


Perceptions and Attitudes Towards English as a Medium of Instruction Among Algerian University Teachers: Case of Yahia Fares University of Medea

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Received: 10/04/2025

Accepted: 23/11/2025

Published: 01/01/2026

Abstract

Over the last two decades, English as a medium of instruction (EMI) in higher education has become a global phenomenon owing to the increasing significance of English as a means of communication for academic, scientific and professional purposes. This shift is not limited to one country, it also concerns Algeria where the use of English became more dominant in higher education. However, teachers' perceptions towards this linguistic shift are still under-researched. This article aims to gain insights into how English influences education quality and explore the various challenges faced by teachers in this process and understand the factors affecting teachers' attitudes and perceptions towards this transition. The study adopts the mixed method. The researchers administered an online questionnaire that was submitted to a sample of 40 university teachers of different disciplines at Yahia Fares University of Medea. The study performed data analysis to ascertain the attachment of linguistic skills, attitudes and perceived issues. The findings of this study exemplified a broad spectrum of views among teachers. They concluded that teachers who have better English proficiency are likely to have more favorable perceptions. The questionnaire highlighted several prominent challenges faced by educators, including those with language and resource constraints, that hinder the transition to English as a medium of instruction. Furthermore, based on the outcomes of this study, pertinent recommendations will be drawn for both policymakers and higher education institutions in Algeria on how to enhance the proper integration of English in university education, which in turn will enhance the quality of education and lead to more effective learning.

Key words: Algerian higher education; English as a Medium of Instruction (EMI); Language proficiency.

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Journal of Languages & Translation © 2026. Published by University of Chlef, Algeria.

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Introduction

Over the past few decades, English has transited from a second language to a global lingua franca establishing itself as the go-to language in academia, business, and global politics. This global spread of English as a Medium of Instruction (EMI) is a phenomenon associated with the globalization, internationalization of higher education, and access to knowledge and global labor markets. Worldwide, particularly in non-Anglophone nations, English is being adopted as a language of instruction in secondary and higher education, not just a subject of study. A prevalent belief that fluency in English incorporates academic and career advantages, colloquially labeling EMI as a pathway for upward mobility and global competitiveness, drives this constellation.

In many developing countries, EMI was implemented to internationalize national education systems to make them attractive to foreign students (Fang, 2021; Merisotis & Pema, 2004; Orczyk, 2021). EMI, however, is not without its challenges. Language policy in countries with colonial legacies and complex multilingual landscapes, for example in Sub-Saharan Africa, is often unable to make a true compromise between goals of a global world and local linguistic and cultural aspects. The tensions are exacerbated by the historical, socio-political and economic circumstances, in which EMI policies are embedded, which shape the implementation of EMI policies and their consequences.

Algeria provides both a unique and complex case within these broader global trends. With Arabic as the sole official language and French continuing to dominate education and administration since the colonial period, it is useful to examine English in the context of this multifaceted linguistic landscape in a post-colonial, multilingual country. The recent interest of the Algerian government to promote, English in Algeria, at all levels, including higher education, cannot be interpreted superficially, so simply as a recourse to a new language instead of the former one, French, since such a shift rests in the same time on principles at linguistic, cultural, political and didactical levels.

This movement towards EMI in Algerian universities is taking a place in a context where it raises several challenges related to institutional readiness, teacher training, curriculum development but also student preparedness. Furthermore, the top-down nature of EMI policy implementation – driven by global positioning instead of local consultation – makes its actual feasibility and long-run effects questionable. Other Afro-Asian countries have faced similar challenges rooted in poor infrastructure, inadequate teacher training, or the promotion of Western languages and cultures (as we had argued in the literature).

