

	<p>Science, Education and Innovations in the Context of Modern Problems Issue 11, Vol. 8, 2025</p>
	<p>Title of research article</p> <p>Preparing University Teachers for English-Medium Instruction in Algeria: Institutional Challenges, Teacher Perceptions, and Prospects for Sustainable Implementation</p>
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<p>Issue web link</p>	<p>https://imcra-az.org/archive/385-science-education-and-innovations-in-the-context-of-modern-problems-issue-11-vol-8-2025.html</p>
<p>Keywords</p>	<p>English as a Medium of Instruction (EMI); Algerian higher education; Teacher training; Language policy; Pedagogical challenges; Teacher perceptions.</p>
<p>Abstract</p> <p>The adoption of English as a Medium of Instruction (EMI) has emerged as a global trend in higher education, particularly in non-English speaking countries seeking greater academic visibility, student mobility, and international collaboration. Algeria, as part of this global shift, has recently introduced policies encouraging universities to gradually implement EMI across various disciplines. In response, the Ecole Normale Supérieure Constantine (ENSC) initiated a specialized training programme in 2022–2023 to equip university teachers with the linguistic and pedagogical skills necessary to deliver their courses in English. This study investigates Algerian teachers' perceptions of EMI preparation, focusing on the challenges encountered during training and their expectations for future practice. Data were collected through a structured questionnaire administered to a representative sample of teachers enrolled in the ENSC training programme. Findings reveal a strong willingness among teachers to embrace EMI due to its professional advantages, including enhanced career opportunities, access to international research networks, and alignment with global academic standards. However, significant challenges were reported, including insufficient prior English proficiency, lack of tailored pedagogical materials, and limited institutional support structures. Teachers also expressed concerns about balancing disciplinary expertise with language development, as well as the risk of compromising content quality during the transition phase. This research highlights the critical need for a systematic and long-term EMI policy framework in Algeria that combines language training, content-based pedagogy, and institutional incentives. Practical recommendations include the design of context-specific teacher development programmes, integration of English for Academic Purposes (EAP) modules, and sustained institutional backing. The study contributes to regional and international debates on EMI by offering insights into the Algerian context, where the adoption of English represents both a strategic necessity and a pedagogical challenge.</p>	
<p>Citation. Soraya M., Amina H. (2025). Preparing University Teachers for English-Medium Instruction in Algeria: Institutional Challenges, Teacher Perceptions, and Prospects for Sustainable Implementation. <i>Science, Education and Innovations in the Context of Modern Problems</i>, 8(11), 935–943. https://doi.org/10.56352/sci/8.11.74</p>	
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Received: 16.07.2025

Accepted: 20.08.2025

Published: 23.09.2025 (available online)

Introduction

Due to its importance as a global language, using the English language as a medium of instruction in non-English speaking countries has become a popular trend. Because of this, there is a growing demand for content teachers who are proficient in English and who can deliver their courses in this language. Nevertheless, not all content teachers in non-English speaking countries possess sufficient proficiency and the necessary pedagogical skill that enable them to use English as a medium of instruction (EMI). It was necessary, therefore, to develop training programmes to help content teachers in this quest. Algeria is one of the many countries concerned, as the demand for content teachers who can deliver their lessons in English has considerably grown. To help them develop their English proficiency and pedagogical skills so as to use EMI, English language training programmes have been developed. For content subject teachers, however, these programmes pose a variety of difficulties. Many of them, especially those with low proficiency level in English, are wondering if they would be able to deliver their subjects in that language after a limited period of instruction. This paper aims to explore the challenges content teachers in Algeria may face when being trained to use English, with an emphasis on the Ecole Normale Supérieure Assia Djébar – Constantine training programme and eventually to gather suggestions that would help make this operation a success.

1. Efforts to Develop English Language Training Programmes in Algeria

The English language has gained a worldwide predominance and is being perceived as a gate that opens global success opportunities for people who master it. Algerian language practitioners, well aware of the importance of the role played by this language in promoting the quality of education since it is recognized as the language of science and technology (Belmihoub, 2018), have given it due consideration. Many conditions have contributed to its promotion in Algeria, namely the support it has received by the British Council and the American Embassy. Because of the British Council's promotion of the language, which is well-known for coordinating ELT across the globe, English has expanded greatly in Algeria in the same manner it has in other parts of the world (Pennycook, 2016). Also, as a result of the country's growing international business and economic relations with the UK and the USA, the British Council and the American Embassy have greatly extended their sponsorship of language courses and cultural events in Algeria (Belmihoub, 2018). Many training programmes have been offered by these two organizations since the early 1980's to foster the English language skills of both learners and teachers.

