



Exploring Teachers' Perspectives on the Implementation of English as a Medium of Instruction (EMI) in Algerian Higher Education Institutions: Challenges and Opportunities

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Abstract ;

The use of English as a Medium of Instruction (EMI) has gained popularity in many non-English speaking countries as a means of enhancing their students' English language proficiency and preparing them for global competitiveness. In Algeria, EMI has been introduced recently to all universities, but its implementation has faced various challenges. This study aims to explore the perspectives of Algerian higher education teachers regarding the implementation of EMI. Data were gathered through semi-structured interviews with ten Algerian teachers belonging to different fields of specialism. The findings indicate that while EMI can provide opportunities for students to improve their English language skills and access international academic resources, its implementation poses significant challenges. These challenges include inadequate language proficiency of both teachers and students, limited resources and support, and lack of training and professional development opportunities. The teachers also highlighted the need for a gradual and flexible approach to the implementation of EMI, starting with basic-level courses and providing language support and training for both teachers and students. The findings have implications for policymakers and educators in Algeria and other non-English speaking countries where EMI is being implemented or considered.

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1. Introduction

In today's globalized world, English has become the language of international communication and academic research. Many non-English speaking countries have recognized the importance of English proficiency in preparing their students for global competitiveness and have adopted English as a Medium of Instruction (EMI) in their higher education institutions (HEIs) (Kirkpatrick, 2015). Algeria is one such country that has recently introduced EMI in its universities.

However, the implementation of EMI in Algerian higher education faces several challenges, including language proficiency of both teachers and students, limited resources and support, and lack of training and professional development opportunities (Belkhiria, 2019 Saidi, 2021).

Hence, this study was carried out to explore the perspectives of Algerian higher education teachers regarding the implementation of EMI in their institutions and would attempt to answer the following research questions:

1* what are the perspectives of Algerian higher education teachers regarding the implementation of EMI in their institutions?

2* what are the challenges and opportunities associated with it?

The findings would provide insights into the challenges and opportunities of EMI implementation which would benefit

policymakers and educators in Algeria and other non-English speaking countries.

2. Review of Literature

2.1 What is English as Medium of Instruction?

EMI (English as a Medium of Instruction) has been studied and defined by various scholars in the field of education. According to Macaro (2018), EMI refers to the use of English language as the primary medium of instruction in educational settings where the learners' first language is not English. In other words, it is a context where students are taught academic content in a language that is not their first language, and that language is used as the primary medium of instruction.

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

Cummins and Davison (2007) defined EMI as a situation where students are taught academic content in a language that is not their first language, and that language is used as the primary medium of instruction. This

definition emphasizes the fact that EMI is a form of bilingual education, and that it requires students to be proficient in both the language of instruction and their first language.

Jenkins (2014), however, defined EMI as the use of English as a medium of instruction in a context where it is not the language of everyday communication. This definition emphasizes the fact that EMI takes place in contexts where English is not the dominant language, and may not be the language that students and teachers use outside of the classroom.

Finally, Dearden (2015) defined EMI as the use of English as a medium of instruction in a formal educational setting, where English is used as the primary language for teaching academic subjects. This definition emphasizes the formal nature of EMI and the fact that it takes place in educational contexts.

In general, the above-mentioned definitions of EMI provide different perspectives on the concept, emphasizing different aspects such as the context in which it takes place, the power dynamics involved, and the language proficiency required of students. While there is no one definitive definition of EMI, these different perspectives can help us to better understand the complexities of this important educational practice.

2.2 *English as a Medium of Instruction Within the Algerian Tertiary Level Context*

English as a medium of instruction (EMI) has been gaining traction in Algerian HEIs in recent years. The Algerian government, in its efforts to modernize and internationalize the country's education system, has recognized the importance of English language proficiency and the benefits of teaching in English. In this context, the use of English as a medium of instruction has been seen as a way to improve the quality of education, enhance the competitiveness of graduates in the global job market, and increase the attractiveness of Algerian universities to international students and scholars.