In Algeria, where the educational system is yet to emerge from post-colonial language issues and where French as a foreign language implemented at tertiary institutions is still governing scientific and technical fields, the implementation of English at the tertiary level remains either a move toward modernization or another aspect promoting educational and social disparity. There is significant research gap on the local impact of EMI in Algerian higher education context, yet it is worth noting that there is a limited number of empirical works examining the perspectives and attitudes of university teachers towards the use of English as a medium of instruction in their taught contents. Hence this study attempts to address this gap by investigating the perspectives and attitudes of university teachers at Yahia Fares University of Medea regarding the use of English in their taught contents. It explores how these teachers view the role of English in the quality of education, the drivers of their attitudes toward English, and their challenges in adopting English as a Medium of Instruction. This is important because it is through these perceptions that we can weigh the success of English integration and pinpoint the factors that can be enhanced during the process of implementing EMI in the Algerian higher education scene. In addition to its implications for students, educators and policymakers under this distinctive socio-linguistic and historical frame.

This article addresses the following questions:

1. What are the perceptions and attitudes of university teachers at Yahia Fares University of Medea towards the use of English as a medium of instruction?
2. How do teachers perceive the impact of English on the quality of education at the university?
3. What are the challenges and factors that influence teachers' attitudes towards adopting English as a medium of instruction?

Through the exploration of these aspects, this work will ultimately cast light on the case in one institution of higher learning in Algeria, Yahia Fares University of Medea. The conclusions drawn may help better shape the solutions sought and inform decisions on the national stage in Algeria to integrate English more broadly into higher education.

1. Literature Review

This study explores in a broader context EMI in higher education worldwide, its opportunities, challenges, and implications. Content courses for which the medium of instruction is English (EMI) are becoming more common in order to enhance students' English proficiency and accessibility to worldwide academic sources, increasing skills internationally in a more competitive professional environment. The review also draws attention to EMI's contribution to intercultural communication and academic collaboration, and the pedagogical implications. It also discusses the potential challenges faced by Algerian universities in implementing EMI, such as resource shortages and cultural resistance, while recognizing the opportunities for academic and professional growth it offers.

1.1. *English as a Medium of Instruction*

English as a Medium of Instruction (EMI) is increasingly adopted by universities, particularly in non-native English-speaking countries, to boost global competitiveness. As Rifiyanti & Dewi (2023) describe, EMI is an approach where English serves as the primary language for teaching non-English subjects, aiming to enhance students' language skills alongside their academic knowledge, and it fosters global communication (pp. 183–192). The theoretical concept of EMI frequently coincides with the CLIL (Content and Language Integrated Learning) paradigm in which content is learned through language. Accordingly, EMI is not simply seen as a linguistic change but also as a practice in the pedagogical strategy of dual focus. Sudana et al. (2023) further highlight EMI's role in creating bilingual environments, particularly in regions like Europe and Asia. This bilingual framework supports students in mastering not only English but also critical subject matter (pp. 42–55). However, as Gülle (2024) notes, while EMI is widely used to enhance English proficiency and prepare students for the global job market, it also presents challenges, such as ensuring linguistic equity and pedagogical effectiveness, and requires highly fluent teachers and proper resources (pp. 73–94). This challenge raises the fundamental theoretical issue in EMI often referred to as the 'language-content dilemma' where content specialists can find themselves unable to master pedagogical language skills, while language specialists may lack expertise with content matter. This research, focuses not just on the theoretical implications of EMI but also brings an in-depth contextual understanding of how these factors must be integrated with cultural and educational resources to ensure both language development and academic success. Thus, while EMI brings great advantages, it is just as important to tackle the challenges of its implementation, including preserving cultural diversity and ensuring that, teachers and students are positioned to thrive.

1.2. *Global Trends*

Globally, EMI (English as a Medium of Instruction) is becoming widespread aiming to boost the global competitiveness and facilitate student mobility in addition to attributing an international dimension for

teachers' achievements. As Fang et al. (2022) note, EMI is essential in a globalized educational context where it serves as a lingua franca potentially uniting students and teachers from various cultures and university settings. This shift from native speakerism to a more inclusive, pluralistic perspective on English is supported by the growing recognition that proficiency in English is needed for international business, academic exchanges, and global interactions (pp.115–118). These expanding notions of English in education reflect that the benefits of teaching English as one to develop not only language proficiency but also intercultural competence, which is vital in the increasingly globalized world.

