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Exploring the Opportunities and Challenges of the Implementation of English Medium Instruction (EMI) in Higher Education: Case Study of Tahri Mohammed University of Bechar

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Abstract

As globalization continues to shape education, English Medium Instruction (EMI) has emerged as a significant pedagogical approach in higher education. The current study aims at investigating the opportunities and challenges associated with the implementation of EMI at Tahri Mohammed University of Bechar, focusing on its impact on students' language proficiency and academic performance. Methodologically, the research employs a qualitative method approach, using two instruments, including class observation with two (2) teachers, and an interview with eight (8) teachers at Tahri Mohammed University of Bechar to gather insights on their experiences and perceptions of the implementation of EMI in the educational field.The study's findings reveal that while the implementation of English Medium Instruction in higher education has many opportunities for enhancing language skills and global competitiveness, it also entails challenges that require thoughtful strategies and must be addressed.

Keywords: English Medium Instruction (EMI) ; Higher ; Education Opportunities ; Challenges ; Strategies.

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I- Introduction :

The emergence of English as a Medium of Instruction as prominent pedagogical approach marks a significant shift in the educational landscape, reflecting the growing importance of English in a globalized world. This pedagogical approach gives a great importance to the integration of EMI, which creates inclusive learning environments for diverse students enabling them to be more engaged while enhancing their English proficiency. In fact, this approach not only enriches the educational experience, but also equips students with essential communication skills and cultural competencies needed in diverse fields, and empower them to thrive in an interconnected world, preparing them for both academic and professional success.

Despite the potential benefits of this approach, teachers face numerous challenges in its implementation. In this context, the current study aims to address the following research questions:

1. What opportunities arise from implementing EMI in education?
2. What challenges do teachers face when using EMI in the classroom?
3. What are the strategies do teachers believe are essential to address the challenges that they encounter?

Aligned with the research questions, this study proposes three hypotheses to investigate the effectiveness of various strategies and tools that can assist them to get rid of the challenges that they face and enhance their competence and confidence in the performance of their educational task appropriately in multilingual settings.

1. Implementing EMI in education creates various opportunities for improved English proficiency, increased cultural exchange, and enhanced learning outcomes.
2. Teachers in EMI contexts will report lower levels of language proficiency compared to their expectations, impacting their instructional effectiveness.
3. Insufficient training in integrating content and language will correlate with increased challenges in curriculum delivery among instructors in EMI settings.

This current study aims to comprehensively explore the opportunities of the implementation of EMI in the educational field, and the challenges encountered by instructors in EMI context, underscoring the urgent need for the excessive implementation of EMI. By examining the experiences of teachers, this study seeks to identify effective strategies and tools that can enhance their competence and confidence in delivering their courses effectively in multilingual settings.

Many research studies have explored lecturers' attitudes toward English Medium Instruction highlighting varied perspectives from different countries. Additionally, researchers have investigated multiple facets of EMI, including the perceptions of students and teachers, the benefits and drawbacks of EMI, and its impact on academic performance when courses are delivered in English. For example, Huang (2021) identified both the opportunities and challenges associated with EMI in East Asian contexts, stressing the necessity for culturally sensitive teaching strategies. Likewise, Smith (2022) examined EMI's influence in European universities, noting its considerable effect on students' academic performance and language skills. However, Nguyen et al. (2022) found that while universities' enthusiasm for EMI remained high, actual implementation faced significant obstacles, including inadequate faculty preparation and limited resources. Additionally, according to Bouguebs (2025) while EMI presents distinct advantages in facilitating internationalization and improving graduate employability, its efficacy is contingent upon adopting context-sensitive approaches that systematically address the linguistic, pedagogical, and sociocultural challenges prevalent in non-Anglophone higher education systems.

Methodology

The current research methodology outlines the strategy, design, and methods employed to achieve the study's objectives. It provides a comprehensive description of the data collection procedures and the research methods used in this case study.

