

A Diagnosis of Teaching Strategies for EMI Implementation at the University of Mostaganem

BEKRI HAMERLAIN Leila

**Faculty of Foreign Languages, University of Mostaganem, Algeria
bekri_leila@yahoo.fr**

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Abstract:

Recently implemented in Algerian higher education, EMI has raised several challenges and issues among the academic community. The present article is an overview of the implementation of EMI at tertiary level, and more specifically in scientific faculties. It seeks to explore how SMIs have dealt with the newly introduced reform, and the different strategies they have employed to implement EMI in their classrooms. Although their views diverged, and despite the numerous quandaries they have faced, it has been proven that SMIs are aware of the impact of such a stake, and motivated to introduce English in their teaching. A focus group addressed to SMIs from different scientific specialisms helped gather information about their apprehension, approaches and personal challenges in initiating their students to EMI. The findings revealed that SMIs are conscious of the significance of such a reform, and strive to initiate their students to subject-matter knowledge in English through different strategies.

Keywords:

EMI implementation, Evaluation, Higher education (HE), Subject-matter instructors (SMIs), Teaching strategies.

1. INTRODUCTION

Recently, English as a means of instruction (EMI) has had an almost exponential uptake in Algerian higher education. The reform that is taking place nowadays is but an answer to the growing demand for English teaching in multiple fields to meet the (future) professional requirements of Algerian citizens in the job market context. Therefore, implementing English in higher education has become a priority in our country. By the end of 2022, Algeria has undertaken determining changes to substitute French for English in higher education programmes in order to reinforce university internationalization. As the measure is shaping up, the country aims to provide academics with the skills needed to facilitate the teaching of courses in English. From primary to higher education, Algeria has thence, decided to intensify the teaching of English leading the Algerian Ministry of Higher Education and Scientific Research to unveil its project to train English language teachers and researchers.

Thus, Shakespeare's language has officially made its entry at university by the beginning of 2023-2024. The English language has presently taken a pride of place in the subject-matter programmes, especially in technical and scientific ones. It is relevant to note that the ministerial decision to impose English as the language of instruction in the universities was welcomed with scepticism. Beyond some existing tensions between Algeria and its 'former coloniser', the linguistic reform imposed by the ministry of higher education posed some logistical problems, with not all teachers trained to teach in English and students beginning to learn this international language in the late hours.

This study seeks to address the following questions. What are the strategies used by content specialists (or SMIs) to implement EMI in class? How do they plan to improve their English skills? In which language(s) students' evaluation is supposed to be carried out? The main objective of this research is to investigate the techniques and approaches SMIs employ in order to teach subject-matter in English.

2. Literature Review

Defining the term EMI is still confusing, even among the research community, as any teaching strategies incorporating content in the English language can refer to EMI. The following definitions help us figure out what EMI stands for. First of all, it is described as the use of English language as the primary medium of instruction in educational settings where the learners' first language is not English (Macaro; 2018). According to Unterberger & Wilhelmer (2011) “The central focus is on students’ content mastery and no language aims are specified” (p.94) and “English-taught degree programs... predominately aim at the acquisition of subject knowledge” (Unterberger, 2014). In the same vein, Dearden (2014) asseverates that “English is used to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” while concluding that it is “an umbrella term for academic subjects taught through English, one making no direct reference to the aim of improving students’ English” (Dearden & Macaro, 2016). Besides, EMI can also be defined as the use of English (for example sole use, partial use, code switching and so on) both by students and content teachers to learn/teach academic subjects (other than English itself) within EMI settings regardless of their locale, (i.e. in countries or jurisdictions where L1 of the majority of the population is not English (Akincioglu,2022).

