

**Enhancing Unlicensed
In English Teachers' Language Proficiency:
Empowering Content Delivery in English**

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Abstract:

The Algerian Ministry of Higher Education and Scientific Research has called for the internalization of the programmes at the tertiary level; thus, adopting English as a Medium of Instruction (EMI). This paper reports the Ecole Normale Supérieure of Constantine (ENSC) unlicensed in English teachers' (ULET) perceptions about their experience with enrolling in a General English learning programme to empower their linguistic skills to incorporate content with the English language. Teachers' testimonies acknowledged the improvement of their English proficiency and revealed positive attitudes about the impact of EMI on all agents of the tertiary sector, universities, teachers, and students.

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1. INTRODUCTION:

The English language has gained much importance during the last few decades and imposed itself as the lingua-franca and language of global communication (Canagarajah, 2006; Crystal, 2003; Hülmbauer, et al., 2008; R'boul & Bueno-Alastuey, 2021; Strevens, 1980), allowing people from different points of the world to communicate and exchange knowledge and experiences in all domains of life; social, economic, scientific, etc. It is a global language, spoken by 1.46 billion people worldwide in 2023 (Talbot, 2023), and it is the most widely learned second language. English is now distinguished as the language of science as eighty percent (80) of scientific publications are in English (Englander, 2014).

In the past, the medium of instruction in many countries was the language of the ex-colonizers. However, with the decline of colonialism, the use of these languages as a medium of instruction has decreased significantly, as is the case in Algeria for example (Khelloul & Benmaghrouzi, 2020, p.188). English, on the other hand, has continued to grow in importance and is now used as a medium of instruction in many non-English-speaking countries (Sahan, et al., 2021). It is the primary medium of instruction in higher education in over 100 countries (*ibid.*).

Being committed to meeting international academic standards, the Algerian Ministry of Higher Education, in 2022, launched a program that aims to reinforce non-licensed in English teachers', in all majors, linguistic skills and competences to acquire the English proficiency level of B2 and C1 (Bentellis, 2023; Choukri, 2023) to get them ready to embark on a new experience (Bentellis, 2024). Thus, university teachers were called to join the Centre d'Enseignement Intensif des Langues (CEIL), other language centers, or the platform specifically dedicated to this (Bentellis, 2022; Bentellis, 2023) to have adequate instruction to reach the target objective. In May 2023, and planning for the following academic year, teachers who successfully

completed the B1 proficiency level were required to embark on a new professional experience: EMI (Bentellis, 2024). That is to say, they were asked to deliver their respective course contents in English, a real challenge for many teachers and students as well.

The purpose of this study is to explore ULETs' at l'Ecole Normal Supérieure of Constantine, Algeria perceptions about this project and answer the following research questions:

- After a one-year study of English at CEIL, what are UELTs' perceptions of their English course at the ENSC?
- What are UELTs' attitudes towards EMI pedagogy in Algeria?

2. Review of the Related Literature:

2-1. Importance of English as a Global language

The English language is widely regarded as a global language. The importance of the English language lies in its ability to connect people, facilitate global communication, and provide access to a wealth of opportunities in various domains. Moreover, it plays a crucial role in various aspects of life all over the world. These aspects encompass communication, economics, and education among others.

2.1.1. Communication: English is the primary language of international communication (Crystal, 2003; Elkhayma, 2022). It serves as a common language for people from different linguistic backgrounds to interact and understand each other. The widespread of the internet together with the English language shaped a new globalized world providing the opportunity to all people, regardless of their geographical location, social background, or cultural identity, to synchronically get involved in current issues. It is used in business, diplomacy, tourism, academia, and the internet, enabling effective communication and fostering global connections.

2.1.2. Economic Opportunities: English proficiency opens up a wide range of economic opportunities as well as professional ones (Elkhayma, 2022; Setyaningsih & Karmadi, 2012). It is the language of global business, finance, and trade. Many multinational companies look for and favor employees who can communicate effectively in English. Proficiency in English enhances job prospects, promotions, and career advancement in various fields.

2.1.3. Education: English is considered the language of education and academic research. Hence, “to attain internationalization, ... institutions adopt the world’s first language as a means of instruction” (Elkhayma, 2022, p.158) or what Galloway et al., (2017) call ‘education through English’. Proficiency in English enables students to access a vast array of educational resources, books, research papers,

and academic journals, empowering them to pursue higher education and research opportunities (Faisya, 2021; R'boul & Bueno-Alastuey, 2021).

