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From Policy Mandates to Classroom Realities: Exploring the Preparation and Support of Algerian EMI Trainers.

من القرارات الوزارية إلى واقع القاعات التدريسية: استكشاف إعداد ودعم مكوني التعليم
باللغة الإنجليزية في الجزائر.

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Abstract:

This study investigates the preparation, support, and professional experiences of English-Medium Instruction (EMI) trainers in Algerian universities. Using a convergent mixed-methods design, it integrates survey data from 25 trainers with classroom observations to analyze the interplay between teacher cognition and professional identity. Findings reveal a significant gap between policy mandates and institutional reality, marked by unstructured programs and a lack of specialized pedagogical frameworks. However, observations show trainers mitigate systemic deficiencies through "professional agency" and resilience, maintaining standards despite challenges like the "authority gap" and mixed-discipline grouping. The study concludes that the Algerian EMI transition remains fragile and teacher-led rather than systemically supported. It recommends formalizing trainer status and establishing a national, discipline-specific curriculum to ensure sustainability.

Keywords: EMI, Teacher Training, Professional Identity, Higher Education, Algeria.

المخلص :

تستكشف هذه الدراسة إعداد ودعم وتجارب مكوني أساتذة التعليم باللغة الإنجليزية في الجامعات الجزائرية. اعتمد البحث منهجاً مختلطاً يجمع بين بيانات استبيان شمل 25 مكوناً وملاحظات صفية ميدانية لتحليل التفاعل بين المعارف المهنية وتشكل الهوية الاحترافية للمكونين. كشفت النتائج عن فجوة كبيرة بين الخطاب السياسي والواقع المؤسسي، حيث تفتقر برامج التدريب الحالية للتنظيم والأطر البيداغوجية المتخصصة. ومع ذلك، أظهرت الملاحظات أن المكونين يعوضون هذا النقص الهيكلي عبر "الوكالة المهنية" والارتجال الفردي، محافظين على معايير تدريس جيدة رغم "فجوة السلطة" مع الأساتذة الأقدم وتحديات المجموعات مختلطة التخصصات. تنهي الدراسة إلى أن التحول نحو التعليم باللغة الانجليزية في الجزائر لا يزال هشاً ويعتمد على مرونة الأفراد أكثر من الأنظمة المؤسسية المنسقة. كما توصي الدراسة بضرورة تقنين الوضع المهني للمكونين وصياغة منهاج وطني متخصص لضمان استدامة هذا التحول التعليمي.

الكلمات المفتاحية : التعليم باللغة الإنجليزية، تدريب المكونين، الهوية المهنية، التعليم العالي، الجزائر

1. INTRODUCTION

The emergence of English Medium of Instruction (EMI) as a trend in higher education in non-English-speaking countries entails that its sustainability is not only based on policies, but, most importantly, on the preparation and continuous development of individuals preparing future lecturers to teach in English (Borg & Dearden, 2021). According to Dearden (2014), EMI can be seen as the usage of English to instruct academic topics in countries where English is not the main language. In addition to facilitating research access to anglophone scholarship, EMI acts as a tool used by universities to increase their competitiveness, to attract students from overseas, and to provide them with linguistic capital for employment in the transnational market (Macaro, 2018; Galloway & Ruegg,

2020). Nevertheless, the long-term implementation of EMI largely depends on the preparation and development of not only lecturers teaching content but, more significantly, their trainers as well.

Algeria represents a significant example. Namely, in September 2022, the Ministry of Higher Education and Scientific Research introduced a major policy of EMI through Ministerial Decrees No. 1433 and No. 1651, which called for gradual introduction of English-medium courses in all Algerian universities starting from science and medicine programs. In particular, this included online training through the platform DualEdx and B2-level English courses using MOODLE, with full implementation across all universities scheduled for March 2025. As a Francophone state with a strong tradition of

higher education, the policy in question represents both a linguistic shift and a geopolitical reorientation that corresponds to the struggle between Francophone and Anglophone spheres in the region (Benrabah, 2013). This implementation strategy, characterized as "policy-driven language planning" in post-colonial states by Tollefson (2013), has often been criticized for prioritizing compliance with global standards over the capacity provided by the country. In particular, the rapid implementation of the policy demonstrated several shortcomings, including lack of teaching materials, lecturer pedagogical training, and proper stakeholder coordination (Benrabah, 2013).

In this difficult context, EMI teacher trainers play a crucial but little recognized role. EMI trainers in Algeria are mostly language teachers associated with the universities' Centres d'Enseignement Intensif des Langues (CEILs). The responsibility of these trainers lies not only in helping science and medical lecturers, most of whom are not specialists in English, develop their linguistic abilities but also in developing their capacity to simplify technical concepts, facilitate interaction and assess students in English. These trainers remain a marginalized group in EMI literature despite their crucial role in its implementation. In recent years, many studies have examined the experiences of EMI lecturers and students (Dafouz & Smit, 2020; Macaro, 2018). However, there is a notable scarcity regarding studies on EMI trainers in particular. Therefore, to help fill this important gap, this study explores the experiences of EMI teacher trainers in Algeria. Using insights from teacher cognition literature, which investigate how teachers' attitudes and beliefs impact teaching practices (Borg, 2006), and professional identity theories, which emphasize the role of institutional context in professional identity formation (Beijaard et al., 2004), the study aims to analyze EMI trainers' understanding and performance in a fast-changing educational landscape. Three

questions guide the research:

1_How do EMI teacher trainers in Algeria perceive their preparation for their professional roles?