To investigate the research questions and test the hypotheses, this study employs a qualitative approach, combining two data collection methods: classroom observations and interviews with English language teachers.

Initially, two classroom observations were conducted at Tahri Mohammed University of Bechar to gain direct insights into the classroom environment. Additionally, interviews were conducted with the English language teachers at the same university to explore their professional insights, the benefits of implementing English as a Medium of Instruction, and the challenges they face. Combining these data collection methods ensured a comprehensive understanding of the research problem and enhanced the credibility and reliability of the findings.

Samples of Population

The participants in this study were Algerian higher education teachers from Tahri Mohammed University of Bechar. A total of ten teachers were invited to participate in the study. Classroom observations were conducted with two teachers: one specialized in Biology and the other in Automation.

To explore the benefits and challenges encountered by instructors in the context of English as a Medium of Instruction, interviews were conducted with eight teachers. Among them, two specialized in Economics, one in Psychology, two in Mechanical Engineering, and three in Electronics.

Research Instruments

In order to gather data, two instruments, including class observation, and teachers' interview were used to obtain accurate results and sufficient information from the respondents. Class observation targeted to achieve a thorough understanding of the different teaching strategies used to enhance English proficiency for teachers and students alike. However, teachers' interview attempted to gather insights on their experiences and the challenges that they encounter in EMI context.

II. Literature Review

The integration of EMI plays a crucial role in global education. Nowadays, there are many initiatives towards the emplementation of EMI in the educational field, aiming at enhancing both instructors' and students' knowledge and skills.In fact, teachers' learning is a continuous process that should be tailored to the specific content and methods, which are crucial for ensuring effective instruction. EMI is a framework that aims at improving language proficiency, while delivering subject content. However, instructors face numerous challenges in implementing EMI approach effectively.

II.1 Exploring English Medium of Instruction (EMI)

In recent years, there has been a significant rise in the adoption of English Medium Instruction for students, who use different languages at home. Various definitions for English as a Medium of Instruction have been provided by numerous scholars in the field of education.

II.1.1 Definition

In fact, EMI serves as an educational approach, where part or all curriculum content is delivered in English to students from non-English-speaking backgrounds in their homes and communities. Macaro defined it as "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018) In the sense that English is the main means of instruction for teaching academic subjects to students whose native language is not English. Macaro also stressed on the fact that EMI not only facilitates content learning, but also encourages language acquisition, highlighting the need for effective teaching strategies to support learners.

On the other hand, Tsui (2013) defined EMI as a situation where English is used as the primary language of instruction in an educational institution, where it is not the mother tongue of the majority of students and teachers. This definition highlights the significance of the context in which English Medium Instruction occurs, emphasizing that it may not be the native language of the students and teachers engaged.

Moreover, EMI can facilitate access to high-quality academic materials and resources, much of which are only available in English, thereby enriching the learning experience (Tatzl, 2011). EMI is also perceived as a way to develop English proficiency without negatively impacting content learning (Graham et al, 2018).

Indeed, there is no single conclusive definition of EMI, and these definitions provide different perspectives on EMI concept, addressing its implications for language learning, and emphasizing different aspects such as the context in which it takes place, and the language proficiency required of students.

II.1.2 English as a Global Language

In today's world, English has become the language of international communication and academic research. It is one of the most important means for acquiring access to the world's intellectual and technical resources. It is used as the medium of science, technology and international trade; and as a contact language between nations. It spread throughout the world to the point that it is labeled, ''English as a global language''.

Its emergence as a global language can be traced back to historical, geopolitical, and socio-cultural factors that facilitated its spread and dominance.As a result of British colonial expansion and the rise of the British Empire, English gained prominence as a language of trade, diplomacy, and cultural exchange. The industrial revolution further accelerated the global diffusion of English, as technological advancements and economic growth propelled English-speaking nations to the forefront of global affairs. Today, English serves as a lingua franca in various domains, including business, academia, and digital communication, shaping the dynamics of international discourse and cultural exchange.