2. English in Algerian Higher Education

Concerned with a desire to confer an international dimension to higher education, the Algerian Ministry of Higher Education and Scientific Research has deemed the enhancement of the use of the English language among Algerian higher education institutions a strategic priority. The expressed motive underlying this initiative was to align Algerian universities with global academic standards and promote their competitiveness within the international educational and research communities. In a press conference on the promotion of higher education and scientific research in 2019, the Minister of Higher Education addressed university students in English (*Maghreb Voices*, 2019) and that was a premiere in Algerian history. This marked a significant shift in Algeria's linguistic policy in higher education, traditionally dominated by Arabic and French. In his subsequent communications with the Algerian university community about educational reforms, the Minister used Arabic and English instead of French which used to be predominantly employed by Algerian political figures interchangeably with Arabic. Later in 2019, a national poll was conducted by the Ministry via its website to gauge higher education teachers and students' opinion on the use of English as a medium of instruction. As the results obtained were massively in favor of this initiative, the Algerian Ministry of Higher Education and Scientific Research was prompted to pass policies that promoted English language teaching and gradually integrated it into administrative and academic practice. The policy underlying this initiative required that English, instead of French, be used alongside with Arabic to vehicle any official administrative communication among higher education institutions. As a consequence, official websites of all Algerian universities were updated and began to display their content in English, in addition to Arabic and French.

The Algerian efforts are consistent with worldwide trends which are increasingly considering English as an indispensable tool to access scientific knowledge, collaborate with international peers, and increase employment opportunities. In this respect, Macaro, Curle, Pun, An and Dearden (2018) claim that adopting EMI makes it possible to access global academic resources and to promote students' linguistic and cognitive abilities.

In addition, the adoption of English in Algerian higher education reflects a broader geopolitical and sociolinguistic transition. Accordingly, Benrabah (2020) contends that the promotion of English in Algeria reflects a national effort to modernize the Algerian educational system and at the same time minimize dependence on the French language. Furthermore, Algerian policymakers want to promote the English language to reinforce links with the world's academic community and diversify both students and teachers' linguistic competencies.

3. Benefits of Using EMI

Using EMI has a number of potential benefits, hence the necessity of training higher education teachers to use this language to deliver their courses. Improving the quality of education is one of these benefits as EMI opens access to a large range of knowledge and resources such as academic literature, research, and scholarship (Airey and Linder, 2008). Preparing students for the global workforce is another benefit. Students who master English in addition to intercultural skills are likely to succeed in international contexts because EMI makes it possible for students, as well as teachers, to be in contact with colleagues from other cultures and to develop intercultural competence (Macaro, 2018). Students and teachers from different parts of the world are also offered opportunities for cross-cultural exchange and collaboration thanks to the promotion of internationalization by EMI (Doiz, Lasagabaster and Sierra, 2011). Universities which offer courses in English can attract international teachers and students and by the same token, promote their visibility, international reputation and competitiveness (Jenkins, 2013). Another benefit is that the exposure to authentic and challenging language use through EMI leads both teachers and students to better their English language proficiency (Lasagabaster and Sierra, 2009). Research by some scholars such as (Kirkpatrick, 2012) has also demonstrated that, compared to those who are taught subjects in their native language, students who are instructed through English achieve better academic results.

4. Impact of Language Proficiency on the Effectiveness of EMI

The development of the English language proficiency is one of the major goals of training content subjects teachers to use English. Language proficiency is not only a necessary condition for successful communication in contexts where EMI is used, but it also significantly influences the way in which teachers deliver content and engage their students effectively. In this respect, many studies have attempted to investigate the effect of language proficiency effectiveness of EMI. Brutt-Griffler and Samimy (1999), for example, claim that if teachers want to effectively deliver their courses in English, it is mandatory to have a high level of English proficiency. Another research by Kim and Kim (2018) concluded that content teachers need to have a high English proficiency levels in order to be more confident and effective in teaching their subjects in English. The authors emphasize that teachers' ability to create an interactive and engaging classroom environment is directly impacted by their linguistic competence. Another major aspect of training content teachers to use English is to promote their pedagogical skills in using that language as a medium of instruction. English language programmes often aim at training teachers to employ techniques and strategies that improve linguistic and pedagogical skills to face challenges encountered in EMI. In Spain, for example, Morell, Aleson-Carbonell, and Escabias-Lloret (2023) designed a comprehensive EMI training programme for content teachers at a Spanish university focusing on digital competencies, linguistic proficiency and pedagogical strategies to empower them with effective pedagogical skills in using English to teach their subjects. Workshops on effective teaching strategies, language development, and content delivery constituted the core of this programme, showing a holistic approach to EMI teacher training. The significance of language proficiency was also highlighted by Dearden (2014) who argued that insufficient language skills among content teachers is an important obstacle that faces the worldwide rapidly expanding EMI. The study emphasized that teacher training programmes should give priority to the development of language proficiency in any endeavor at EMI preparation. Likewise, Klaassen (2001) carried out a study that investigated the implementation of EMI in engineering education in the Netherlands and obtained results that emphasized the important role of teachers' English language proficiency. The study concluded that higher proficiency levels significantly improved both the quality of instruction and the teachers' ability to adapt