This perspective is further reinforced by Khomyshak (2024), who suggests that English is now a worldwide trend in education, an inherent part of the communication and collaboration of the digital era. In fact, English language education has shifted away from a singular focus on language development to include the development of intercultural competence, critical thinking, and authentic communication (pp. 91–97). This transition is especially important as students leave behind the 'English Only' mentality and into a space where they are not only able to communicate through language, but also are equipped with the cultural sensitivity needed to thrive in the multicultural world.

These trends are indicative of the larger influence of globalization and digitalization on language learning, emphasizing the importance of students not only mastering a language, but also developing cross-cultural communication abilities that will be critical for success in a globalized world. This comprehensive overview of EMI confirms that its implementation reflects a fragile compromise between meeting global standards for academic excellence and solving local pedagogic language-related issues. The literature continually highlights the need to resolve the content - language dilemma, provide adequate teacher training and address student readiness requirements. These documented global dynamics underscore the importance of context-specific research to understand how these theoretical challenges manifest on the ground thereby justifying this study's focused investigation into the perceptions of teachers within the unique linguistic and historical environment of Algeria.

1.3. EMI in Teaching

The rise of English Medium of Instruction (EMI), in turn, has brought about substantial changes in teaching methods and learning styles as well as classroom settings that teachers must navigate when faced with language-related challenges. Based on the work of Irakoze and Sikubwabo (2024), the combination of qualified teachers, high quality materials and social and linguistic support helps to the EMI success, such as the use of role-playing or multimedia resources (pp. 614–628). In Algeria, where English as a Medium of Instruction is growing in higher education, teachers have developed their own methods to enhance comprehension, including the use of visual aids, simplified language and code-switching between English, Arabic and French. This personalized approach aligns with the perception of EMI as not only a shift in language but an inclusion of the learning environment where students with different levels of English language proficiency can work together and learn how to communicate effectively.

Moreover, EMI encourages the use of digital technologies that can benefit the teaching and learning process. As Yao (2004) pointed out, “AI plays an inevitable supporting role in intelligent speech recognition to enhance teacher-student interaction in EMI settings and hence improve learning outcomes” (p. 9). The embodiment of multimedia aids and cyberspace can significantly contribute to the cost-effectiveness of EMI as it renders learning more stimulating and important. By being exposed to complex content in their second language, students must engage with the material critically, promoting those important higher-order thinking skills, which constitutes so beneficial instructional strategy that prepares students for global job markets.

1.4. EMI in Learning

EMI provides students with an opportunity to improve their English language skills, which are essential for academic and professional success. EMI is established as an indispensable means to develop linguistic intelligence to access international knowledge, predominantly in English. As Prayuda et al. (2024) observe, learners benefit from EMI in both language and academic output. EMI aims to enhance language fluency and general academic content delivery but mixed results exist dependent on the students' trajectory in the English language, the design of the courses and the quality of instruction (pp. 30-37).

EMI does not only improve English skills but also helps students access the relevant academic vocabulary and argument, making them better communicators. This becomes crucial with participation in global academia, thus uniting students from various language backgrounds. Moreover, EMI expands access to a greater number of scholarships, especially in disciplines like sciences, business and engineering, where much research appears in English. EMI allows students to be in touch with the world latest academic research while preparing them for good job opportunities worldwide. This study captures the conviction of the Algerian State that EMI is an important mechanism for preparing students for the globalized world in which they will engage.

1.5. Content Teaching and EMI

EMI integration as a method in content teaching is crucial for changing the way academic subjects' delivery. This method is not limited to developing students' language skills but also changes the way in which content is taught across disciplines. Studying in English means being connected to academic knowledge all over the world, preparing students for the intellectual and professional demands of a globalized world. EMI creates a lively and participative environment of learning. It shifts the focus towards subject contents; as Hu (2023) explains, EMI consists in learning the subject matter through the medium of the English language, which constitutes an emphasis on content learning rather than language learning (p. 3).