English as a global language has transformed educational practices worldwide. It serves as a bridge for communication among students and scholars in many universities throughout the world, and fosters international collaborative research initiatives. In fact, English proficiency has become essential to have access to academic publications, taking part in global conferences, and engaging in cultural exchanges. Moreover, students' proficiency in English will equip them with the skills needed to thrive in an increasingly interconnected world. This linguistic commonality will foster a more interrelated academic community, which adopts English as a means of instruction, and as a consequence enriching the educational experience and

get graduates ready for global citizenship. Furthermore, English plays a pivotal role in the professional development of teachers involved in the emplementation of English as a Medium of Instruction.

II.2 Prospects of the Implementation of EMI in Education

There are some significant prospects that highlight the involvement of EMI in the equipment of teachers with necessary skills and competencies in today's globalized world, they include:

a. Language Proficiency

Among the prospects of EMI is its emphasis on enhancing language proficiency among teachers. As EMI requires teachers to deliver content in English, it necessitates a high level of language competence. This not only improves teachers' ability to communicate effectively, but also enriches their instructional practices, enabling them to engage students more effectively in a language that may not be their first language (Macaro et al., 2020). Moreover, in Wilkinson and Zegers view, EMI can provide students with opportunities to develop their language proficiency, enhance their employability, and gain exposure to different cultures and knowledge (Wilkinson and Zegers, 2019).

b. Enhanced Global Competitiveness

One of the most significant advantages of EMI is its ability to enhance the global competitiveness of educational institutions. Through the availability of English programs, universities can attract diverse students from different countries over the globe, and prepare them for a globalized workforce. As EMI programs often attract international students and faculty, teachers are exposed to a variety of cultural perspectives and educational practices. This exposure not only broadens their understanding of global education trends, but also equips them with the skills that are necessary to pilot multicultural classrooms effectively (Macaro, 2018).

c. Curriculum Development

EMI can provide universities with opportunities to internationalize their curriculum and attract diverse students, foster their critical thinking and prepare them to address complex global challenges. EMI also empowers the development of curricula that integrate language learning with subject content. The integration of language and content learning is crucial for developing students' academic skills and ensuring their success in EMI environments. This measure encourages educators to design lessons that not only convey academic knowledge, but also enhance students' language skills. Such an approach is essential in multilingual classrooms, where students may struggle with both content and language simultaneously (Macaro, 2018).

d. Research Opportunities and Collaboration

Instructors are encouraged to engage in research that explores the complexities of teaching and learning in EMI contexts, contributing to the broader academic discourse on language education (Huang, 2021).This involvement enhances their professional profile, and at the same time informs their teaching practices. EMI promotes a diverse learning environment that encourages students to interact with diverse perspectives and collaborate with peers from different backgrounds. It facilitates collaboration among scholars, and the exchange of knowledge and resources. This teamwork can lead to fruitful results and innovative research outcomes.

e. Pedagogical Strategies

Another important aspect of EMI is the promotion of innovative pedagogical strategies. Teachers engaged in EMI are often encouraged to adopt diverse teaching methods that cater to the varied linguistic backgrounds of their students. This includes the use of interactive and communicative teaching techniques that facilitate active learning and students' engagement (Pun and Macaro,2019). Through the use of these strategies, instructors can create a more inclusive classroom environment that supports all learners, regardless of their initial language proficiency.

f. Assessment Techniques

Educators are prompted to create assessments that accurately reflect students' understanding of content while considering their language proficiency. This focus on appropriate assessment practices ensures that all students are evaluated fairly and can demonstrate their knowledge effectively (Macaro et al., 2020).

g. Career Advancement

As institutions increasingly prioritize English as a medium of instruction, instructors, who are skilled in EMI are often more competitive in the job market. This trend underscores the importance of continuous professional development in language and teaching skills, fostering a culture of lifelong learning among educators (Macaro et al., 2020).

h. Lifelong Learning

EMI also promotes lifelong learning attitudes among students. The fact that it makes them engaged with content in English encourages them to take ownership of their education and develop habits that foster continuous learning and self-improvement. On the whole, these features contribute to a large extent in a more effective and inclusive educational environment; meanwhile, teachers encounter diverse challenges.