their teaching methodologies to suit non-English speaking students. In the same vein and in their attempt to systematically review EMI research, Macaro et. al. (2018) found that language proficiency plays a significant role in fostering teachers' confidence and their ability to manage classroom interactions effectively. According to this study, a successful EMI implementation demands both high linguistic proficiency levels and continuous professional development to refine teaching techniques and strategies. All these findings converge with the idea that language proficiency and pedagogical effectiveness in EMI contexts are closely related. Therefore, the integration of language proficiency development in teacher training programmes imposes itself as a necessity when any institution worldwide attempts to implement EMI.

5. Potential Challenges Faced by Algerian University Teachers

Although training university teachers to use EMI has numerous advantages, there are also many potential challenges related to both teachers and students' linguistic proficiency, availability of resources and institutions' readiness to endorse EMI practices. Research on the challenges faced by content subject teachers using EMI worldwide emphasize a number of substantial issues that may affect the success of the teaching/learning process and that may represent potential concerns for Algerian content subject teachers too. Indeed, university teachers may lack the fluency in the language needed to instruct students in English successfully. This is likely to create lack of understanding, miscommunication, and other issues (Jenkins, 2013). The challenges faced by teachers in implementing EMI, particularly lack of institutional support and resources, have been reported in different contexts. For instance, Pun and Thomas (2020) conducted a study focusing on secondary school EMI science teachers in Hong Kong. They identified several issues, including limited English communication skills and lack of EMI training. The study concluded that in order to enhance the quality of EMI programmes, effective support systems for EMI teachers should be guaranteed. Similarly, Macaro, Akincioglu and Han (2020) surveyed EMI teachers across multiple countries, including China, Italy, Japan, Mexico, Spain, and Turkey. Their findings revealed that many EMI teachers were assigned to teach without adequate preparation, highlighting the necessity for comprehensive teacher professional development programmes to support EMI implementation.

Still another challenge is some university teachers' resistance to change. According to Macaro (2018), teachers may perceive the use of another language to teach their subjects as a threat to their identity and to the tradition of teaching in their native language. Resistance to learn in English can even be felt by students, especially if they are not familiar with using English. This can negatively affect their learning outcomes and engender communication breakdowns. Also, as not all students have the same proficiency level in English, EMI can result in educational inequality. Contrary to English speaking students or those with a high proficiency level, students with a low proficiency level in this language may have considerable difficulty to grasp the content and thus be at a disadvantage (Lasagabaster and Sierra, 2009).

In the Algerian context, many studies have been carried out by researchers investigating the difficulties Algerian content teachers are encountering when using EMI. In a survey that collected data from 327 content subject university teachers, Hamane (2023) noted that while they recognise the potential benefits of using EMI, teachers are conscious of the many obstacles too. The latter include:

'language barriers and the comprehension of complex concepts, effective communication between teachers and students in English, the potential impact on student performance, the student's ability to comprehend the language, the potential increase in workload and stress, the scarcity of qualified teachers proficient in English, the potential exclusion of non-English-speaking students, the influence of language on students' confidence and participation, student frustration, and motivation' (Hamane, 531: 2023).

Similarly, using a thirty-one questions survey with thirty-two university educators from three different universities in western Algeria, Menezla and Benghalem (2024) pointed to some issues faced by Algerian university instructors in implementing EMI, namely the linguistic and pedagogical barriers, lack of confidence in teaching in English, the inadequacy of instructional resources, communication difficulties in their classrooms and lack of specialized training in delivering content in English. Ouarniki (2023), on the other hand, adopted a qualitative approach, using semi-structured interviews with ten Algerian teachers, belonging to different universities and fields of specialism. She concluded that the success of EMI in Algerian higher education will highly depend on addressing a set of obstacles 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. In a related context, Maraf and

Zekri (2023) investigated the issue of student-teachers' abstention from attending the English training programme at the Centre d'Enseignement Intensif des Langues (CEIL) in Tlemcen and Biskra universities by means of semi-structured interviews with six student-teachers and unstructured interviews with three teachers. The researchers deduced that student-teachers abstain from attending English language classes due to mainly the inconvenience scheduling of the language classes, the proficiency level of the student-teachers, their placement in language classes and their negative attitudes towards the training program and the EMI reform. The findings of the study imply that there would be jeopardy to the success of English-blended instruction in Algerian universities.

