



Identifying the Professional Language Skill Needs of Economic Sciences Teachers: Insights from a Needs Analysis

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Abstract

The present research aims to identify the English language needs of teachers in the Department of Economic Sciences at Mila University in order to inform the design of an effective training course. Following an explanatory design, quantitative data from 30 participants is collected via an online questionnaire. The findings revealed that their proficiency remains insufficient to meet the demands of English as medium instruction; greater difficulties were reported in speaking and writing. The study recommends the implementation of an integrated skills approach focusing on productive skills and discipline-specific vocabulary to ensure contextualized learning. The paper informs course design for more successful teacher training programmes.

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1. Introduction

Driven by globalization and dominance in science and technology, English is rapidly moving from a marginal foreign language to a strategic medium of instruction in Algerian higher education. Viewing English as a Medium of Instruction (EMI) as a vehicle for global competitiveness, rankings and graduate employability, recent ministerial decisions mandate EMI across non-English courses in higher education (Mizab, Achouri & Ouarniki, 2026).

Such a new situation inspired research in the field and a considerable number of studies targeted the integration of EMI in the Algerian universities. Major research themes discussed ways of its implementation and coping strategies (e.g. Djaidja & Kadi, 2026; Koriche, 2026), teachers' and learners' attitudes and perceptions towards its implementation, promises and challenges (e.g. Ait Eldjoudi & Djoudir, 2026) together with technology inclusion and use (Lounis, Bennacer & khenioui, 2026).

While some studies listed the geopolitical reasons behind EMI integration and explained the ways in which theory, design and practice can intersect, others focused on learners' and teachers' attitudes and practices in class; yet, teacher professional development and language training has been merely explored. It has been concluded that there is a gap in teachers'

linguistic preparedness which compel teachers adapt themselves to the new EMI classes through applying translanguaging, code switching and self-directed learning (Ait Eldjoudi & Djoudir, 2026). The latter has been attained via subscribing in language courses and training offered by CEIL (Centre d'enseignements intensive des langues), and UFC (University of Continuous Formation). The CEIL within universities offered both language teacher trainers and space to guarantee an efficient onsite English language teaching for non-English specialties lecturers. The training programmes are based on CEFR (The Common European Framework of Reference) classification and well-known teaching materials designed for learners in different contexts. The UFC's hybrid instruction provides an opportunity to learn English starting with basic skills. Besides, the Ministry launched the project of 'Teaching English as a Medium of Instruction in Higher Education (TEMIHE) whose aim is to design and offer Language Massive Open Online courses (LMOOCS) on the Dual digital platform with the help of technical engineers and a number of English language teachers and material designers (Lounis, Bennacer & khenioui, 2026). The formation was compulsory for newly recruited teachers but voluntary for ancient ones. Despite the proposed language training alternatives, teachers showed non-satisfaction and expressed the need for teacher language training and

institutional support (Ait Eldjoudi & Djoudir, 2026). In short, professional development courses, where offered, are often rated as insufficient and poorly designed, with low satisfaction among participants. ESP/EMI teachers are frequently non-specialists in the target discipline, and learners' specific needs are not systematically addressed (Amara, 2025; Benchennane, 2024; Kaid & Labeled, 2025; Khalili, 2025).

To this end, the need for a more structured language instruction and training programmes where courses are designed based on the teachers' needs increased. In other words, the development of a more structured and specialized instruction for content teachers should be built upon a careful analysis of their needs. Reviewing literature reveals that no studies provided reliable findings about content teachers' needs, although it is the threshold of any successful course design. Hence, the present research targets a non-investigated domain which is 'non- English content-teachers' needs assessment'. The aim is not to evaluate any previously provided instruction; the paper seeks to unravel the needs of teachers, namely the teachers of the department of economic science in Mila University, to pave the way for designing an effective training course.

The present paper is guided by one core research question with four associated sub-questions:

- What are the learning needs of content teachers at the department of economic science in Mila University
 - a. What are the teachers' motives and attitudes towards learning English and using it for Instruction?
 - b. What level and pre-requisites do teachers of economic science at Mila University have?
 - c. What language skills do these teachers aim to improve?
 - d. What is the status of technology vis-à-vis language instruction?

Answering these research questions would provide valuable insights into content teachers' actual English language needs, interests, motivation, and challenges. By identifying the specific linguistic and pedagogical areas in which teachers require further support, the study would contribute to the development of more structured, relevant, and meaningful language training programmes. Furthermore, the findings could serve as a useful reference for future needs assessment studies involving teachers from other disciplines and higher education institutions, thereby contributing to a broader understanding of English language training needs within the Algerian higher education context. The study may also provide a basis for evaluating, adapting, and improving existing language

training programmes to ensure that they remain responsive to teachers' evolving professional and linguistic needs.

