإلكترونية وحسابات التواصل الاجتماعي الرسمية لمؤسساتكم، واتخاذ كافة التدابير التقنية
والتحسيسية اللازمة لضمان إنجاح هذه العملية.

أولى أهمية قصوى لتطبيق هذه المذكرة التي سيكون مدى تطبيقها محل تقييم من طرف مصالح
إدارتي المركزية المختصة.

وزير التعليم العالي والبحث العلمي
المرتبور: بتايرير الطيب

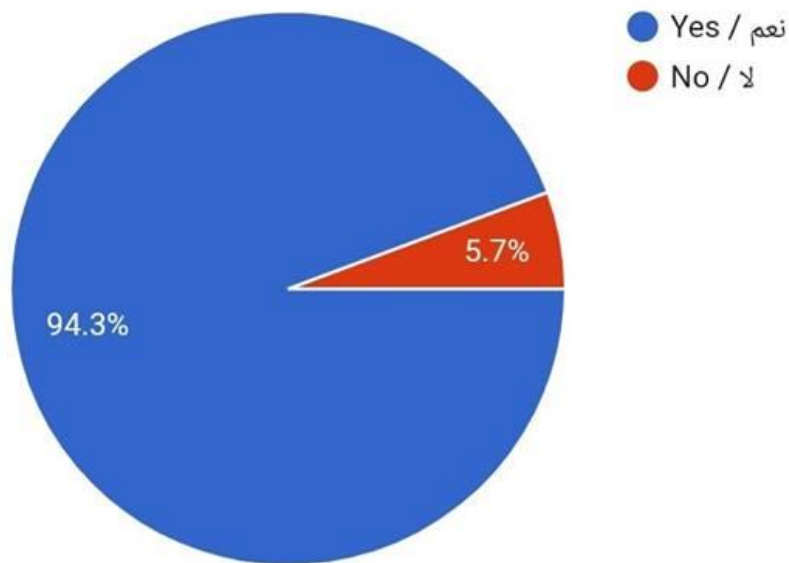


Appendix.2 Poll Statistics

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



94,741 responses



Appendix.3 Poll final results



Tayeb Bouzid - الطيب بوزيد



3 h • ⚙️

--- #النتائج #النهائية لعملية سبر الآراء حول #تعزيز استعمال #اللغة #الإنجليزية ---

مثلما وعدتُ به بتاريخ 05 جويلية 2019، أنشرُ اليوم النتائج النهائية لعملية سبر الآراء الذي أطلقتها وزارة التعليم العالي والبحث العلمي حول #تعزيز استعمال #اللغة #الإنجليزية في #الوسط #الجامعي #والبحثي.

مواصلةً في المسعى ذاته، وكما ذكرته ضمن كلمتي خلال الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، فقد تمَّ إسداء توجيهات لمديري مؤسسات القطاع من أجل #فتح #نقاش #موضوعي و#بناءً بما يكفل الخروج #بمخطط #عمل #متكامل بهذا الشأن.

Number of total views: 1.152.227

Number of voters: 94.741

Yes: 94.3%

Appendix.4 Ministry's Plan to Improve Professors' English



تاريخ مجيد وعهد جديد

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



الجزائر، 6 نوفمبر 2022

الديوان
خلية الاعلام والاتصال

مؤشرات وإجراءات عملية لتكوين الأساتذة الباحثين في اللغة الإنجليزية

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

1. بالنسبة للعلوم والتكنولوجيا تكوين 80 بالمائة على الأقل منهم.
2. بالنسبة للأساتذة في ميدان العلوم الاجتماعية والإنسانية وميدان العلوم الطبية، تكوين 100 بالمائة من الأساتذة الذين يدرسون الوحدات الأفقية.
3. أما بالنسبة للمؤسسات الجامعية التي تتوفر على مراكز للتعليم المكثف للغات، أو أقسام تكوين في اللغة الإنجليزية، فعليها التكفل باستغلالها في تكوين أساتذتها.
4. بالنسبة للمؤسسات الأخرى سيوضع تحت تصرفها منصة رقمية من طرف اللجنة الوطنية المكلفة بالتعليم عن بعد ، بدءا من 1 ديسمبر 2022 ، مخصصة لتكوين الأساتذة في اللغة الإنجليزية.
5. بالنسبة للمؤسسات الجامعية التي تتوفر على مكونين متحكمين في اللغة الإنجليزية، فيتعين عليها الشروع في تدريس المواد التي يشرف عليها هؤلاء الأساتذة باللغة الإنجليزية، بدءا من السنة الجامعية الجارية.