All these studies have concluded that the majority of Algerian content teachers lacked the pedagogical knowledge and English language ability needed to teach their topics in English. They call for the necessity that training programmes assist Algerian content teachers in improving their pedagogical and English language abilities. In order to successfully teach their subjects in English, teachers need not only English language proficiency, but also specific pedagogical skills such as knowing how to effectively design and use appropriate materials, assess their students' learning, and promote successful classroom interaction.

6. Methodology

The present study is exploratory in nature, and it involves a mixed-methods design with the aim of delving into teachers' experiences with the English language and shedding light on the challenges they may face during their training in English in preparation to use it as a medium of instruction.

6.1. Research questions

- 1) What are teachers' perceptions of their lacks?
- 2) What are teachers' perceptions of the challenges they might face when using EMI?
- 3) How to cater for these challenges?

6.2. Background Information about Participants

Before the training was launched, 151 teachers belonging to 8 departments took a placement test that aimed at identifying their proficiency level and placing them in instructional groups accordingly, but only 113 teachers embarked on the English language training. The results obtained by the teachers in the placement test could place them in the following proficiency levels:

Proficiency Level	Number of teachers	Percentage
A1	74	49
A2	33	21.85
B1	34	22.51
B2	09	5.96
C1	01	0.66
C2	00	00
Total	151	99.98%

Table1: Teachers' English Proficiency Level after the Placement Test

The results displayed in the table above show that half of the teachers have a beginner proficiency level in English. According to the Common European Framework of Reference for Languages (Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers (2013)), people who have this level are able to use and understand familiar everyday expressions and very basic phrases, introduce themselves and others and ask and answer questions about personal information. Other 21.85% of the teachers have an A2 proficiency level which means, according to the same framework, that they can comprehend sentences and use expressions related to relevant information such as basic personal and family information, shopping and local geography. They can also communicate in simple routine tasks that require a simple and direct exchange of information. In addition, 22.51% have a B1 proficiency level, that is, they can understand the main points of a clear standard input. They can produce simple connected texts on familiar and personally relevant topics. They can also describe different experiences and events and give reasons and explanations for opinions. 5.96% (9 teachers) among the whole sample have a B2 proficiency level which denotes their ability to understand the main ideas of a complex text including technical discussions in their field of specialization. They can interact with some degree of fluency and spontaneity, produce clear and detailed text on a wide range of topics and explain a viewpoint on a topical issue. It has to be mentioned at this point that the training aims at leading teachers to achieving a B2 proficiency level and since 9 teachers already had this level, they were not concerned with the training. However, 4 of them were intrinsically motivated to learn English and they decided to pursue the training for the sake of reinforcing their competence. Finally, only one teacher representing 0.66% of the teachers receiving the placement test has a C1 proficiency level. She can understand a wide range of demanding, longer texts and express herself with a relative fluency and spontaneity. She can also use language flexibly and effectively for various purposes and can produce clear, well-structured and detailed texts on complex subjects. However, she decided to go through the training driven by her intrinsic motivation to learn English. As shown in the table, none of the teachers has complete mastery over the English language as 0% of them have C2 level.

6.3. Participants

The population with which this study is concerned is non-English language teachers at the Ecole Normale Supérieure Assia Djebar, Constantine who are required to take a training in English. Using a Simple Random Sampling, a number of 54 teachers representing 47.87% of the ones who received the training in English (n = 113) was selected to complete a mixed-methods questionnaire. Their fields of specialty are Physics and Chemistry, Natural Sciences, Computer Science, Exact Sciences, Arabic Language and Literature, French, History and Geography and Philosophy.

6.4. The Questionnaire

To gather data from the participants, a mixed-methods questionnaire was designed and administered to teachers at the beginning of the English language training. Its main objective is to gather insights into their perceptions of potential challenges and benefits of EMI. To avoid possible misunderstanding, the questionnaire items were written in English; and to make teachers feel at ease answering them, the researchers decided to write them in French. In addition, since it has a well-narrowed objective, and in order to make the teachers answer it seriously without fear of causing them to feel bored, tired or inhibited by its length, the questionnaire included just 8 items, and only two of them (Q 6, 7) are open-ended while the six others (Q 1, 2, 3, 4, 5, 8) are close-ended requiring teachers to merely tick the appropriate answer.