From these definitions, we can understand that EMI fosters primarily the teaching and acquisition of subject-matter knowledge, but it does not exclude the fact that EMI course content can help students enhance their language skills. EMI is indeed, a multifaceted concept that requires deeper analysis. Other EMI-related aspects are equally important notably in the regions of the world where it will be implemented. In this vista, Dearden (2014) quoted that “EMI is the use of 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”. It is also worth pointing out that EMI can be implemented in all academic fields, and is not limited to scientific or technical ones. Therefore several studies (Macaro E, Curle S, Pun J, An J, Dearden J, 2018) show that EMI is not only highly used in business administration and management, but also in

social sciences and humanities. Irrefutably, studies (Dafouz & Guerrini, 2009; Doiz, Lasagabaster, & Sierra 2013b; Graddol, 2006; Wächter & Maiworm, 2014) show that EMI is being dramatically deployed in virtually sixty (60) countries, and Algeria is no exception in this linguistic reform wherein higher education is undergoing a colossal change in this regard.

2.1 Algerian Higher Education: Implementing the New Reform

Latterly introduced in our country and more precisely in Algerian higher education, our universities have acknowledged the necessity to prepare students for international competitiveness and worldwide job market demands. Cots and Guerrettaz (2012) argued that "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). Furthermore, English has become the lingua franca of international trade, and English proficiency is nowadays regarded as vital for success in a variety of sectors. As EMI has recently gained traction in Algerian higher education, the ministry is therefore more than ever dedicated to carry out this monumental task in order to provide the future generations with the knowledge and skills they need in their future professional life.

Likewise, it is a gateway for Algerian researchers and specialists to participate in international conferences and publish their research in the most preeminent indexed journals that have opted for English in order to increase their effect and boost authorship and readership around the world (Al-Khalil, 2017). EMI can also help Algeria enhance its economic growth and integrate it into the worldwide economy while increasing the visibility and improving the ranking of higher education (Messekher & Miliani, 2017). As a matter of fact, it is primordial for Algerian higher education to cope with the new reform and supplement adapted curricula. Obviously, implementing such a reform necessitates well-trained teachers and adapted approaches to bridge the gap between the urgent need to train teachers and learners, and the ministry's decision. In this spirit, it seems that higher education in Algerian universities has turned into a two-speed system where English is being prioritised while the means to carry out such a linguistic reform are still at embryonic stage.

2.2 The Challenges of EMI at Tertiary Level

Notwithstanding the determination to implement EMI, one cannot ignore the numerous challenges that are related to the elaboration of specific course content and the recruitment of qualified English-speaking teachers, not to mention human and technical support. Besides, other issues should be discussed including the notion of 'proficiency'. It is important not to lose sight that in order to effectively engage in this process, both teachers and learners should be proficient in English in order to share, process, and communicate complex content-based language. In paradox, if proficiency is poor, the overall experience can lead to a complete failure, hence the urgent need for hiring qualified English-speaking content teachers.

Ergo, talking about proficiency with no reference to curriculum elaboration would be pointless. At this particular juncture, we need to precise that curricula need to be re-adjusted in the targeted language, or directly designed in English, and that the subject matter teachers (subject matter instructors (SMIs)) should be able to develop materials tailored to their students' language level. As Li (2019) advocated, "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." By the same token, Ushioda and Dörnyei (2012) opined that curriculum design should be compatible with the students' language level, and that teachers need to be trained to utilise appropriate pedagogy. 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." This is indeed an inclusive linguistic policy in which the expectations should be congruent with the goals, or otherwise stated, where all the stakeholders, involved in the decision-making process must play an important role in the implementation of English as a medium of instruction in Algerian higher education.