2. Literature Review

2.1. EMI in Algeria: Attitudes, Pros and Cos

The Algerian Ministry of higher education and scientific research recently (2023-2024) worked to establish EMI in non-English courses in an attempt to promote scientific research and international partnership. Hence, a top-down reform has been initiated with little prior consultation of teachers or learners; the agents of field-implementation. Exploring their attitudes and perceptions towards such a reform, many studies shared almost similar findings.

Lecturers and many students displayed broadly positive attitudes toward EMI, particularly in scientific and technical disciplines. EMI lecturers and students generally acknowledge the high prestige and instrumental value of English in research and technology. Doctoral students often prefer English over French for a number of reasons mainly (a) access to up-to-date scientific literature and research publication, (b) better chances for scholarships and study abroad, (c) enhanced employability and participation in the global job market, and (d) perception of English as the "language of progress" and modernity (Hamzaoui, 2025; Hamzaoui, 2021; Maouche, 2021).

Research underscored a number of expected or observed benefits of EMI in Algeria. First, EMI is framed as a tool to connect Algerian universities with global research networks, improve rankings and attract international students (Amara, 2025; Senouci & Gacem, 2024; Abdat-Hadjadj, 2024; Mansouri, 2025). In social and human sciences, EMI is claimed to have the potential to internationalize local knowledge; it can help project locally grounded theories and concepts onto the global stage if combined with principled, context-sensitive theorizing (Boukezzoula et al., 2025). Second, teaching content through English is expected to enhance students' academic English, especially reading and disciplinary literacy (Amara, 2025; Abdat-Hadjadj, 2024; Hamzaoui, 2025). This English proficiency is essential for participation in a market economy, business communication and specialized professional domains; EMI is thus seen as aligning higher education with economic needs (Benchennane, 2024; Maouche, 2021). Last, in fields such as media and communication, EMI may facilitate direct access to primary sources, agencies, conferences and international professional practice (Touati, 2024).

However, senior lecturers are more likely to display reservations, questioning whether English deserves its rapidly growing status (Touahmia & Bakar, 2024). They are afraid of professional dislocation due to destabilizing their academic

authority established long ago in French (Ait Eldjoudi & Djoudir, 2026).

In practice, lecturers and students alternate between Arabic, French and English within EMI classes to cope with linguistic limitations and content demands (Abdat-Hadjadj, 2024; Amara, 2025; Hamzaoui, 2025; Mansouri, 2025; Touahmia & Bakar, 2024; Maraf, 2024; Maouche, 2021; Mbata, 2025; Saidani & Belmihoub, 2025).

Although the majority of university lecturers expressed their positive attitude towards EMI integration, research consistently highlighted that the Algerian universities are not ready for a sudden, generalized shift to EMI. Reasons behind such a situation include top-down accelerated implementation; EMI has been introduced via ministerial decree with limited needs analysis, piloting or consultation of lecturers and students (Senouci & Gacem, 2024; Mansouri, 2025; Touahmia & Bakar, 2024; Hamzaoui, 2025). Besides, a large proportion of content lecturers lack the English proficiency and pedagogical training required for EMI. Likewise, many students have inadequate English levels to follow complex disciplinary content (Benchennane, 2024; Cheriguene, 2025; Touahmia & Bakar, 2024; Koudded, 2024). Moreover, existing curricula were not necessarily designed with EMI in mind, and course design often ignores local sociolinguistic realities and learner needs. Many EMI classes still rely on traditional,

teacher-centred methods, with limited integration of language support into content teaching (Amara, 2025; Benchennane, 2024; Khalili, 2025; Hadjadj, 2024). The last reason mirrors the sociopolitical and ideological concerns; for some, English is a way out of Francophone dependency; for others, it risks a new form of linguistic imperialism and warned that the “English wave” may drive neoliberal transformations, shadow education, and subtle language shift at the expense of Arabic and Tamazight. In media and public service domains, over-prioritizing English may marginalize local languages and restrict access to information for non-English-speaking citizens (Abdat-Hadjadj, 2024; Mbata, 2025; Touati, 2024; Maouche, 2021; Maraf, 2024).