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الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التّعليم العالي والبحث العلمي

الأمين العام

رقم 33/14/ع.2022

28 سبتمبر 2022
بـالجزائر، في

**السّادة رؤساء النّدوات الجهوية للجامعات،
بالاتّصال مع السيّدات والسّادة مديري مؤسسات التعليم العالي**

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

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

يتعلّق الأمر بتكوين الأساتذة الباحثين في اللّغة 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 ابتداءً من السنة الجامعية 2022-2023، مع استهداف مستوى تعلّم يوافق درجة (B2) أو (C1) على الأقل، على نحو English for specific purposes على مستوى مراكز التعليم المكثّف للّغات (CEIL)، أو التسجيل في شهادة ليسانس حسب الإمكانيات المتاحة لكلّ مؤسسة.

تحياتي.

الأمين العام بالنيابة
عبد الحكيم بن ناصيف

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

وزارة التّعليم العالي والبحث العلمي - الأمانة العامة
11 طريق دودو مختار، بن عكنون، الجزائر.

02

An Investigation into English Medium Instruction (EMI) Training Methods of Algerian University Teachers.

The case of Intensive Language Training Centre (CEIL) at the University of M'sila

Invitation

I would like to invite you to take part in my research study by completing this questionnaire. This questionnaire is part of a research project that aims to investigate the EMI training methods of Algerian university teachers. The case of Intensive Language Training Centre (CEIL) at the University of M'sila. EMI stands for English-Medium Instruction, which means teaching academic subjects in English.

Questionnaire instructions

The questionnaire consists of three sections: A) Background information, B) EMI training methods, and C) EMI practice and challenges. It should take you about 15 minutes to complete. Your participation is voluntary and confidential. The results of this questionnaire will be used for academic purposes only. Please read each question carefully and select or write your answer.

Thank you for your cooperation.

❖ Section A: Background information

1. What is your gender?

Male Female

2. What is your age group?

20-29 30-39 40-49 50 or above

3. What is your current educational qualification?

Magister Doctoral Other

4. What is your current position at the University of M'sila?

Lecturer Assistant Professor Associated Professor Professor
Other (please specify)

5. What is your academic discipline?

Humanities Social Sciences Natural Sciences Engineering

Medicine Other (please specify)

6. How long have you been teaching at the university level?

Less than 1 year 1-5 years 6-10 years More than 10 years

7. How proficient are you in English?

Beginner Elementary Intermediate Advanced Fluent

❖ **Section B: EMI training methods**

8. What is your primary reason for learning English?

- a. Enhance communication with international colleagues
- b. Access and understand English-language research and resources
- c. Improve teaching effectiveness in English-medium courses
- d. Professional development and career advancement
- e. Other (please specify):

9. Which of the following focus areas are covered in the EMI training methods provided by CEIL? (Select all that apply)

- a. Developing English language proficiency.
- b. Implementing communicative language teaching techniques.
- c. Adapting content and materials for EMI instruction.
- d. Enhancing intercultural communication skills.
- e. Facilitating student-centered learning approaches.
- f. Other (please specify):

10. Which aspect of EMI training methods provided by CEIL do you find most beneficial for your teaching practice?

- a. Enhancing my own English language proficiency
- b. Learning effective instructional strategies for EMI classrooms
- c. Adapting course materials and content for EMI instruction
- d. Developing intercultural competence in teaching
- e. Other (please specify):

11. How do you believe CEIL's EMI training methods have contributed to improving your preparedness for teaching in English?

- a. Significantly improved my preparedness.
- b. Moderately improved my preparedness.

c. Had little to no impact on my preparedness.

12. Would you like to see CEIL introduce any additional focus areas or topics in their EMI training methods?

a. Yes, please specify:

b. No, the current focus areas are sufficient.

13. How satisfied are you with the overall content and focus of the EMI training methods provided by CEIL?

a. Very satisfied.

b. Somewhat satisfied.

c. Somewhat dissatisfied.

d. Very dissatisfied.

14. Please explain why you think the training courses or programs offered by CEIL are useful or not useful for your EMI practice.

.....
.....

15. Beside CEIL training, do you support your training by other resources?

Online courses private school university other

16. Which of these resources do you think it is more effective assisting you in EMI practice?

.....

17. Are you familiar with the concept of English for Specific Purposes (ESP)?

a. Yes, very familiar.

b. Somewhat familiar.

c. Not familiar.

18. During the EMI training sessions provided by CEIL, was English for Specific Purposes (ESP) introduced as a part of the curriculum?

a. Yes, ESP was covered extensively.

b. Yes, ESP was briefly mentioned.

c. No, ESP was not included.