II.3 The Challenges of the Implementation of EMI

English Medium Instruction presents several challenges that can impact both teachers and students in higher education settings.

Among these challenges is the varying level of English language proficiency among students. In multilingual classrooms, students may have different backgrounds and language skills, which can create barriers to understand the content being taught. (Macaro et al., 2020).

Another significant challenge is that many teachers may not be adequately trained to deliver content in English. This lack of preparation can result in ineffective teaching practices and a diminished learning experience for students (Huang, 2021).

Moreover, students from diverse backgrounds may have varying expectations regarding classroom behavior, participation, and communication styles. These cultural differences can lead to misunderstandings and conflicts in the classroom, impacting the overall learning atmosphere (Macaro, 2018).

As regards, pedagogy teachers must be trained to deliver courses in English effectively. Within the learning environment, cultural and linguistic differences may exist among students, in this case instructors task is to modify their teaching methods to accommodate these differences. This requires not only language proficiency, but also pedagogical techniques that can be adapted according to students' needs.

Concerning the curriculum, it must be designed according to students' specific language needs , and course materials should be selected according to students' language level. Ushioda and Dörnyei suggested that ''curriculum design should be aligned with the language proficiency level of students and that teachers should be trained to use appropriate teaching strategies''.(Ushioda and Dörnyei,2012)

Besides, assessment practices in EMI can be complex. Traditional assessment methods may not adequately measure students' understanding of content if language proficiency is a factor. Educators must develop assessment strategies that fairly evaluate both content knowledge and language skills, which can be a daunting task (Pun and Macaro, 2019).

Additionally, the implementation of EMI can strain institutional resources. Schools and universities may need to invest in new materials, technology, and infrastructure to support English-language instruction effectively. This financial burden can be challenging for institutions, particularly those with limited budgets (Huang, 2021). Kirkpatrick (2017) summarizes the consequences of EMI by saying that "Teaching remains teacher-centered and, students 'learn' by rote without developing any understanding of what they are memorizing." Ultimately, addressing these challenges is crucial for the successful implementation of EMI and for creating an effective learning environment for all students. Indeed, professional development programs and training are crucial for equipping educators with the necessary skills and confidence to teach in English and succeed in an EMI environment.

III.Research Methodology Framework

In the practical side, this chapter provides the analysis and the discussion of the data collected to examine the opportunities and challenges of the implementation of English Medium of Instruction at Tahri Mohammed University of Bechar. Following the research methodology outlined previously, the researcher administered an analysis and discussion of the findings obtained from classroom observations and teachers' interview.

III.1Data Analysis

In this study, the analysis and interpretation of data collected from both classroom observations and teachers' interview aim to generate valid findings and well-grounded results.

III.1.1. Analysis of Classroom Observation

Classroom observation is a structured method used to monitor, record, and analyze teachers' instructional techniques and learners' interactions within an educational setting. This method involves systematic observation and registration of teaching and learning activities to assess instructional practices, students' engagement and the overall learning environment. This study uses classroom observation as a secondary tool to provide reliable data.

To obtain a comprehensive understanding of the various teaching strategies employed for improving English proficiency for both teachers and students conducted at Tahri Mohamed University of Bechar, the researcher conducted class observation across the university with two (2) teachers. The first session was held with a teacher, who is specialized in Biology, another one was carried out with a teacher specialized in Automation. These class observations aimed at capturing the variety of teaching practices, through teachers' implementation of EMI approach in the teaching process. An analysis of the data gathered from classroom observation is supplied as follows:

The researcher attended the first course on April 14th, 2025, at Bechar University with a teacher specialised in Biology, who in addition to his specialty has a Master degree in English.The session took place from 11h:20 to 12h:50 with a MasterI class of 26 students. The course focused on "anti-biogram".The teacher used clear, simple English while explaining complex biological concepts. Key vocabulary was written on the board and revisited throughout the lesson. The majority of the students were engaged and motivated, their participation was high, and asked relevant questions,

however few of them were not engaged and this was due to English language proficiency barriers. The teacher used technoligical tools, including powerpoint device, in addition to visual aids like diagrams and models that enhanced understanding. She assessed students understanding during the lesson by asking them some quesions according to what have been explained. Generally, the lesson was successful, the integration of technological tools fostered a dynamic learning environment, and the instructor succeeded to effectively linked language and content.