Henceforth, a set of recurring directions can be recommended to guide a viable implementation of EMI in Algeria. The introduction of EMI gradually, with clear phases (initiation, implementation, evaluation) is highlighted by researchers and teachers who argued for a bottom-up participation by including lecturers, students and local experts in language planning and program design. Besides, the design of systematic teacher professional development programs focused on both language proficiency and EMI pedagogy would ensure they are long-term, needs-based and discipline-sensitive.

The latter emphasizes the fact that Algeria has largely skipped or minimized both

general and targeted needs assessments in its EMI rollout. ESP studies (e.g. Benabdallah, 2025; Benzerdjeb, 2021) reported major gaps between course content and learners' academic/occupational requirements. In this sense, a rigorous Needs Analysis (NA) framework would:

- ✓ Clarify which disciplines and levels are most ready for partial or full EMI and where a translingual-medium or gradual model is more realistic (Amara, 2025; Saidani & Belmihoub, 2025; Mansouri, 2025; Macaro, 2020).
- ✓ Identify concrete language tasks (e.g. reading research, lab reporting, seminars) that EMI students must perform, and the gaps in their current abilities, informing bridging and support courses (Songhori, 2008; Padmadewi et al., 2022; Rahman, 2015; Benzerdjeb, 2021; Macaro, 2020).
- ✓ Map teachers' EMI-specific needs (discipline-specific language, interactive methods, assessment in English), allowing professional development to be tailored and better received (Amara, 2025; Senouci & Gacem, 2024; Kaid & Labed, 2025; Mansouri, 2025; Benabdallah, 2023).
- ✓ Account for institutional means (class sizes, materials, digital

platforms, exposure to authentic input), so EMI implementation matches actual capacities rather than aspirational policy statements (Bocanegra-Valle, 2016; Senouci & Gacem, 2024; Mansouri, 2025; Benabdallah, 2025; Altschuld & Lepicki, 2010).

In sum, needs assessment offers the methodological backbone that the Algerian EMI reform currently lacks. Embedding systematic NA at policy, institutional, and classroom levels is essential if EMI is to move from a politically driven language shift to a pedagogically grounded, context-sensitive reform in Algerian higher education.

2.3. Needs Analysis

In language education, needs analysis is the systematic collection of information about what learners must be able to do in a target situation and what they need in order to learn it, used as the basis for curriculum, materials, and assessment design (Songhori, 2008; Bocanegra-Valle, 2016; Barghamadi, 2020; Rahman, 2015). It identifies the gap between the current state (present abilities, conditions) and the desired state (target competences, performances) (Padmadewi et al., 2022; Stufflebeam, 1985; Altschuld & Lepicki, 2010).

Across ESP and curriculum design, needs analysis is described as “the first step” that gives *validity* and *relevance* to all

subsequent course and test design decisions. It aligns goals, content, methods, and assessment with actual learner requirements and institutional priorities. Besides, it helps prioritize scarce resources and select the most relevant language skills, genres, and tasks, avoiding a one-size-fits-all approach, as it supports evidence-based development of assessment instruments, not only courses. Moreover, it prevents mismatches between what courses offer and what students need for their studies and future work (Altschuld & Lepicki, 2010; Barghamadi, 2020; Songhori, 2008; Benzerdjeb, 2021; Padmadewi et al., 2022; Rahman, 2015; Bocanegra-Valle, 2016; Stufflebeam, 1985; Trendak-Sušlik, 2023).

Needs analysis literature distinguished several complementary types:

- **Target situation needs:** what learners must be able to do in the real-world/academic or professional context (e.g. reading research articles, presenting in English). Common sub-types include **necessities, lacks, wants**; what is required, what is missing, and what learners themselves desire respectively (Padmadewi et al., 2022; Rahman, 2015; Benzerdjeb, 2021).
- **Present situation needs:** learners' current proficiency, strategies, and resources, used to gauge the size of

the gap (Songhori, 2008; Barghamadi, 2020; Rahman, 2015).

- **Learning needs / learning situation analysis:** how learners can best learn including preferred activities, skills focus, input, roles, classroom conditions (Songhori, 2008; Padmadewi et al., 2022; Rahman, 2015).
- **Means/context analysis:** institutional constraints and affordances (e.g. time, materials, teacher expertise, assessment systems) that will shape what is feasible (Bocanegra-Valle, 2016; Barghamadi, 2020; Altschuld & Lepicki, 2010).
- **General vs. targeted needs assessment:** a broad, system-level diagnosis versus a focused analysis of specific learners and local environments; both form a continuum and are the first step in curriculum design (Alroumi & Belcher, 2024; Altschuld & Lepicki, 2010).