Getting into students' linguistic needs helps them reach the learning outcomes. Teachers use interactive techniques such as discussions, group work, and problem-solving activities to allow students to engage with academic content while simultaneously practicing language skills within the context of learning. This practicum helps students to engage with subject-specific vocabulary and concepts endured in their disciplines in a meaningful way. According to Barnawi (2021), EMI hastens the way research output is spread, especially in global higher education, enabling more competition and access to academic resources (pp. 1–13). Thus, EMI is a great asset in giving students access to a plethora of scholarly materials, enabling them to stay up to date in their field. Gaining access to the English language prepares students for future academics or work internationally while breaking the language barrier that limits knowledge.

1.6. EMI in the Algerian Context

The adoption of English Medium of Instruction (EMI) in Algerian universities is a significant step towards modernizing the higher education system, enhancing both linguistic and academic proficiencies, and complementing global perspectives on higher education. French has historically played a major role in Algerian school education due to colonial legacy; however, recent linguistic policy changes represent the rising significance of English. In this regard, the government has been working on introducing English language courses in secondary education and partnering with other countries to train teachers and make teachers learn the English language. According to Mahi's (2024) observation, the ongoing efforts to shift from French to English by the Algerian government are to maximize the global economic potential, which requires restructuring and changes to enhance the integration of scientific fields (pp. 355-361).

This reform is necessary for students to compete in the world job market. EMI does not only provide access to a wider range of academic resources, particularly those with an English-language publication but may also facilitate international student exchanges that fuel Algerian universities' reputation and excellence. In addition, EMI meets the increasing need for English language skills, essential for success in the world of international business and academia. In Algeria, the implementation of EMI is in line with the global push towards the internationalization of higher education and equipping students for global careers that demand proficiency in English. Even further, the incorporation of the seventeen Sustainable Development Goals (SDGs) in the Algerian Development Vision Long-Term Development Plan, cited by Abderzag et al. (2024), highlights the country's focus on comprehensive development in spheres such as healthcare, education, and environmental sustainability (pp. 128–138) Such comprehensive approach will not only facilitate educational reforms but also prepare Algeria to prosper in a global and interdependent world. Through EMI, Algeria prepares the ground for a more sustainable and internationalized education system.

1.7. Potential Challenges Facing Algerian Content Teachers in Implementing EMI

1.7.1. Teaching Resources

The lack of English-language teaching resources is a major challenge for EMI implementation in Algeria, owing to the country's colonial past with French. This shortage, together with poor teacher training, prevents students from achieving academic success and developing proficiency in English, according to Gülle (2024, pp. 73-94). Due to the limited institutional support for the development of culturally sensitive resources, this is particularly an issue in fields such as engineering and medicine. The findings of this study show how important it is to systematize policy and institutional support for EMI in order to improve international student learning.

1.7.2. Cultural and Psychological Challenges

A cultural and psychological resistance has been sparked by the transition from French to English as a Medium of Instruction in Algeria. As Kamal et al. (2024) point out, this resistance reflected a substantial cultural obstacle on the way to a successful EMI integration, since a segment of society perceives French as an integral part of Algeria's academic and cultural identity (p. 3). The teachers who used to deliver lessons in French experience difficulties in adapting with the new linguistic policy, and can get frustrated and resist even more, which leads to rethink this immediate shift to EMI and search the possibility of a slow and effective transition to EMI as an international lingua franca, that can happen in incremental steps.

Zheng (2023c) points out that student in EMI contexts typically encounter difficulties in second language acquisition, which has a negative impact on their cognitive processes, critical thinking, and cross-cultural interactions, especially in multilingual classrooms (pp. 173–182). This is indicative of the socio-psychological problems that need to be solved, since language difference is always a barrier to students' preliminary understanding of the content. These challenges highlight that extra support is needed to help students overcome language and cultural barriers to ensure better learning outcomes in EMI contexts.