2.1.4. Technology and Innovation: English is the dominant language in the fields of technology, science, and innovation. Most scientific research papers, technical documentation, and software interfaces are written in English (Sandeep, 2021). Proficiency in English enables individuals to stay updated with the latest advancements, collaborate with international researchers, and contribute to technological progress.

2.1.5. Cultural Influence: English has a significant influence on global culture as it is “present in diverse transcultural and translingual settings” (R'boul & Bueno-Alastuey, 2021, p.3). It is the language of renowned literature, music, films, and art. Proficiency in English allows individuals to appreciate and engage with diverse cultural expressions, fostering cross-cultural understanding and appreciation.

2.1.6. Travel and Tourism: English is widely spoken in countries around the world and is the lingua franca of the tourism industry (Elkhayma, 2022; Al-Saadi, 2015). Travelers who can communicate in English can navigate through different regions, interact with locals, and access essential services more easily.

2.1.7. Access to Information: English is the primary language of the internet (Crystal, 2001). The majority of online content, including websites, blogs, social media, and online publications, is in English. Proficiency in English enables individuals to access a vast amount of information, knowledge, and resources available online.

2.1.8. International Relations: English serves as a language of diplomacy and international relations (Xhemaili, 2022). It is used in international conferences, negotiations, and agreements. A strong command of English is essential for diplomats, government officials, and international organizations to effectively communicate and collaborate on global issues.

2-2. English as a Medium of Instruction (EMI)

In today's globalized world, the ability to communicate effectively in English is becoming increasingly important. English is not only the language of business and commerce, but also the language of science, technology, and internet (Crystal, 2001; Sandeep, 2021). It is the most widely spoken second language in the world, and it is used as a lingua franca by people from different speaking communities to express their interests and communicate their respective needs (Canagarajah, 2006; Crystal, 2003; Hülmbauer, et al., 2008; R'boul & Bueno-Alastuey, 2021; Strevens, 1980).

In order to equip students with the necessary skills to function effectively in the international community, governments have been investing heavily in English education. As such, many universities in non-English speaking communities have pledged to internationalize their academic programs. When content courses are delivered in English in non-Anglophone countries, this is commonly referred to as English as a Medium of Instruction (EMI) (Heath et al. 2021). EMI is defined as “the use of English as the language of teaching and instruction; it involves delivering courses in English along with providing textbooks and materials in English” (R'boul & Bueno-Alastuey, 2021, p.15).

There are several reasons why English has become the dominant medium of instruction in tertiary education (Sahan, et al., 2021). Firstly, English is the language of science, technology, and business. Many important academic journals and conferences are conducted in English, and most of the world's top universities offer courses in English. By using English as the medium of instruction, universities can ensure that their students have access to the latest research and knowledge in their fields (*ibid.*). According to Chapple (2015), it can be an opportunity to improve students' proficiency in English as well as help them develop academic performance, enhance critical thinking, and boost their chances for better job-finding prospects.

Secondly, English is the language of the internet. Most of the online content is in English, and being able to understand and communicate in English is essential for accessing information and participating in online discussions and collaborations. By using English as a medium of instruction, universities can equip their students with the digital literacy skills they need to succeed in the modern world on the one hand and encourage both students and teachers to take part in international seminars and publish studies in academic journals on the other (Elkhayma, 2022).

Thirdly, English is the language of international mobility; it allows individuals to carry out career mobility both inside the country and abroad (Elkhayma, 2022). In an increasingly globalized world, being able to speak English opens up a world of opportunities for work, travel, and study abroad. By using English as a medium of instruction, universities can attract international students and faculty, which can enhance their reputation and promote cross-cultural understanding. All in all, “through EMI, higher education institutions are able to compete with other acclaimed universities in attracting as many international students as possible, and in gaining global reputation as ones of the best ranking universities” (Elkhayma, 2022, p. 161).

2-3. Challenges of Adopting English as a Medium of Instruction in the Tertiary Level:

While the use of English as a medium of instruction has many advantages, it also poses several challenges. Previous studies have confirmed that an EMI course can pose many challenges to the learning of course content not only to students, but also to teachers (Galloway et al., 2017) who may either fail to explain the course content efficiently or find difficulty maintaining communication in the target language; the solution to which would be code-switching or resorting to the mother tongue (Elkhayma, 2022). One of the main challenges is the lack of qualified teachers who are proficient in both

English and the subject they are teaching. In many non-English speaking countries, there is a shortage of English-speaking teachers, particularly in specialized fields such as science, engineering, and medicine. As a result, universities often tend to rely on ULET who may not have the necessary linguistic and pedagogical skills to effectively teach in English.

