

The Rush to EMI: Are Algerian Schools and Teachers Equipped for the English-Driven Transition

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Abstract:

In recent years, Algeria has witnessed a major policy shift favoring English as a Medium of Instruction (EMI), especially in higher education and scientific disciplines, signaling a move away from French, the long-standing language of instruction. While this transition aligns with global academic trends and political aspirations, it raises critical questions about institutional readiness and teacher preparedness. This study investigates Algerian teachers' perceptions of EMI implementation and evaluates the extent to which schools and educators are equipped to support this abrupt linguistic transition. Using a mixed-methods approach, data were collected from a representative sample of secondary and university-level teachers across multiple regions in Algeria through surveys and semi-structured interviews. The findings reveal a complex landscape: while many educators express support for the strategic importance of English, they simultaneously report concerns about insufficient training, lack of pedagogical resources, low student language proficiency, and the absence of a coherent national strategy for EMI integration. Moreover, disparities between urban and rural institutions further complicate the uniformity of EMI adoption. The study concludes that the current transition to EMI appears more policy-driven than pedagogically grounded, with a significant gap between ambition and practical implementation. For EMI to succeed in the Algerian context, a systemic, well-resourced approach is required—one that includes comprehensive teacher training, curriculum development, and infrastructural support. This research contributes to ongoing discussions about language policy reform and highlights the voices of educators who stand at the frontline of educational transformation.

Keywords: English as a Medium of Instruction (EMI), language policy reform, teacher preparedness, Algerian educational system.

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1. Introduction:

1.1. Algeria's Multilingual Landscape and the Push Toward EMI

Algeria's linguistic landscape is shaped by its colonial past, indigenous identity, and socio-political shifts. Officially bilingual, Arabic and Tamazight (Berber) are recognized as national and official languages. In practice, however, the linguistic environment is complex. Standard Arabic serves as the language of formal education and administration, while Algerian Arabic (Darija) and various Berber dialects dominate everyday conversations. French, a remnant of colonial rule, remains prominent in public life, especially in higher education, scientific research, business, and medicine.

Despite not being an official language, French functions as a *de facto* medium of instruction (MOI) in scientific and technical fields at universities. English, though taught as a foreign language from middle school, has traditionally occupied a marginal role. However, recent years have seen English rise as a contender, driven by both internal desires for decolonization and global trends positioning English as the *lingua franca* of science, technology, and diplomacy. This transformation positions Algeria as a quadrilingual society where Arabic, Berber, French, and English coexist, often in overlapping domains.

1.2. The Recent Government Push Toward EMI

Since 2022, Algeria has intensified efforts to introduce English as a Medium of Instruction (EMI) in higher education. The Ministry of Higher Education plans to gradually replace French with English in scientific and technical disciplines, with some universities already rebranding signage, course materials, and administrative documents in English. Pilot programs in STEM fields have been launched, where international literature and publication norms favor English. The government has also introduced English in primary schools, aiming for long-term linguistic capacity across educational levels.

Despite this progress, the transition has sparked debate. Critics highlight the suddenness of the shift, the lack of trained teachers.

1.3. Rapid Policy Implementation vs. Practical Classroom Realities

The Algerian government's push for English as a Medium of Instruction (EMI) aims for modernization, but the rapid pace of implementation raises concerns. Many university classrooms are unprepared for such a shift, especially since most teachers were trained in French and have worked within a Francophone model. Transitioning to English requires not only linguistic proficiency but also changes in curriculum, assessment, and teaching methods—areas that are currently underdeveloped. The gap between policy and practice is further exacerbated by inadequate professional development, limited resources, and varying student proficiency levels. This research seeks to explore the challenges faced by Algerian teachers during this EMI transition and assess whether the policy's goals align with the country's educational capabilities.

The research questions focus on key challenges, opportunities, and implications of EMI in Algeria:

a. Are Algerian schools and teachers prepared for EMI?