The adoption of EMI in HEIs is also in response to the growing demand for English-language education from students and parents. English has become the lingua franca of international communication and commerce, and proficiency in the language is seen as essential for success in many fields. Algerian students and graduates with strong English skills are more likely to secure employment in multinational corporations and other organizations that require a high level of English proficiency.

However, the implementation of EMI in HEIs is not without challenges. Many teachers and students may not have the necessary language skills to effectively teach or learn in English. In addition, there may be concerns about the

impact of EMI on the preservation of Algerian culture and the use of Arabic, which is the country's official language. Finally, there may be logistical challenges such as related to the development of English-language teaching materials, the recruitment of qualified English-speaking teachers, and the availability of technology and resources to support EMI.

Despite these hindrances, the Algerian government and HEIs remain committed to the implementation of EMI. Efforts are underway to develop language proficiency programs for teachers and students, improve the quality of English-language teaching materials, and increase the number of qualified English-speaking teachers. By embracing EMI, Algerian HEIs hope to provide their students with the skills and knowledge they need to compete in the global economy and contribute to the development of the country.

2.3. Benefits and Challenges of EMI Implementation at Tertiary Level

According to Wilkinson and Zegers (2019), EMI can provide students with opportunities to develop their language proficiency, enhance their employability, and gain exposure to different cultures and knowledge. Moreover, EMI can provide universities with opportunities to internationalize their curriculum and attract a diverse student body.

Despite the merits of EMI implementation, challenges can arise during the process. These challenges can be related to language proficiency, pedagogy, and curriculum design, among others.

First, for language proficiency both students and instructors must be proficient in English to successfully engage in EMI. This requires not only a high level of English language proficiency but also an ability to communicate complex ideas in English. If language proficiency is lacking, it can lead to misunderstandings, difficulty understanding course content, and overall dissatisfaction with the learning experience.

Another challenge related to EMI implementation is pedagogy. Instructors must be trained to deliver courses in English effectively. They must have an understanding of the cultural and linguistic differences that may exist among students and be able to modify their teaching methods to accommodate these differences. This requires not only language proficiency but also a deep understanding of pedagogical techniques that can be adapted to a diverse student body.

Lastly, curriculum design is another challenge that may arise during EMI implementation. Curriculum must be designed with the specific language needs of the students in mind, and instructors must be able to develop materials that are appropriate for the students' language level. This can require significant

investment in time and resources to develop high-quality course materials that are effective for a diverse range of learners.

As Li (2019) pointed out, "EMI is not a simple process of replacing the medium of instruction. Instead, it involves a complex set of changes in the educational system that impact teachers, students, and administrators."

Previous research on EMI implementation in various contexts has identified common challenges and approaches to address them. For example, Pham and Baldauf (2018) found that language proficiency and pedagogical challenges were the most significant barriers to successful implementation in Vietnam. They recommended that "teachers and students should be provided with language support, and appropriate pedagogical training should be given to teachers." Similarly, Ushioda and Dörnyei (2012) who had implemented EMI in Japan suggested that curriculum design should be aligned with the language proficiency level of students and that teachers should be trained to use appropriate teaching strategies.

In sum, the implementation of EMI in higher education requires careful consideration and planning. As Canagarajah (2018) noted, "EMI implementation is not about substituting one language for another. It requires a thorough understanding of the context, goals, and needs of the stakeholders involved." Therefore, it is

crucial to involve all stakeholders, including teachers, students, and administrators, in the decision-making process and provide them with the necessary support and resources to ensure the success of EMI implementation.

2.4 Significance of Implementing EMI in Algerian Universities

Implementing EMI in Algerian universities has significant importance in today's globalized world. EMI can help to enhance graduates' employability by equipping them with the English language skills necessary to succeed in international job markets.

Furthermore, implementing EMI can improve the quality of higher education in Algeria by exposing students to diverse academic cultures and perspectives, as well as enhancing critical thinking skills. EMI can also open up opportunities for Algerian scholars to participate in international academic and research communities, publish their research in top-tier journals, and attend conferences and seminars worldwide. Finally, implementing EMI can contribute to Algeria's economic development and integration into the global economy, as graduates with English language proficiency can support the country's growth and competitiveness. Therefore, it is crucial for universities in Algeria to invest in English language education and support the implementation of EMI in their curricula to prepare graduates for

the challenges of the 21st-century job market and academic world.