Another challenge is the need to support students who are not native English speakers. Galloway et al. (2017) speak of the inadequate or low English language command among students. Many universities offer English for Academic Purposes (EAP) courses to help students develop the language skills they need to succeed in their studies. However, these courses are often not sufficient, and many students struggle to understand lectures, participate in discussions, and write essays in English in addition to suffering from demotivation and / or low self-esteem as a result (Elkhayma, 2022). Universities need to provide additional support, such as one-on-one tutoring and writing centers, to help these students overcome the language barrier.

Furthermore, using English as a medium of instruction can lead to a loss of cultural diversity by threatening national languages and local identity and culture (Chapple, 2015). When students are taught in their native language, they can express themselves more freely and engage more deeply with the subject matter. By using English, universities may inadvertently privilege certain cultures and ways of thinking while marginalizing others. To address this issue, universities need to empower the national language in parallel with attributing increasing educational importance to English (which was done in Japan and Malaysia for instance) (Elkhayma, 2022) on the one hand and ensure that their curricula and teaching materials are inclusive and reflect the diversity of their student body on the other hand.

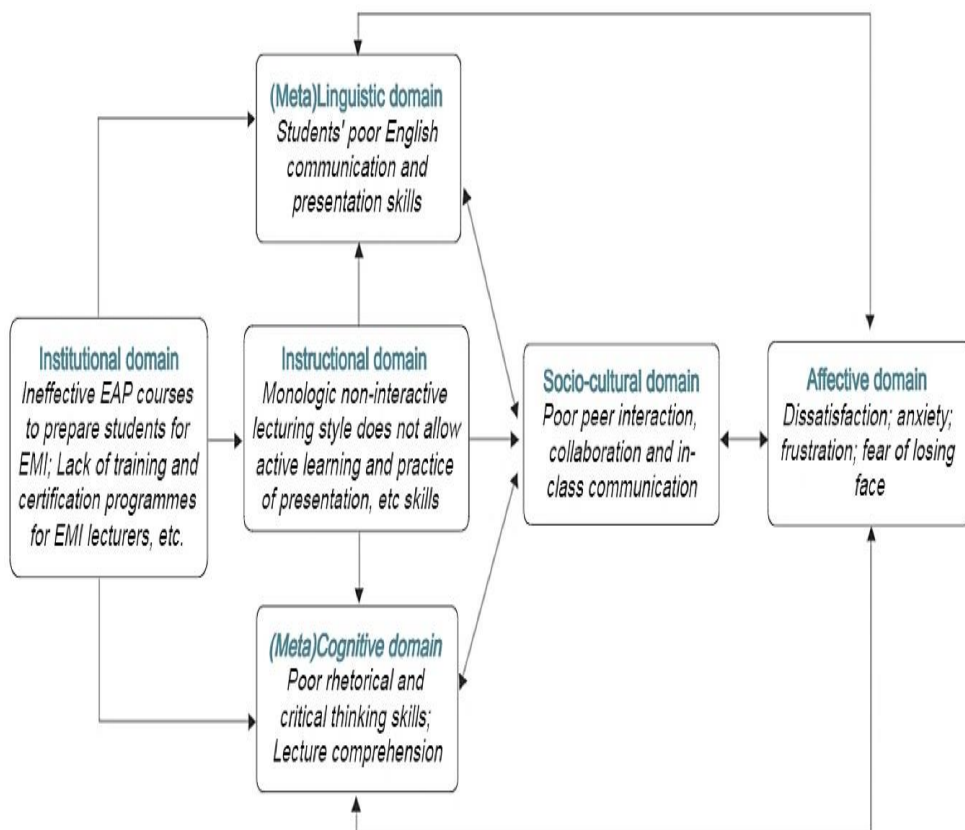
2-4. English as Medium of Instruction Pedagogy in Algeria

Aspirations to match international standards led the Algerian decision-makers in the field of Higher Education and Scientific Research to adopt English as a medium of Instruction (EMI) as a teaching policy in the tertiary level. Hence, more content courses in Arts and Sciences ought to be delivered in English. The decision has been made based on the assumption, whether rightly or wrongly, that all university teachers are acquainted with the necessary linguistic skills and language proficiency that allow them to deliver their respective contents in English. This assumption may turn to be true as Algerian university teachers may have accumulated a command of English and developed their ability to read and write as part of their educational pursuit, especially to obtain a PhD degree. Nevertheless, the ability to read and write does not necessarily transfer to “effectively explaining key concepts to students in such a way as to make the lectures comprehensible” (Barnard, 2013). Moreover, EMI teachers may face other linguistic challenges, such as their inability to express themselves fluently in the target language or facing a vocabulary shortage to transmit their contents accurately (Chang, 2010). Also, university teachers, especially novice ones, may face double difficulty. They may face pedagogical challenges while planning their lessons besides the challenge of delivering the lesson in English.