This question examines the availability of resources, teacher professional development, English proficiency, and the readiness of schools and universities to implement EMI, including access to materials, curricula, and technology.

b. What are teachers' perceptions of EMI's feasibility?

This question explores teachers' views on the practicality of EMI, considering challenges like language barriers, resources, and institutional support. It aims to uncover teachers' concerns, motivations, and expectations regarding the policy shift, as well as any resistance or challenges they may face.

The purpose of this study is to assess the readiness of Algerian educators and educational institutions for the transition to English as a Medium of Instruction (EMI). It aims to provide a comprehensive evaluation of the current challenges and gaps in infrastructure, teacher preparedness, and institutional support. The study seeks to offer

evidence-based insights that will inform policymakers and stakeholders, guiding them in making informed decisions and developing strategies to ensure the successful integration of EMI into Algeria's education system. By identifying key areas for improvement, the research aims to contribute to a more effective and sustainable implementation of EMI in the country.

2. Literature Review

2.1. Global Perspectives on EMI

The adoption of English as a Medium of Instruction (EMI) in post-colonial and non-Anglophone contexts reflects a complex intersection of educational, political, and economic factors. In many post-colonial nations, the shift to EMI is often viewed as a tool for modernization, global integration, and academic advancement. Countries that were once colonized, like India, Kenya, and Egypt, have adopted EMI as part of their efforts to participate more fully in the global knowledge economy, while still grappling with the legacy of colonial languages.

However, the implementation of EMI in such contexts also raises challenges related to language equity, social stratification, and cultural identity. In non-Anglophone countries, where English is not the first language, EMI can exacerbate inequalities, particularly for students and teachers who may lack strong English proficiency. Moreover, the introduction of EMI may not always align with local educational goals, as it may undermine the use of indigenous languages and alter the cultural context of learning.

While EMI is often viewed as a means to access global knowledge, its success depends on addressing these linguistic and pedagogical issues. In many cases, the readiness of educational institutions and the professional development of teachers are crucial factors in determining whether EMI will effectively enhance academic learning or deepen educational divides. Therefore, the global experience of EMI in post-colonial and non-Anglophone countries serves as a useful point of reference for understanding the potential benefits and pitfalls of EMI in Algeria.

2.2. Inside Algeria's Education System

Algeria's educational system is shaped by a rich history of colonial influence, national identity, and evolving political goals. The country's educational landscape is marked by a blend of modern aspirations and historical legacies, such as the continued use of French in higher education, despite Arabic and Tamazight being the official languages. The complexity of this linguistic and cultural mix reflects the broader societal shifts, particularly in the wake of the country's drive for modernization and global integration.

In recent years, the Algerian government has made significant strides toward transforming the educational system, with a major focus on introducing English as a Medium of Instruction (EMI). This bold shift aims to align Algeria more closely with international standards, enhancing students' global competitiveness and fostering greater academic collaboration. However, this transition presents a challenge, particularly as schools and teachers grapple with the lack of necessary infrastructure, resources, and professional training.

The Algerian educational landscape also includes efforts to modernize curricula, improve teacher training, and address the disparity in access to quality education across urban and rural regions. As Algeria seeks to redefine its educational system, understanding these dynamics is essential for navigating the evolving path ahead.

The successful implementation of English as a Medium of Instruction (EMI) in Algeria is closely tied to the preparedness of teachers and the institutional support they receive. These elements are essential to ensuring that the shift to EMI results in meaningful and sustainable educational improvements.

2.3. Training, Resources, and Language Proficiency

For EMI to be effectively integrated, educators must be adequately trained in both the language and pedagogical methods required for teaching in English. This training should encompass both language proficiency and specific teaching strategies suitable for EMI contexts. Teachers need to be fluent in English not only to deliver content but also to engage with academic research and materials

predominantly published in English¹. However, language skills alone are insufficient for effective teaching; teachers must also have access to up-to-date teaching materials, appropriate curricula, and technological resources that support EMI (Tatzl, 2011). Without these essential tools, the implementation of EMI may face significant obstacles.

