

EMI in Algerian Higher Education: Investigating Teachers' Readiness, Professional Development and Classroom Realities

Fatma Zohra HADJ AMEUR*

FLPATP Lab

English Department

Tlemcen University

fatmazohra.hadjameur@univ-tlemcen.dz

Bouchra BRAHIMI

RIDILCA Lab,

English Department,

Blida 2 University

b.brahimi@univ-blida2.dz

Date of submission: 12-04-2026

Date of acceptance: 10-06-2026

Abstract:

Following the 2023 policy introducing English as a Medium of Instruction (EMI) in Algerian universities, this study investigates content teachers' readiness, their reported experiences and perceptions of professional development programs, in addition to their classroom challenges and coping strategies. Data were collected using an online questionnaire completed by 41 Algerian teachers from diverse disciplines and universities. The findings revealed a gap between policy aspirations and classroom realities: despite teachers' positive attitudes, their readiness remains limited, primarily due to language difficulties. Students' limited English proficiency and reduced engagement also emerged as prominent challenges that hindered EMI and prompted teachers to adopt coping strategies, such as self-directed learning and gradual integration of EMI (namely through code switching). Furthermore, the findings suggest the inadequacy of existing training programs in effectively supporting teachers' linguistic and pedagogical needs. Accordingly, this study proposes recommendations to mitigate the challenges encountered in EMI classrooms, including more targeted professional development initiatives and the strengthening of institutional support for teachers and students alike.

Keywords: Higher Education; English-Medium Instruction (EMI); Challenges; Professional Development; Readiness

* - Corresponding author.

Introduction:

In today's era of globalization, the powerful influence of the English language, often referred to as Englishization, has sparked a surge not only in learning English but also in teaching through it. Among the many languages spoken around the world, English holds a central position as a global lingua franca, bridging communication between speakers with diverse linguistic backgrounds. The globalization of the English language is further reflected in its pronounced proliferation across various sectors, including media, business, technology, education and academia. This pervasive presence has created both a need and a demand for English language proficiency as a gateway to accessing international knowledge, seeking economic opportunities, as well as fostering intercultural collaboration and exchange. Alfarhan (2016) argues that being proficient in English functions both as an instrument for individuals to acquire the key skills necessary in today's world and as a form of cultural capital for understanding modern society in general. Hence, because English proficiency is usually seen as instrumental for achieving self-sufficiency and economic success, many people in developing countries learn English to enhance their employability (Alfarhan, 2016). As a result, globalization has prompted a rising trend towards using English as a Medium of Instruction (EMI) in countries seeking to strengthen their English communication capacities (Hamid et al., 2013).

In keeping with this trend, Algeria has implemented EMI in higher education starting from September 2023, replacing Arabic and French mainly in scientific and technical fields. Algerian policy makers, driven by recent changes in political, economic and scientific priorities, have actively called for expanding the use of English, namely in education, culminating in its introduction as a subject in primary schools in 2022 and its subsequent adoption as EMI in universities the following year (Ghouali & Bouabdallah, 2024). Messeded (2023) maintains that there are varied reasons behind this language policy change, but, in principle, they aim to expand the Algerian university's visibility internationally and endow its students with the needed competencies to compete more successfully in the 21st century. In the same vein, Wilkinson (2012) maintains that what has accelerated the trend of EMI is the advent of ranking institutions by establishing

criteria against which they are compared, which created a feeling of competitiveness that may have been somewhat trivial beforehand. In other words, due to its global status, English has become the language of instruction, likely due to being the evident option (Kirkpatrick, 2014).

Coinciding with the introduction of EMI in 2023, the Algerian Ministry of Higher Education and Scientific Research has initiated professional development training programs in Algerian universities to prepare teachers to teach in English. Nevertheless, after decades of teaching in Arabic and French, this relatively rapid shift indicates that it will not be devoid of challenges, posing important questions to be addressed. Firstly, it is crucial to examine content teachers' preparedness for EMI, namely in terms of their perceived self-efficacy and whether they view EMI positively or negatively, given that these factors largely shape how successfully EMI is implemented. It is equally important to explore their experiences and perceptions of EMI professional development programs in order to gain insights into the adequacy of these initiatives and identify teachers' needs. Moreover, investigating the challenges encountered by teachers and their coping strategies could provide insights into their classroom realities and the effectiveness of EMI implementation following the 2023 reform. Accordingly, the present study seeks to inform the following research questions:

- 1) To what extent are Algerian content teachers ready for EMI, taking into account their general attitudes and confidence in teaching in English?
- 2) What are their reported experiences and perceptions of EMI-oriented professional development programs?
- 3) What challenges do they encounter in EMI classrooms, and what coping strategies do they use to mitigate them?

By exploring content teachers' perspectives, this descriptive study aims to contribute to the developing body of knowledge on EMI in Algeria specifically, and in non-English-speaking countries broadly, as well as offer insights for enhancing the effectiveness and sustainability of EMI initiatives in Algerian tertiary education.

1. Literature Review

1.1 The Global Rise of English Medium Instruction (EMI)

Using English as a Medium of Instruction (MOI) has been a growing trend due to the substantial effect of globalization on education (Hamid et al., 2013). It is also referred to as 'English Medium Instruction' or EMI (Basturkmen, 2018; Macaro et al., 2018), and is considered a global phenomenon that contributes to the broader role of English as a lingua franca.

English has primarily expanded as a medium of communication, serving as a global tool that maintains interaction. The concept of English as a lingua franca points out its primary function in promoting communication across linguistic boundaries (House, 2002 in Elder & Davies, 2006). Similarly, Coleman (2006) suggests that "the world will become diglossic, with one language for local communication, culture and expression of identity, and another – English – for wider and more formal communication, especially in writing" (p. 11). It is also worth mentioning that the growth of business and industry and the communication between business communities brought the necessity to use English, which has penetrated deeply into these domains (Crystal, 2003). Many people all over the world, especially in developing countries, strive to learn the language aspiring for a good job. Alfarhan (2016) confirms this fact by mentioning that "people in the third world countries seek to learn English so that they can get a good job" (p. 2).

EMI has proliferated as a pedagogical approach in higher education in non-English speaking environments (Richards & Pun, 2023; Walkinshaw et al., 2017). Policy makers across educational institutions often promote EMI instruction to prepare graduates for international mobility and foster institutional standing (Piller & Cho, 2013).

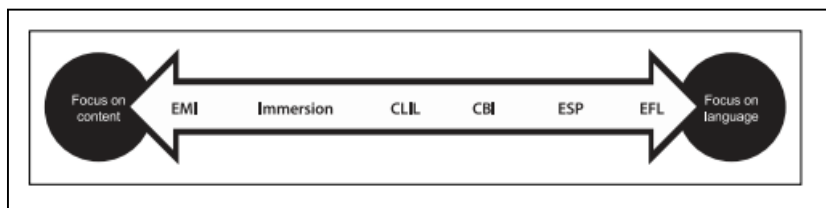
The rationale for EMI is multifaceted. It aims to improve students' English proficiency, facilitating communication and enhancing economic competitiveness (Richards & Pun, 2023). Moreover, EMI is closely linked to the internationalization of education (Dearden, 2014) through providing students and researchers opportunities to pursue academic and professional careers overseas. In this regard, EMI is perceived as a policy tool to align higher education with international standards.