Accordingly, a shortage of qualified EMI teachers has created a significant problem; university teachers are not even aware of their actual level of English proficiency nor the required one to conduct their EMI classes as effectively as through their first language. Tsuneyoshi (2005) notes that one of the biggest challenges in sustaining an EMI program was finding teachers willing and able to teach content courses in English. In parallel, Macaro (2018) points out that teachers' inability to detect their students' linguistic limitations hampers their learning and progress in EMI classrooms.

Accordingly, faculties which are nominated to teach EMI courses may face serious challenges, as most teachers are not equipped with the appropriate linguistic skills and language proficiency to prepare and deliver the course contents with the same craft in their primary language. While managing to plan and design their course material can be time-consuming itself, non-native English-speaking EMI teachers also need to cope with the challenge of using a second language to deliver their content knowledge. Werther et al. (2014) report how lecturers who have been thrown into English-taught courses haphazardly could experience difficulties and severe stress. The pedagogical deficiency, coupled with language deficiency, could cause a serious strain on junior EMI faculty. Yet, as reported by Tange (2010), few faculty teachers are willing to admit that their English proficiency or pedagogical knowledge is inadequate, as such an acknowledgment could affect their status and career progression. Ismailov et al. (2021) explain that internalization of university programs faces many challenges within the different domains or the distinct fields of knowledge and themes that cut across those domains. The scholars identify six (6) domains, which are institutional domain, instructional, meta-linguistic, meta-cognitive, socio-cultural, and affective domain. Figure 1 presents the different domains and the interdependent nature they share. The challenges displayed in the diagram show how EMI is hampered by inadequate institutional support services, monologic non-interactive teaching style, and students' metalinguistic and metacognitive inability to cope with the pedagogical situation in the absence of a healthy environment of interaction and knowledge exchange, which most of the time leads to anxiety and low self-esteem.

Figure 1. A sample schema of interdependence among domains and themes



Source: Ismailov, M., Chiu, T. K., Dearden, J., Yamamoto, Y., & Djalilova, N. , 2021, p. 12642

Research findings on the difficulties experienced by ill-prepared EMI teachers are prevalent (Werther et al., 2014). However, training support to upgrade the readiness of EMI teachers has been interesting.

3. Research Design and Methodology:

3-1. Method

In this section, we present the research design and describe the participants who took part in the study, as well as the tools utilized for data collection. This case study employed qualitative descriptive and interpretive characteristics to answer the research questions. This design is the one that better fits the investigation since we wanted to describe a phenomenon occurring in a natural setting (Merriam, 2009). The phenomenon to describe is the form of professional learning that a group of ULET at the ENSC participated in in the form of a series of workshops stretching over two consecutive semesters from 2022 to 2024. Considering all the challenges faced by ULET in this experience and the lack of professional communication opportunities that would help them overcome all the pedagogical limitations and boost their English communicative skills to the upper level, we wondered to discover the possible forms of academic knowledge and professional development ULET may have achieved after taking this program together with their perceptions of benefits and challenges of adopting EMI pedagogy in the Algerian higher education.

3-2. Context

The present study took place at the Ecole Normale Supérieure de Constantine (ENSC), an Algerian national educational institution. It follows a program that is related to teacher proficiency and competence which enables pre-service teachers to develop their learning skills and strategies, as well as to empower them to meet the requirements of the profession to adequately embrace their roles of educators and face the potential challenges. The school encompasses eight departments: the department of English, the department of French, the department of Arabic, the department of Physics and Chemistry, the department History, the department of Philosophy, the department of Natural Sciences, and finally the department of Exact

Sciences and Mathematics. To meet the internalization of the programs, all non-licensed in English teachers from the different majors, according to the Algerian Ministry of Higher Education and Scientific Research (Bentellis, 2022; Bentellis, 2023; Bentellis, 2024) have to enroll in a General English (GE) learning program and should be testified with at least (B2) or (C1) English proficiency level from CEIL to be able to teach a common core level of their respective disciplines in English.