Needs assessment can also distinguish *individual vs. group needs*, and *felt/expressed vs. normative/comparative needs*, depending on whether needs come from learners' perceptions, observed behaviours, expert standards, or comparisons between groups (Barghamadi, 2020; Grant, 2002; Abyad & Bandy, 2016).

3. Research Method

The present research followed an explanatory design and utilizes a quantitative approach to collect data via the questionnaire. Quantitative data is collected using Likert-scale items (sections 2,3,4,5) to investigate participants' attitudes towards EMI and technology integration, and to locate their present and target learning needs. The quantitative approach is selected because it helps turning internal- emotional states and subjective self-assessment into measurable data. Likert-scale items allow for situating learners' attitudes and their willingness level to be part of EMI integration and English language learning. Similarly, it helps in identifying the gap between the present and the target situation needs and deciding which skills to teach or focus on. Furthermore, the quantitative approach allows for collecting data from a large number of participants in a short time, and teachers –be they busy- can answer it in few minutes.

Due to the absence of standardized instruments that fully capture the study's specific contextual variables, a researcher-developed questionnaire was constructed. However, the small size of respondents prevented a formal psychometric validation. Instead, content and face validity were established through expert review and the questionnaire was refined based on piloting feedback. The questionnaire was designed and translated

to Arabic for the sake of understanding and to avoid ambiguity. It was randomly distributed to teachers of economic sciences at Mila University via Google Forms following the link: https://docs.google.com/forms/d/e/1FAIpQLSdJyvM5xh8_VIUevf2G8uHE-eVdl_igsXZV_zGQfNPo9v-VFg/viewform?usp=header

Analyzing the needs of lecturers of economic sciences, the present research attempted to cover present situation needs, target situation needs, learning needs and context based on participants' perceptions. Henceforth, the questionnaire is divided into six main sections in an attempt to cover different aspects of participants' needs that help in making appropriate decisions about the course design. The first section seeks background knowledge which may affect participants' perceptions about their needs, section two investigates participants' attitudes towards EMI integration in the Algerian context, section three is devoted for a present situation analysis to diagnose participants' level and pre-requisites, section four aims at identifying participants' target language needs, and section five seeks to find about the context and perceptions of integrating technology within instruction. The last part explores participants' suggestions and recommendations.

4. Population and Sampling

Seeking to describe the needs of non-English content teachers or lecturers, namely the teachers of the department of economic science in Mila University, to pave the way for designing an effective training course, the target population of the present study are EMI teachers, be they learners of English. These teachers may or may not be enrolled in any instruction or language teaching programmes (mentioned earlier in the introduction).

A convenience sampling method was employed wherein the questionnaire was distributed to the teachers at the department of economic sciences at Mila University (92 participants), but the final sample consists of 30 voluntary respondents.

5. Data Analysis and Interpretation

Table 1. General Information

Age	30 to 50 years old
Academic Degree	40% Magister ; 60% Doctorate
Teaching Experience	4 to 27 years of experience

Section Two: Teachers' Motives and Attitudes towards Learning and Using English for Instruction

Table 2. Teachers' Motives and Attitudes

Statements	Mean	Standard deviation
The use of English for instruction at university is a right decision	2.40	1.02
The use of English for instruction at university is a hasty decision	3.07	0.85
The use of English for instruction at university is a decision that reflects teachers' and students contemporary needs	2.63	0.91
Learning English is a must	3.40	0.87
Learning English facilitates the process of teaching	2.73	1.00
Learning English facilitates the scientific research	3.36	0.67
I am motivated and excited to learn English and use it as a medium of instruction	2.90	0.82

Calculating the mean and the standard deviation (SD) for each item indicated that the statement "*Learning English is*

The respondents' answers to the questionnaire are summarized in a table (see the appendix), then descriptive statistics for Likert scale items (the mean and standard deviation) are counted and interpreted.