1.2 EMI in Higher Education

Since the 1960s, English has become the medium of instruction in advanced courses at various universities in non-English-speaking,

higher education contexts (Crystal, 2003). Its prominence is remarkably noticeable in numerous fields. These include aviation, where it serves primarily as the universally recognized language for air traffic controllers and pilots (Assassi, 2020); information and communication technologies, a field that relies heavily on the use of this language (Benmammar, 2020); mathematics (Huang & Chou, 2024) and engineering sciences which require high English writing proficiency to facilitate international publication (Hart, 2016). Likewise, the remarkable development in the field of science increases the need to learn the English language to easily access the learning resources and reading materials produced in English.

The global picture of EMI stands within the spectrum of content and language. Its definition appears to be fluid. When the content of a discipline in any educational context is taught in a language other than the local language, this is sometimes labelled as ‘immersion’, ‘content-based language learning’, ‘content and language integrated learning’ (CLIL), or EMI, usually when it is applied to higher education (Macaro et al., 2018). The author pointed to these variations in EMI terminology, while other scholars such as Coleman (2006) report that CLIL for instance is a pedagogical model of language learning. Meanwhile EMI is defined 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 et al., 2018, p. 37). It also plays an important role in portraying English as a lingua franca (Galloway et al., 2017) and addressing its usage through focusing on content delivery within the classroom (Karabay & Durrani, 2024). Richards and Pun (2023), drawing on Thompson and McKinley (2018), portray EMI concept variations along a continuum, as shown in Figure 1, illustrating its diversity across contexts.



Source: Richards & Pun, 2023, p. 4; adapted from Thompson & McKinley, 2018, p. 3.

Figure 1. *Continuum of EMI*

1.3 EMI in the Algerian Context

Globally, there has been a rapid growth of EMI provision at the tertiary level (Dearden, 2014). Policies of implementation around the world vary significantly according to sociolinguistic factors; however, they all aim to enable individuals from different linguistic and geographical backgrounds to perform interactions at the international level.

Unlike other countries where the English language holds a high international status, the Algerian linguistic background has mainly been dominated by the French language as a direct result of colonial legacies (Bouhmama & Dendane, 2018; Troudi, 2022). While French still holds a solid status in the educational system and society, recent reforms mark a shift toward English. In this regard, Chemami (2011) calls for a plurilingual policy instead of one that “favors French and English as prestigious languages of sciences and technology and Arabic as a language of tradition” (in Troudi, 2022, p. 139).

Recent studies confirm that Algerian students and teachers consider English as a gateway to international academic and employment opportunities (Belmihoub, 2018; Benabdallah, 2023; Medfouni, 2020). In the same vein, the Algerian government has made a decision and taken concrete steps to foster the use of the English language in higher education. Policy reforms in 2023 mandated EMI implementation, specifically in scientific and technical fields (Hamane, 2023; Khenioui & Boulkroun, 2023).

The Algerian higher education system has established some measures to reach a long-term objective, which consists of implementing English as the language of teaching and learning in Algerian universities (Touahmia & Bakar, 2024). Although this move will create new opportunities for Algerian students and bring about positive results for the Algerian higher education system, it is worth noting that the process of implementation of EMI holds significant hurdles, including lecturers' readiness in using the language in their courses, the required pedagogy and classroom realities (Touahmia & Bakar, 2024).

A few studies have been conducted on teachers' and students' attitudes towards the English language and its instruction in the Algerian context (Belmihoub, 2018; Benabdallah, 2023; Chemami, 2011; Medfouni, 2020; Touahmia & Bakar, 2024), nevertheless, Algerian content teachers' perceptions about their preparedness for the implementation of English at the tertiary level has not been sufficiently examined. Understanding lecturers' and students' attitudes for language planning and EMI implementation in higher education is very important (Mekroud, 2017); yet, it is equally important to inquire about EMI teachers' linguistic challenges in content delivery and classroom practices as these directly influence the feasibility of EMI programs (Ouarniki, 2023). Addressing such challenges offers educationists and stakeholders valuable insights to gauge the effectiveness of this language policy (Lasagabaster & Sierra, 2009, in Ouarniki, 2023).

1.4 Content Teacher Readiness and Challenges in EMI

Teacher readiness is a critical element in EMI implementation in higher education. Many studies highlight the instructor's linguistic competence as a key factor in the effectiveness of EMI teaching (Dearden, 2014; Ryhan, 2014). It has been reported that content teachers encounter challenges in language proficiency (Ryhan, 2014; Karabay & Durrani, 2024), which can make it difficult for them to produce and deliver course materials effectively in English (Shimauchi, 2018), thus shaping a negative attitude towards English-medium instruction (Abdaoui & El Aggoune, 2023).

EMI content teachers may be using the language with varied levels of proficiency. In a study conducted by Dearden (2014) with teachers from 55 countries, it was noticed that "sometimes the [their] level of English was thought to be very basic, and inadequate for teaching an academic subject" (p. 27). Teachers' English proficiency needs improvement to provide an efficient transfer of knowledge (Hamied & Lengkanawati, 2018) because "a minimum requirement would be a sufficiently high level of English proficiency to be able to operate in that language" (Dearden, 2014, p. 23).

EMI teachers with limited language ability may avoid asking questions in the classroom to avoid interaction within the classroom (Richards & Pun, 2023), which decreases their confidence in using the language (Ryhan, 2014), thus resorting to L1 to explain the content (Cheng, 2017). They may also feel frustrated as they will have to use

new teaching resources (Oktaviani, 2019), which may not always be available, and this further complicates the instruction process (Bouzidi, 2024).

Challenges are also tied to students' low English proficiency, which compels teachers to resort to code-switching to bridge the communication gap. In the same vein, teachers may integrate another language, such as French, as a translanguaging pedagogy, which can be interpreted as a spontaneous teaching practice where the teacher operates two or more languages to share knowledge (Saidani & Belmihoub, 2025).

Not only English proficiency but also students' motivation to embrace EMI instruction affects the nature and quality of the delivered content (Hamane, 2023; Khenioui & Boulkroun, 2023).

Moreover, teacher-training quality represents one of the challenges in implementing EMI, which should be conducted adequately to help teachers respond to the requirements of the teaching situation (Ghouali & Bouabdallah, 2024).

1.5 Professional Development and Coping Strategies

Professional development is globally known as essential for supporting EMI courses. Studies highlight that training programs often do not succeed in meeting the teacher's discipline-related and pedagogical needs (Ouarniki, 2023; Sahan et al., 2021).

The nature of EMI courses requires instructors to develop not only disciplinary competence but also English language proficiency. Macaro and Aizawa (2024) emphasize the absence of interdisciplinary collaboration between language and content experts in EMI research. Similarly, Smit (2023) points out the constructive collaboration between academic content specialists and English Language Teaching (ELT) professionals to ensure discipline-specific teaching models and to help impart knowledge to students in an adequate pedagogical way. Smit (2023) maintains that effective collaboration between content and ELT specialists requires not only an understanding of EMI and its variability, but also a commitment to carefully examining the particular EMI context at hand.

To overcome these challenges, it is recommended that EMI teachers rely on strategies, such as self-directed learning and code-switching. It is also important to promote EMI content delivery by providing professional development opportunities for content teachers

(Ouarniki, 2023; Sahan et al, 2021) and introducing English gradually into classroom practices. Different academic disciplines may demand unique discipline-specific pedagogical skills (Macaro & Aizawa, 2024).