2.3 Preparing Algerian Students for EMI

EMI appears to cause more confusion than consensus and clarity in HE contexts. Being directly involved in the overall process, students are ubiquitous stakeholders who need to be taken into account. Without a doubt, EMI in Algerian higher education was imposed without preparedness and without any prior planning. In order to assist the Algerian students in starting their new academic journey, the following part seeks to look into their entering profile at university. Determining the initial English proficiency of L1 students and the minimum required level of English for university studies is quite challenging in practice, due to the impracticality of evaluating thousands of students' level of English. Furthermore, there is still uncertainty about the appropriate level for enrolling in university courses because there has been little reflection on this matter. Once they have completed the enrollment process, Algerian students can take classes in the discipline they have chosen. Here, it is important to observe that a majority of students are predominantly Arabic speakers; some of them understand French but cannot write, nor speak it properly, despite having been taught French for more than ten years at school. The ineffective teaching methods and the complexity of the language, coupled with the students' psychological barriers (strong belief that French is inextricable from the former colonial power) make French a difficult language to learn and to practise. Moreover, higher education has always put forward two main languages for academic purposes, i.e. Arabic (mostly for humanities), and French (for scientific fields). In other words, once at university, our students are right from the start compelled to attend classes in French in order to acquire subject knowledge in scientific subjects, such as architecture, mathematics, physics, chemistry, engineering, to mention but a few, regardless of their level in Molière's language. At this particular juncture, one question subsists: How are Algerian students going to cope with EMI?

Algerian students will cope with EMI exactly the same way they have coped with French for several decades, i.e., through a supposedly total immersion in the language of instruction. Obviously, this means that SMIs should be proficient in English, which is not the case for the majority of them, at least at the current time. Certainly, turning Arabic/French

instructors into English speakers will take years, yet, let us assume that some SMIs are proficient lecturers (it is already the case for some of them), students will thus, have to adapt to the new situation. Such an assumption requires some clarifications.

Previously, we briefly discussed the psychological hurdles Algerian students could be facing, but it would also be important to mention their propensity for the English language, since this language is more likely to address their cultural preferences and objectives. Indeed, they generally prefer it to French and tend to associate English to American films, music, or other shows they watch or listen to in their leisure time. Furthermore, it is common to hear young Algerians claiming that ‘English is easier than French’, which is to some extent justified, especially when it comes to spelling, grammar and syntax. Additionally, it is worth mentioning that Algerian students studied English once per week, for at least seven years at middle and secondary school. This leads us to believe that a B1-B2 level would be enough to enroll in an EMI course at a university. Some questions immediately come to our mind: what skills or competences do our students need in order to undertake EMI courses at university? Are SMIs responsible for their students’ linguistic development? In which language should the evaluation be done? These are indeed important queries that require further attention. The discussion continues with a number of suppositions that could help us provide insight to this complex scenario. Traditionally, students are asked to attend and participate on a regular basis during their classes, take down notes, make research, complete assignments like projects, tests, and exercises at home or in class, and sit for examinations. This means that despite the abrupt reform, students’ roles and duties remain unchanged. Therefore, students’ tasks consist in listening, comprehending, and asking questions when needed. As for the written level, here again, it depends on the discourse. For illustrative purposes, mathematics, which is widely recognised as a field of study that covers the subjects of numbers, formulae, and related structures, may illustrate the following assertion. Unlike, literary or philosophical areas, mathematics—along with many other fields—does not call for highly developed written expression and reading comprehension abilities.

These challenges are not restricted to students who have to struggle with their English language skills. While students' academic performance in EMI programs is mostly dependent on their level of English proficiency, even proficient language learners may encounter similar challenges. Indeed academic English and everyday English are not the same genres. Eventhough, many students may do well in regular English classes, they may encounter tremendous difficulties in academic courses taught via EMI. In this vista, Li & Munby (1996) and Nambiar (2005) asseverate that there is a distinction between English for everyday purposes and English for academic purposes. In addition to that, the ability to read and understand academic text is highly correlated with academic success (Doolittle, et al., 2006; Hart and Speece, 1998; Lewis, 2000; Nakatani, 2005). If students can understand the academic texts in English, it will further help them understand EMI lectures. So here, it can be inferred that an intermediate level would suffice for in-class communication. In order to enhance their language skills, Algerian students can take English courses (in grammar for instance) in CEILs and English departments. They can also improve their English level on their own by watching instructional videos on YouTube and reading subject-matter course books.