2_What forms of institutional, linguistic, and pedagogical support do they receive, and how do these shape their practices?

3_What challenges do they identify, and what conditions do they believe are necessary for effective EMI training?

A sequential explanatory mixed methods design (Creswell & Plano Clark, 2018) is employed to combine survey results from 16 EMI trainers, purposefully selected for their diversity in terms of institutional setting, from five Algerian universities with classroom observations carried out at a CEIL center during the 2023–2024 academic year. Such a combination ensures both a wide scope, in the form of trainers' self-reported experiences, and depth in observing their enacted practices.

This study has three key contributions to make. To begin with, it fills an obvious void in EMI literature, by shifting the focus from those who teach in English to those who train them. Second, it provides empirical evidence from a multilingual context during a period of rapid and contested reform, thereby enriching comparative EMI literature and offering insights relevant to similar transitioning contexts. Finally, through its focus on EMI trainers, this study draws attention away from lecturer competence and towards systemic issues that determine the effectiveness of EMI training. The outcomes of this study can be useful for policymakers and university administrators in designing EMI training programs in Algeria and similar multilingual contexts around the globe.

2. LITERATURE REVIEW

2.1 EMI Across Non-Anglophone Contexts

The worldwide growth of English Medium of Instruction (EMI) in higher education has led to significant changes that could not have been predicted twenty years

ago. According to Macaro (2018), EMI is the use of English for teaching university courses within non-English-speaking environments. Initially conceived as a strategy to internationalize institutions, today it has evolved into an "unstoppable train" fueled by the ambitions of prestige and mobility, as suggested by several authors. As Dearden (2015) pointed out in her British Council report, this process has increasingly turned into a trend spreading too fast. She added that is introduced at the top-management level without sufficient engagement with stakeholders such as teachers, students, and communities affected by this development.

The way that EMI has been approached in different regions is actually different. The transition has been relatively systematic in Europe. Waechter and Maiworm (2014) wrote about countries such as the Netherlands and Nordic nations that have embraced and adopted EMI early, as part of the Bologna Process, to encourage student mobility. Such environments tend to have greater institutional preparedness and tailored instructional courses, localized instructional resources, and language support systems. Asia is an alternative story. In China, the Ministry of Education required that elite universities change the specialized courses into English in order to enhance international rankings. Nonetheless, Hu, Li, and Lei (2014) found a problematic gap between policy talk and classroom realities, in which teachers and learners are unable to fulfill the demands of the language. This frequently leads to the so-called ceremonial compliance as Sharma (2022) puts it, where universities focus more on the appearance of reform than on actual change in pedagogy.

The Gulf region offers yet another dimension. Al-Kinany and Al-Jibouri (2025) observed in such countries as Oman and Saudi Arabia that EMI is encouraged to equip a competitive workforce which is frequently based on the preparatory year models. However, despite the huge financial investment, Troudi (2011) criticizes the implementation of EMI as a means of

mobility rather than educational transformation. North Africa, and the Maghreb in particular, is in a special situation. Algeria, Morocco, and Tunisia are the so-called expanding circle environment, in which EMI is often viewed as a decolonial choice, a conscious step to move away from French linguistic dominance. In Rwanda, scholars such as Kagwesage (2013) treated pedagogical anarchy as a frequent consequence of the sudden changes toward EMI without proper preparation. Elmotri (2025) in Tunisia pointed out that there is an acute shortage of localized teaching resources. Therefore, universities resorted to imported British or American resources. However, those resources failed to address local educational needs or the actual proficiency levels of students.

2.2 The Role and Professional Identity of EMI Trainers

The core of any education reform is the individuals who prepare others to implement it. Teacher trainers take a special and frequently undervalued role in the case of EMI. They are neither language teachers in the traditional meaning, nor content lecturers. Instead, they work at the intersection of language education, disciplinary pedagogy, and institutional policy. Teacher educators, in general, have to work with various professional identities at a time, as Swennen, Jones, and Volman (2010) note. They are advisors, evaluators, facilitators and even mediators of conflicting institutional demands.

The work of an EMI trainer involves more than helping lecturers improve their English proficiency. Being an EMI trainer means more than helping lecturers with the English proficiency. It involves educating subject experts to teach complicated fields of discipline using a language that might not be their own and without compromising on academic integrity and the comprehension of students. This is what Macaro (2018) explained as content and language integration that is based on Content and Language Integrated Learning principles. The trainer should assist the lecturers to

simplify the abstract ideas, create tests that consider linguistic diversity and address the issue of code-switching in the classrooms where students themselves may struggle with the task of using two or more languages. Yet, the role of EMI trainers is still ambiguous. Izadinia (2014), discovered that most trainers do not gain their expertise by means of certification or organized routes, but rather by practice, collaboration, and institutional recognition. Trent (2013), recorded the stories of novice teacher educators when they pass through the boundaries between one professional identity and another. In his research on trainers in Hong Kong secondary schools, many struggled to define their roles, alternating between acting as evaluators and as collaborative mentors without institutional clarity on which role was the main one.