2.5. Teachers' Beliefs and Attitudes

Some teachers may see EMI as an opportunity to improve their own language proficiency and provide students with valuable English language skill for the global job market. As Cots and Guerrettaz (2012) argued, "the use of English as a medium of instruction has the potential to enhance students' communicative competence in English and improve their employability in a globalized world" (p. 87). However, other teachers may be resistant to EMI, viewing it as a threat to their own language and cultural identity or as an additional burden to an already heavy workload (Lasagabaster & Sierra, 2010).

It is important for policymakers and institutions to recognize the role of teacher beliefs and attitudes in EMI implementation and provide adequate support and training to address any challenges that may arise. As Hu and McKay (2018) argued, "teachers need to be equipped with the necessary pedagogical skills and language proficiency to effectively implement EMI and ensure student success" (p. 238).

In summary, teachers' beliefs and attitudes play a critical role in the success of EMI implementation in higher education. Institutions and policymakers should take into account the diversity of teacher perspectives and provide support and training to ensure

effective EMI implementation. As Lasagabaster and Sierra (2009) noted, "the attitudes of teachers towards EMI are crucial in determining the success of this language policy" (p. 155)

2.6. Professional Development For EMI

The success of implementing EMI in higher education is heavily influenced by the attitudes and beliefs of teachers. As Davies and Higgins (2011) noted, "teachers' beliefs and attitudes shape the way they approach outcomes their work and can significantly impact student learning " (p. 29). Previous research has shown that teachers' beliefs and attitudes towards EMI can vary widely depending on factors such as their language proficiency, teaching experience, and cultural background (Lasagabaster & Sierra, 2009).

Professional development for teachers is a crucial component of successful EMI implementation in HEIs. As noted by scholars such as (Doiz et al., 2013; Lasagabaster & Sierra, 2010), professional development can enhance teachers' language proficiency, content knowledge, and pedagogical skills, all of which are essential for effective EMI teaching and learning.

There are various models of professional development that can be adapted for the Algerian higher education context, including workshops, seminars, peer coaching, and online courses. According to Murray and Maley (2005), professional development

should be ongoing, collaborative, and context-specific. This means that professional development programs for EMI teachers should be designed to meet the specific needs and challenges of Algerian HEIs.

One effective model of professional development that has been successfully implemented in other EMI contexts is the Content and Language Integrated Learning (CLIL) approach. This model involves the integration of language learning and content learning, with a focus on developing both language and subject-specific skills (Coyle, Hood, & Marsh, 2010). By implementing the (CLIL) approach, EMI teachers in Algeria can improve their language proficiency and develop subject-specific pedagogical skills, which are crucial for effective EMI teaching.

Another model of professional development that can be adapted to the Algerian higher education context is the Reflective Practice approach. This model involves teachers reflecting on their teaching practices and using this reflection to improve their teaching skills (Schön, 1983). By engaging in reflective practice, EMI teachers can identify areas for improvement and develop strategies for addressing these areas.

In short, professional development for EMI teachers in the Algerian higher education context is essential for successful EMI implementation. Different models of professional development, such as CLIL and

Reflective Practice, can be adapted to meet the specific needs of Algerian higher education institutions. As noted by Murray and Maley (2005), ongoing, collaborative, and context-specific professional development is critical for enhancing teachers' language proficiency, content knowledge, and pedagogical skills, all of which are essential for effective EMI teaching and learning.

3. Methodology

This study adopted a qualitative approach, using semi-structured interviews to gather data from ten Algerian teachers, belonging to different universities and fields of specialism.

This semi-structured interview aims to explore the perceptions and opinions of participants regarding the integration of English as a medium of instruction in Algerian higher education. The interview comprises seven open-ended questions that address various aspects related to the benefits and drawbacks of using English as a medium of instruction, the challenges that may arise during the implementation process, and the impact of this integration on student learning outcomes.