3-3. Participants

The research participants in the study are ten (10) ULET at the ENSC, seven women and three men, whose age ranges between thirty-nine (39) and fifty-four (54) years old. They are from different departments at the ENS and enrolled in a one-year English learning program composed of two separate semesters. The first semester took place during the academic year 2022- 2023 while the second one took place during the academic year 2023- 2024. The participants took part in forty-three-hour workshops with qualified teachers from the department of English in the same institution. The participants in this research are two teachers from the department of Exact Sciences and Mathematics, three teachers from the department of Natural Sciences, four teachers from the department of Physics and Chemistry, and one teacher from the department History. Convenience sampling was used to purposefully select the participants since they were readily available.

3-4. Data Gathering Instruments

The data collection instrument in this study is a semi-structured interview. A semi-structured interview is different from other types of interviews because, in a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with pre-determined questions. Topics and issues rather than questions determine the course of the interview (Nunan, 2005, p.149).

Accordingly, we prepared an interview which contains prompts to encourage informants to relate their experience in terms of the adequate learning strategies, faced pedagogical challenges, as well as professional gains.

However, as the targeted population of this interview is ULET who are inexperienced language users, most of the time unable to produce fluent answers, some of their replies were paraphrased to match the level of the paper. Therefore, this semi-interview is structured around four main sections covering four topics. Each section contains two open-ended questions that elicit the participants to think aloud and report their perceptions about being engaged in an English learning program to be able to use EMI in their classes and thus meet the requirements of internationalizing the university programs.

3-5. Data Analysis and Coding

Once data was collected and converted from recording into transcribed texts, verbatim, the researchers engaged in the process of open coding, which is considered a “critical aspect across all areas of second language acquisition (SLA) research” (Révész, 2012, p. 203). It consists of categorizing the collected data into a set of units to make the process of analysis and interpretation more accessible. Coding in qualitative research and research studies is the process of analysis and organization of raw data into themes that help in interpreting the data (Baralt, 2011). Within the qualitative research paradigm, codes refer to names, segments, or symbols utilized to stand for a group of similar items, elements, ideas, beliefs, or phenomena that the researcher has identified in his/her data set (LeCompte & Schensul, 1999). In this study, the researchers adopted the researcher-imposed coding and developed a personal coding system to categorize data and prepare it for analysis. A thorough analysis of the respondents’ answers to the interview is presented hereby.

3-6. Results Analysis

Q1: The main objective of adopting EMI in the Algerian universities is the internalization of the programs. After one year of learning English, do you believe you can overcome the challenges you potentially would encounter as ULET?

Participants hold positive perceptions about their experience of one-year learning English and trust their capacities regarding the role they are going to play as active agents in the project. However, they focus more in their testimonies on the wide range of benefits they would have as ULET. They strongly believe that engaging in EMI would help them to improve their language skills and intercultural competence, as they can become more effective communicators and collaborators, enhancing their overall performance in the workplace. Some of them reported:

Interviewee 1: *After learning General English for one year, though I did not yet reach C1 English proficiency level, but I feel very comfortable with the language. I think that with some practice I will be able to teach Physics content in English....hhhhh. Of course, this won't be quickly achieved; however, with serious endeavor and continuous work, I am going to make it true, I hope.*

Interviewee 3: *One advantage of teaching English to non-licensed teachers is that it can help them to better understand the content of meetings and training sessions. In many international organizations, English is the common language used for these activities. By being able to follow discussions and presentations more easily, teachers can gain a deeper understanding of key concepts and ideas. This can enable them to contribute more effectively to group discussions and decision-making processes. After a one year of learning GE, I feel able not take part in international conversations but able to follow and understand the main themes and topics. I feel really excited because in the past I couldn't follow at all the evolution of conversations.*

Interviewee 9: *Personally, I am very enthusiastic, and I think I will be fluent in speaking English very soon. One year learning GE at CEIL together with my personal efforts at home contributed to a quick development of my English communicative skills. This will improve my teaching performance and refine my research skills. It will also facilitate my scientific mobility and encourage me to be in constant contact with other researchers from all over the world, thus, creating international partnerships and a global teaching/ learning community.*

Interviewee 10: *Of course, we are going to overcome all the challenges we are going to face. The project is worth sacrifices. Learning English helps us not only to teach our respective*

contents in English, but it will also help us to be in touch with colleagues from different countries..... We are going to share knowledge and experience. This would enhance our professional development on the one hand and help us gain intercultural communication on the other hand. It's great, isn't it?