Murray and Male (2005), stress that to be a teacher educator, one needs more than mere expertise in the subject. It takes time, apprenticeship, and reflective practice. Professional growth in teacher educators has to be intentional and a long-term process rather than accidental or assumed, as Loughran (2014) argues. Within the particular field of language teacher education, Kling (2016) pointed to the lack of formal training opportunities to train language teachers. Likewise, in her research of the CLIL teacher training requirements in Spain, Pérez Cañado (2016) discovered that a significant number of trainers had not obtained formal pedagogic preparation and stated they were not sure how to strike a balance between language instruction and content pedagogy.

The paper is particularly based on the conceptualization of teacher cognition by Borg (2006), which explores the complicated interplay of teachers' beliefs, knowledge, and classroom practices. Similarly, the framework of professional identity outlined by Beijaard and colleagues (2004) can be used to explain how EMI trainers form their sense of professional self based on institutional context, past

experiences, and expectations given to them. Together, these frames enable us to study not only what trainers do, but how they understand and manage their roles in the context of fast policy change and lack of institutional clarity.

2.3 EMI Teacher Training in Algeria

The introduction of EMI in Algeria has to be interpreted in the wider context of the complicated linguistic history of the country. According to Benrabah (2013), Algeria has long been maneuvering between language ideologies, due to its colonial history and its post-colonial attempt to restore Arabic and Tamazight as the national languages. French has continued to be the lingua franca in higher education and professional life, establishing what some scholars describe as a conflict between the desire to decolonize and the need to be practical. The move to introduce English as a medium of instruction is another aspect of this continuing negotiation.

In 2022, the ministerial reform (decree 1433 and 1651) positioned the English departments as the coordinators of EMI training programs. The assumption was simple: the faculty of English has linguistic expertise and thus can guide content lecturers on how to adapt their teaching. This assumption however, did not consider the realities on the ground. Numerous English departments lacked the time, staffing, and institutional resources to manage massive training programs, on top of their already established responsibilities.

Responsibility was soon transferred to the Centres d'Enseignement Intensif des Langues which was more flexible in its administration, but lacking special staff. An example is at the University of Bechar where such transition was made within months of the first policy announcement. English department faculty reported they were overwhelmed by teaching loads and could not spare the people needed to organize sustained training for lecturers in science and medicine. As a result, the CEIL center took on the responsibility for EMI training, staffing sessions with recently

graduated master's students who had limited teaching experience and no background in either teacher education or English for Specific Purposes.

This rearrangement of institutions brought about new challenges. According to Bouguebs (2025), most of CEIL centers currently have little coordination with English departments. Therefore, training programs in different institutions have diverse content and focus. Some universities give importance to linguistic competence and focus on B2-level certification required by the ministry. Others are centred on teaching practices or language skills in a discipline. Such fragmentation, as Rezig (2011) noted, is usually caused by lack of both clear pedagogical frameworks and coordination among stakeholders. Additionally, Miliani (2010) substantiated this point of view by observing that language planning in the Algerian higher education has traditionally been reactive as opposed to being strategic. The outcome is a mixed training environment that has inconsistent quality, role ambiguity, and institutional fragmentation.

These practical obstacles have a deeper professional recognition problem. Trainers within most Algerian universities are at peripheries of institutional decision making. They are charged with policy implementation but not policy formulation. Such agency deprivation influences the ways trainers perceive their jobs and bargain the structural constraints they face.

2.4 Comparative Perspectives and Research Gap

When we relate the Algerian experience with international models of EMI trainer preparation, the lapses are both obvious and educative. Borg and Dearden (2021) in their review of EMI lecturer training in 18 countries concluded that successful programmes have a number of similarities. They are guided by qualified professionals in academics, usually in doctoral or senior lecturer stage. They also blend workshops with continual coaching, observation, and micro-teaching in

classrooms. And they are sustained over time, rather than delivered as one-off interventions. European universities, especially in the Netherlands and the Nordic countries, have worked out integrated support models that include customized training, internalized language experts, and gradual implementation that could give institutions time to learn and develop resources (Waechter and Maiworm, 2014; Airey, 2016).

In contrast, most university systems in Asia have centralized ministerial directives that encourage speed as opposed to slow capacity building. Hu, Li, and Lei (2014) explain that Chinese universities are not always expert trainers or flexible in their institutions, and they have to use junior faculty or external consultants to conduct short-term workshops. Sharma (2022) noted that there is a trend of ceremonial compliance in which universities create EMI programs only to comply with the policy requirements, but in reality, the quality of teaching remains the same.