The training should also reinforce teachers' capacity to impart knowledge and promote intercultural competence as the content teacher's role lies majorly on developing students' disciplinary knowledge besides addressing language concerns that may arise in the classroom (Basturkmen, 2014). As Amara and Hanifi suggest (2024), EMI implementation requires language policy planning so that to acknowledge contextual variation and support the teacher's ongoing growth.

2. Methodology

2.1 Research Design

The study employed a cross-sectional survey design using a questionnaire with mixed-item types. The questionnaire was utilized for data collection because it offers several advantages. Namely, it permits the collection of quantitative and qualitative data, it makes it possible to access many participants at once, and it allows participants to respond comfortably without time and place constraints.

2.2 Research Instrument Description and Design

Table 1. *Questionnaire Description*

Section	Questionnaire Items
General Background Information	- What university are you affiliated with? (open-ended) - What academic degree do you hold? - o Magister - o Doctorate - o Master - o Other - How long have you been teaching at university? - o Less than five years - o 5 to 10 years - o More than 10 years - What is your field of speciality? (open-ended)
Teachers' Readiness for EMI (RQ1)	- To what extent do you agree with the following? I think that the implementation of English as a medium of instruction in Algerian universities can...<i>Help bring the educational system in line with international standards and improve the quality of higher education...</i>(7 other scale items; see Table 4) - How confident do you feel in your ability to deliver

EMI in Algerian Higher Education: Investigating Teachers' Readiness, Professional Development and Classroom Realities

	lectures entirely in English? (1-5 linear-numeric scale item) - In your opinion, how important is it for Algerian university teachers to be good at English to deliver successful lectures with the recent implementation of English as a medium of instruction? (1-5 linear-numeric scale item)
Content Teachers and EMI-Oriented Professional Development Training Programs (RQ2)	- Have you participated in any training program aimed at preparing you to teach in English? (Yes/No) - If you answered with 'yes', how satisfied are you with the content and effectiveness of the training program you have participated in? (1-5 linear-numeric scale item) - What would you suggest for improving the effectiveness of professional development programs and support mechanisms available for preparing university teachers to teach in English? (open-ended)
Teachers' Reported Classroom Challenges and Coping Strategies (RQ3)	- Have you personally worked on improving your English language proficiency outside of formal training programs? (Yes/No) - Have you faced or noticed any opposition or dissatisfaction from students regarding the use of English as a medium of instruction? (Yes/No) - What other challenges, if any, do you face when using English as a medium of instruction in teaching? (open-ended) - How do you deal with these challenges? (open-ended) - If you have any further suggestions or concerns about the implementation of English as a medium of instruction in Algerian higher education, please share them below. (open-ended)

Table 1 provides a full description of the questionnaire items. The questionnaire consisted of four sections designed to collect data on participants' profiles, their readiness for EMI (RQ1), their reported experiences and perceptions of EMI training programs (RQ2), and their classroom challenges and coping strategies (RQ3), respectively. The questionnaire contains 22 items in total, comprising 16 closed-ended items, such as Multiple-Choice questions (MCQs), Likert scale, linear-numeric scale, and Yes-No format items, in addition to 6 open-ended items.

The questionnaire was developed de novo based on the research questions and the literature review to ensure alignment between the content of the questionnaire and the study's objectives. The items were worded carefully to ensure clarity and accessibility for respondents.

Additionally, to accommodate multilingual participants, including those with varying levels of English proficiency, respondents were invited to complete the questionnaire in English, Arabic, or French. Nevertheless, the absence of piloting is acknowledged as a methodological limitation, given that pilot testing constitutes an important step typically undertaken prior to instrument administration in survey research. Future studies are therefore encouraged to implement a refined version of the instrument following proper piloting procedures.

2.3 Procedures of Data Collection and Analysis

The questionnaire was administered online as a Google Forms link to teachers to complete voluntarily; it was administered both via email and by sharing the Google Form on a Facebook group related to higher education in Algeria. Although the questionnaire items were in English, participants were invited to respond in whatever language they felt comfortable (English, Arabic, or French), since their responses could be translated into English during data analysis.

The questionnaire data were analyzed both quantitatively and qualitatively. The former consisted of calculating percentages for participants' responses to closed-ended items, while the latter involved thematically categorizing their answers to open-ended items. Although the quantitative analysis primarily relied on calculating percentages, two inferential statistical tests were conducted in R (a statistical computing environment comparable to SPSS and widely used for data management and statistical analysis). In particular, a chi-square test was performed to examine whether the association between participants' teaching experience and their reported attendance of EMI training was statistically significant. In addition, a Mann-Whitney U test was performed to investigate the relationship between participation in EMI training and self-reported confidence in teaching entirely in English.

2.4 Participants

The study relied on maximum variation sampling, a sampling approach whereby individuals with different forms of experience are considered (e.g., L2 learners from all proficiency levels), with the assumption that a heterogeneous sample could yield varied and inclusive data (Dörnyei, 2007). Accordingly, Algerian content teachers with varying levels of teaching experience and from different

universities and disciplines were invited to complete the questionnaire. In total, 41 teachers voluntarily participated in the study. Although the sample reflects diversity in terms of teaching experience, institutional affiliation, and disciplinary background, it should be clarified that its small size and self-selected rather than random nature constrain the generalizability of the findings. In other words, the findings should not be viewed as representative of all EMI practitioners in Algeria. Instead, they should be interpreted cautiously as exploratory insights into teachers' perceptions, experiences, and professional development needs within the Algerian EMI context. Participants' professional profiles are presented below.

Table 2. *Participants' Affiliations*

Affiliation	N (%)
USTHB (L'université des sciences et de la technologie Houari-Boumédiène)	5 (12.2%)
Constantine 2 University	5 (12.2%)
Blida 2 University	5 (12.2%)
El Taraf University	4 (9.8%)
Setif 1 University	4 (9.8%)
Tlemcen University	3 (7.3%)
Constantine 1 University	2 (4.9%)
Other: Adrar University, Annaba University, Batna University, Blida 1 University, Chlef University, École Nationale Supérieure de Statistique et d'Économie Appliquée (ENSSEA), Guelma University, Higher School of Management (Tlemcen), Jijel University, Medea University, Oran 1 University, Tebessa University, The National Higher School of Tourism (ENST).	1 (2.4%) for each
Total	41 (100%)

Table 2 outlines participants' affiliations. The 41 surveyed teachers in this study are affiliated with 20 different higher education institutions across various regions in Algeria, including universities in Central and North-Central Algeria, Eastern Algeria, Western Algeria, and Southern Algeria.

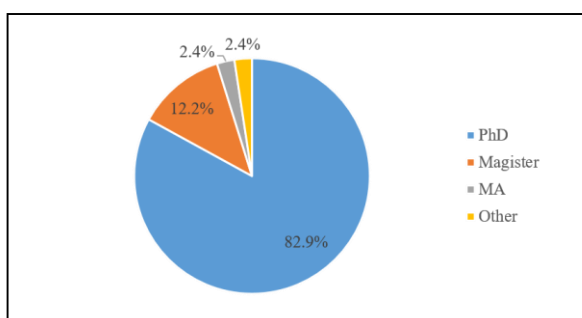


Figure 2. Academic Degree

Figure 2 demonstrates the distribution of the sample in terms of academic qualification or degree, and it shows that the majority of the participants (n=34, 82.9%) are PhD holders.