3. Methodology

The goal of this study was to gather information from subject-matter instructors (SMIs) who teach in different scientific areas. Therefore, a focus group was used as the main data collection tool. Constituted of six-opened questions, this technique targets different issues related to the implementation of EMI while seeking to understand how SMIs cope with this new situation, and their perception regarding their students' recent experiences with EMI. Insightful answers from SMIs were intended to help specialists, ESP teachers or any stakeholders in making decisions about the implementation of EMI in Algerian higher education. Accordingly, the analysis of data was interpretive and relied on uncovering the specialists' views regarding how EMI is implemented at their level. Opting for a focus group as a qualitative tool contributed to analyse non-numerical data and provide an in-depth understanding as to their own strategies in

implementing EMI in their classrooms, with an obvious and clear understanding of their apprehension and personal challenges. Moreover, being highly flexible, the focus group allowed us to gather data from a small group of people guaranteeing that all study aspects were explored. In order to encourage communication on the various aspects of our research, and to guide the group discussion, we took on the position of moderator. The focus group lasted for about one hour, and the group members were audio-recorded with their consent. All data were kept confidential and exclusively utilised for the purpose of this research. Therefore, the final objective of this focus group was to provide SMIs a context to explain their perspectives on the issue, which could have a long-term effect on the implementation of EMI in Algerian higher education. The six open-ended questions of the focus group are described as follows:

The first question sought to highlight the SMIs' apprehension about the implementation of EMI in their respective classrooms. This item aimed at understanding their psychological state of mind at the beginning of the process. The second question aimed at exploring how the SMIs are dealing with EMI. Indeed, the purpose of this question is to examine how the SMIs cope with the reform instructions with their students. Afterwards, the third question aspired to analyse the SMIs' perceptions of their students' attitudes with regards to such a change. Subsequently, the fourth question aimed at analysing the strategies that SMIs employ to implement English in their classrooms. In the same line of thought, the fifth question attempted to investigate the SMIs' personal challenges in incorporating EMI in their lessons and lectures. Finally, the sixth item intended to know in which language they will evaluate their students. Overall, the study's qualitative research approach gave us a deep and comprehensive grasp of participants' opinions regarding the introduction of EMI in their classrooms, their students' attitudes towards the challenges this new reform have brought.

3.1. Data Collection Methods

Three main steps were followed to analyse the focus group transcripts: coding, categorizing, and interpreting. Coding is the process of assigning labels to segments of text that represent meaningful units of information. By converting the spoken words of our participants into written text, we preserved the emotions and meanings that might otherwise be lost or forgotten. Thanks to the focus group, we could also make data more accessible, readable and shared, and reduce the risk of bias or misinterpretation. Transcribing our group discussion helped us identify the various issues, themes and gaps revolving around the SMIs' strategies in initiating their students to EMI. It also allowed us to support our claims with evidence through content data obtained from transcripts of audio. The table in 3.2.1 encompasses the information obtained from the informants. The discussion took roughly one hour.

3.2. Participants

As already mentioned, the participants are instructors (SMIs) from Mostaganem University teaching various specialisms: biology, agronomy, architecture, mathematics, chemistry and marine science. The participants are aged between 32 and 60. It is worth pointing out that they all attend English classes regularly at the CEIL¹ with an A2 level. A2 is the second level of English in the Common European Framework of Reference² (CEFR) and is described as 'basic'.

3.2.1. Coding

The first step, known as coding, involves classifying and organizing the data to make it easier to analyse and interpret our data accordingly.