1.7.3. Administrative and Institutional Challenges

By investigating the barriers to the implementation of EMI in Algerian universities, this research addresses the need for institutional support for EMI, which is critical for the successful adoption of EMI in higher education in Algeria, given the issues concerning resource availability, policy guidance and teacher preparedness. These challenges must be met through effective teacher training, especially concerning pronunciation, discourse, and classroom diversity management (Chen, 2023, pp. 4–6) if they are to be addressed in effective EMI.

The absence of specific EMI guidelines in countries makes it extremely difficult to implement, allowing for the wide variety of practices, which can be observed. Institutional support is necessary to prevent EMI practices from being lip service and, instead, a true investment in fostering better teaching and learning outcome. Because the lack of support risks fulfilling EMI's potential and meeting its educational goals.

1.8. Opportunities of English as a Medium of Instruction

1.8.1. Professional and Academic Development

In Algeria, where French has traditionally been the language of instruction, English as a Medium of Instruction (EMI) helps enhance global mobility for both teachers and students. Chen (2023) emphasizes that EMI improves students' English skills, enabling them to engage in international academic exchanges (pp. 4-7). It is observed that EMI also offers teachers opportunities to improve their linguistic abilities and access global resources.

Ruiz and Fortinet (2022) stress the need for EMI teacher training programs that combine digital, linguistic, and pedagogical skills to support content and language integration in Algerian universities (pp. 4-5). These initiatives are crucial for adapting teaching methods to diverse academic environments, ensuring that both teachers and students maximize the benefits of EMI.

1.8.2. Access to Academic Resources

A key advantage of English as a Medium of Instruction (EMI) is its ability to provide access to a vast range of academic resources, mainly in English. Xie and Peng (2023) note that EMI allows students to engage with global academic networks, enhancing their understanding of scholarly texts and fostering international collaborations, which expands educational opportunities (pp. 728-731). From my perspective, this access to global resources is not just beneficial for students but also empowers Algerian teachers to offer high-standard education, aligning with international academic standards.

EMI, therefore, strengthens the quality of education in Algeria and establishes connections between Algerian universities and the global academic community. This fosters knowledge exchange and broadens learning opportunities, preparing both students and teachers to participate in the global academic and professional landscape. This research highlights the significant role EMI plays in connecting Algeria to the world, enriching its higher education system.

2. Methodology

The present section presents the methodology employed to explore the perceptions and attitudes towards English as a Medium of Instruction among Algerian university teachers.

This study adopts a mixed-method, combining quantitative and qualitative methods. The quantitative method aims to produce numerical data and statistical analyses. Its objective is to establish cause-and-effect relationships between the variables of this research paper, namely the perceptions of university teachers towards the implementation of EMI in higher education and the potential obstacles this process may face, whereas the qualitative method aims to collect information from the participants' natural environment, via the use of open-ended questions and evaluation. This method provides a comprehensive overview of the research, enabling a more expanded analysis of the perceptions of university teachers towards the implementation of EMI in higher education. Its objective is to identify the potential obstacles and paving the way for in depth studies aiming at orienting the Algerian university towards the best practices to be adopted to optimize the benefits of implementing EMI in the tertiary education.

The population of this study is university teachers at Yahia Fares University of Medea from sciences, engineering and humanities disciplines. The study utilized a purposive sampling technique to select a sample of forty (40) teachers, who were actively engaged in or potentially affected by the EMI shift. They are divided as follows: Sciences (15 teachers), Humanities (14 teachers) and Engineering (11 teachers).

This specific distribution was chosen to ensure disciplinary representativeness, reflecting the departments most involved in the transition to EMI. While this sample is drawn from a single institution, Yahia Fares University of Medea serves as a contextual case study reflecting the typical linguistic diversity and implementation challenges—including the prevalence of French and the recent push for English—found across the Algerian tertiary education system, thereby providing relevant insight into the broader national context.