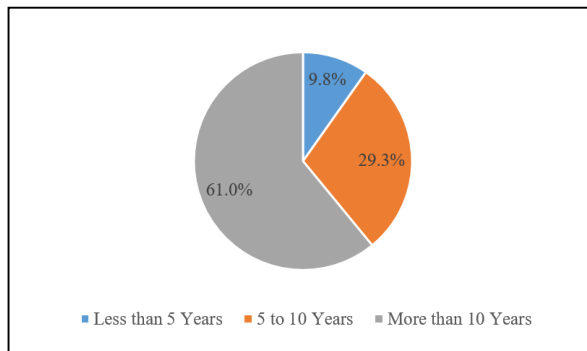


Figure 3. Teaching Experience

Figure 3 shows that most participants in the study (n= 25, 61%) are more experienced teachers with more than 10 years of experience; some of them (n= 12, 29.3%) are in their mid-career with 5 to 10 years of teaching experience, and only 4 teachers (9.8%) are still in their early career with less than 5 years of experience.

Table 3. Field of Specialization

Discipline	N (%)
Computer Science/ IT	10 (24.4%)
Electronics and Electrical Engineering	4 (9.8%)
Management	4 (9.8%)

EMI in Algerian Higher Education: Investigating Teachers' Readiness, Professional Development and Classroom Realities

Biology	3 (7.3%)
Veterinary Sciences	2 (4.9%)
Architecture	2 (4.9%)
Mathematics	2 (4.9%)
Other: Automation, Control Engineering, Economics, Food Sciences, Information and Communication Sciences, Language and Speech Therapy, Law, Library and Information Science, Marketing, Material Sciences, Mechanical Engineering, Optics and Fine Mechanics, Physics, Thermal Engineering.	1 (2.4%) for each
Total	41 (100%)

The surveyed participants specialize in different academic fields, reflecting the interdisciplinary nature of EMI in Algerian tertiary education. As presented in Table 3, the distribution of the sample revealed a marked concentration in technical and scientific fields, namely Computer Science, in addition to Electrical Engineering, Biology, Veterinary Sciences and Mathematics, alongside other fields within social sciences such as Management, Economics and Law.

3. Results

3.1 Content Teachers' Readiness for EMI: General Attitudes and English Proficiency

Table 4. *Teachers' Attitudes towards the Benefits and Drawbacks of EMI*

To what extent do you agree with the following? I think that the implementation of English as a medium of instruction in Algerian universities can...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Help bring the educational system in line with international standards and improve the quality of higher education.	8 (19.5%)	1 (2.4%)	6 (14.6%)	14 (34.1%)	12 (29.3%)

Increase students' access to global sources and literature in their field of speciality.	5 (12.2%)	3 (7.3%)	2 (4.9%)	14 (34.1%)	17 (41.5%)
Improve students' employability on a global scale.	4 (9.8%)	5 (12.2%)	7 (17.1%)	16 (39%)	9 (22%)
Promote collaboration with international universities as well as student exchange and mobility.	2 (4.9%)	5 (12.2%)	4 (9.8%)	14 (34.1%)	16 (39%)
Make it difficult for students and teachers to understand each other and communicate effectively.	1 (2.4%)	12 (29.3%)	11 (26.8%)	12 (29.3%)	5 (12.2%)
Cause some students to feel left behind if they are not as proficient in English as their peers, leading to unequal learning opportunities.	3 (7.3%)	6 (14.6%)	14 (34.1%)	14 (34.1%)	4 (9.8%)
Make it difficult for teachers who are not skilled in English to deliver their lectures effectively.	3 (7.3%)	5 (12.2%)	5 (12.2%)	16 (39%)	12 (29.3%)
Have a negative impact on the cultural identity of students and lead to classroom experiences that do not reflect their everyday experiences.	12 (29.3%)	15 (36.6%)	7 (17.1%)	6 (14.6%)	1 (2.4%)

Table 4 outlines content teachers' attitudes towards the merits and demerits of implementing EMI in higher education, with four statements about the benefits, followed by four statements about the risks, respectively. Regarding the benefits, responses predominantly fell within the 'agree' and 'strongly agree' categories, indicating substantial overall support. Specifically, 34.1% of the teachers agreed

and 29.3% strongly agreed that EMI aligns the educational system with international standards and improves the quality of higher education (combined= 63.4%). Similarly, 34.1% agreed and 41.5% strongly agreed that it increases students' access to global sources and specialized literature in their field (combined= 75.6%). In addition, 39% agreed and 22% strongly agreed that it improves students' employability internationally (combined= 61%), while 34.1% agreed and 39% strongly agreed that it promotes international collaboration, student exchange and mobility (combined= 73.1%).

Concomitantly, a substantial cohort of teachers expressed agreement regarding a number of challenges associated with the implementation of EMI. For instance, 29.3% of the teachers agreed and 12.2% strongly agreed that EMI creates a communication gap between students and teachers, making it difficult for the two to understand each other effectively (combined= 41.5%). Likewise, 34.1% of the teachers agreed and 9.8% strongly agreed that EMI can result in unequal learning opportunities in favor of students who are competent in English (combined= 43.9%). In addition, 39% of the teachers agreed and 29.3% strongly agreed that EMI complicates lecture delivery for teachers with insufficient English skills (combined= 68.3%). In contrast, 36.6% of the teachers disagreed and 29.3% of them strongly disagreed that EMI negatively influences students' cultural identity and produces a classroom environment that is disconnected from their day-to-day lives (combined= 65.9%).

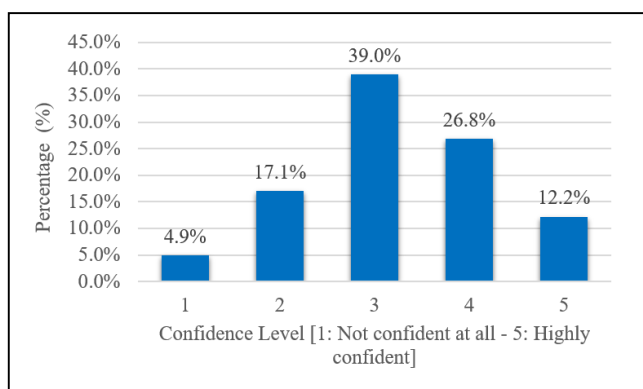


Figure 4. *Teachers' Confidence in their Ability to Deliver Lectures Entirely in English*

Figure 4 demonstrates content teachers' ratings on a five-point linear-numeric scale ranging from 1 (not confident at all) to 5 (highly confident) regarding their confidence in teaching their subject matter entirely in English. Many participants (39%) deemed themselves only moderately confident in their ability to teach exclusively in English (3 on the five-point scale). In addition, some participants reported low confidence levels, with 17.1% rating their confidence 2 and 4.9% rating it 1 on the five-point scale (combined= 22%). Some participants, in contrast, reported high confidence levels, with 26.8% rating themselves 4 on the five-point scale and 12.2% rating themselves 5 in terms of their confidence (combined= 39%).