The interview seeks to elicit insightful responses from participants that would benefit policymakers, educators, and other stakeholders involved in the decision-making process regarding the integration of English as a medium of instruction in Algerian higher

education. The responses provided by the participants will be analyzed to identify common themes, patterns, and trends that can inform future research and policymaking.

The interview is conducted in a semi-structured format, which allows for flexibility and adaptation to the participant's responses while ensuring that all relevant topics are covered. The interview is audio-recorded with the participant's consent, and all responses are kept confidential and used for research purposes only. The interview is intended to provide a platform for participants to share their in-depth views and opinions on the current issue that can lead to significant implications for the future of Algerian higher education.

The items of this interview are related to the implementation of English as a medium of instruction in Algerian higher education. Each item has a specific aim, as described below:

The first item aims to understand the interviewee's initial thoughts and feelings about the idea of integrating English as a medium of instruction in Algerian higher education. This question is designed to get a general impression of the interviewee's attitude towards this initiative.

The second item seeks to explore the benefits and drawbacks of using English as a medium of instruction in Algerian higher education. By asking this question, the interviewer is attempting to assess the interviewee's

knowledge of the potential advantages and challenges associated with this approach.

The third item is designed to identify the main challenges that may arise during the implementation of English as a medium of instruction in Algerian higher education. This question is intended to elicit the interviewee's insight into the potential obstacles and difficulties that may need to be addressed during the process.

The fourth item aims to explore potential solutions to the challenges identified in the previous question. The interviewer is seeking the interviewee's suggestions and recommendations for how to overcome the challenges associated with integrating English as a medium of instruction in Algerian higher education.

The fifth item seeks to understand the training and support that Algerian higher education teachers may need to effectively teach in English. By asking this question, the interviewer is attempting to identify the types of resources and assistance that may be required for successful implementation.

The sixth item is designed to explore whether certain subject areas or courses may be better suited to English as a medium of instruction. The interviewer is seeking the interviewee's insights into which disciplines may benefit the most from this approach, and why.

The final item aims to understand the potential impact of integrating English as a medium of instruction on student learning outcomes in Algerian higher education. By asking this question, the interviewer is attempting to assess the interviewee's understanding of how this initiative may affect the academic performance of students.

In sum, the qualitative research design used in this study provided a rich and detailed understanding of the participants' perspectives on the implementation of EMI in Algerian HEIs.

3.1 Participants

The participants in this study were Algerian higher education teachers who were selected using purposive sampling. A total of 10 teachers were invited to participate in the study, and all of them agreed to be interviewed.

Table.1 Interviewees Profiles

Code	Academic Rank	Field of Specialism	Teaching Experience
Teacher 1 (T1)	Assistant Professor	English Language and Literature	5years
T2	Associate Professor	Biology	12 years
T3	Assistant	chemistry	7 years

	Professor		
T4	Professor	Physics	14 years
T5	Associate Professor	History	3 years
T6	Assistant professor	Psycho/y	6 years
T7	Professor	Law	22 years
T8	Professor	Computer Science	20 years
T9	Associate Professor	Architecture	11years
T10	Associate Professor	Economics	12 years

3.2 Data Collection Methods

Semi-structured interviews were conducted with the participants to gather data about their perspectives on the implementation of English as a medium of instruction in HEIs. The interviews were conducted face-to-face and via google meet and lasted between 30 and 45 minutes. The interviews were recorded and transcribed for analysis.

Data analysis was conducted using a thematic analysis approach, which involved identifying and analyzing recurring patterns and themes in the data. The analysis process consisted of several stages, including data familiarization, coding, categorization, and then development.

3.3 Interview Analysis Procedures

The data collected from the interviews were analyzed using the thematic analysis approach, which involved identifying themes and patterns in the data. The themes that emerged from the data were then organized and presented in the findings section of this study.

4. Findings

This section presents research findings in relation to the raised question.