Another class observation was undertaken with a teacher specialised in Automation.It took place at the same university, but this time with third year class of 25 students from 09h40 to 11h10. The teacher started the course by a revision of the previous course, then he introduced the new course, which focused on "Direct Current Motors". He utilized both English and technical jargon relevant to the course, ensuring that students were engaged with both the content and the language. To motivate and attract students' attention, he presented his course through the use of powerpoint device to enhance understanding. But what was noticed in this session is that just five (5) students, who were more engaged and participated because they were fluent in English Language, whereas the rest of the students struggled with technical vocabulary**.** To motivate them, the teacher provided an activity, asking them to work in groups allowing students to explain concepts to one another in English, in order to reinforced their learning. To gauge students' comprehension, the instructor provided some questions about the course, using simple words and gestures and sometimes swich to Arabic to give the opportunity to those, who had language proficiecy problem grasp what had been explained. Generally, what was noticed is that despite the teacher's integration of technological tools language and content were not effectively linked.

III.1.2 Discussion of Classroom Observation

The classroom observations which were performed across two sessions at the university revealed both effective strategies and challenges in the implementation of EMI, and in English language proficiency. The teachers aimed to effectively deliver their courses, and make students' engaged, but their teaching strategies of English varied in impact.

In the first session, although the teacher was flent in English, and employed engaging strategies such as powerpoint device and visual aids, she faced challenges with some students, who were often unwilling to answer or participate, but what was observed is that, although not all the students took part during the session, teacher's strategies, engaging activities, and clear instructions and ongoing assessment fostered a positive environment for developing English speaking skills.

However, in the second session despite the teacher background knowledge of English language, he faced obstacles in delivering his course in an appropriate manner. It was noticed that he needs to improve his level

in English to better deliver his course and make his students more involved. Moreover, most of his students were weak in English. Consequently, it was taugh for them to grasp what was presented.Generally, potential pronunciation issues of the teacher could have negativity impacted students' English speaking and understanding of the course. Time constraints also contributed to rushed lesson in this session, hindering overall effectiveness and potentially limiting students' comprehension of the course.

To sum up, based on these observations the first teacher effective management, engaging strategies, and fostering active participation demonstrated a successful approach that creates a positive learning environment for improving English profeciency. Conversely, the second teacher methods and strategies faced limitations with students' participation and comprehension of the course.

III.2 Teachers' Interview

To explore the benefits and the challenges encountered by instructors in EMI context, a structured interview was conducted as a qualitative research method with eight teachers, as mentioned previously, two of them specialized in economy, one in psychology, two in mechanical engineering, and three of them in electronic. This interview provided an in-depth understanding of the teachers' experiences and strategies in adapting teaching methods to meet students diverse needs.

III.2.1 Interview Data Analysis

To gather the necessary information, a total of seven questions were asked to eight teachers instructing English as a foreign language at Tahri Mohammed University. These questions aimed to collect data on various aspects, such as the benefits and challenges of implementing English Medium Instruction in education, as well as strategies for overcoming these challenges.Teachers' Interview addressed the following questions:

1.According to you, what are the benefits of the implementation of EMI in education?