The situation in Algeria is quite different compared to both models. Training is carried out by early-career trainers or graduate students with limited experience. Unlike European context, there is little use of ESP professionals, and unlike even the centralized Asian models, no co-ordinated national system is in place. According to Ouarniki (2023), 75 percent of Algerian faculty members report to have created their teaching resources from scratch. Moreover, there is a peculiar linguistic problem in Algeria. Whereas European universities have to navigate between English and a national language, Algerian universities must contend to what Rouaghe, Idri, and Assassi (2025) refer to as a triple language conflict. Arabic is the official national language and the identity. French is still rooted as a language of higher learning and career. English is now bringing itself to this conflict zone as a third language, posing ideological and emotional pressures that would have to be handled with cultural and linguistic sensitivity, an aspect that is not

discussed much in the framework of international trainer preparation.

This comparison reveals several important patterns. To begin with, it takes a lot more than linguistic proficiency for sustainable EMI implementation. It requires pedagogical expertise, knowledge of discipline, and institutional infrastructure. Second, when policies come from above without resources to support them, universities comply on paper but nothing changes in practice. Third, trainers have a relational, contextual role. They should be aware of the linguistic, cultural and institutional contexts in which they operate. One more point deserves attention: most of the studies that cover teacher educator identity and EMI teacher training preparation are based in European and East Asian settings. There is limited research in Africa, the Arab world, and other multilingual postcolonial contexts and this could limit the transferability of existing frameworks to such contexts as Algeria.

Although there is an increasing interest in EMI in Algeria, studies have focused on lecturers and students. Searching Scopus, Web of Science, Google Scholar, and the Algerian Scientific Journal Platform with the keywords: EMI trainer, teacher educator, and Algeria did not produce any published research that specifically investigated the preparation or professional experiences of EMI trainers in the Algerian context. Although some researchers have studied the problem of lecturers and students (Benrabah, 2013; Rezig, 2011; Miliani, 2010), none of them analyzed the trainers of lecturers, and this is an important omission. Trainers interfere between policy and practice. They decode reform requirements, encode them into training materials and influence the way lecturers perceive and perform their roles. It is hard to determine the sustainability or effectiveness of EMI implementation without knowing how trainers are prepared, supported and recognized themselves. This paper fills that gap with a discussion of the experiences, beliefs, and working conditions of EMI

trainers in Algerian universities.

3.METHODOLOGY

3.1 Research design

This study adopted a mixed-methods approach to explore the preparation, support, and challenges of EMI teacher trainers in Algerian universities. The convergent design allowed the investigator to gather quantitative and qualitative data at the same time, and analyzed in combination to determine areas of support, confirmation, and divergence. In addition, this approach was chosen because understanding trainer experiences requires both numerical patterns and contextual depth. The questionnaire provided an overview of trainers' backgrounds, types of preparation, and perceived forms of support. The open-ended questions and classroom observations provided an understanding of how trainers make sense of their roles and the way EMI training occurs in practice.

The convergent design also enabled the researcher to note the comparison between what is being reported by trainers and what can be seen in their real training sessions. Where the two sources head towards the same direction, we become assured that the findings are accurate. When they separate, the variations are analytically useful. This method complies with the conceptual orientation of the study. Teacher cognition (Borg, 2006), assists in framing how beliefs and past experiences of trainers can influence their practices, whereas the theory of professional identity (Beijaard et al., 2004) explains how trainers situate themselves in institutions that are experiencing rapid policy change.

3.2 Participants

The researcher administered the questionnaire via email and social media to 40 EMI trainers working at CEIL centers in various Algerian universities. These trainers were actively involved in preparing science and medical faculty to teach through English during the 2025–2026 academic year. A total of 25 trainers completed the questionnaire, resulting in a response rate of 62.5 percent.

Because there is no centralized record

of EMI trainers nationwide and institutional structures are quite varied, the study does not claim to represent all trainers in Algeria. Rather, it concentrates on the experiences and views of those 25 trainers who volunteered to participate. Professional experience varied among the participants. Some are recent master graduates who do not have more than one year of training experience; others possess experience in language teaching or teacher training for several years. This variation allows the study to explore how experience and preparation shape perceptions of role, support, and institutional positioning.

Participation was voluntary and anonymous. The researcher did not gather any identifying information. The participants have been told of the aim of the study and their right to leave at any point.

3.3 Data Collection

The study relied on two sources of data: a questionnaire and classroom observations. Both were collected between January and April 2026.

3.3.1 Questionnaire

The researcher designed the questionnaire in Arabic to allow participants to express their views clearly and with precision. Even though trainers work in English within the framework of their profession, Arabic minimized the linguistic pressure and promoted more comprehensive answers. All responses were translated into English by the researcher, who has a masters degree in applied linguistics and is fluent in Arabic and English. The researcher undertook cross-checking of translations with the original Arabic text in several occasions to ensure that they are accurate especially in matters that are technical or culturally minded.

This tool had ten items. Ten close-ended questions focused on academic background, number of years worked, what is the kind of preparation received, and what are the types of institutional, linguistic and pedagogical support. Three open-ended questions invited trainers to describe the challenges they face, the institutional

conditions under which they work, and the improvements they would recommend for EMI training programs.

3.3.2 Classroom Observations

To supplement the survey findings, the researcher observed four EMI training sessions at the CEIL centre in Bechar over a period of three weeks. In coordination with the CEIL administration, the researcher selected sessions that took place during the data collection phase and where trainers agreed to be observed. The number of observed sessions reflected timetable constraints and the trainers' willingness to participate. Although this selection was based on access and availability, it still allowed the researcher to capture variation in training content across sessions.