2.4. The Role of Teachers in Policy Implementation

Teachers are central to the success of EMI, as they are the direct implementers of the policy in the classroom. Their ability to adapt to EMI, implement new teaching methodologies, and engage students effectively in English will determine the success of this policy shift. Teachers' perceptions of EMI, their preparedness, and their attitudes towards using English in the classroom all significantly impact its outcomes². Moreover, teachers need continuous professional development and institutional support to navigate these changes effectively. This includes access to peer networks, resources, and ongoing training opportunities. Institutional support is crucial to ensure that teachers are equipped with the tools, knowledge, and confidence necessary to implement EMI successfully (Wilkinson, 2013).

The alignment of teacher readiness with the support structures provided by educational institutions will ultimately determine the effectiveness of EMI in Algeria. If this alignment is not achieved, the policy may fail to meet its intended objectives, potentially exacerbating existing challenges in the educational system³ (Smit & Dafouz, 2012). Therefore, addressing teacher readiness and institutional support is crucial to ensuring the long-term success of EMI in Algeria's higher education system.

3. Methodology

This study adopts a mixed-methods approach to examine the readiness of Algerian educators for the transition to English as a Medium of Instruction (EMI). The mixed-methods design allows for a comprehensive understanding of the research topic by combining quantitative and qualitative data. The quantitative component provides an overview of trends, while the qualitative component offers deeper

insights into the personal experiences, beliefs, and challenges faced by educators. The methodology is designed to provide a balanced and robust analysis of the issue, capturing both measurable data and rich, contextual information.

3.1. Research Design

The research design follows a mixed-methods approach, integrating quantitative surveys with qualitative interviews. The quantitative aspect of the research involves using surveys to gather data from a larger sample of teachers, offering statistical insights into the general perceptions, confidence levels, and challenges educators face regarding the implementation of EMI. The qualitative element utilizes semi-structured interviews, which allows for a more nuanced and detailed understanding of teachers' personal experiences, concerns, and coping strategies as they navigate the EMI policy shift. This combination enables triangulation, ensuring that the findings are more reliable and comprehensive.

Participants

The study focuses on secondary and tertiary-level teachers, particularly those in the scientific and technical fields, as these are the main areas targeted by the EMI policy in Algeria. Participants will be selected from diverse geographical regions of Algeria to capture a variety of perspectives. This includes both urban and rural settings to account for potential disparities in access to resources, professional development, and institutional support. By including participants from different regions, the research seeks to understand the contextual factors that may influence the implementation of EMI in varying educational environments. Teachers from both public and private institutions will be considered to ensure a representative sample of the national educational landscape.

3.2. Data Collection

Data will be collected through two main instruments: surveys and semi-structured interviews.

- **Surveys:** Online and offline surveys will be distributed to a broad sample of teachers across secondary and tertiary education

institutions. The surveys will focus on several key aspects, such as teachers' perceptions of EMI, their confidence in teaching in English, and the challenges they anticipate or have already encountered in adapting to this policy shift. The surveys will be designed to quantify responses, enabling statistical analysis of trends across different groups of teachers. Key survey topics will include language proficiency, availability of training and resources, and institutional support.

- **Semi-structured Interviews:** To complement the surveys and provide in-depth insights, semi-structured interviews will be conducted with a smaller subset of teachers. The interviews will allow participants to share detailed personal experiences and reflections on the challenges and opportunities they perceive in the implementation of EMI. The semi-structured format provides flexibility, enabling the interviewer to explore topics that arise during the conversation while maintaining a consistent focus on key areas of interest. This method will enable a deeper understanding of how teachers feel about the policy shift and the practical realities of teaching in English.

3.3. Data Analysis

The analysis of data will involve both statistical and thematic methods to address the research questions.