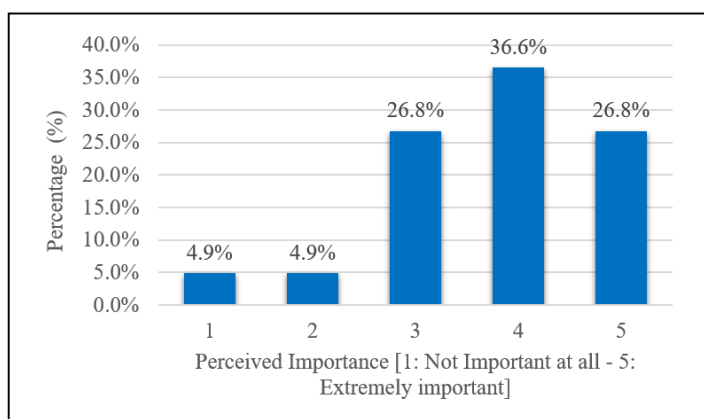


Figure 5. *Teachers' Perceptions of the Importance of English Proficiency in EMI Classrooms*

Figure 5 shows teachers' perceptions about the importance of English language proficiency in delivering lectures successfully in EMI classrooms. The participants' responses on a five-point linear-numeric scale ranging from 1 (not important at all) to 5 (extremely important) indicate that most teachers perceive English proficiency as important to a high or extremely high extent for successful teaching, as 36.6% rated the importance of English competence a 4 and 26.8% rated it a 5 on the five-point scale (combined= 63.4%).

3.2 Content Teachers' Reported Experiences and Perceptions of EMI-Oriented Professional Development Training Programs

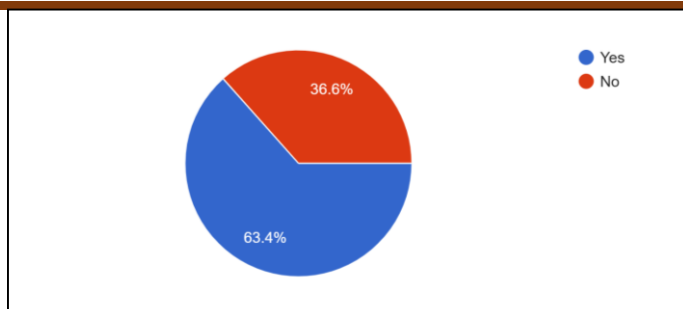


Figure 6. *Teachers' EMI Training Attendance*

Figure 6 demonstrates content teachers' EMI training attendance. When asked whether they have participated in a training program aimed at preparing them to teach in English, most teachers ($n = 26$ out of 41; 63.4%) responded with yes, while the 15 remaining teachers (36.6%) responded negatively.

To examine whether participation in EMI training programs (Figure 6) varied according to teaching experience (Figure 3), a chi-square test of independence was conducted. The results (chi-square = 0.369, $df = 2$, $p = 0.832$, $N = 41$) show no statistically significant relationship between the two variables, suggesting that participation in EMI training programs did not vary according to years of teaching experience within this sample.

Additionally, a Mann-Whitney U Test was conducted to examine whether teachers who participated in EMI professional development training (Figure 6) differed in their reported confidence levels in delivering lectures entirely in English (Figure 4). The results demonstrated no statistically significant difference between teachers who attended training programs and those who did not ($U = 211$, $p = 0.661$), suggesting that training attendance alone was not associated with higher self-reported confidence levels in this sample.

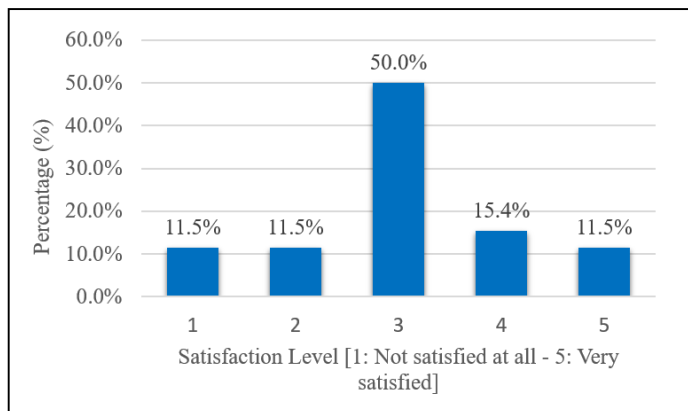


Figure 7. *Teachers' Satisfaction with EMI Training Programs*

As a follow-up, the subset of teachers who reported participating in a training program (63.4% of the sample) were asked about their level of satisfaction with its content and effectiveness. Their ratings on a five-point linear-numeric scale ranging from 1 (not satisfied at all) to 5 (very satisfied) indicated that half of them felt satisfied only to a moderate extent.

Table 5. *Teachers' Suggestions for Improving the Effectiveness of EMI Training Programs*

Theme	Number of Respondents
Supporting teachers through specialized, long-term teacher training Programs (in-person and online)	14
Advancing teachers' English proficiency through international exchange and exposure (e.g., bringing language trainers from abroad, sending teachers on language immersion stays in English-speaking countries)	11
Tailoring training programs to the specific linguistic needs of teachers, such as by conducting a needs assessment, i.e., English for Specific Purposes (ESP)	8
Resistance towards the implementation and emphasizing the need for more time or preparation	6
Providing a supportive environment (e.g., resources, technology, encouraging collaboration between teachers and peer feedback)	6
Implementing EMI in a selective, gradual manner, i.e., not all specialities/universities/teachers	3
Continuous assessment of teachers' performance as well as the effectiveness of professional development programs	3
No Specific Response	4

The next questionnaire item was addressed to all participants,

regardless of their EMI training attendance. Accordingly, content teachers were invited to share their opinions on the improvements they consider necessary to enhance the efficacy of EMI professional development programs. The themes extracted from respondents' answers to this open-ended item are summarized in Table 5. As shown in the table, many teachers emphasized the role of offering long-term training both online and onsite, as well as providing opportunities for international exchange, and tailoring the content of the training to their specific linguistic needs. Interestingly, some respondents used the open-response space to express resistance to EMI altogether, despite this not being the focus of the question, and called for more time for preparation rather than immediate implementation.

3.3 Content Teachers' Reported Challenges and Coping Strategies in EMI Classrooms

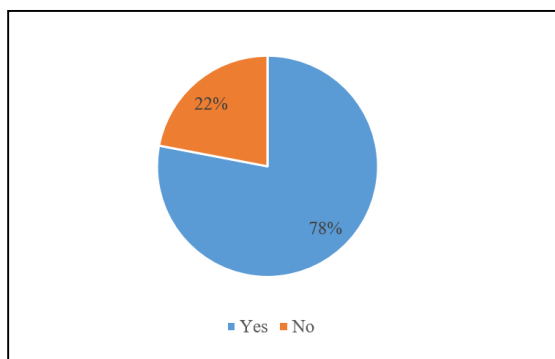
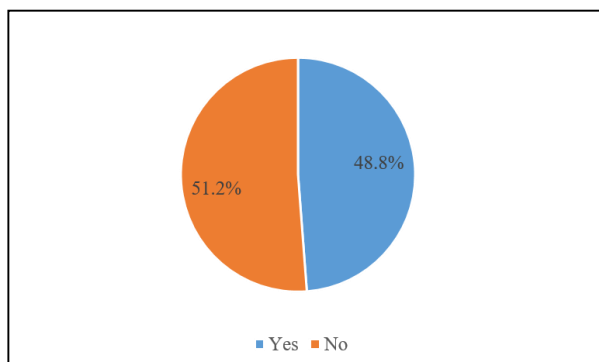


Figure 8. *Teachers' Self-Directed English Learning Outside of Formal Training*

When asked whether they have personally worked on improving their English proficiency independently, the majority of the surveyed teachers (n=32,

78%)

mentioned response to question.