According to them, the implementation of EMI has significant value in today's globalized world because it provides students with the English language skills that assist them to succeed in international job markets. In the opinion of those who are specialized in mechanical engineering, and those specialized in electronic, the implementation of EMI can improve the quality of higher education in Algeria by exposing students not only to diverse academic cultures and perspectives, but also enhancing their critical thinking skills. Moreover, the one who is specialized in psychology claimed that EMI provides both teachers and students with opportunities to take part in international academic and research communities, publish their research

in different journals with high quality, and attend conferences and seminars worldwide. However, in the view of those who are specialized in economy, it can also contribute in the development of the Algerian economy and its integration into the global economy.

2.How do you integrate language learning into your subject teaching in EMI context?

Concerning the second question, it was noticed is that teachers shared strategies for language integration, such as scaffolding and the use of visuals. To assist students facing hardships, teachers implemented differentiated instruction and collaborative activities. Moreover, the instructors emphasized the importance of engagement through interactive lessons and real-life applications.

3.What challenges do you face in the implementation of EMI?

As regards the challenges that they faced, three of them shared the same view, asserting that many teachers and students may not have the necessary language skills to effectively teach or learn in English. They also claimed that there are instructors, who can be excellent in their discipline, but their English do not help them convey the knowledge they have intelligibly. Moreover, pedagogical skills of some instructors are poor, which results in poor class management. One of them pointed out that EMI has an impact on the preservation of Algerian culture and the use of Arabic, which is the country's official language. As pointed out by Lasagabaster and Sierra,'' teachers may be resistant to EMI, viewing it as a threat to their own language and cultural identity or as an additional burden to an already heavy workload (Lasagabaster and Sierra, 2010). Two teachers mentioned that without adequate preparation, the implementation of EMI could prevent instructors from achieving fruitful outcomes, denying students their basic rights to understanding, communication, discussion, and inquiry due to their weak proficiency in English. The challenge of expecting students with limited English skills to produce accurate translations further complicates the situation.

4.According to you, do all teachers prefer the implementation of EMI?

Some teachers prefer to teach specialized scientific courses in their mother tongue, believing that the English language poses both academic and social challenges for students.

5.How do you handle students who struggle with understanding complex concepts in English?

To support students struggling with complex concepts, according to the teachers a variety of strategies tailored to students' specific needs should be employed. Those who are specialized in economy pointed out that they simplify the language used in their explanations, breaking down difficult terms and phrases into more manageable parts. As regards the teacher of psychology and those who are specialized in mechanical engineering claimed that they incorporate visual aids, such as diagrams and videos, to help illustrate the concepts clearly. However, the teachers of electronic asserted that they encourage collaborative learning by facilitating group discussions and peer tutoring, allowing students to learn from one another. What is noticed is that all of the teachers shared that regular feedback and open communication are vital, in order to ensure that students feel comfortable asking questions and seeking clarification when needed.

6. How do you ensure that your students remain engaged in an EMI setting?

To keep students engaged in an English Medium Instruction setting, teachers focus on creating interactive and relevant learning environment, where students feel valued and motivated to share their thoughts. According to the teacher of psychology and those who are specialized in economy, the teacher should incorporate a variety of teaching methods, including diverse critical thinking activities, discussions, and real-world applications that are linked to students' interests and experiences. Those who belong to the fields of mechanical engineering, and electronic pointed out that they use technology to enhance lessons, and integrate multimedia tools that encourage active participation, leading to deeper discussions and enhanced learning.

7. What support do you think would help you overcome the challenges you face?

To address the difficulties faced in an EMI context, teachers highlighted the importance of professional development. They noted that workshops and training could significantly enhance their teaching practices and expressed a desire for ongoing support and resources to address the challenges that they face. They also added that collaboration with experienced instructors and sharing best practices would also be beneficial. Furthermore, according to them, suitable teaching materials that cater to diverse language abilities would be supportive for both students and teachers. Overall, all the teachers focused on the institution ongoing support that would inevitably contribute to the achievement of fruitful results and great success.