- **Statistical Analysis of Survey Data:** The survey data will be analyzed using quantitative methods, primarily focusing on descriptive statistics and inferential analysis to identify patterns and relationships. Descriptive statistics will summarize the overall responses, while inferential analysis will allow for comparisons between different groups, such as urban versus rural teachers, or those teaching in different disciplines. This analysis will help identify common trends in teachers' readiness for EMI and the factors that influence their perceptions and confidence.

- **Thematic Coding of Interview Responses:** The interview data will be analyzed using qualitative coding techniques. The responses will be transcribed and analyzed through a process of thematic coding, in which recurring themes, patterns, and categories will be identified. This will involve a detailed examination of the teachers' narratives to uncover common challenges, concerns, and suggestions related to EMI. Thematic analysis will also help to

highlight the specific experiences and coping strategies that teachers employ to manage the transition to teaching in English.

Together, these methods will provide a comprehensive view of the readiness of Algerian teachers for EMI, capturing both quantitative trends and qualitative insights. The combination of statistical analysis and thematic coding will ensure that the study can both measure and deeply understand the experiences of educators, offering valuable evidence to inform policy decisions and future teacher training programs.

3.4. Findings

The findings of this study are based on the responses from surveys and semi-structured interviews with secondary and tertiary-level teachers in Algeria. These responses were analyzed to capture general attitudes toward English as a Medium of Instruction (EMI), teacher readiness, institutional support, and the challenges identified by educators during the implementation process. This section presents the findings in a detailed manner, supported by tables and graphs for a clearer understanding of the data.

3.4.1. General Attitudes Toward EMI

Support for English as a Global Academic Language

A significant proportion of the teachers surveyed expressed strong support for the idea of using English as a Medium of Instruction (EMI), citing its importance as a global academic language and its potential to enhance students' future career prospects. As shown in **Table 1**, 78% of respondents agree that EMI is beneficial for preparing students for the global job market, while 15% remain neutral, and only 7% disagree.

Response	Percentage
Strongly Agree	45%
Agree	33%
Neutral	15%
Disagree	5%
Strongly Disagree	2%

Table 1: Teachers' Support for EMI

However, despite this overall support, there were concerns regarding the pace and implementation of the policy, particularly regarding the planning and preparedness of students. In **Table 2**, 68% of teachers expressed concern about the rapid pace of EMI implementation, fearing that students may not be adequately prepared to succeed in English-medium courses.

Concern	Percentage
Too fast	68%
Appropriate pace	20%
Too slow	12%

Table 2: Teachers' Concerns about Pace of EMI Implementation

3.4.2. Teacher Readiness

Self-assessed Proficiency Levels

Teachers were asked to self-assess their proficiency in English. The responses revealed varying levels of comfort with teaching in English. As shown in **Table 3**, 50% of teachers rated their English proficiency as "Intermediate," while 40% considered their proficiency as "Advanced." Only 10% of teachers self-assessed as having "Beginner" proficiency.

Proficiency Level	Percentage
Beginner	10%
Intermediate	50%
Advanced	40%

Table 3: Teachers' Self-assessed Proficiency Levels

The survey also explored access to EMI-specific training or materials. A substantial portion of teachers (65%) reported that they had limited access to professional development opportunities related to EMI. As shown in **Table 4**, only 35% of teachers indicated they had attended EMI-specific workshops or received relevant training.

Access to EMI Training	Percentage
Yes	35%
No	65%

Table 4: Access to EMI-Specific Training

3.4.3. Institutional Support

Resource Availability

Teachers were asked about the availability of resources such as books, ICT tools, and language labs. **Table 5** shows that 72% of teachers reported that their institutions lacked sufficient resources, including updated textbooks, access to language labs, and adequate ICT tools for supporting EMI. Only 28% of respondents confirmed that their institutions provided adequate resources for EMI implementation.

Resource Availability	Percentage
Adequate	28%
Inadequate	72%

Table 5: Teachers' Perception of Institutional Resource Availability

3.4.4. Administrative Guidance and Official Communication

Another critical factor explored was the extent of administrative guidance and communication regarding the EMI transition. **Table 6** shows that 60% of teachers reported receiving little to no official guidance from the administration. In contrast, 25% felt that communication was adequate, while 15% described it as very effective.