Throughout the sessions, the researcher made field notes that focused on how trainers structured their sessions, how they balanced between language instructions and pedagogical guidance, how they answered questions posed by lecturers, the relationship between young trainers and senior faculty members and the way Arabic, French and English languages were manifested in the process of interaction. The researcher also reported instances of confusion, improvisation or adaptation. These observations were not aimed at assessing trainers, but to acquire contextual insight into how EMI training works in practice, and to triangulate what trainers reported on the questionnaire.

3.4 Data Analysis

3.4.1 Quantitative Analysis

The researcher used descriptive statistics to analyze closed-ended responses. Frequencies and percentages were calculated to determine common trends regarding the preparation of trainers, their experience and perceived support. These figures were computed and arranged using Google sheets. Since the analysis did not include any inferential test and even more complicated modeling, this tool was sufficient for purpose of the study.

3.4.2 Qualitative Analysis

Thematic analysis was used to

analyze open-ended responses and notes of observations made by the researcher (Braun and Clarke, 2006). Coding was carried out over a period of four weeks. In this process, the researcher read through all responses several times, created preliminary codes in the first two weeks, and used the rest of the time to cluster the codes into themes and examined them to determine coherence.

Through this, themes of informal preparation, role ambiguity, minimal institutional recognition and dependence on personal initiative came out. After coding about 80 percent of the responses, thematic saturation was achieved since no new significant themes appeared in the rest of the data.

The researcher did all of the coding. He also recorded all the coding choices to preserve the transparency, and then revisited the themes several times in order to be consistent.

The researcher then developed a matrix to compare themes of survey responses with patterns observed during training sessions. For example, when trainers reported feeling unprepared, the researcher examined field notes for evidence of uncertainty or improvisation during instruction. Comparing the two data sources helped pointing out the differences and the similarities in the conclusions drawn. In some areas, both the survey responses and the observation notes pointed to the same conclusion, such as trainers relying on informal preparation. In other cases, what trainers reported did not fully match what was seen in practice. This kind of triangulation strengthened the interpretation and reduced dependence on a single data source.

3.5 Ethical Considerations

The researcher explained to the participants the purpose of the study, the voluntariness of their entry, and their right to leave the study anytime. No identifying data were gathered. Additionally, the data will be stored on a secure and password-protected device within two years after study completion to enable verification in case

desired by the journal or any other researchers. All data will be permanently deleted after this period of time according to the guidelines of ethical research. The investigator also got the consent of the trainers and the CEIL administration before making classroom observations.

3.6 Researcher Positionality

The researcher has no formal affiliation with any CEIL center and has not worked as an EMI trainer. This separation offered an objective analytical position and minimized the chances of insider bias. The researcher aimed to remain neutral and limit the influence of prior expectations. Interpretations were based on the data, even when findings went against initial assumptions.

3.7 Methodological Limitations

There are various limitations to this study. To start with, it was a voluntary participation that involved merely 25 trainers answering the questionnaire. Individuals who decided to respond might have more to say regarding EMI, or even have more time to think about what they went through compared to those who did not reply. This could bring about the self-selection bias. Second, observations in the classroom were on a restricted number of 4 sessions in one site. The sessions were not chosen by systematic sampling but by the availability of schedules and arrangement with the trainers. Although these observations bring about contextual depth, they fail to generate a picture of the variation at the institutional, or regional level. They play an interpretive and not a representative role.

These limitations do not invalidate the findings but define their scope. There is no statistical generalization in the study. Rather, it attempts to offer analytical understanding regarding how EMI teachers get prepared, supported and placed institutionally in a fast switching education model.

4. RESULTS

This chapter presents the findings of the study. The results are organized according to the data collection tools. First,

the questionnaire findings are reported and structured around major analytical dimensions. This is followed by the findings from classroom observations.

4.1 Questionnaire Findings

The questionnaire was administered to EMI trainers working in CEIL centers (N = 25). Presented below are the findings based on major dimensions which appear in the data and not based on the sequence of the initial questionnaire items.

4.1.1 Structure and Design of EMI Training Program

Respondents had different perceptions on how the training program was organized. In response to the question about how they could describe the teacher training program at their university, 9 of them (36%) described the program as discontinuous and unstable. 8 participants (32%) characterized it as structured and frequently monitored. Six (24%) replied that no clear program exists and 2 (8%) thought of it as a personal initiative led by some teachers rather than a structured institutional program (see Figure 1).



Figure 1: trainers description of the training program

As for the time spent on training, 19 respondents (76%) stated that the amount of time is not enough while 6 respondents (24%) say that it is (see Figure 2).

Do you think the duration of the training provided for teachers is sufficient ?

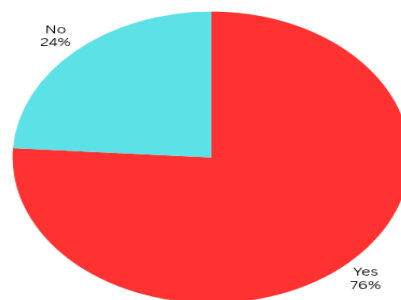


Figure 2: trainers' perception of the duration of the training provided to teachers.