As for the data gathering tools, the study adopted a questionnaire administered online through the platform Google Forms. It consists of sixteen (16) questions, divided into 6 sections, namely: Section 1: Demographic and Professional Background Section 2: General Perceptions of EMI; Section 3: Influence of Language Proficiency on Attitudes; Section 4: Challenges and Adaptations in EMI Implementation; Section 5: Institutional Support and Resources for EMI; Section 6: Factors Influencing Teachers' Attitudes Towards EMI.

3. Analyses and Discussion

The study highlights several demographic and professional factors giving insights into teachers' perceptions and experiences regarding the implementation of English as a Medium of Instruction (EMI) at Yahia Fares University of Medea. The findings, drawn from a survey of 40 university teachers representing a range of disciplines, shed light on the current landscape of EMI in Algerian higher education with a specific focus on the Sciences, Humanities, and Engineering faculties.

3.1. Demographic and Professional Information

3.1.1. Age of Participants:

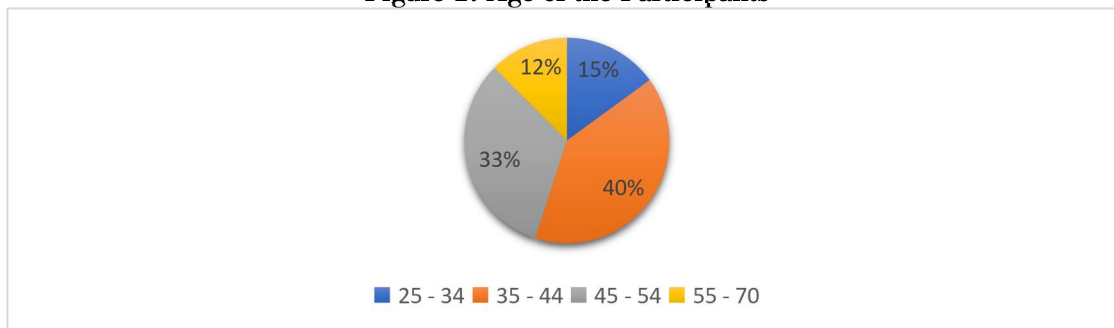
The age distribution of the teachers reveals that the majority are between the ages of 35 and 54, As seen from table 1 and figure 1, 72% of the teachers included in the sample are between 35-54 years old. Specifically, 40% of teachers fall within the 35-44 age group, while 32% are in the 45-54 age range. Younger teachers, aged 25-34, represent 15% of the sample, while the oldest group (55-70 years) consists of only 13%. The relatively higher proportion of teachers in the 35-54 age groups indicates a more experienced faculty, potentially more open to professional development but possibly facing challenges in adapting to EMI due to their prior academic and teaching backgrounds, which are often more aligned with Arabic and French mediums.