Q2: How can educational institutions support non-licensed in English teachers in their English language development?

The respondents to the interview acknowledged that English proficiency is extremely valuable for non-licensed in English teachers to be able to deliver their content appropriately. According to the participants, it enables them to communicate effectively with their students in English, access a wide range of resources, enhance their professional development opportunities, and improve their career prospects. Accordingly, ULET should make efforts to develop their English language skills and communicative competence to fully reap these benefits. However, the educational institutions play a pivotal role in making it a reality. It falls on the shoulders of the universities to create a healthy environment for learning and instruction for ULET of all departments. This would be made real by providing the necessary opportunities, tools, and equipment to accompany them in their learning journey. Collaboration and partnership are also helpful

and successful ways to create supportive, encouraging, and cooperative learning.

Some of the participants' responses are provided below:

Interviewee1: *Institutions should provide English language courses specifically designed for ULET. These courses should focus on improving our speaking and listening skills, as these are the skills we need the most when working with our students... We are already well acquainted with the terminology related to our respective content of instruction. In other words, we are able to teach English for Specific Purposes (ESP), each one in his respective domain. However, what we really need is to develop our communication skills, mainly the speaking one.*

Interviewee 2: *The Ministry of Higher Education and Scientific Research should ensure the necessary conditions to help us learn English and teach in English. This can be done through providing us with adequate learning materials like books, authentic audio recordings, free-websites, and mobile applications that would help us to improve our English Proficiency. By giving us access to these resources, institutions would show their commitment to our professional growth and development.*

Interviewee 3: *The university should encourage collaboration and mentoring between non-licensed teachers and licensed ones, either within the premises of the same university or through encouraging partnerships with other Algerian universities or even foreign ones. This can be in the form of workshops, webinars, assisted learning or other forms of language instruction and training. In short, English language teaching can help, guide, and assist us to take our English language to the upper level.*

Q3: What is, in your opinion, the impact of adopting EMI pedagogy in the tertiary level on the overall teaching/ learning situation in the Algerian context?

Informants reported various ways in which English as a Medium of Instruction at the tertiary level can be beneficial to all the agents involved in the higher education sector. First, it is vital to the university itself, as English has become a requirement for academic excellence and accreditation. It is one of the important criteria for university ranking. Moreover, it is vital for university teachers as well as students to be recognized among the global academic community. It provides them the opportunity to benefit from a wide range of academic material, actively participate in international debates, promote critical thinking, produce high-quality research output, and finally become responsible international citizens.

Interviewee 4: In my opinion, English proficiency is very beneficial for ULET because it enables them to communicate effectively with students, regardless of the subject they teach. When ULET have a good command of English, it becomes easier for them to explain complex concepts, answer questions, and engage in discussions with their students. This helps our students grasp the subject matter better and creates a more positive and interactive learning environment.

Interviewee 6: The field of education is constantly evolving, and there are always new teaching methods, approaches, techniques, and technologies that emerge. Most of the cited procedures appear in English before being translated to other languages, which may take years. ULET who are proficient in English can easily access these new approaches, get in touch with the related materials, attend conferences and webinars, and connect with other educators from around the world. All this helps them to stay updated with the latest trends and practices in education and make updates to their teaching styles.

Interviewee 9: *English proficiency can significantly enhance the career prospects of ULET as it opens up a wide range of opportunities for them to work in different higher educational institutions where English is the main language of instruction. It can also help them to improve their English language proficiency to move into leadership roles within their institutions and become globally recognized, as they match the international standards. Moreover, I have learned recently that EMI has become a prerequisite requirement in universities ranking.*

Q4: How does teaching course content in English contribute to students' prospects?

Delivering the different course contents at the tertiary level in English has become increasingly important and popular, acknowledged the informants. It is being adopted as a teaching pedagogy in most non-English speaking communities. Its benefits are credited not only to teachers but also to students who are provided with a dual opportunity of learning: learning the content together with learning the English language. This helps them to engage in international academic activities, apply for post-graduate studies at different international universities, and most importantly have job market opportunities, as English has become an important prerequisite for most of job prospects.