III.2.2 Discussion of the Interview Findings

The results of the interview reveal that the implementation of EMI offers many opportunities for teachers; meanwhile, they face many challenges in its integration. Teachers believe that EMI is beneficial. Specialized disciplines such as mechanical and electronic engineering underscore how EMI not only enriches the educational experience by exposing students to diverse academic cultures, but also enhances critical thinking skills, which are essential for personal and professional growth. A psychology instructor emphasized that EMI opens pathways for both students and teachers to engage with international academic and research communities, enhancing opportunities for publishing in reputable journals and participating in global conferences. Furthermore, those in the field of economics articulated that EMI could contribute to the development of Algeria's economy and its integration into the global marketplace.

It is highlighted that teachers tried their best to employ effective strategies like scaffolding and differentiated instruction to support multiple students' needs; however, they encountered difficulty of balancing content comprehension with language acquisition.

Despite EMI several benefits, significant challenges persist, including a lack of necessary language skills among both students and teachers, which can impede effective teaching. Additionally, concerns about the impact of EMI on Arab culture and language were articulated, highlighting potential resistance to its implementation. Moreover, some teachers were in favour of teaching specialized scientific courses in the mother tongue, arguing that English poses both academic and social challenges for many students.

In terms of maintaining students' engagement in an EMI environment, teachers across the different disciplines mentioned previously, pointed out the importance of employing diverse teaching methods, from critical thinking activities to discussions linked to real-life applications, which cater to students' interests. The integration of technology is particularly noted in fields like mechanical and electronic engineering, where technological tools are used to enhance lessons and promote active participation.

Furthermore, the teachers recognized the critical role of professional development in enhancing their teaching practices, yet they also called for more sustained support and resources to get rid of the different challenges that they encounter.

Overall, it was observed that content comprehension with language acquisition remains a significant hurdle, and the interaction with the teachers emphasizes the need for ongoing collaboration and targeted training to foster effective language learning within the Algerian educational landscape.

IV- Conclusion:

In sum, the implementation of EMI in higher education presents a complex interplay of opportunities and challenges. Williams (2015) argues that the challenges to the learning process of using English as a language of instruction are greater than opportunities for all parties, and this may be a natural consequence of implementing an accelerated language policy without paying attention to the necessary academic support. However, Kim (2011) believes that the purpose of this type of education is to upgrade the global and local ranking of institutions rather than the needs of students. It is worth saying that teachers must not only deliver content, but also have language proficiency and advanced pedagogical skills strategies tailored to diverse learners, and develop specialized knowledge to meet learners' specific needs.

The findings reveal that teachers grapple with issues such as language proficiency, curriculum integration, insufficient training in integrating content and language, lack of resources, and there is an urgent need for comprehensive professional development that equips instructors with the strategies necessary for success.

Despite these hindrances, efforts are underway to develop language proficiency programs for teachers and students, improve the quality of English-language teaching materials, and increase the number of qualified English-speaking teachers. On the whole, through EMI implementation, Algerian higher education institutions hope to provide their students with the skills and knowledge they need to compete in the global economy, gain success in an increasingly globalized world, and contribute to the development of the country.

To realize the potential of EMI, it is recommended that the implementation of this approach in higher education requires careful consideration, planning, and a step by step process. Also, policymakers should provide support for teachers to ensure effective EMI implementation and address any challenges that may arise. For instance, as stated by Hu and McKay, "teachers need to be equipped with the necessary pedagogical skills and language proficiency to effectively implement EMI and ensure student success"(Hu and McKay, 2018).Furthermore, institutions should adopt a strategic approach that includes language support services, by providing tutoring and workshops, to assist students in developing their English skills. In addition to professional development for educators and the faculty as a whole through the adoption of ongoing training and resources for faculty, which can help alleviate resistance and enhance teaching effectiveness. Additionally, incorporating local contexts and perspectives into EMI curricula can promote inclusivity and respect for linguistic diversity. It is also worth saying that continued research and dialogue are essential to adapt and improve effective EMI practices and foster successful learning environments.

Indeed, ongoing professional development in English empowers teachers to refine their instructional practices, and ultimately improve students' outcomes, and adapt to the evolving demands of an interconnected world.

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