4.1 Benefits and Drawbacks

The majority of interviewees acknowledged the potential benefits of using English as a medium of instruction, such as improved opportunities for international collaboration and increased access to global resources, particularly in terms of improving their employability in the global job market. However, some also expressed concerns about the potential drawbacks, including language barriers for both students and teachers, reduced comprehension and learning outcomes, and the potential marginalization of students who are not proficient in English as illustrated below:

T1: "As an English Language and Literature professor, I believe implementing EMI in Algerian higher education institutions could be a valuable tool for improving students' English proficiency and preparing them for

the global job market. However, it may be challenging for students who are not proficient in English, and it may require additional support to ensure they can access and engage with the course material."

T4 added "In my opinion, implementing EMI in higher education institutions has the potential to be a significant advantage for students who want to pursue careers in scientific research and collaborate with international colleagues. However, it may be challenging for professors who are not fluent in English and may require additional training to effectively teach in English."

T7 argued: "As a law professor, I believe implementing EMI in higher education institutions could be beneficial for students who want to engage with international legal research and pursue global career opportunities. However, it may be challenging for students who struggle with English proficiency, and it may require additional resources to support their language development."

T8 asserted: "I think implementing EMI in higher education institutions could be advantageous for students who want to develop their English language skills and pursue career opportunities in the global job market, particularly in the field of computer science. However, it may be challenging for professors who are not fluent in English and

may require additional training to effectively teach in English."

4.2 Challenges and Solutions

Our analysis revealed three main themes related to the challenges of EMI implementation in Algerian HEIs: language proficiency, pedagogical skills, and institutional support.

In terms of language proficiency, most participants felt that their own English proficiency was not sufficient to teach in English, which hindered their ability to deliver high-quality instruction. T10 stated: "Although I have some proficiency in English, I still need to improve my language skills to teach effectively in English. It is not easy to switch from teaching in Arabic to teaching in English, especially when it comes to technical terms.

T5 confirmed: "I feel that my English proficiency is not sufficient to teach in English, especially when it comes to more technical subjects. I worry that my students may not fully understand the material if I struggle with the language."

T6 affirmed: "Switching from teaching in Arabic to teaching in English is a major challenge for me."

Interviewees suggested that such a challenge could be addressed through targeted training and professional development programs, as

well as increased access to high-quality English-language materials and resources. This can include language classes, workshops, and other professional development opportunities. Additionally, teachers should be provided with instructional support, such as lesson plans and materials in English, to assist in the delivery of courses.

Pedagogical skills were also identified as a major challenge for EMI implementation. Participants expressed concerns about the need to adapt their teaching strategies to suit an English-speaking audience, particularly in terms of lecture delivery and classroom interaction. As T9 put it, "Teaching in English requires a different teaching approach. It's not just about language, it's also about how you deliver the content, how you engage with your students, and how you create an interactive learning environment."

T8 claimed: "I am confident in my subject matter expertise, but I feel that I lack the pedagogical skills needed to effectively teach in English. I need more training on how to engage students in a foreign language and how to facilitate discussions in English."

T4 maintained: "Teaching in English requires a different approach than teaching in Arabic. I need more guidance on how to adjust my teaching style and lesson plans to fit the needs of English-speaking students."

As noted by Aliakbari and Enayat (2011),

"The use of English as a medium of instruction necessitates new approaches to teaching and learning and requires the development of appropriate assessment strategies to ensure that students achieve the learning outcomes of the course" (p. 5).

This requires a significant investment of time and resources to develop appropriate materials and strategies, as it is essential for the success of EMI implementation.

One possible solution for addressing the issue of pedagogical skills for EMI implementation is to adapt the curriculum and assessment methods to better suit the EMI environment. This can be achieved by providing appropriate resources and materials in English to facilitate the learning process.

Finally, institutional support was seen as critical for the success of EMI implementation in Algerian HEIs. Participants highlighted the need for comprehensive training and support programs that focus on language proficiency and pedagogical skills, as well as the provision of adequate resources such as English language textbooks, digital materials, and technological tools.