Interviewee 2: *EMI is very important and beneficial for students more than teachers because they directly learn the content of their majors in English rather than relying on translations or summaries, which may be less reliable than the original source. Accordingly, they learn both at the same time, the language and the content. So, they develop their language skills which leads them to be autonomous learners who can rely on themselves to learn more and more and delve into more profound studies.*

Interviewee 5: English nowadays has become a very important parameter in the job market. Therefore, students who benefit from EMI instruction have more opportunities to get a job and meet their career prospects unlike those who do not master this international language. Moreover, they can have the opportunity to apply for jobs in any English-speaking community or even immerse themselves in research.

3-7. Data Interpretation: The Thematic Analysis

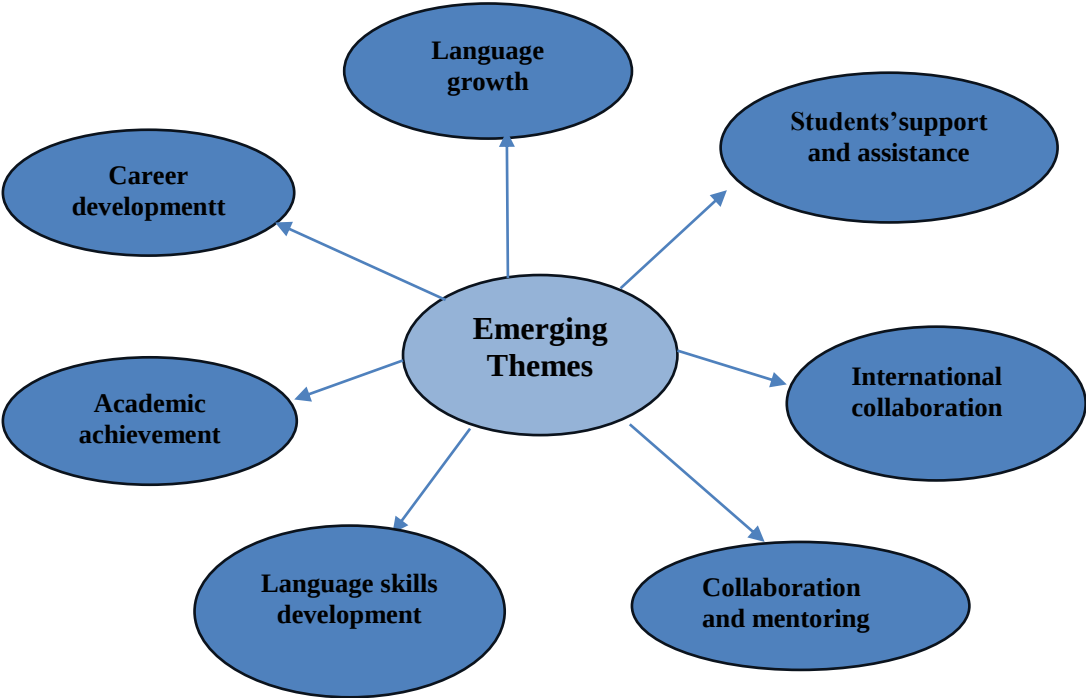
The Thematic Analysis (TA) of the quantitative data is the procedure adopted in this research project to analyze and interpret the interview transcript. Being both dynamic and complex in its analytical process, TA could be taken as the foundation method in qualitative analysis (Holloway & Todres, 2003) susceptible to provide core skills which will be useful for conducting many other kinds of analysis (Braun & Clarke, 2006). The thematic method allows for the analysis of themes and patterns within the data, either through inductive or deductive approaches. The current study employs an inductive approach, a bottom-up technique, wherein themes and patterns emerge from the data itself. In other words, it is the process of analyzing the raw data and engaging in a process of open coding, which involves segmenting data into meaningful units and assigning descriptive codes to match those units. Therefore, the identified themes are closely tied to the collected data set (Patton, 1990). This method can be described as data-driven, as the coding process of the research data, after its collection through interviews, is not constrained by any pre-existing framework or conception of the researcher. Instead, it is derived from the data collection and remains uninfluenced by the analyst's theoretical framework and research interests (Patton, 1990).

Data gathered via the interview has shown the emergence of five major themes from the respondents' attitudes and perceptions concerning the EMI course they were subject to. They were discussed in five face-to-face interviews. The five emerging themes can be summarized as: professional growth and career development, academic achievement and language skills development, collaboration and mentoring, globalization and international collaboration, and students' assistance and support. The emerging themes from TA are illustrated in Figure 2.