Table 1: Age of the Participants

Age Category	Teachers' Number
25 - 34	6
35 - 44	16
45 - 54	13
55 - 70	5

Source: the researchers based on the collected data

Figure 1: Age of the Participants



Source: the researchers based on the collected data

3.1.2. Teaching Experience:

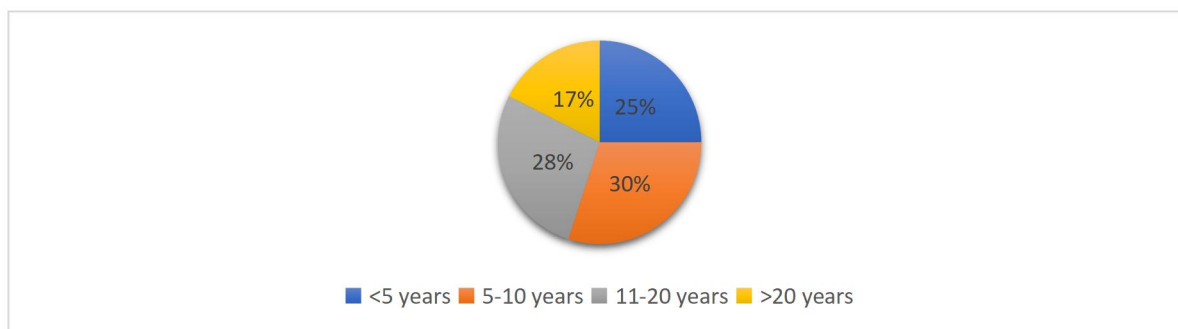
A significant portion of the respondents have between 5 to 20 years of teaching experience, with 30% having between 5-10 years and 27% between 11-20 years. This distribution suggests that a large portion of the faculty are mid-career professionals, not newcomers nor highly seasoned veterans. A smaller group of teachers (25%) have fewer than 5 years of experience, and 18% have over 20 years of teaching experience, reflecting a relatively diverse range of expertise within the institution.

Table 2: Teaching Experience of the Samples

Teaching Experience	Teachers' Number
<5 years	10
5-10 years	12
11-20 years	11
>20 years	7

Source: the researchers based on the collected data

Figure 2: Teaching Experience of the Samples



Source: the researchers based on the collected data.

3.1.3. Taught Subjects:

The distribution of teachers by field shows that the Sciences department has the highest number of teachers (15), followed by the Humanities (14) and Engineering (11). Within the Sciences, Chemistry is the most represented subject with 5 teachers, while Physics and Mathematics each have 3. In the Humanities, the subject "Sociology of Organization and Work" has the highest number of teachers (7). In

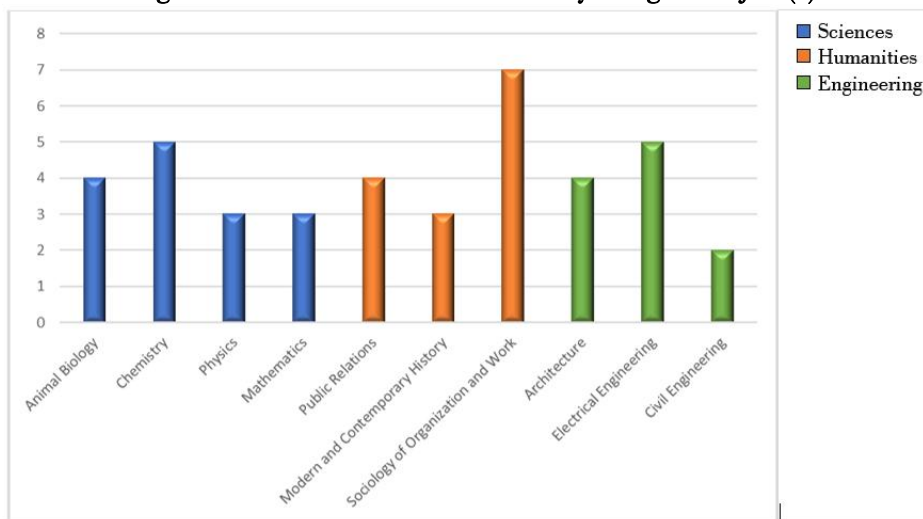
Engineering, Electrical Engineering is the most represented field with 5 teachers, while Civil Engineering has the fewest, with only 2 teachers.

Table 3: Distribution of Teachers by Taught Subject(s)

No.	Field	Taught Subject (s)	Number of Teachers
1	Sciences	Animal Biology	4
2		Chemistry	5
3		Physics	3
4		Mathematics	3
5	Humanities	Public Relations	4
6		Modern and Contemporary History	3
7		Sociology of Organization and Work	7
8	Engineering	Architecture	4
9		Electrical Engineering	5
10		Civil Engineering	2

Source: the researchers based on the collected data.

Figure 3: Distribution of Teachers by Taught Subject(s)



Source: the researchers based on the collected data.