Table 1

Coding stage

¹Centre d'enseignement intensif des langues-Intensive Language Teaching Centre

²(CEFR) is an international standard for describing language ability

<u>Q1: Where you apprehensive about the introduction of EMI in higher education?</u>	
SMI 1 (biology)	“Yes, I felt apprehensive about pronunciation, because some of our students have a very good pronunciation, and I was afraid that some students would make fun at me!”
SMI 2 (agronomy)	“It was no surprise for me, though it will be quite difficult to substitute French for English”
SMI 3 (architecture)	“It’s been 40 years since I did not practise my English and my pronunciation is very bad, but my students need it, and I need to adapt myself to the current demands”
SMI 4 (chemistry)	“I did not feel comfortable at all with the idea of starting to introduce English in my classroom, because I have not practised my English for a long time ; this is the reason why it took me one year to psychologically accept this change and take English classes at the CEIL this year”
SMI 5 (mathematics)	“We haven’t been prepared to such a reform, but we had to accept it because English is the language of science”
SMI 6 (marine science)	“I found it quite challenging!”
<u>Q2: How are you dealing with the implementation of EMI in your classrooms?</u>	
SMI 1 (biology)	“ I’ ve always tried to introduce some specific terms into my lectures or lessons; we are obliged to do that because even in the French scientific discourse, there are many English words, so we use them on a daily basis”
SMI 2 (agronomy)	“I’ve already prepared a powerpoint presentation (PPT presentation) about agricultural technology for my next session with my master students”
SMI 3 (architecture)	“As a specialist in architecture, I work in an architecture workshop and I mainly use graphical communication to

	convey my knowledge, I teach my students how to draw accurate designs of buildings either by hand or with the help of computer softwares, so I don't speak a lot, and for the time being I try to introduce some phrases and terms related to 'graphics' ”
SMI 4 (chemistry)	“It is very complicated for me, I am taking English classes at the CEIL to build self confidence”
SMI 5 (mathematics)	“I try to use some specific terms related to the field of mathematics in English without translating, for example I start explaining in French then I keep using and pronouncing some terms like ‘equation’ [I] + [KWAY] + [ZHUHN] directly in English
SMI 6 (marine science)	“I am very excited with the idea of starting to use English with my students, last session I read a text in English about ‘limpets’ (kind of aquatic snails) to my students”.

Q3: What are your students' attitudes regarding the new reform?

SMI 1 (biology)	“Generally, our students like English, they prefer it to French because they are used to watching movies and programmes in English”
SMI 2 (agronomy)	“I have already introduced some terms and prepared two PPT presentations, I have tried to prepare my students to the introduction of EMI well before the reform implementation, because they need to be proficient in English and they are aware of it”
SMI 3 (architecture)	“I have been very honest with my students and they know that it is difficult for me, but we try to work together to use English in the classroom. They belong to a generation that has been influenced by English, whereas, we do belong to the French-speaking generation”
SMI 4	“ Well to be honest, the majority of my students don't

(chemistry)	want me to use English, they prefer to be taught in French”
SMI 5 (mathematics)	“I think that the task is colossal for us, but after all, our students are willing to learn in English, most of them prefer it to French and are aware of the importance of English in their studies and future professional lives”
SMI 6 (marine science)	“I explained to my students that from now on, I will try to use English more frequently and introduce them to scientific terms in English, I think that the process is being done quite naturally but smoothly”
<i><u>Q4: What are your strategies to introduce EMI in your classrooms?</u></i>	
SMI 1 (biology)	“I am obliged to use English with my students, because I have foreign students (notably from Niger) who are proficient in English”.
SMI 2 (agronomy)	“Before starting my lectures, I ask them if they know the terms in English, and each time I try to give them a short list of specific terms that corresponds to the lecture”
SMI 3 (architecture)	“I try to push my students to use English as much as possible, some of them are very good at English, and to be honest I think that I’m learning more from them, than they can learn from me, at least for the time being!”
SMI 4 (chemistry)	“ Since my students don’t want to be taught in English, I will be obliged to implement it intelligently, but for the time being, the situation is still very new for both my students and I”
SMI 5 (mathematics)	“ I’m used to teaching in French but I am progressively trying to reformulate my explanations in English to explain formulae or theorems”
SMI 6 (marine science)	“I try to make them participate in English and invite them to ask for information in English”
<i><u>Q5: Do you want to achieve some personal challenges regarding the new</u></i>	