'yes' in the

Figure 9. *Perceived Student Resistance towards EMI*

When asked whether they have encountered any opposition or dissatisfaction from students regarding the use of EMI, a near-equal number of teachers reported experiencing student resistance (n= 20, 48.8%) compared to those who did not (n= 21, 51.2%).

Table 6. *Teachers' Challenges in EMI Classrooms*

Theme	Number of Respondents
Communication Barriers (E.g., pronunciation, vocabulary)	10
General Lack of Readiness for EMI	6
Students' Lack of Engagement in EMI Classrooms	6
Students' Limited English Proficiency	6
Teachers' Limited English Proficiency	5
Lack of Course Materials and Equipment	2
Time and Workload Issues	2
Inconsistencies in EMI Implementation	2
No Specific Response	11

In addition, the teachers were probed about other challenges they face in EMI classrooms, and in response to this open-ended item, they mentioned numerous challenges, which are outlined in Table 6. As illustrated in the table, communication barriers, namely language difficulties, emerged as the most prominent obstacle.

Table 7. *Teachers' Coping Strategies*

Theme	Number of Respondents
-------	-----------------------

EMI in Algerian Higher Education: Investigating Teachers' Readiness, Professional Development and Classroom Realities

Self-Directed Learning & Practice	9
Training & English Courses	6
Gradual, Growing Integration of English into the EMI Classroom	4
Enhancing Student Comprehension (E.g., Explanations, Visual Aids, Gestures, and Resources).	4
Use of Bilingual or Multilingual Instruction	3
Promoting Student Engagement through Effective Teaching Strategies (E.g., Encouragement, Interaction, Collaborative Learning)	3
Expressing a Need for Institutional Support (through Awareness-Raising, Financial Support, Training)	3
Accepting EMI	2
Time Management	1
Rejecting EMI	1
No Specific Response	13

Table 7 summarizes teachers' responses to an open-ended item about the coping strategies that they employ to deal with classroom challenges associated with EMI. As shown in the table, the thematic coding of teachers' responses to this open-ended item indicates that the most frequently used strategies include but are not limited to self-directed learning, alongside attending training and formal English courses, gradual English use (namely through code-switching), and employing helpful techniques aimed at improving student comprehension and engagement (e.g., visual aids).

Table 8. *Teachers' Additional Recommendations and Concerns*

Theme	Number of Respondents
Emphasizing the Role of Supportive Policies (E.g., partnership with English-Speaking Countries, implementing EMI in secondary schools, language support services, and centers)	5
Emphasizing the Role of Teacher Training Programs (Overseas)	5
Emphasizing the Need for a Gradual / Long-Term Implementation (E.g., a transitional period, more time for preparedness, implementing EMI in secondary schools)	3
Selective Implementation (in non-fundamental modules, with English-proficient students)	2

Facilitating EMI through Technology Infrastructure and Integration	2
The Use of EMI as an Addition, not a Substitute for Other Languages Spoken in Algeria	1
Designing a Curriculum Tailored for EMI	1
Supporting and Assessing Students' English Learning	1
Conducting Research Studies to Evaluate the Effectiveness of EMI	1
Learning from International Models of Successful EMI Implementation	1
Concern over the Broader Cultural and Political Implications of EMI	1

Finally, content teachers were invited to share any additional suggestions or concerns about EMI. The themes extracted from their responses are presented in Table 8. Overall, content teachers underscored the role of institutional support and policies, including efforts aimed at enhancing the quality of existing training programs, while highlighting significant issues, such as policy planning, gradual long-term implementation and curriculum design.

4. Discussion of the Main Findings and Implications/Recommendations

To begin with, the results showed that the surveyed teachers in this study recognized several opportunities of EMI, which indicates their overall positive attitudes towards its implementation in Algerian higher education. Yet, while some of them perceived themselves confident or highly confident to deliver lectures entirely in English, many reported only moderate or low confidence levels, which suggests that they may not yet be fully prepared for this linguistic transition. This might be one reason why some participants expressed resistance towards the introduction of EMI and instead recommended selective or gradual long-term implementation. Nevertheless, teachers demonstrated awareness of the importance of developing language proficiency for teaching success in EMI classrooms. These findings are consistent with the studies of Dearden (2014), Karabay & Durrani (2024), and Ryhan (2014) which report teachers' difficulties with language proficiency, but contradict Abdaoui & El Aggoune's (2023) study in which such difficulties were found to contribute to teachers' negative attitudes

towards EMI. These findings emphasize the importance of supporting content teachers' development of English proficiency in order to increase their readiness for EMI, especially through proper training.

In this regard, teachers' reported experiences with EMI-oriented professional development training programs showed that most respondents (63.4%) had attended a training program, suggesting a relatively widespread engagement among the participants. However, this result also indicates non-attendance among more than one-third of the sample. On this matter, results of the chi-square test of independence indicated that participation in EMI training programs did not appear to be associated with years of teaching experience, pointing to other potential explanatory factors, such as awareness, or institutional support. In particular, institutional constraints, such as the lack of resources (e.g., limited trainers, equipment, or physical space) may render these programs less accessible, thereby limiting attendance. This supports Amara & Hanifi (2024), who emphasize the importance of language policy planning according to contextual factors. That is, policymakers play a crucial role in determining the effectiveness of EMI training programs, particularly through supportive policies that create conducive conditions for their success. Raising content teachers' awareness of the role of these trainings is also necessary to encourage them to attend.

Amongst the subset of teachers who reported having attended a training program, half reported being only moderately satisfied with its content and effectiveness. This limited level of satisfaction may be attributed to weaknesses in program design, a mismatch between teachers' expectations and the training provided, or a combination of both factors. In this respect, the results of the Mann-Whitney U test further revealed that training attendance was not associated with higher levels of self-reported confidence in delivering lectures entirely in English. This raises questions about the effectiveness of these programs in building teachers' competency for EMI. This aligns with the studies of Ouarniki (2023) and Sahan et al. (2021) which suggest limitations in the adequacy of training programs in addressing teachers' subject-specific and pedagogical requirements. These findings thus imply a need for enhancing the content and effectiveness of existing training programs to better support teachers' EMI-related language and pedagogical needs.

To this end, the availability of both in-person and online training workshops can render the training more accessible. In addition, it is important to design curricula and materials based on content teachers' specific language needs. One of the participants shared herein, "*The English training I received covered topics like clothing, travel, meals, etc. All except technical words, terms to use in class, in meetings, or for teaching. The training is not suited to our needs*" (translated from French). This underscores Smit's (2023) argument regarding the role of constructive collaboration between content teachers and language specialists in tailoring pedagogy to the demands of the target-teaching situation. Encouraging such collaboration opportunities could help equip teachers with pedagogical and linguistic support that is more closely aligned with their classroom realities, thereby enhancing their confidence and effectiveness in delivering EMI instruction. It may also be particularly helpful to employ language trainers who are English for Specific Purposes (ESP) practitioners. Another recommendation to enhance the quality of the training is to provide a supportive environment with access to resources and technology, such as "*access to audio-visual language laboratories*", as one of the participants suggested. Moreover, universities could invite expert trainers from abroad or organize short sojourns for content teachers in English-speaking environments to support their English development. Furthermore, training programs should address the intercultural and sociocultural dimensions of language development beyond the linguistic aspect to ensure holistic preparedness for EMI (Basturkmen, 2014; Shimauchi, 2018).