T5 stated: "I feel that the institution does not provide enough support for EMI implementation. We need more resources such as English-language materials, professional development opportunities, and instructional support to help us deliver high-quality instruction in English."

T9 added: "The lack of institutional support for EMI implementation is a major barrier. We need more funding and policy support to ensure that EMI programs are sustainable and effective in the long-term."

In short, the implementation of EMI in Algerian higher education institutions poses several challenges that need to be addressed to ensure its success.

4.3 Subject Areas and Courses

Based on the analysis of teachers' perspectives on EMI implementation in Algerian higher education, it became evident that some subject areas are better suited for EMI implementation than others. The teachers identified the following subject areas as suitable for EMI implementation:

Science and Technology: Teachers believed that subjects such as engineering, computer science, and medicine would benefit greatly from EMI implementation because English is the language of international communication in these fields. Using English as a medium of instruction would expose students to the terminology and concepts used in these fields, making them better prepared for international job markets. T8 admitted: "I believe that EMI implementation in subjects like computer science is crucial for preparing students for the global job market. English is the language of international communication in this field, and students who are proficient in English will have a competitive advantage when it

comes to applying for jobs abroad. EMI implementation would expose students to the terminology and concepts used in computer science, making them better prepared for the challenges of the international job market."

Business and Economics: Teachers also saw the benefit of using English as a medium of instruction in business and economics courses, as English is the language of international commerce. Students studying in these fields would be better prepared for international business and would have an advantage when it comes to applying for jobs abroad.

T10, who is an Associate Professor of Economics with 12 years of experience, on the benefits of EMI implementation in Business and Economics affirmed: "English is the language of international commerce, and students studying business and economics need to be proficient in English to be successful in the global job market. EMI implementation in these courses would provide students with exposure to the terminology and concepts used in the field, making them better prepared for international business. Additionally, students who are proficient in English will have an advantage when it comes to applying for jobs abroad."

Social Sciences: Finally, some teachers believed that certain social science courses, such as psychology and sociology, would be suitable for EMI implementation because they

are highly interdisciplinary and often require students to engage with English-speaking scholarships.

T6, who is an Assistant professor in Psychology assumed: "I believe that implementing EMI in certain social science courses like psychology would greatly benefit our students. Psychology is a highly interdisciplinary field and requires students to engage with a variety of English-speaking scholarship. Using English as a medium of instruction would expose our students to this scholarship in a more natural and authentic way, and would better prepare them for graduate studies and research opportunities abroad."

It is worth noting that while these subject areas were identified as suitable for EMI implementation, the teachers also recognized that language proficiency and teacher training are crucial for effective implementation in any subject area.

However, some interviewees also expressed the view that "English should not be the exclusive medium of instruction in any subject area, as this could create additional barriers for students who are not proficient in English".

4.4 Impact on Student Learning

The majority of interviewees believed that integrating English as a medium of instruction would have a positive impact on student

learning outcomes. EMI can enhance students' English language proficiency and academic achievement, as well as preparing them for global job markets.

Undoubtedly, EMI can expose students to international academic perspectives and increase their access to academic resources and opportunities. Students may also benefit from interacting with international faculty and peers, leading to the development of a more global perspective.

However, some interviewees also expressed concerns that the potential benefits may be limited to a small subset of students who are already proficient in English, and that the majority of students may struggle to keep up with the demands of learning in a foreign language.

T4, professor of Physics, stated, "Integrating English as a medium of instruction can benefit students in various ways. It can improve their English proficiency and help them to communicate effectively in international academic and professional settings. Moreover, it can increase their access to a wide range of academic resources and opportunities, preparing them for global job markets."

T7, professor of Law, expressed similar views, saying, "EMI implementation can have a positive impact on student learning outcomes by exposing them to international academic perspectives and enhancing their

academic achievement. It can also broaden their horizons by enabling them to interact with international faculty and peers, leading to the development of a more global perspective."

However, T2, associate professor of Biology, expressed concerns about the potential limitations of EMI implementation, stating, "While I agree that EMI can benefit students who are already proficient in English, we need to consider the potential impact on those who are not. It may create additional barriers for them and hinder their learning outcomes. Therefore, we need to ensure that language proficiency and teacher training are prioritized to ensure effective EMI implementation for all students."