Section One: General Information

The participants form a representative sample with significant experience (as shown in table 1) in the field of teaching. Their age ranges from 30 to 50 years old which may affect their motivation and attitudes towards learning and using English.

a must" received the highest level of agreement, with a mean score of 3.40 (SD = 0.87), suggesting that most

participants strongly admit the importance of learning English. The statement *"Learning English facilitates scientific research"* obtained also a high mean score of 3.36 (SD = 0.67), reflecting a high degree of consensus among respondents. The latter agreed that *"The use of English for instruction at university is a hasty decision"* (M = 3.07, SD = 0.85) and that they were *"motivated and excited to learn English and use it as a medium of instruction"* (M = 2.90, SD = 0.82). These findings suggest positive attitudes toward learning English, although opinions were somewhat more varied regarding the implementation of EMI. Less agreement (higher SD) is noticed for the statements *"Learning English facilitates the process of teaching"* (M = 2.73, SD = 1.00) and *"The use of English for instruction at university is a decision*

that reflects teachers' and students' contemporary needs" (M = 2.63, SD = 0.91). The lowest mean score was recorded for the statement *"The use of English for instruction at university is a right decision"* (M = 2.40, SD = 1.02), suggesting that participants perceive English as important for learning and research, however, they were less unanimous regarding the adoption of English as the language of instruction to be a right institutional decision.

Section Three: Teachers' Level and Pre-requisites

Before seeking teachers' needs, it is of salient importance to recognize their actual level; knowing the prerequisites is a first step towards an appropriate determination of needs.

Table 3. Teachers' prerequisites

Statements	Mean	Standard Deviation
I can understand simple sentences in English when I hear them	3.13	0.50
I can understand relatively long conversations in the field of interest when listening to them in English	2.53	0.56
I can talk about simple topics using simple English utterances	2.77	0.49
I can speak fluently about topics in the field of interest using English	1.97	0.41
I can read and understand simple statements in English	3.13	0.42
I can read and understand a relatively long text in the field of interest in English	2.87	0.57
I can write simple sentences in English	3.03	0.41
I can write a text or an article in the field of interest in English	2.20	0.59

The highest mean scores were obtained for the statements *"I can understand simple sentences in English when I hear them"* ($M = 3.13$, $SD = 0.50$) and *"I can read and understand simple statements in English"* ($M = 3.13$, $SD = 0.42$). Likewise, participants reported a high level in writing simple sentences in English ($M = 3.03$, $SD = 0.41$) and in reading relatively long texts related to their field of interest ($M = 2.87$, $SD = 0.57$). Moderate ability is expressed in talking about simple topics using basic English expressions ($M = 2.77$, $SD = 0.49$) and understanding relatively long conversations related to their field of interest ($M = 2.53$, $SD = 0.56$). The statement *"I can write a text or an article in the field of interest in English"* obtained a mean score of 2.20 ($SD = 0.59$), while *"I can speak fluently about topics in the field of interest using English"* received the lowest mean of

1.97 ($SD = 0.41$) which indicate that participants cannot use English for advanced academic writing and fluent oral communication.

To sum up, teachers of economy at Mila University claimed to have the necessary level to use English for simple purposes in the four skills; however, this proficiency is absent for more complicated use when targeting specialized discourse that includes reading, writing, listening or speaking. Comparing productive and receptive skills, it has been revealed that the teachers' level in receptive skills (reading and listening) is better than their level in productive skills (speaking and writing). Again, speaking is the most troublesome skill.

Section Four: Teachers' Needs

Table 4. Teachers' needs

Statements	Mean	Standard Deviation
I need to learn English to understand simple conversations of everyday use	2.90	0.71
I need to learn English to understand conversations and presentations in the field of interest	3.23	0.56
I need to learn English to take part in simple conversations of everyday use	2.93	0.74
I need to learn English to talk fluently about topics in the field of interest	3.30	0.60
I need to learn English to read and understand simple sentences	2.97	0.71
I need to learn English to read and understand texts, articles, books in the field of interest	3.23	0.66
I need to learn English to write simple sentences	2.90	0.75
I need to learn English to write texts and articles in the field of interest	3.30	0.64

The descriptive statistics indicate that participants expressed their need to learn English across all language skills, particularly for academic purposes. The highest mean scores were obtained for the statements *"I need to learn English to talk fluently about topics in the field of interest"* ($M = 3.30$, $SD = 0.60$) and *"I need to learn English to write texts and articles in the field of interest"* ($M = 3.30$, $SD = 0.64$). Similarly, they strongly agreed that English is needed to understand conversations and presentations in their field of interest ($M = 3.23$, $SD = 0.56$) and to read and

understand texts, articles, and books related to their discipline ($M = 3.23$, $SD = 0.66$). Although the items targeting reading simple sentences ($M = 2.97$, $SD = 0.71$), participating in simple everyday conversations ($M = 2.93$, $SD = 0.74$), understanding simple everyday conversations ($M = 2.90$, $SD = 0.71$), and writing simple sentences ($M = 2.90$, $SD = 0.75$) received slightly lower mean scores, they still reflect a clear recognition of the need for acquiring basic language skills.