Results on teachers' reported classroom challenges align closely with their self-reported confidence in teaching in English, highlighting communication barriers and language-related difficulties as key obstacles to the effective implementation of EMI. Teachers also identified students' limited English proficiency as another key challenge that may contribute to reduced classroom engagement and comprehension. In response to these challenges, respondents reported self-directed English learning as their primary coping strategy, with the majority (78%) indicating that they actively engage in it to mitigate their own language difficulties and address the linguistic demands of EMI. In addition, teachers reported employing other strategies, including gradual integration of English through bilingual/multilingual

instruction, and code switching, to alleviate students' lack of engagement and comprehension in the classroom, which is a consistent finding with Cheng (2017) and Saidani & Belmihoub (2025). These findings suggest that the challenges teachers face in EMI classrooms are primarily related to English language proficiency, affecting not only teachers but also students. Hence, consistent with Ghouali and Bouabdallah's (2024) study, the findings further accentuate the necessity to improve the accessibility, content and effectiveness of training programs to prepare teachers for EMI and reduce classroom-related challenges. In particular, students' difficulties with English proficiency might explain why nearly half of the teachers reported that their students showed resistance towards EMI, aligning with Hamane (2023) and Khenioui & Boulkroun (2023). More importantly, they suggest that developing students' English proficiency is equally as important as developing teachers' proficiency for teaching-learning success in EMI classrooms. Therefore, it is imperative to design student-oriented workshops, encourage students' enrolment in intensive language teaching centers and endorse other initiatives aimed at elevating their English proficiency. Overall, these findings on teachers' reported challenges and coping strategies offer insights into their classroom realities and into how they are adapting to EMI.

Finally, the present study contains limitations that must be acknowledged. The study adopted a single-method, cross-sectional survey design, whereby the questionnaire gathered self-reported data from one stakeholder group (teachers). In addition, it relied on a small sample, which restricts the generalizability of the findings. As a result, while the study provides a timely and exploratory account of EMI implementation in Algerian tertiary education, its findings should be interpreted with caution and should not be seen as representative of all EMI content teachers in Algeria. Accordingly, future research would benefit from triangulating data across multiple sources (e.g., students, administrators, and classroom observations) and/or adopting a mixed-methods approach, such as by combining surveys with semi-structured interviews. Future research should also employ larger and more representative samples. Moreover, as the questionnaire did not collect information on the characteristics of existing training programs (e.g., content, duration, format, etc.), future studies that focus on content teachers who have attended EMI training should examine these aspects

to be able to make substantive evaluative judgements about the quality of these programs. Furthermore, future research could examine EMI beyond the linguistic dimension, including its potential impact on cultural identity and the development of intercultural competence.

Conclusion:

In light of the implementation of EMI in Algerian higher education in 2023, this study sought to investigate content teachers' readiness, their reported experiences and perceptions of existing training programs, as well as their reported classroom challenges and coping strategies. The study's main findings suggest that content teachers continue to struggle with implementing EMI proficiently and effectively in practice. That is, the real-world implementation of EMI remains a gradual and evolving process, largely due to English-proficiency-related classroom challenges, alongside the potential limitations of EMI training programs in effectively catering to teachers' linguistic and pedagogical needs. Together, these factors seem to hinder teachers' readiness for the transition. Correspondingly, content teachers reported employing coping strategies, such as self-directed learning, gradual integration of English, and code switching, to mitigate communication difficulties and enhance students' engagement and comprehension. Therefore, the study highlights the need to improve the accessibility, content, and effectiveness of EMI-oriented training programs in order to better support content teachers during this shift. Besides teachers' English proficiency, the study underscores the need to consider the other side of the coin, i.e., developing students' English proficiency for successful EMI implementation. Finally, given the aforementioned limitations of the study, which constrain the generalizability of its findings, future research is encouraged to employ larger samples, draw on more diverse sources of data, and investigate the adequacy of EMI training programs in greater depth.

References List:

- [1] Abdaoui, M., & El Aggoune, A. (2023, December 4-5). English as a medium of instruction in the department of Economics at 8 May 1945 university, Guelma: Resistance and resilience. Paper presented at *The First International Conference on ESP Teaching*

- at the Crossroads of Marketplace Demands, Eshahid Cheikh Larbi Tebessi University, Tebessa (Algeria).
- [2] Alfarhan, I. (2016). English as a global language and the effects on culture and identity. *American Research Journal of English and Literature (ARJEL)*, 1 (1), 1-16. <https://doi.org/10.21694/2378-9026.16010>
- [3] Amara, N., & Hanifi, A. (2024). Potentials and challenges of implementing content-based Instruction in Algerian higher education institutions. *Revue Algérienne Des Sciences Du Langage*, 9 (2), 97-113. <https://asjp.cerist.dz/en/article/259221>
- [4] Assassi, T. (2020). The importance of formulaic language in aviation English: A case study. In N. Kenny, & L. Escobar (Eds.). *The changing face of ESP in today's classroom and workplace*, 3-14. <https://doi.org/10.54094/b-b220b134b2>
- [5] Basturkmen, H. (2014). *Ideas and options in English for specific purposes*. Routledge. <https://doi.org/10.4324/9781410617040>
- [6] Basturkmen, H. (2018). Dealing with language issues during subject teaching in EMI: The perspectives of two accounting lecturers. *TESOL Quarterly*, 52(3), 692–700. <https://doi.org/10.1002/tesq.460>
- [7] Belmihoub, K. (2018). Language attitudes in Algeria. *Language Problems and Language Planning*, 42 (2), 144-172. <https://doi.org/10.1075/lplp.00017.bel>
- [8] Benabdallah, A. (2023). The needs and attitudes of disciplinary-based teachers in the pursuit of an English language reform in Algerian higher education. *International Journal of Learning and Teaching*, 15 (4), 162-172. <https://doi.org/10.18844/ijlt.v15i4.8818>
- [9] Benmammar, S. (2020). Teaching English for specific purposes to computer science students with reading difficulties. *Global Journal of Foreign Language Teaching*, 10(3), 159–166. <https://doi.org/10.18844/gjflt.v10i3>
- [10] Bouhmama, S., & Dendane, Z. (2018). Language use and language attitudes among Algerian students. *Journal Of Humanities And Social Science*, 23 (5), 69-77. <http://dx.doi.org/10.13140/RG.2.1.3571.2405>
- [11] Bouzidi, A. (2024). Teacher preparedness for English as a medium of instruction (EMI) at the university center of Barika,