Question 1: How many years have you been teaching in higher education?

Teaching Experience	N°	%
Less than 5 years	13	24.1%
5-10 years	10	18.5%
10-15 years	24	44.4%

More than 15 years	7	13%
Total	54	100%

Table 2: Teachers' Teaching Experiences

As table 2 shows, 13 teachers have less than 5 years teaching experience, 10 teachers have between 5 and 10 years' experience, 24 teachers have between 10 and 15 years' experience and 7 teachers have more than 15 years' experience.

Question 2: What is your primary language of instruction?

Language	N°	%
Arabic	43	79.6%
French	11	20.4%
English	00	00%
Total	54	100%

Table 3: Teachers' Primary Language of Instruction

None of the respondents teaches in English and this is understandable since the training is devoted for teachers of other subjects than English. So the majority of the respondents to the questionnaire teach their subjects in Arabic (43 teachers) and in French (11 teachers). Arabic is used as a medium of instruction in the departments of Arabic Language and Literature, History and Geography and Philosophy while French is used in the department of French. The language that is officially used in the departments of Physics and Chemistry, Natural Sciences, Computer Science and Exact Sciences is Arabic though French can alternatively also be used. English is expected to be used as a medium of instruction in this last category of departments following the English language training.

Question 3: Which department are you affiliated with?

Department	N°	%
Arabic Language and Literature	5	9.3%
History and Geography	6	11.1%
Philosophy	00	00%
French	11	20.4%
Physics and Chemistry	8	14.8%
Natural Sciences	8	14.8%
Computer Science	6	11.1%
Exact Sciences	10	18.5%
Total	54	100%

Table 4: Teachers' Fields of Specialty

This question enquires about the departments with which the respondents to the questionnaire are affiliated. Among them, 5 teachers are affiliated with the department of Arabic Language and Literature, 6 teachers with the department of History and Geography, 00 teachers with the department of Philosophy, 11 teachers with the department of French, 8 teachers with the department of Physics and Chemistry, 8 teachers with the department of Natural Sciences, 6 teachers with the department of Computer Science, and 10 teachers with the department of Exact Sciences.

Question 4: How would you rate your English proficiency level?

Proficiency Level	N°	%
Beginner	37	68.5%
Intermediate	17	31.5%
Advanced	00	00%
Total	54	100%

Table 4: Teachers' Perception of their English Proficiency Level

The majority of the teachers (37) think that their English proficiency level is beginner, while 17 of them think that it is intermediate. None of the respondents thinks s/he has an advanced level. This may significantly affect the training and the teachers' ability to use EMI because an adequate proficiency level is an important condition for the success of any EMI programme.

Question 5: How do you feel about the prospect of using English as a medium of instruction?

Teachers' feelings	N°	%
Very comfortable	6	11.1%
Comfortable	11	20.4%
Somewhat comfortable	5	9.3%
Uncomfortable	22	59.3%
Very uncomfortable	10	18.5%
Total	54	100%

Table 5: Teachers' Attitudes Towards EMI Use

The responses to this question have shown that the majority of teachers feel either uncomfortable (22) or very uncomfortable (10) with the prospect of using English as a medium of instruction. Drawing on the results of question 4 where 37 teachers have declared that they have a beginner proficiency level in English, this attitude may be due to the fact that these teachers are not sufficiently proficient in English, especially in what regards academic and technical vocabulary. Many of them may find it challenging to fluently use this foreign language in complex and specialized discussions and to explain nuanced concepts in technical or scientific subjects that require precise terminology. When they are required to teach their subjects in English, these teachers are likely to need more time to prepare, translate or review materials, prepare notes and face anticipated linguistic difficulties. This can create additional workload and stress. Their discomfort may lead them to rely on references

in Arabic or French which results on non-authentic EMI. All this may engender emotional strain that is likely to discourage teachers from fully adopting EMI.

The rest of the respondents feel either very comfortable, (6), comfortable (11) or somewhat comfortable (5) with using English to teach their subjects. They are likely to belong to the category of teachers who have a B1, B2 and C1 proficiency levels in English. They either feel highly confident using English for teaching with minimal linguistic barriers, may occasionally encounter minor language difficulties, or may struggle with specific language aspects or technical terms.

Question 6: When expected to use English as a medium of instruction, which areas of English language proficiency do you think you will find challenging?