<u>situation?</u>	
SMI 1 (biology)	“For the time being I don’t have personal challenges, I am just willing to improve my level of English with the CEIL training. As for my students, I always push them to use the English language in any task because it is the language of science <i>par excellence</i> , and also because it is a dynamic and the first international language in the world”
SMI 2 (agronomy)	“I think that preparing PPT presentations helps me a lot improve my level of English”
SMI 3 (architecture)	“ For the next semester I plan to prepare my first PPT presentation about the ‘traditional architecture in Ghardaia’, it will be my first challenge! As far as my students are concerned, they will be asked to prepare projects in English as well”
SMI 4 (chemistry)	“I don’t know, I try to read in English as much as possible and attend regularly the English training sessions, I need to gain more assuredness”
SMI 5 (mathematics)	“Well I try to introduce more and more terms in English and phrases, the process will be long”
SMI 6 (marine science)	“ For next semester I plan to write a short summary for each lecture, after that I also plan to give them the outline of my lectures, I think that it is a good way to implement English progressively
<u>Q6: In which language do you plan to evaluate your students?</u>	
SMI 1 (biology)	“As the process is still new for them and for me, I will ask them to answer in French as usual, but if they want to write in English, It’s okay.”
SMI 2 (agronomy)	“Same for me, they are already used to utilise terms in English, so using them during the exams will come spontaneously.”
SMI 3 (architecture)	“For now, I prefer that they answer in French. Although I’ve recently been taking English classes at the CEIL, I

	still need more time to feel confident with the English language.”
SMI 4 (chemistry)	“As I told you before, my students are reluctant with the idea of being taught in English, so let alone being evaluated in English! I think they need more time to accept the idea.”
SMI 5 (mathematics)	“Mathematics language is very precise and allowing them to mix up the two languages (French and English) might lead to ambiguous and unclear answers. So if they are able to answer exclusively in English, I will accept because mathematics rests on numbers and symbols.”
SMI 6 (marine science)	“For me it’s okay if they want to answer in English.”

3.2.2 Categorising

After the first stage at coding qualitative data, the next step dubbed ‘categorising’ consisted in grouping the main data obtained from the ‘coding process’ and putting them into categories. The idea was to refine the results and obtain relevant and well- delineated results that made sense for this analysis. The table below highlights the most salient patterns that put in evidence the strategies SMIs use to initiate their students to EMI.

Table 2

Categorising

<u>Q1: Did you feel apprehensive about the introduction of EMI in higher education?</u>	
SMIs’ salient views	-Poor pronunciation in English -Lack of information regarding the EMI reform
<u>Q2: How are you dealing with the implementation of EMI in your classrooms?</u>	
SMIs’ salient	-Introduction of specific terms in English through oral

views	explanations or written materials (like PPT presentations or scientific excerpts read loudly).
<i><u>Q3: What are your students' attitudes regarding the new reform?</u></i>	
SMIs'salient views	-Most of them like English -They are willing to learn content through EMI and are aware of its importance
<i><u>Q4: What are your strategies to introduce EMI in your classrooms?</u></i>	
SMIs'salient views	-Presence of foreign students prompting the teachers to use English -Distributing short glossaries with the most important scientific terms before the lecture -Pushing them to participate and ask questions in English -Reformulating the explanations in English
<i><u>Q5: Do you want to achieve some personal challenges regarding the new situation?</u></i>	
SMIs'salient views	-Improving their level of English through the English training at the CEIL -Preparing more PPT presentations in English -Asking the students to elaborate on projects in English -Provide the students with short summaries and outlines in English for the next lectures
<i><u>Q6: In which language do you plan to evaluate your students?</u></i>	
SMIs'salient views	-Some prefer that their student answer in French (to avoid unclear answers) -Some will give the choice to their students to answer either in French or in English -Others will allow their students to write some specific terms or phrases in English.