Participants were also asked whether the program includes training on EMI teaching methods such as content design, assessment, and communication strategies. 17 participants (68%) reported that the program does not include training in teaching methods, while 8 (32%) reported it does (see Figure 3).

Does the program include training on EMI teaching methods (content design, assessment, and communication)?

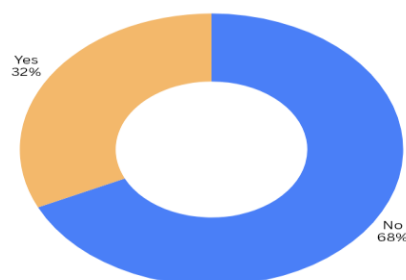


Figure 3: Inclusion of EMI Teaching Methods in the Training Program

4.1.2 Institutional and Professional Support for EMI Trainers

The questionnaire also examined the type of support trainers receive while performing their duties. A total of 10 respondents (40%) indicated they do not receive support at all. 7 (28%) stated that they receive institutional support in the form of equipment, time or funding. 5 (20%) reported receiving linguistic support, and 3 (12%) mentioned receiving pedagogical support (workshops, training in teaching methods) (see Figure 4).

What type of support do you receive as a trainer while carrying out your duties?

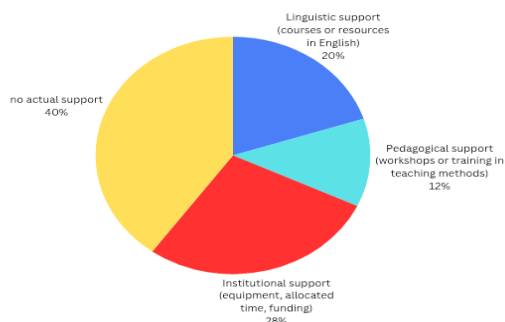


Figure 4: Coverage of EMI Teaching Methods in the Training Program

Furthermore, respondents were asked if they receive ongoing personal training or follow-up from the administration or the Ministry. 19 participants (76%) said they do not receive this support, while 6 (24%) reported that they do (see Figure 5).

- Do you personally receive regular training or follow-up as a trainer from the administration or the ministry?

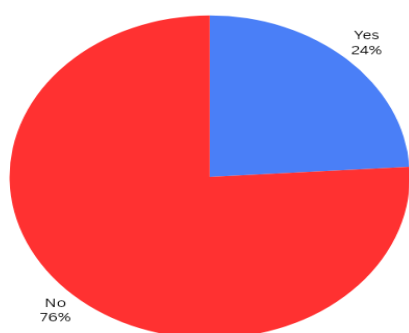


Figure 5: Institutional Training and Follow-up for Trainers

4.1.3 Availability of Resources and Training Infrastructure

In response to the question about the adequacy of available resources, 16 respondents stated the resources are limited. 8 participants described the resources as moderate ; and one said they were not available at all. No participants rated the resources as fully adequate (see Figure 6).

- How adequate are the resources and facilities available to you during the training?

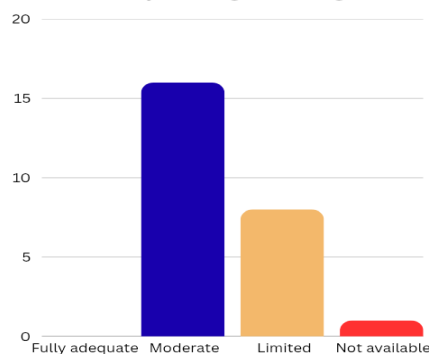


Figure 6: Adequacy of Available Training Resources.

The open-ended responses also mentioned infrastructural issues, including limited access to training rooms, poor Internet access, absence of language laboratories, outdated references, lack of access to modern educational technology.

4.1.4 Perceived Effectiveness of the Training Program

Respondents were also asked to evaluate lecturers' readiness to teach using EMI after the training. Fifteen of respondents reported that lecturers need further support. Six respondents thought they are partially ready, while 4 thought they are not ready. None of the respondents indicated that lecturers are completely ready. (see Figure 7).

- After the training, how do you assess the readiness of the teachers you train to teach EMI?

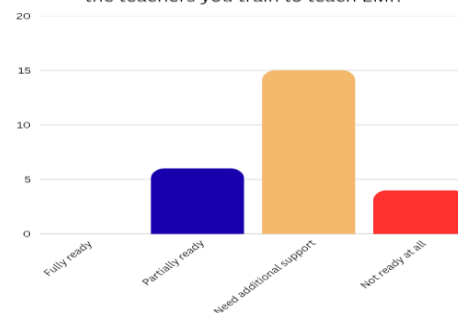


Figure 7: Trainer's perception of teachers readiness to teach using EMI

4.1.5 Reported Challenges in EMI Trainer Practice

The open-ended question on challenges indicated that participants struggle with a number of common issues. One of the most prevalent challenges relates to lecturers' limited English proficiency. The issues

mentioned included the inability to explain complex concepts in English; translation of terminology; and managing differences in language levels among trainees. They also highlighted issues related to confidence and motivation such as low self-confidence, low interest, reluctance to change, and absenteeism. Furthermore, structural and institutional barriers were also mentioned. These include lack of guidance, limited practical training, lack of coordination between CEIL centers and university administrations, and no post-training support. They also reported time constraints, mainly in terms of workload, short training periods and scheduling conflicts.