This open-ended question gives the teachers an opportunity to express themselves openly in relation to areas they think they will struggle with when they have to use English to deliver their lessons. Teachers' answers were analyzed and grouped according to common themes. The majority of teachers (49 teachers, 90.7%) have agreed that the major challenge they will face is **lack of fluency in spoken English**. They apprehend the prospect of facing difficulties to fluently speak in English while delivering their lectures, especially when they have to explain a complex concept or when they have to answer unexpected students' questions. They have also expressed concerns related to **pronunciation difficulties** that would prevent them from ensuring that their speech is comprehensible enough for their students to understand. They find many words difficult to pronounce and they are worried about mispronouncing technical terms. In addition to lack of fluency in spoken English, almost the same teachers (41 teachers, 75.9%) have expressed challenges related to **listening comprehension**. They find difficulties to understand English when they participate in international conferences, when they watch educational videos or listen to audio materials that they would want to use in teaching in the future. These challenges can be explained by lack of practice in spontaneous speaking and listening and they suggest necessity of adequate training that gives teachers sufficient opportunities to use English in speaking and be exposed to it in listening.

An important number of teachers (37 teachers, 68.5%) have also referred to **lack of confidence in teaching complex concepts** as the major difficulty they anticipate when using EMI. They believe that teaching abstract and complex concepts in a language that they do not master is intimidating. They are afraid of confusing their students because they cannot express themselves as precisely as they can in Arabic or French. This lack of confidence is due to lack in English language proficiency which can be overcome by an adequate training and more practice opportunities.

Thirty (30) teachers (55.6%) have declared that grammar and sentence structure are the major challenge they anticipate when using EMI. Their **lack of mastery of the English language structure** will prevent them from using correct grammar and structuring their sentences properly in English. They think that they will frequently find refuge in translating from Arabic or French, therefore making their speech less effective and awkward. Indeed, translating thoughts across languages may lead to grammatical errors and unnatural sentence structures.

Less teachers (17 teachers, 31.5%) have referred to challenges related to **academic vocabulary and technical terminology** specific to their subject area. Some of them have explained that many of the terms used in their fields are complex, and they often find difficulties to think of equivalent expressions in English that convey similar meanings to those used in Arabic or French. This is likely due to lack of exposure to subject-specific English vocabulary, which does not just require the ability to understand terminology but also to explain it clearly to students. However, the fact that only 17 teachers suffer from this difficulty may suggest that the rest of the teachers do not have particular problems related to technical terminology as most of it is close to that used in French. This may particularly be true for those who partly deliver their lectures in French.

Question 7: What pedagogical challenges do you anticipate in teaching your subject in English?

This question is open to teachers' answers to collect from them all the possible challenges they expect when using EMI. It was mostly answered by teachers affiliated with the departments of Physics and Chemistry, Natural Sciences, Computer Science, and Exact Sciences (32 teachers, 59.3%) probably because they feel that they are the ones directly concerned with using EMI in their courses. The answers they had provided were collected, synthesized and grouped according to common concerns among teachers.

Eleven (11) teachers have mentioned challenges related to **language barriers**. They are concerned that they do not possess a sufficiently high English proficiency to effectively communicate with their students and convey their ideas to them in English. This is quite understandable knowing that 37 teachers among the respondents to the questionnaire have already declared that they possess a beginner level in English (Q4). Another group consisting of 9 teachers (16.7%) are concerned about **students' readiness** to receive instruction of their scientific or technical subjects in English. They are afraid that their students may not possess a sufficient English proficiency to understand content or participate effectively in class. One teacher has even claimed that their students have sometimes difficulties to assimilate complex scientific concepts when they are taught in Arabic, and the difficulty would certainly be doubled if these concepts are taught in English. So the combined teachers' and students' lack of proficiency would make it a hard task to teach content in English. Seven teachers (13%), think that **time constraints** would be a challenge when using EMI. They are worried that they would not have sufficient time to prepare their lessons and deliver them in English. Given their many other responsibilities as teachers, they think that the additional chore of preparing lessons in English would overburden them. Four teachers (7.4%) referred to **pedagogical challenges** as their major concern. They are not sure how to possibly adapt their teaching style to EMI situations or how to incorporate their English language learning outcomes into the subject content they would be delivering to their students. Finally, one teacher (1.9%) expressed worries about potential **lack of resources or materials in English** to effectively teach their subject. It might be claimed, however, that this worry is unfounded since English is nowadays known to be the language of academia with the vast majority of scientific publications and research articles published in English.