❖ **Section C: EMI practice and challenges**

19. What was the official medium of instruction in your university education?

Standard Arabic English French Other

20. What kind of support or resources do you need to improve your EMI practice?

.....
.....

21. Do you have any suggestions or recommendations for improving the EMI training methods of CEIL?

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

Thank you for completing this questionnaire. Your feedback is valuable for our research project.

An Investigation into English Medium Instruction (EMI) Training Methods of Algerian University Teachers.

The case of Intensive Language Training Centre (CEIL) at the University of M'sila

Invitation

I would like to invite you to take part in my research study. This interview is part of a research project that aims to investigate the EMI training methods of Algerian university teachers. The case of Intensive Language Training Centre (CEIL) at the University of M'sila. EMI stands for English-Medium Instruction, which means teaching academic subjects in English. CEIL stands for Centre d'Enseignement Intensif des Langues, which is a language training center at the University of M'sila.

The interview consists of three sections: A) Background information, B) EMI training methods, and C) EMI training challenges and recommendations. It should take you about 30 minutes to complete. Your participation is voluntary and confidential. The results of this interview will be used for academic purposes only. Please read each question carefully and answer as honestly and completely as possible.

Thank you for your cooperation.

❖ **Section A: Background information**

1. What is your position at CEIL?
2. How long have you been working as a trainer of EMI at CEIL?
3. What are your qualifications and experiences in EMI training?
4. How proficient are you in English and in the academic subjects you train?

❖ **Section B: EMI training methods**

5. What are the main objectives and outcomes of the EMI training courses or programs you offer at CEIL?
6. What are the main content and topics of the EMI training courses or programs you offer at CEIL?
7. What are the main teaching methods and techniques you use in the EMI training courses or programs you offer at CEIL?

8. What are the main teaching materials and resources you use in the EMI training courses or programs you offer at CEIL?

9. How do you assess and evaluate the EMI training courses or programs you offer at CEIL?

❖ **Section C: EMI training challenges and recommendations**

10. What are the main challenges or difficulties you face as a trainer of EMI at CEIL?

11. How do you cope with the challenges or difficulties you face as a trainer of EMI at CEIL?

12. What kind of support or resources do you need to improve your EMI training practice at CEIL?

13. What are the main feedback or suggestions you receive from the university teachers who attend your EMI training courses or programs at CEIL?

14. What are your own suggestions or recommendations for improving the EMI training methods of CEIL?

Conclusion

Thank you once again for your invaluable contributions to this interview. Your insights will serve as a valuable resource in shaping the future of EMI training at CEIL and within the broader Algerian higher education landscape. We are committed to continuously improving our training programs to ensure that Algerian university teachers are well-equipped to excel in the dynamic and ever-evolving world of EMI.

ملخص

تبحث هذه الدراسة في فعالية أساليب تعليم اللغة الإنجليزية، كلغة تعليم للأساتذة الجامعيين الجزائريين في مركز التعليم المكثف للغات بجامعة المسيلة. تستكشف هذه الدراسة الأساليب التعليمية الحالية التي يقدمها مركز التعليم المكثف للغات، بما في ذلك المنهجيات، و تركيز المحتوى، وممارسات التقييم. تعتمد هذه الدراسة على المنهج الوصفي باستخدام أساليب البحث النوعي والكمي، من خلال جمع البيانات بما في ذلك الاستبيانات والمقابلات مع 40 أستاذاً جامعياً و 10 أساتذة للغة الإنجليزية، للتحقيق في التحديات التي يواجهها كل من أساتذة اللغة الإنجليزية والأساتذة الجامعيين في سياق تنفيذ التدريس باللغة الإنجليزية. تكشف النتائج أن برنامج مركز التعليم المكثف للغات يركز بشكل كبير على اللغة الإنجليزية العامة، مع عدم التركيز الكافي على مهارات التدريس الأساسية باللغة الإنجليزية و ا لتعليم اللغوي الخاص بالتخصصات كما يحتاج أساتذة اللغة الانجليزية إلى مزيد من التطوير المهني في منهجية تدريس اللغة الإنجليزية كلغة للتعليم، كما أن البرنامج يفتقر إلى التوحيد والتوافق مع أفضل الممارسات. توفر هذه الأفكار توصيات لتحسين برامج التعليم في مركز التعليم المكثف للغات من خلال معالجة الفجوات في المناهج الدراسية وتعزيز أنظمة لدعم أساتذة اللغة الانجليزية. تساهم هذه الدراسة في النقاش الأوسع حول تنفيذ التدريس باللغة الإنجليزية بنجاح في التعليم العالي الجزائري، وتعزز أفضل الممارسات لتدريب الأساتذة.