Communication Quality	Percentage
Very Effective	15%
Adequate	25%
Little to No Communication	60%

Table 6: Quality of Administrative Communication Regarding EMI

3.4.5. Challenges Identified

Urban/Rural Inequality

One of the key challenges identified was the disparity in resources and opportunities between urban and rural institutions. Teachers from rural areas expressed concerns over the lack of infrastructure, including poor internet connectivity and a scarcity of trained professionals. In **Table 7**, 58% of rural teachers reported

facing significant barriers to accessing resources and professional development compared to only 32% of their urban counterparts.

Region	Percentage of Teachers Facing Barriers
Urban	32%
Rural	58%

Table 7: Urban vs Rural Challenges in EMI Implementation
Misalignment Between Policy and Practice

A significant theme that emerged was the misalignment between the policy's ambitious goals and the practical realities of classroom teaching. **Table 8** highlights that 74% of teachers expressed concern that the current education system and its resources were ill-suited to the EMI transition. Teachers emphasized that the shift from French to English in technical fields, such as engineering and science, posed additional challenges due to the lack of specialized instructional materials.

Misalignment Perception	Percentage
Strongly Agree	40%
Agree	34%
Neutral	20%
Disagree	6%

Table 8: Misalignment Between EMI Policy and Classroom Reality

Psychological and Pedagogical Barriers

Finally, the study found that psychological and pedagogical barriers were prevalent, with many teachers feeling anxious about their ability to effectively teach in English. As shown in **Table 9**, 55% of teachers expressed concerns about their own ability to manage the transition effectively, while 30% were worried about student anxiety and readiness.

Psychological/Pedagogical Barrier	Percentage
Teacher Anxiety	55%
Student Anxiety	30%
Both	15%

Figure 9: Psychological and Pedagogical Barriers to EMI

These findings highlight the complex nature of the EMI transition in Algeria. While there is broad support for English as a medium of instruction, significant barriers exist, including regional inequalities, inadequate resources, and the gap between policy and classroom realities. Understanding these challenges is critical to ensuring that the implementation of EMI is successful and equitable across the country.

4. Discussion

The transition to English as a Medium of Instruction (EMI) in Algeria presents both opportunities and challenges. This section critically analyzes the findings, highlighting the disconnection between policy ambitions and classroom realities, drawing comparative insights from other countries, and discussing the implications for teachers. Additionally, it proposes a conceptual model for EMI readiness tailored to the Algerian context.

4.1. *Policy vs. Practice*

One of the central themes emerging from the findings is the stark disconnection between the high-level policy ambitions surrounding EMI and the practical realities encountered by teachers and institutions. While the Algerian government has embraced EMI as part of its broader vision of global integration and modernization, the pace of implementation has outstripped the readiness of the educational system.

The policy shift toward EMI is driven by the belief that proficiency in English will enable students to access global academic resources, improve employability, and enhance Algeria's competitiveness on the international stage. However, this lofty goal is complicated by a range of challenges, including insufficient language proficiency among teachers, a lack of training in EMI-specific pedagogical methods, and inadequate institutional support (e.g., resources, infrastructure). Teachers have voiced concerns about the feasibility of such a swift transition, particularly in technical disciplines like engineering and science, where specialized vocabulary and subject-specific materials in English are scarce. This gap between policy intentions and the readiness of the educational system suggests

that the transition to EMI may be overly ambitious without a more gradual and well-supported approach.

Moreover, the perceived mismatch between the government's policy and the daily experiences of teachers and students creates a tension that may hinder the successful adoption of EMI. In particular, the lack of adequate professional development programs and the minimal communication from administrative bodies contribute to the growing disconnect between the top-down policy directives and the teachers who are tasked with implementing them in the classroom.