4.Results

The previous categorising stage helped us interpret (interpreting stage) the following results and highlight the main strategies used by SMIs to implement EMI in their classrooms. The first element of this study consisted in gathering data about the specialists' apprehensions regarding the new reform. Indeed, they expressed some concerns with regards to the lack of information and preparedness explaining that they had to implement EMI promptly and expeditiously. Ergo, most of them pointed out the fact that they have not practised English for many years, if not, decades (for the older ones), and that their pronunciation in English is very poor. The second item of this study underscored the SMIs' ability (or inability) to deal with the reform. Most of them acknowledged that despite the complexity of the task, they strive to expose their students to English. In order to underpin the previous question, the next element sought to have a precise insight as to their students' attitudes about EMI at tertiary level. Most of them opined that their students like English, and are aware of its importance in terms of job market competitiveness and professional opportunities. In some few rare cases, students prefer to be taught in French. The following question explored the strategies or ways that are employed by the SMIs to initiate their students to EMI. It has been found that some teachers prefer to administer glossaries at the beginning of their lectures ; quite a few opt for code switching and reformulate their explanations in English, whereas others encourage their students to participate and use English as much as possible. Subsequently, question five aimed at investigating the SMIs personal challenges, or put differently, their future strategies to implement EMI in their respective classrooms. Most of them plan to improve their English level through the CEIL, prepare PPT presentations for the next semester, assist their students in presenting projects in English and eventually provide them with short summaries of the upcoming lectures along with detailed outlines. The last question intended to know in which language the SMIs' students will be assessed. This question was crucial because it displayed the degree of preparedness in terms of evaluation; this implies that both the SMIs and the students must have acquired English skills in a short lapse of time. Hence, a majority of them admitted that they will ask their students to answer in French to avoid ambiguous and unclear

answers; others on the other hand, will allow their students to answer either in French or in English, whereas some of them will accept their students to use some terms and phrases in English.

5. Discussion

Obviously, teaching English to students is not the instructors' concern for the simple reason that the latter are not language teachers; rather, the major goal is to implement English into the teaching of subject matter. The same question should be addressed regarding the examinations, i.e. which language should be used for evaluating students, and helping them demonstrate their knowledge. Here again, there is no straightforward answer but we can presume that teachers will allow their students to choose between English and French - or in Arabic in some few rare cases- at least at the beginning of the process. On the other hand, some SMIs might impose English on them, while remaining indulgent regarding the linguistic aspect. What happens then, if students' English proficiency is so poor that it prevents them from understanding the lectures or other course contents? This might occur and make students feel insecure and bashful. Worse yet, they can lose motivation and become unable to understand their lectures. This scenario may seem quite pessimistic, but we should bear in mind that this reform will not be achieved overnight. Thus, we have to accept that some strategies, such as bilingual or multilingual classes may be used, and other practices, like code-switching and translanguaging may greatly facilitate and ensure a smooth and effective transition.

6. Conclusion

The implementation of EMI in Algerian higher education is still at the core of ongoing debates regarding several issues. Based on the above results and discussion, let us highlight some of the most important conclusions. It has been proven that bilingual education through code switching and translanguaging improves students' English language skills. Moreover, the instructors' or SMIs' strategies to implement progressively EMI in their courses involve mostly preparing PPT presentations and

glossaries, elaborating on projects, and designing lesson plans in English. In conclusion, there are numerous challenges and issues associated with the EMI implementation in higher education in Algeria. However, Algerian institutions can successfully incorporate English as a means of instruction to raise educational standards and get students ready for a globalized world if they have the proper resources and support.

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