4.1.6 Professional Needs and Suggestions for Future Development :

When asked about resources or other support to better perform their teaching role, participants highlighted the need for pedagogical and linguistic training. Many of them mentioned academic English courses, training in explanation strategies, and workshops focusing on disciplinary terminology. They also reported the need for mentoring by EMI or ESP experts. Other points of reference included stronger institutional support, coordination with university administrations, reduce teaching loads and dedicate more time for preparation. Participants also mentioned the need for providing material and technology resources such as language labs, equipped training classrooms, reliable Internet access, digital tools, and updated teaching resources.

Regarding recommended improvements for preparing future EMI trainers, they suggested the provision of ongoing professional development programs, workshops (such as micro-teaching and simulation classroom), mentoring programs, linking language departments with discipline experts, and establishing national virtual platforms for EMI training. Some respondents expressed satisfaction with the status quo.

4.2 Classroom Observation Findings

A set of direct observation at the CEIL

center at the University of Bechar was done to complement the survey data. The researcher attended a four, two-hour sessions, over a three-week period. These sessions included a number of lecturers from different disciplines such as Economics, Management, Medicine, Biology, and Mathematics and four different trainers. The majority of the participants were at a B2 level.

The researcher had a clear set of focus points to understand the reality of EMI training. The main question was whether the sessions were on formal English grammar or practical skills to be able to teach a subject in English. Furthermore, he aimed to experience the "language mix"- how often the trainers used Arabic or French to help convey understanding. Lastly, he examined the content of the materials available, the extent of interaction between younger trainers and senior professors, and the way in which trainers dealt with technical terms that were outside their field of expertise.

4.2.1 Session Structure and Pedagogical Planning

During the four sessions, it has been observed that trainers had pre-defined and clear objectives. The lessons were not improvised but followed a logical sequence from warm up activities to practical tasks. However, there were some differences in how trainers spent their time. The trainer who worked with Economics and Management group was very disciplined and adhered to the lesson plan till the end of the session. The trainers for Medicine and Biology and math groups were more flexible. They had a well designed structure, but they had more opportunities for improvisation and spontaneous discussion as the two hour block progressed.

4.2.2 Content Focus: Pedagogy over Grammar

One of the major discoveries was the shift from traditional language teaching. trainers rarely drilled grammar rules. Instead, approximately 80% of the session time was spent on teaching effectively in English. The trainers emphasized on "lecture

language" (how to open a class, how to transition between ideas, and how to simplify complex concepts). Grammar was only covered when there was a clear Error interfering with the meaning. The real focus was not on linguistic perfection, but on communicating and professional delivery.

4.2.3 Use of Authentic and Discipline-Specific Materials

The content of the sessions showed a diversity of sources. The trainers worked with advanced course books (Headway, Navigate) as a framework for academic writing and debate, but did not rely solely on these. Authentic materials from business, engineering and environment sciences were also used. In mathematics and science groups, participants experienced working with real-life materials and practiced explaining formulas and scientific functions in English. This combination of general academic English with field content appeared to hold the lecturers' attention.

4.2.4 Language Choice and Code-Switching

The main language for all four classrooms was English, which was used approximately 95% of the time. Trainers consistently pushed participants to stay in "English mode." Arabic was used as a last resort, typically in order to quickly explain a difficult or abstract word such as "accountability. The French was largely missing and trainers/lecturers seemed more at ease between English and Arabic. If a trainer did use a translation to aid a participant they always made sure to quickly bring the discussion back to English.

4.2.5 Practice Style and Micro-Teaching

The sessions were interactive and practice oriented. No 'lecture' type environment with trainers talking and students taking notes was seen. Rather, trainers adopted the "micro-teaching" model. From time to time, participants were given 5-7 minutes each to discuss a term, idea, or concept from their respective discipline, whether it was a law of Math or a business strategy, etc., and the rest of the group

served as students. Structured feedback took place, involving a discussion with the group and the trainer on what went well and what might be improved.

4.2.6 Feedback and Error Correction

Trainers were selective in how they corrected errors. They did not correct minor mistakes in grammar or tenses to maintained the flow of the participant's explanation. Feedback was directed toward the "how" of teaching, that is; the clarity of the explanation, the organization of ideas, and the trainer's confidence. In situations where a correction was required, trainers frequently would ask the participant, "In an academic setting, how do we phrase that differently? Instead of simply pointing out a mistake.

4.2.7 Professional Dynamics and Mutual Respect

Despite the age difference between the younger trainers and the senior professors, the atmosphere was professional and respectful. Trainers managed this dynamic by adopting a language facilitator role instead of a subject expert. Trainers were very honest when they came across technical terms that they did not know the meaning of, especially in biology, like the term "apoptosis". Rather than guessing, they took advantage of these moments as learning opportunities, finding the term by looking it up with the class and getting the professor to define the term in English. This collaborative approach appeared to help avoid any possible resistance from the senior faculty members.