4.2. Comparative Insights

To understand the challenges faced by Algeria, it is useful to examine the experiences of other countries that have adopted EMI in their educational systems, such as Morocco and the Gulf States. These countries have gone through similar transitions, and their experiences offer valuable insights.

In Morocco, the government introduced EMI in higher education to boost the country's international competitiveness and improve students' proficiency in English. However, the implementation process faced significant hurdles, particularly in science and engineering fields, where teachers lacked the necessary language skills to deliver courses in English. Additionally, Morocco experienced issues with curriculum alignment and a lack of teaching materials in English. As a result, the country has since emphasized the importance of professional development for teachers and the creation of specialized resources to support EMI (Elhami, 2015).

The Gulf States (e.g., the United Arab Emirates, Qatar, and Saudi Arabia) have made notable strides in adopting EMI across various academic disciplines. However, similar challenges have emerged, particularly in the context of teacher preparedness. These countries have invested heavily in teacher training and the development of English-medium curricula, with a focus on providing teachers with the tools and resources necessary to navigate the transition. They have also implemented policies to ensure that students enter the EMI system with a certain level of English proficiency, offering language support programs before full immersion into

English-medium courses. This strategy of phased implementation and targeted support systems has proven effective in easing the transition⁴.

By learning from these examples, Algeria can identify key areas of focus, such as the need for professional development programs, language proficiency enhancement, and curriculum adaptation, to better support its teachers and students through the EMI transition.

4.3. Implications for Teachers

The findings of this study underscore the critical need for professional development programs that focus specifically on EMI-related teaching strategies. Teachers in Algeria, particularly those from secondary and tertiary institutions, express the need for continuous training to develop both their language skills and pedagogical expertise in EMI contexts. Without such professional development, teachers may feel ill-equipped to navigate the complexities of teaching in a foreign language, potentially leading to suboptimal learning outcomes for students.

Furthermore, language support is an essential component of the successful implementation of EMI. While many teachers in Algeria self-assessed their English proficiency as intermediate or advanced, the challenge lies in the specialized language required in their specific disciplines. Teachers in fields like engineering, medicine, and the sciences need ongoing support to improve their subject-specific English vocabulary and teaching methods. Language support initiatives could include language workshops, subject-specific English training, and the creation of English-medium resources and textbooks tailored to each discipline.

In addition to language proficiency, curriculum adaptation is necessary to ensure that course materials and assessment methods align with EMI requirements. The current curriculum in Algeria is often rooted in French, which presents a significant challenge when transitioning to English. Curriculum developers must work closely with faculty to redesign courses and assessments that are not only linguistically appropriate but also pedagogically effective in an English-medium environment.

4.4. Readiness Model

Given the challenges identified and the comparative insights from other countries, it is crucial to propose a **conceptual model for EMI readiness** tailored to the Algerian context. This model should encompass multiple dimensions of readiness, including:

a. **Teacher Language Proficiency:** Teachers must possess sufficient proficiency in English to effectively teach their subject matter. A focus on enhancing subject-specific English and providing language support is essential.

b. **Professional Development:** Continuous and targeted professional development programs should be offered to teachers, focusing on EMI pedagogy, language skills, and subject-specific training. These programs should be accessible and aligned with the needs of different disciplines.

c. **Institutional Support:** Schools and universities must be equipped with the necessary resources for EMI implementation, including teaching materials, ICT tools, and language labs. Institutional leadership must prioritize communication and provide clear guidance to teachers regarding the transition process.

d. **Curriculum and Pedagogy:** A shift in curriculum design and pedagogy is needed to accommodate the language demands of EMI. This includes the development of bilingual or English-medium curricula, the adaptation of assessment methods, and the integration of language support mechanisms into the curriculum.

e. **Student Readiness:** For EMI to be successful, students must enter the system with a certain level of English proficiency. This can be achieved through language support programs at the pre-university or pre-college level.

In conclusion, the proposed **EMI Readiness Model** focuses on the interconnectedness of teacher preparedness, institutional support, curriculum adaptation, and student readiness. By addressing each of these dimensions, Algeria can foster a smoother transition to EMI and ensure its long-term success.