Section Five: Technologies and Instruction in English

Statements	Mean	Standard Deviation
I can use modern technologies (applications, websites, computer programs...) to learn English	3.03	0.59
I can use modern technologies in English to conduct scientific research	2.80	0.70
I can use modern technologies to teach in English	2.57	0.77

The highest mean score was obtained for the statement *"I can use modern technologies (applications, websites, computer programs, etc.) to learn English"* ($M = 3.03$, $SD = 0.59$), suggesting that most respondents were confident in using digital tools to enhance their English learning. The statement *"I can use modern technologies in English to conduct scientific research"* recorded ($M = 2.80$, $SD = 0.70$) suggesting less confidence in such a competence. The lowest mean score was observed for the statement *"I*

can use modern technologies to teach in English" ($M = 2.57$, $SD = 0.77$), indicating that respondents were less confident in employing digital technologies for instructional purposes in English.

The last part of the questionnaire is an open question seeking participants' suggestions vis-à-vis EMI integration. Suggestions provided offer valuable guidance for designing targeted training programs. The call for specialized training workshops in English for

Specific Purposes (ESP) reflects the need for context-relevant instruction that integrates language learning with disciplinary content. This is particularly important in fields like economics, where specific terminology and discourse conventions play a key role. Similarly, the recommendation that English instructors use materials related to the teachers' field of interest aligns with the principles of content-based instruction, which has been shown to enhance both motivation and learning outcomes.

Other suggestions, such as inviting foreign instructors, integrating modern technologies, and establishing language laboratories, point to the importance of creating immersive and interactive learning environments. These approaches can increase exposure to authentic language use and provide opportunities for practice, especially in speaking and listening. The emphasis on an intensive, well-structured curriculum rather than fragmented lectures also highlights the need for coherence and continuity in training programs. Finally, the suggestion to follow a structured learning path that balances communicative practice with grammatical accuracy indicates an awareness of the need for both fluency and correctness.

6. Discussion of Results

The findings of the present study provide important insights into the current state of learning needs among university teachers of economics, highlighting a complex interplay between linguistic competence, professional demands, and individual characteristics. Overall, the results revealed awareness among teachers of the growing importance of EMI, coupled with a noticeable gap between perceived necessity and actual proficiency, particularly in productive skills.

Regarding listening skills, participants reported a relatively high ability to understand simple spoken English ($M = 3.13$, $SD = 0.50$), whereas their ability to understand longer conversations related to their field of interest was considerably lower ($M = 2.53$, $SD = 0.56$). Correspondingly, they expressed a strong need to improve both everyday listening skills ($M = 2.90$, $SD = 0.71$) and, more importantly, their ability to understand academic conversations and presentations ($M = 3.23$, $SD = 0.56$). This suggests that respondents recognized a gap between their current listening competence and the demands of EMI.

Reading skills showed a comparatively smaller gap. Nevertheless, participants still considered further development important, particularly for reading academic texts, articles, and books ($M =$

3.23, SD = 0.66). These findings suggest that although respondents possessed a satisfactory level in reading, they recognized that academic reading requires more advanced language proficiency.

Participants reported a limited ability to speak fluently about topics in their field of interest ($M = 1.97$, $SD = 0.41$). In contrast, the corresponding target need received one of the highest mean scores ($M = 3.30$, $SD = 0.60$), indicating that respondents considered academic oral communication to be a priority for improvement. This substantial difference highlights speaking fluency as one of the greatest areas of need.

The greatest discrepancy after speaking was observed in writing skills. Participants' self-assessed ability to write texts or articles in their field of interest was low ($M = 2.20$, $SD = 0.59$). At the same time, the need to develop academic writing skills was high ($M = 3.30$, $SD = 0.64$). This contrast indicates that respondents were aware that writing for academic purposes requires competencies that they had not yet fully acquired.

6.1. Teachers' Attitudes

Results revealed a nuanced and somewhat ambivalent stance regarding the research question: *What are the teachers' motives and attitudes towards*

learning English and using it for instruction?

On the one hand, the majority of teachers perceive the adoption of English as a medium of instruction (EMI) as a "hasty" institutional decision, this finding aligns with what other studies (Senouci & Gacem, 2024; Mansouri, 2025; Touahmia & Bakar, 2024; Hamzaoui, 2025) revealed suggesting a degree of skepticism about its sudden implementation.; Algerian university teachers argued against the top-down nature of the decision, and showed concern about the lack of linguistic preparedness for both teachers and students and ways to overcome such a barrier.