Question 8: In your opinion, what are the primary benefits of teaching your subject in English? (Check all that apply)

1. Enhances students' English proficiency
2. Prepares students for global opportunities
3. Increases access to international resources
4. Other (please specify):

Benefits	N°	%
Enhances students' English proficiency	31	100%
Prepares students for global opportunities	54	100%
Increases access to international resources	54	57.4%
Other (please specify):		

Table 6: Teachers' Perception of Benefits of EMI

The respondents to the questionnaire have unanimously agreed that the use of English in teaching their subjects **increases access to international resources** and **prepares students for global opportunities**. Their opinions strongly align with the goals of EMI highlighting their recognition of the value that it can add both to the quality of the teaching materials and resources and to the future academic and professional prospects of the students. English is the dominant language of scientific publications and by using EMI, teachers have access to a wider array of resources and materials that are not available in their native language. Thus, both teachers and students are kept informed about the latest advancements in their fields.

Teachers are aware that English proficiency has become a requirement in the job market of today's global world. Students who receive instruction in English and are equipped with this language skill are very likely to attract international employers in various fields from technology to business and are able to effectively compete in a global workforce. English proficiency also enables them to pursue advanced studies and research opportunities in countries where English is the predominant language of instruction and publication. By fostering English

language skills, teachers will increase their students' eligibility for scholarships, graduate programmes and research opportunities at international universities. Consequently, EMI is also of paramount of importance in *enhancing the students' English proficiency* (this option was selected by 31 teachers).

When asked to add other benefits of EMI, 37 teachers (57.4%) have given answers that were synthesized and combined together according to their common themes giving way to five broad answers. Seventeen (17) teachers have declared that EMI improves their **career opportunities** since teaching in English can enhance their professional skills and empower them to become more competitive in the job market. Other 11 teachers have claimed that EMI helps them to have **better communication** with international students and colleagues as teaching in English can make cross-cultural exchange and collaboration easier. Nine (9) teachers have suggested that using English to teach their subjects offers them opportunities to be constantly exposed to English language and culture, leading them to enhancing their language skills and enlarging their cultural knowledge.

6.5. Discussion of the Findings

The analysis of the questionnaire has made it possible to highlight some insights into teachers' perceptions, challenges and expectations related to the use of EMI at the Ecole Normale Supérieure of Constantine. These findings help us gain understanding of the teachers' readiness or reticence towards the English training programme and EMI potential benefits. They also enable us to obtain specific information which allow us to answer the first research question related to the teachers' perception of their lacks. The fact that the majority of teachers (68.5%) consider that they have an elementary English proficiency level accounts for the discomfort they feel towards the prospect of using English to teach their subjects (59.3% feel "uncomfortable" or "very uncomfortable"). This clearly reveals a considerable gap in their English language skills. The most commonly reported challenges faced by teachers are speaking fluency (90.7%), listening comprehension (75.9%), confidence in teaching complex concepts (68.5%) and grammar issues (55.6%). The findings, thus, suggest that a successful implementation of EMI heavily relies on good language proficiency. Brutt-Griffler and Samimy (1999) and Kim et al. (2018) both stress that high levels of English proficiency are essential for teachers to effectively deliver content and manage classroom interactions. The present study confirmed this when it demonstrated that teachers with higher English proficiency levels were more confident towards the prospect of using EMI. This, in turn, corroborates the conclusions of Dearden (2014) and Macaro et al. (2018), who argued that linguistic competence directly impacts the quality of instruction. The research also highlights the importance of adopting continuous professional development in enhancing teachers' pedagogical strategies and teaching techniques. This closely aligns with the comprehensive EMI training programme developed by Morell et al. (2023), which emphasized the integration of digital competencies and pedagogical strategies. The study found that training programmes that focus on the development of both teaching skills and language proficiency greatly contribute to the effectiveness of EMI.

Furthermore, teachers' concern about students' readiness and English proficiency level (16.7%) adds extra weight to their challenges requiring a parallel need to prepare both teachers and students for EMI. Students preparation involves the introduction of English language courses tailored to their academic fields. Indeed, as Lasagabaster & Sierra (2009) claimed, students with a low English proficiency level may have difficulty to grasp content contrary to their counterparts with a high proficiency level, leading to inequalities among them. This will also create communication breakdowns between teachers and students, hence the necessity of combining teacher training with student training to enhance their English proficiency.