4.2.8 The Challenge of Mixed-Discipline Groups

One particular difficulty was noticed at the Bechar center: the way the lecturers were grouped in sessions; they were from various fields. In one room, there were lecturers from the Humanities (History and Psychology) and lectures from Medicine and Technology. The trainer can not be an expert on all these roles, so they concentrated on general academic skills, such as running a Q&A session or organizing a presentation, which are applicable to all areas. This was a productive use of time, but it meant that the

"discipline-specific" component of training was highly dependent upon the individual lecturers' own effort during their presentations.

4.2.9 Motivation and Engagement

Overall, there was very high engagement (70% were active participants). But this motivation was not consistent. Many lecturers were really interested in enhancing their EMI skills, but a few seemed to come just to get the certificate. Trainers dealt with these varying levels of interest through interactive digital materials, group discussion, and meaningful texts that were more relevant to the trainers' professional lives than a typical textbook.

5. DISCUSSION

The findings of this study suggested a clear discrepancy between trainers' perceptions of the EMI training framework and their actual classroom practices. The survey responses indicated a certain level of ambiguity within the institution and a lack of clear guidance, while the classroom observations revealed a more structured and professional environment. This mismatch may be explained using the framework of teacher cognition proposed by Borg (2006), which suggests that a teacher's internal perception of their professional environment is often more fragmented than their pedagogical performance. In the Algerian context, the trainers seem to feel unsupported because there is no formalised long-term curriculum in place. However, this knowledge gap is filled in with a great deal of personal effort. In essence, these trainers are navigating the EMI transition through individual improvisation. Even though the systemic instability creates a sense of professional anxiety, they continue to achieve effective classroom results by relying on their own personal strategies.

This insecurity seems to be related to the 'authority gap' in the trainers' professional. Many EMI trainers are junior Master's graduates or PhD students who are expected to lead senior faculty members with decades of discipline knowledge. This

results in a state of professional identity vulnerability (Beijaard et al., 2004) in which trainers are continually working to establish their credibility. This insecurity could be the reason for the reported "lack of clarity" in the survey; trainers are suddenly required to shift from "students/juniors" to "linguistic facilitators" overnight. They retain classroom authority not through formal status, but by sharing information with the professors about their own language skills, and in exchange, translating the professors' disciplinary expertise. Trainers adapt their professional roles to manage the age gap with professors. While this strategy works, it is a tiring process that relies purely on the trainer's individual persistence rather than official support.

Moreover, the impact of these independent activities is limited by administrative practices, particularly by grouping together a variety of disciplines (medicine, technology, the humanities etc.) in the same training sessions. This "mixed-discipline barrier" makes it difficult to transition from General English to real EMI pedagogy. Trainers are often required to be generalists because there is a diversity of needs in the room. This administrative logic, focused on logistical efficiency, directly clashes with the pedagogical necessity of deep specialization required for EMI. As a result, the observed sessions were often focused on general academic presentation skills rather than specific academic language that lecturers might need to teach their disciplines effectively in English.

Ultimately, these findings suggest that the success of current EMI training in these settings depends more on "professional agency" than on a solid institutional system. The 'hardware' (infrastructure) is in place, but the 'software' (Clear, coherent curriculum, specialism training) is only just starting to take shape. Therefore, the quality of the training seems to be a series of individual successes won by trainers filling the systemic gaps by their own improvisation and dedication. This transitions EMI from a government-led

policy to a teacher-led act of resilience. The way trainers think and work is defined by the practical needs of their students, rather than by a pre-planned institutional strategy.

6. CONCLUSION

This study has investigated the preparation and support of EMI trainers in Algeria, revealing a fundamental mismatch between the institutional expectations and classroom reality. The results call for a major conclusion, that pedagogically, the transition to English is fragile due to the absence of coordinated long-term instructional plan. To date, the effect of EMI training in this context is not a systemic outcome but a product of "professional agency. Trainers, primarily young scholars, are filling in the gaps by sheer individual resilience as they navigate their professional identity from day to day to serve the immediate needs of the learners.

Based on this study, three strategic shifts are proposed to ensure sustainability of the EMI transition. First, university administration needs to move beyond support for "General English" and establish a national curriculum that emphasizes discipline-specific pedagogy. Secondly, the status and the role of EMI trainers should be formalized and professionalized, and they need to be prepared specifically for this role and given a clear professional status to minimize the "authority gap" they experience when training senior faculty members. Third, administrative policies need to be restructured so that lecturers are grouped by discipline and the training is appropriate to their academic discourse.

Although the results of this research are limited to the geographic area and the sample size, it still serves as an important reference point for the implementation of EMI in North Africa. It demonstrates that without a coherent pedagogical vision to match the existing infrastructure, the burden of success will continue to rest on the individual efforts of trainers. Future research should now move beyond the training centers to investigate how this preparation influences actual teaching performance in

science and technology faculties. Finally, an effective transition to EMI would need a bottom-up approach instead of a top-down approach, where the support and empowerment of individuals at the center of the classroom are prioritized.

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