On the other hand, they overwhelmingly acknowledge that the use of English is inevitable and necessary in today's academic and scientific environment. Supporting a general consensus among university staff, these findings echo the results of previous research (e.g. Hamzaoui, 2025; Maouche, 2021). Such a perception finds rationale in the multiple reasons that support the growing importance of English and EMI .

This dual perspective reflects a pragmatic attitude: while teachers may question the timing or conditions of implementation, they recognize the instrumental value of English in

facilitating teaching, accessing up-to-date knowledge, and engaging in research. Consequently, most participants expressed a genuine interest and motivation to improve their English proficiency.

However, the findings also indicated that motivation is not uniform across the sample; age appears to be a significant variable, with older teachers showing comparatively lower levels of enthusiasm. This resistance may find justification in literature as senior lecturers in other studies showed reservations (Touahmia & Bakar, 2024) and fear of destabilizing their academic authority established long ago in French (Ait Eldjoudi & Djoudir, 2026). Taking this into consideration, training programs should be sensitive to generational differences in motivation and learning readiness.

6.2. Teachers' Pre-requisites

In relation to the research question: *What level and pre-requisites do teachers of economic science at Mila University have?*

The findings highlighted an intermediate level of English proficiency. Teachers generally possess basic competencies that allow them to handle simple communicative tasks across the four skills. For instance, most participants reported being able to understand simple spoken English and

read both simple and discipline-related texts. These findings suggested that teachers have already acquired foundational knowledge, which constitutes a valuable prerequisite for further training. However, their ability to process more complex input such as extended spoken and written discourse in their field is limited. In sum, the data confirmed the claims of previous studies which argued that a considerable number of content lecturers and students lack the English proficiency and pedagogical training required for EMI (Benchennane, 2024; Cheriguene, 2025; Touahmia & Bakar, 2024; Koudded, 2024); while teachers are not beginners, their current level remains insufficient for the demands of EMI, which requires advanced comprehension and communication abilities in specialized contexts.

6.3. Teachers' Learning Needs

The research question: *What language skills do these teachers aim to improve?* is directly addressed through both the self-assessment of proficiency and the expressed needs of participants. The results demonstrated imbalance between receptive skills (reading and listening) and productive skills (speaking and writing). Teachers appear more confident in reading academic texts and understanding basic spoken English, likely due to their exposure to written materials in their field. In contrast,

speaking emerges as a problematic skill, with very few teachers claiming ability to engage in discussions or explaining subject-specific content in English. Writing also presents difficulties when extended or specialized production is required. Teachers highlighted their need to improve all four skills, but with a stronger emphasis on productive abilities. This alignment between perceived weaknesses and expressed needs reinforces the reliability of the findings and underscores the urgency of focusing on communicative competence in any proposed training program.

6.4. Technology Use

Finally, answering the research question: *What is the status of technology vis-à-vis language instruction?* teachers recognized the potential of modern technologies in enhancing language learning, as evidenced by their recommendations to integrate technological tools and establish interactive language laboratories. These suggestions indicate a positive attitude toward the use of technology as a means to create more engaging, flexible, and practice-oriented learning environments. However, such recommendations suggest that the current integration of technology in language instruction is either limited or insufficient. This gap points to an opportunity for innovation in the design of the training course, particularly

through the incorporation of digital resources, online platforms, and interactive tools that can support autonomous and collaborative learning.

By identifying teachers' attitudes, current proficiency levels, priority skill needs, and expectations regarding instructional methods and technology, the research provides a comprehensive needs profile. This profile is essential for designing a targeted and effective English training course tailored to the specific context of economic science teachers at Mila University. Such a course should build on existing competencies, address critical weaknesses especially in speaking and writing, incorporate discipline-specific content (ESP), and make effective use of modern technologies to enhance learning outcomes. Moreover, it should take into account individual differences, particularly age-related factors, to ensure accessibility, motivation, and sustained engagement among all participants.

4. CONCLUSION

In conclusion, the present study set out to identify and analyze the English language needs of teachers of economic sciences at Mila University with the ultimate aim of informing the design of an effective ESP-oriented training course. The findings have provided

coherent picture of the participants' current proficiency, expectations, and priority areas for development.