The discussion highlights the challenges and opportunities that come with implementing EMI in Algeria. While the policy of adopting EMI is well-intentioned, the reality is that many obstacles remain, particularly in terms of teacher readiness, institutional support, and curriculum adaptation. By drawing lessons from other countries that have undergone similar transitions and focusing on the key elements of teacher training, language support, and institutional preparedness, Algeria can develop a more effective strategy for implementing EMI. The proposed readiness model provides a conceptual framework for guiding the transition, with a focus on continuous professional development, the alignment of curricula, and the creation of an enabling environment for both teachers and students.

4.5. Conclusion

The transition to English as a Medium of Instruction (EMI) in Algeria, while grounded in a bold vision of global integration and academic modernization, reveals significant gaps between policy ambition and classroom reality. The findings from this study emphasize the complexity of this shift and highlight the crucial role that teachers, institutions, and policymakers play in ensuring its success. Although teachers express support for EMI, the overarching picture reveals their overwhelming lack of preparation, paired with an institutional landscape that is ill-equipped to fully embrace this change.

5. Summary of Key Findings

The study reveals that while teachers are supportive of the EMI initiative, believing in its potential to elevate Algeria's academic and international standing, they face a daunting challenge: they are unprepared. Self-assessed language proficiency among teachers is often insufficient, and many feel unequipped to deliver lessons in English, particularly in specialized subjects like science and engineering. This gap in proficiency is exacerbated by the lack of EMI-specific training and supportive materials tailored to their disciplines.

In parallel, schools and universities lack the infrastructure necessary to facilitate the smooth implementation of EMI. The availability of English-language textbooks, digital tools, and language

labs is limited, creating significant barriers for both teachers and students. As a result, the educational system faces a dual challenge: enhancing teacher preparedness while simultaneously building the institutional capacity to support EMI.

6. Recommendations

a. In light of these findings, the following recommendations are proposed to facilitate a smoother and more effective transition to EMI in Algeria:

b. **Gradual Implementation:** A phased approach is essential for ensuring that both teachers and students can adapt to EMI without overwhelming them. This could involve introducing EMI in stages, starting with specific departments or programs that are most ready, and expanding as infrastructure and teacher training improve.

c. **Targeted Teacher Training and Certification:** It is crucial that professional development programs focus not only on general English proficiency but also on **discipline-specific language training** and **pedagogical strategies** for EMI. Certification programs that recognize the expertise of teachers in delivering EMI courses would provide both recognition and motivation for educators to engage with this shift effectively.

d. **Development of an EMI Framework Tailored to Algeria:** An adaptable EMI framework should be developed to address the unique challenges of the Algerian context. This framework would outline clear guidelines for teachers, institutions, and policymakers, covering areas such as language support, curriculum adaptation, and assessment methods. It should also ensure alignment with national educational goals and international best practices.

7. Limitations & Further Research

While this study provides valuable insights into the challenges and opportunities of EMI in Algeria, several limitations should be acknowledged. The study's sample size was limited, primarily focusing on a small group of secondary and tertiary-level teachers from urban areas. Future research should scale up to include a broader,

national sample to capture a more comprehensive understanding of EMI's impact across different regions, including rural areas where challenges may differ.

Additionally, this research focused primarily on the experiences of teachers. To fully understand the effectiveness of EMI, student perspectives are essential. Future studies should explore how students perceive EMI, how it affects their learning outcomes, and how they adapt to the shift in language of instruction. This would offer a more holistic view of the EMI transition and provide further direction for policy development.

In conclusion, while the transition to EMI in Algeria holds significant potential, it requires careful planning, targeted interventions, and substantial investment in both teacher preparedness and institutional infrastructure. Only with a well-supported, gradual approach can Algeria realize the full potential of EMI, ensuring that its teachers and students are equipped to succeed in a global academic environment.

Footnotes

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