Institutional support, in the form of additional training time, materials and workshops on EMI pedagogy, is also necessary as time constraints (13%) and adapting teaching style (7.4%) have also been raised by some teachers. In this respect, Pun and Thomas (2020), argued that the lack of institutional backup in the form of training, materials, and technological infrastructure constitutes a barrier to the effective implementation of EMI in many institutions. These findings have enabled us to obtain information to answer the second research question related to the teachers' perceptions of the hypothetical challenges they might face when using EMI. However, despite the difficulties expressed by teachers, they unanimously recognized the benefits of EMI in opening global opportunities for students (100%), enhancing their English proficiency level (57.4%) and increasing access to international resources (100%). This implies that policy makers should prioritize EMI as a strategic goal to align with global academic standards. Efforts to implement EMI should also be regarded as an investment in the country's long-term academic and economic competitiveness.

6.6. Pedagogical and Logistical Suggestions

Enhancing teachers' training to successfully use EMI is crucial to guarantee that both instructors and students can succeed in an increasingly globalized educational environment. In the light of the findings of the present study, some suggestions to improve EMI training and encourage more successful EMI in the Algerian tertiary context - and by the same token answer the third research question related to how to cater for these challenges- are provided. As language proficiency and fluency inevitably affect the teaching efficacy in EMI classes, it is essential to construct a comprehensive language training programme. Its aim is to equip teachers with the necessary linguistic tools required for EMI as well as workshops on effective EMI pedagogical strategies that enable teachers to simplify language without losing content depth. The long-term success of the programme is very likely to be affected if adequate training is not adopted. Hence, it would be helpful if institutions provide teachers with language support resources such as English tutoring, access to translation tools or mentorship programmes delivered by proficient teachers of English to foster teachers' confidence and language skills. On the other hand, mastering English language skills solely may not lead to using it successfully in EMI contexts. Thus, it is necessary to combine English language training with specific pedagogical skills such as knowing how to effectively design and use appropriate materials, assess their students' learning, and promote successful classroom interaction. Eventually, teachers will be able to adjust their teaching methods to comprise both the content and the language requirements. Indeed, a combination of English language instruction with pedagogical training would likely result in teachers' higher levels of confidence in their ability to teach their subjects in English.

Conclusion

As English as a medium of instruction (EMI) is growing in vogue, not only in Algeria but in different parts of the world, significant shifts in higher education are made reflecting global trends that emphasize the need for multilingual competency. Nonetheless, as shown in the present study, the adoption of EMI presents significant challenges for teachers, especially those with a low English proficiency level. The results obtained from both the placement test and the questionnaire analysis have indicated that teachers do have a quite limited English language proficiency level and many of them do in fact have difficulties to speak fluently, to understand spoken English and to teach complex notions related to their subjects in English. These challenges necessitate comprehensive teacher training programmes that enable teachers not only to develop their English proficiency but also offer them pedagogical assistance to help them adjust their teaching techniques to suit EMI environments. However, in spite of these challenges, all teachers are well aware of the benefits of EMI, namely increased global scientific and academic opportunities for students, enhanced English proficiency and access to global academic resources. These benefits imply that given adequate institutional support, including sufficient training time and resources, the transition to EMI can be a real success. To guarantee that the Algerian higher education system can fully embrace this shift, it is essential for policymakers to prioritize continued professional development for teachers and to integrate EMI into the broader educational framework. In doing so, Algeria can align its universities with global academic standards and provide its students with the necessary tools to prosper in a rapidly globalizing world.

Findings

1. Motivation and Awareness

- The majority of teachers demonstrated high motivation to learn English, perceiving EMI as vital for academic and professional advancement.
- Teachers linked EMI to enhanced global research opportunities and student competitiveness.

2. Challenges Reported

- Limited initial English proficiency created difficulties in following training modules.
- Lack of access to adequate teaching resources and pedagogical models hindered effective training.
- Concerns emerged about potential declines in content quality if courses are taught in English prematurely.

3. Institutional and Structural Gaps

- Teachers emphasized the absence of systematic policy guidance and follow-up mechanisms.
- Institutional support in terms of mentoring, workload adjustment, and financial incentives was perceived as insufficient.

4. Prospects for Improvement

- Participants recommended gradual implementation of EMI, beginning with pilot modules before full-scale

adoption.

- Teachers called for long-term investment in language training, peer collaboration, and partnerships with international institutions.

Acknowledgment

The authors would like to express their gratitude to the administration of the Ecole Normale Supérieure Assia Djébar, Constantine, for their support in facilitating this study. Special thanks are extended to the participating teachers for their valuable insights and cooperation throughout the research process.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Considerations

The study was conducted in full compliance with research ethics principles. Participation was voluntary, and informed consent was obtained from all participants prior to the administration of questionnaires. The data collected were kept confidential and used exclusively for academic research purposes. Approval for the research design was obtained from the Research Ethics Committee of the Ecole Normale Supérieure Assia Djébar, Constantine.

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