Based on these findings, it has been confirmed that while the participants have already acquired essential basic language skills, they require further development across the four language skills to reach a level compatible with the requirements of EMI and academic communication. It becomes evident that any proposed training course should adopt an integrated skills approach. All four skills need to be developed in a balanced and coherent manner. However, particular emphasis should be placed on productive skills, especially speaking and writing, as they represent the most significant areas of weakness and are crucial for effective classroom interaction and knowledge transmission. In addition, the integration of language skills should be accompanied by a focus on both economic-specific vocabulary and relevant grammatical structures, ensuring that teachers are equipped to operate confidently within their disciplinary context.

The study also highlights the importance of considering individual and contextual factors, most notably age and motivation, when designing the ESP course. Differences in motivation levels, particularly among older teachers, suggest that training programs should be flexible, supportive, and adapted to

diverse learner profiles in order to enhance engagement and ensure meaningful learning outcomes.

It is important to note that this research constitutes a preliminary step toward a more comprehensive needs analysis. While the findings provide valuable insights, they are primarily based on self-reported data, which may not fully capture the participants' actual proficiency levels. Therefore, future research should incorporate objective assessment tools, such as standardized language tests or performance-based evaluations, to validate and refine the results obtained through the questionnaire.

Furthermore, the number of respondents in the present study is limited to 30 teachers because participation was voluntary; extending population and the scope of investigation through comparative studies across different academic specializations could offer a broader understanding of teachers' needs in higher education. Such comparisons would help determine whether the identified needs are specific to economic sciences or reflect more general trends across disciplines.

In sum, this study underscores the necessity of a carefully designed, needs-based ESP training program that addresses both linguistic and contextual dimensions. By building on the insights

gained, future initiatives can support teachers more effectively in meeting the challenges of using English for instruction and research, thereby contributing to the overall quality and internationalization of higher education.

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Appendix

Table 1. *Summary of the Results*

Section One: General Information				
Age	30 to 50 years old			
Academic Degree	40% Magister ; 60% Doctorate			
Teaching Experience	4 to 27 years of experience			
Section Two: Teachers' Motives and Attitudes towards Learning and Using English for Instruction				
Statements	Strongly agree	Agree	Disagree	Strongly Disagree
The use of English for instruction at university is a right decision	10%	40%	30%	20%
The use of English for instruction at university is a hasty decision	36.7%	36.7%	23.3%	3.3%
The use of English for instruction at university is a decision that reflects teachers' and students contemporary needs	16.7%	40%	33.3%	10%
Learning English is a must	56.7%	33.3%	3.3%	6.7%
Learning English facilitates the process of teaching	26.7%	33.3%	26.7%	13.3%
Learning English facilitates the scientific research	46.4%	42.9%	10.7%	00%
I am motivated and excited to learn English and use it as a medium of instruction	23.3%	50%	20%	6.7%
Section Three: Teachers' Level and Pre-requisites				
I can understand simple sentences in English when I hear them	20%	73%	6.7%	00%
I can understand relatively long conversations in the field of interest when listening to them in English	3.3%	46.7%	50%	00%
I can talk about simple topics using simple English utterances	3.3%	70%	26.7%	00%
I can speak fluently about topics in the field of interest using English	00%	6.7%	83%	10%
I can read and understand simple statements in English	16.7%	80%	3.3%	00%
I can read and understand a relatively long text in the field of interest in English	10%	66.7%	23.3%	00%
I can write simple sentences in English	10%	83.3%	6.7%	00%
I can write a text or an article in the field of interest in English	3.3%	20%	70%	6.7%
Section Four: Teachers' Needs				
I need to learn English to understand simple conversations of everyday use	16.7%	60%	20%	3.3%
I need to learn English to understand conversations and presentations in the field of interest	30%	63.3%	6.7%	00%
I need to learn English to take part in simple conversations of everyday use	20.7%	55.2%	20.7%	3.4%
I need to learn English to talk fluently about topics in the field of interest	36.7%	56.7%	6.7%	00%
I need to learn English to read and understand simple sentences	20%	60%	16.7%	3.3%
I need to learn English to read and understand texts, articles, books in the field of interest	36.7%	50%	13.3%	00%
I need to learn English to write simple sentences	20%	53.3%	23.3%	3.3%
I need to learn English to write texts and articles in the field of interest	40%	50%	10%	00%
Section Five: Technologies and Instruction in English				
I can use modern technologies (applications, websites, computer programs...) to learn English	20%	63.3%	16.7%	00%
I can use modern technologies in English to conduct scientific research	16.7%	46.7%	36.7%	00%
I can use modern technologies to teach in English	10%	43.3%	40%	6.7%