- Algeria. *Akofena*, 3(14), 215-226.
<https://doi.org/10.48734/akofena.n014.vol.3.19.2024>
- [12] Chemami, M. A. (2011) Discussing plurilingualism in Algeria: The status of French and English languages through the educational policy. *International Journal of Arts & Sciences*, 4(18), 227- 234.
- [13] Cheng, R. (2017). A sneak peek at training English-medium instructors in China. *Journal of Immersion and Content-based Language Education* 5(1), 87–109.
<https://doi.org/10.1075/jicb.5.1.04che>
- [14] Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39 (1), 1-14.
<http://dx.doi.org/doi:10.1017/S026144480600320X>
- [15] Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- [16] Dearden, J. (2014). English as a medium of instruction: A growing global phenomenon. British Council.
<http://dx.doi.org/10.13140/RG.2.2.12079.94888>
- [17] Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford University Press.
- [18] Elder, C., & Davies, A. (2006). Assessing English as a lingua franca. *Annual Review of Applied Linguistics*, 26, 282-301.
<http://dx.doi.org/10.1017/S0267190506000146>
- [19] Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan. The British Council.
- [20] Ghouali, K., & Bouabdallah, F. H. (2024). Englishisation of Algerian higher education through EMI: Expectations versus reality. *Aleph. Langues, Médias & Sociétés*, 11 (4-2), 629-642.
<https://asjp.cerist.dz/en/article/256502>
- [21] Hamane, S. (2023). Language shift in higher education in Algeria: A comprehensive examination of advantages and challenges to english-medium instruction (EMI). *Ziglobitha*, 1, 273-282. <https://www.ziglobitha.org/wp-content/uploads/2023/11/17-Art.-Soraya-HAMANE.pdf>
- [22] Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B. (2013). Medium of instruction in Asia: Context, processes and

- outcomes. *Current Issues in Language Planning*, 14(1), 1–15.
<https://doi.org/10.1080/14664208.2013.792130>
- [23] Hamied, F. A., & Lengkanawati, N. S. (2018). Case study: EMI in Indonesia. In R. Barnard & Z. Hasim (Eds.). *English medium instruction Programmes: Perspectives from South East Asian universities*, 55–69. Routledge.
<https://doi.org/10.4324/9781315397627>
- [24] Hart, S. (2016). *Written English: A guide for electrical and electronic students and engineers*. CRC Press.
<https://doi.org/10.1201/b19220>
- [25] Huang, Y. Y., & Chou, H. L. (2024). EMI vocabulary support in high school mathematics: A quasi-experimental study in Taiwan. *International Journal of TESOL Studies*, 6(2), 24–42.
<https://doi.org/10.58304/ijts.20240204>
- [26] Karabay, A., & Durrani, N. (2024). The evolution of English medium instruction research in higher education: A Bibliometric study. *Educ. Sci.* 14(9), 982. <https://doi.org/10.3390/educsci14090982>
- [27] Khenioui, N., & Boulkroun, M. (2023). Exploring the implementation of English-medium instruction in Algerian Higher Education: motivations, challenges, and strategies for success. *Afak for Sciences Journal*, 8 (5), 50-73.
<https://asjp.cerist.dz/en/article/234911>
- [28] Kirkpatrick, P. (2014). The language(s) of HE: EMI and/or ELF and/or multilingualism? *The Asian Journal of Applied Linguistics*, 1 (1), 4-15. <https://caes.hku.hk/ajal/index.php/ajal/article/view/23>
- [29] Macaro, E., & Aizawa, I. (2024). Who owns English medium instruction? *Journal of Multilingual and Multicultural Development*, 45 (10), 4037–4050.
<https://doi.org/10.1080/01434632.2022.2136187>
- [30] Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51 (1), 36-76.
<https://doi.org/10.1017/S0261444817000350>
- [31] Medfouni, I. (2020). International aspirations, French legacies and translingual practices: Exploring the potential implementation of EMI in Algerian universities [Unpublished doctoral dissertation]. University of Portsmouth.

- https://pure.port.ac.uk/ws/portalfiles/portal/21810386/Imene_Medfouni_Thesis.PDF
- [32] Mekroud, B. (2017). The discrepancy between the Algerian language policy in higher education and science students' attitudes towards English. *مجلة العلوم الإنسانية*, 28 (2), 83-119. <https://revue.umc.edu.dz/h/article/view/2514>
- [33] Messeded, M. (2023). English as a medium of instruction in Algerian higher education: Lecturers' attitudes towards learning English in Blida 2 university. *Afaq for Sciences Journal*, 8 (5), 35-49. <https://asjp.cerist.dz/en/article/234910>
- [34] Oktaviani, U. (2019). Teacher's perspectives and challenges towards English as a medium of Instruction (EMI). *Lingua, Jurnal Bahasa & Sastra*, 20 (1), 58-64.
- [35] Ouarniki, O. (2023). Exploring teachers' perspectives on the implementation of English as a medium of instruction (EMI) in Algerian higher education institutions: challenges and opportunities. *Afak for Sciences Journal*, 8 (3), 176-192. <https://asjp.cerist.dz/en/article/223062>
- [36] Piller, I., & Cho, J. (2013). Neoliberalism as language policy. *Language in Society*, 42 (1), 23-44. <https://doi.org/10.1017/S0047404512000887>
- [37] Richards, J., & Pun, J. (2023). A typology of English-medium instruction. *RELC*, 54 (1), 1-25. <https://doi.org/10.1177/0033688220968584>
- [38] Ryhan, E. (2014). The role and impact of English as a language and a medium of instruction in Saudi higher education institutions: Students-instructors perspective. *Study in English Language Teaching*, 2 (2), 140-148. <https://doi.org/10.22158/selt.v2n2p140>
- [39] Sahan, K., Mikolajewska, A., Rose, H., Macaro, E., Searle, M., Aizawa, I., Zhou, S., & Veitch, A. (2021). Global mapping of English as a medium of instruction in higher education: 2020 and beyond. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/5.%20Global%20mapping%20of%20English_artwork.pdf
- [40] Saidani, R., & Belmihoub, K. (2025). Translingual-medium instruction in higher education: a qualitative inquiry of an Algerian institution. *International Journal of Multilingualism*, 1–25. <https://doi.org/10.1080/14790718.2025.2532564>

- [41] Shimauchi, S. (2018). English-medium instruction in the internationalization of higher education in Japan: Rationales and issues. *Educational Studies in Japan: International Yearbook*, 12, 77-90. <https://doi.org/10.7571/esjkyoiku.12.77>
- [42] Smit, U. (2023). English-medium instruction (EMI). *ELT Journal*, 77 (4), 499-503. <https://doi.org/10.1093/elt/ccad018>
- [43] Touahmia, S., & Bakar, F. (2024). Attitudes of Algerian EMI and non-EMI lecturers and students toward English. *Higher Learning Research Communications*, 14 (0), 53-70. <https://doi.org/10.18870/hlrc.v14i0.1427>
- [44] Troudi, S. (2022). Issues of educational language policy and EMI in North Africa. In S. Curle, H. I. Holli, A. Alhassan, & S. S. Scatolini. (Eds.). *English-medium instruction in higher education in the middle east and north Africa policy, research and pedagogy*, 129-146. Bloomsbury Academic. [https://ore.exeter.ac.uk/articles/chapter/issues_of Educational Language Policy and EMI in North Africa/29792465/1/files/56829788.pdf](https://ore.exeter.ac.uk/articles/chapter/issues_of_Educational_Language_Policy_and_EMI_in_North_Africa/29792465/1/files/56829788.pdf)
- [45] Walkinshaw, I., Fenton-Smith, B., Humphreys, P. (2017). EMI issues and challenges in Asia-Pacific higher education: An introduction. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.). *English Medium Instruction in Higher Education in Asia-Pacific: From Policy to Pedagogy*, 1-18. Springer. https://doi.org/10.1007/978-3-319-51976-0_1
- [46] Wilkinson, R. (2012). English-medium instruction at a Dutch university: Challenges and pitfalls. In A. Doiz, D. Lasagabaster, & J. Manuel Sierra (Eds.). *English-Medium Instruction at Universities: Global Challenges*, 3-24. Multilingual Matters. <http://dx.doi.org/10.21832/9781847698162-005>