4. RESULTS AND DISCUSSION

The thematic analysis of the interview revealed a set of academic benefits participants expressed. Teaching English to ULET from different majors at the Algerian university helps them acquire an English proficiency level that allows them to implement EMI to properly deliver their course contents and engage with students in informative debates and discussions related to the topic of instruction, without experiencing any sort of pressure or anxiety related to their inability to manipulate the language appropriately. Therefore, it develops teachers' linguistic skills and communicative competence on the one hand. On the other hand, EMI enables ULET to immerse in research, have access to first-hand data from original sources, and engage in international research projects collaborating with colleagues sharing similar research interests from all over the world. Thus, it promotes teachers' professional development and career prospects. This goes hand in hand with the findings of Elkhayma (2022).

Figure 2. ULET’s Perceptions of EMI Teaching



Furthermore, teaching in English can also help students develop important transferable skills. Many courses require students to work in teams and provide them with classroom opportunities wherein they deliver individual and group presentations, write reports, and do research, all of which are valuable skills in the workplace. By doing these tasks in English, teacher-students learn how to communicate effectively with colleagues from different cultures and backgrounds, which guarantees more job opportunities, career growth, and expectations. They also become more comfortable expressing their ideas in front of others, which can be a significant advantage in job interviews and professional meetings as stated by Hung (2023) and Hessel and Strand (2023) and Khojah and Shousha (2020). All in all, as Hapsari et al., (2017) put it, “in developing countries, English is often tied to development goals, expansion of the service sector, and increased connectivity to the rest of the world” (p. 35).

Despite these advantages, there are concerns that teaching in English may have some negative consequences for students (Macaro, n.d.). One of the main challenges is that students may struggle to understand the course content if their English proficiency is not high enough, which may lead to low academic performance due mainly to demotivation and low-self-esteem. In addition, students may fail to grasp the complex nuances and details, especially when discussing difficult or abstract concepts (Ismailove et al. 2021). This can limit their ability to engage critically with the learning materials and develop a deep understanding of the subject. Over and above that, EMI may turn into a threat to students' native language and original culture, as many of the foreign language users have been observed to progressively melt within the target language and the culture it vehicles which deprives them of adequate personal growth.

To address these concerns and “to ensure even its limited success, we have to start asking some very difficult questions rather than brushing them under the carpet or by educationalists burying their heads in the sand like ostriches” (Macaro, n.d., p. 7). Universities that adopt EMI pedagogy need to provide appropriate support for students to help them learn better and preserve their cultural identity. This can include offering pre-sessional English courses, providing additional language resources, and creating opportunities for students to practice their English skills in a supportive environment to overcome the initial difficulties and gradually improve their language skills. In parallel, the teaching programs should be centered around course contents, not cultural contents, to encourage learners to escalate their professional development within their native culture as Macaro (n.d.) puts it, “all that can be achieved if we “undertake quality research involving all stakeholders (teachers, students, parents, policymakers, the world of business) associated with the education venture” (p.7).

5. CONCLUSION

While there are valid concerns about the impact of teaching course content in English, the benefits of this approach outweigh the drawbacks. EMI pedagogy, which aims at the internalization of university programs throughout the whole world or globalization of knowledge has a positive impact on all agents of the tertiary sector, namely universities, teachers, and students. Universities which offer more courses in English attract more foreign students and have better reputation, which are important criteria in university ranking systems. Moreover, EMI approach helps ULET as well as students to develop their language skills and improve their English communicative competence to engage in international academic activities. This ensures ULET professional growth and academic development. Students, on the other hand, are provided with the opportunity to succeed in an international job market, improve their understanding of the subject matter, and develop important transferable skills. However, it is crucial for universities to provide appropriate support for students who are studying in a foreign language to ensure that they can fully benefit from this approach without hindering their original language, culture, and identity.

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7. Appendix 1

The objective of the Interview

This interview is part of a research project carried out at the Department of English at the Ecole Normale Supérieure of Constantine (ENSC) to explore unlicensed in English teachers' (ULET) attitudes towards EMI pedagogy in Algeria. There is no correct/ wrong answer; the information you provide will be of great help to the researchers to achieve the objectives of the investigation at hand. Your responses will remain anonymous. Thank you in advance.

Q1: The main objective of adopting EMI in the Algerian universities is the internalization of the programs. After one year of learning English, do you believe you can overcome the challenges you potentially would encounter as ULET?

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Q2: How can educational institutions support non-licensed in English teachers in their English language development?

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Q3: What is, in your opinion, the impact of adopting EMI pedagogy in the tertiary level on the overall teaching/ learning situation in the Algerian context?

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Q4: How does teaching course content in English contribute to students' prospects?

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