In sum, the findings of this study revealed that while EMI can provide opportunities for students to improve their English language skills and access international academic resources, its implementation poses significant challenges. The teachers identified language proficiency as the most critical challenge in EMI implementation. They reported that both teachers and students have inadequate English language proficiency levels, which affect their comprehension, communication, and teaching performance. The teachers also pointed out that the lack of resources, such as English language textbooks, materials, and technology, and support from university administration and

language centers, hindered the successful implementation of EMI.

Furthermore, the teachers identified the need for training and professional development opportunities to improve their English language proficiency and teaching skills. They suggested that language training should be provided for both teachers and students, and teachers should receive training in pedagogical approaches and EMI teaching strategies. The teachers also highlighted the need for a gradual and flexible approach to EMI implementation, starting with basic-level courses and providing language support and training for both teachers and students.

Thus, it can be observed that the challenges identified in this study are consistent with the challenges reported in previous studies on EMI implementation in different contexts. One of the major challenges identified by the participants was the lack of English proficiency among both teachers and students. This was seen as a major obstacle to effective EMI implementation as it affects both the quality of instruction and student learning outcomes. Participants also noted that the use of English as a medium of instruction in a predominantly French-speaking context could lead to resistance and lack of motivation among students.

Another challenge identified by the participants was the lack of appropriate pedagogical training and resources to

effectively integrate EMI in their teaching. This includes the lack of English language training and teaching resources such as textbooks and teaching materials in English. The lack of training on how to integrate language support for non-native English speakers was also identified as a challenge. This highlights the need for professional development programs and resources to support teachers in integrating EMI effectively.

Despite these challenges, participants also identified several opportunities that EMI implementation can provide. One opportunity is the potential to enhance the quality of higher education in Algeria and increase its competitiveness in the global market. EMI can also provide opportunities for teachers and students to improve their English proficiency and gain access to international academic resources and collaborations.

Overall, the findings of this study suggest that the effective implementation of EMI in Algerian higher education requires a comprehensive approach that addresses the challenges identified by the participants. This includes providing adequate English language training and resources, professional development programs for teachers, and appropriate pedagogical support for integrating EMI in teaching.

5. Conclusion

To conclude, the interviews highlighted a range of perspectives on the potential benefits and challenges of integrating English as a medium of instruction in Algerian higher education. While there was some support for the idea, there were also concerns about the potential drawbacks and challenges that would need to be addressed in order to ensure the success of the initiative. Ultimately, the success of EMI in Algerian higher education will depend on a range of factors, including the availability of resources, the quality of training and support provided to teachers, and the willingness of all stakeholders to embrace the changes required.

Based on the findings of this study, several suggestions and recommendations can be made to support the implementation of EMI in Algerian higher education:

* **Pre-Service and In-Service Teacher Training:**

Teachers need to be adequately prepared and trained to deliver content in English effectively. The universities should provide pre-service and in-service training opportunities to help teachers develop their language proficiency and pedagogical skills.

* **Development of English Language Skills:**

Algerian universities should provide English language training to students and staff to develop their proficiency and communication

skills in English. This will help to improve their ability to engage with English-medium instruction.

* **Curriculum Development:**

Algerian universities should review their curricula to ensure that they align with the principles of EMI. This may involve revising course objectives, materials, and assessment methods to support effective EMI implementation.

* **Technological Support:**

Universities should provide technical support to facilitate the use of digital tools and resources for EMI delivery.

This may include access to online learning platforms, multimedia resources, and other digital tools.

* **Research and Evaluation:** Universities should conduct research and evaluation of EMI implementation to assess its impact on teaching and learning outcomes. This will provide valuable feedback to guide future implementation efforts.

In conclusion, the implementation of EMI in Algerian higher education presents both challenges and opportunities. However, with the right support and resources, Algerian universities can successfully integrate English as a medium of instruction to improve the quality of education and prepare students for the globalized world.

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