3.2. General Perceptions of EMI

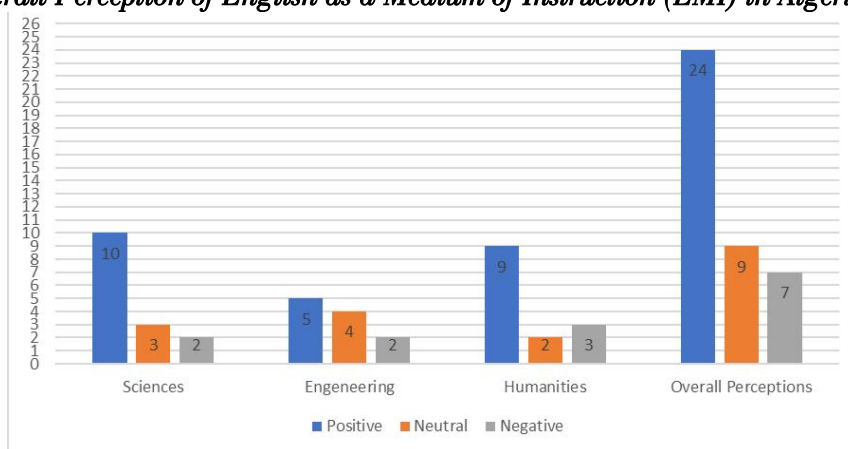
3.2.1. Overall Perception of English as a Medium of Instruction (EMI) in Algerian Universities

Table 4: Overall Perception of English as a Medium of Instruction (EMI) in Algerian Universities

Disciplines Statistics	Positive		Neutral		Negative	
	Teachers' Number	%	Teachers' Number	%	Teachers' Number	%
Sciences	10	25%	3	7,5%	2	5%
Engineering	5	12,5%	4	10%	2	5%
Humanities	9	22,5%	2	5%	3	7,5%
Overall Perceptions	24	60%	9	22,5%	7	17,5%

Source: the researchers based on the collected data.

Figure 4: Overall Perception of English as a Medium of Instruction (EMI) in Algerian Universities



Source: the researchers based on the collected data.

The majority of the faculties (55%) support EMI, particularly in the fields of Science and Engineering. Teachers from disciplines such as Chemistry, Physics, Mathematics, and Electrical Engineering emphasize the importance of EMI for gaining access to up-to-date scientific literature, improving global collaboration, and enhancing employability. However, 27.5% of teachers expressed mixed views, citing challenges like limited English proficiency among students and insufficient institutional support. A smaller group (17.5%) opposed EMI, particularly in fields such as Animal Biology, Sociology, and Modern History, where teachers argued that Arabic and French remain more practical for education in Algeria.

3.3. Qualitative Insight on Overall Perceptions

The qualitative responses provided a deeper explanation for these varied perceptions. Teachers in Sciences and Engineering often expressed that their positive view stems from the language's direct link to academic progress and job markets. As one Engineering teacher stated, "EMI is essential because all current research and international standards in my field are exclusively in English." Conversely, the negative perceptions noted among Humanities faculty often centered on pedagogical and cultural concerns. One teacher from Sociology noted, "The push for EMI is counterproductive in my discipline; it creates a linguistic barrier that prevents critical engagement with complex cultural concepts that are better discussed in Arabic or French." These qualitative insights confirm that disciplinary relevance and perceived threats to local linguistic identity are the primary drivers of teachers' overall attitudes toward EMI implementation.

3.3.1. Advantages and Disadvantages of Implementing EMI According to Teachers

3.3.1.1. Advantages

- **Global Competitiveness:** The majority of Science and Engineering faculty see EMI as a key factor for integrating Algerian students into global research and the international job market.
- **Access to Scientific Knowledge:** EMI facilitates access to the most recent research, which is primarily available in English.
- **Better Career Opportunities:** Mastering English is an essential factor for being employed at International organizations and multinational companies.
- **Academic Globalization:** EMI enables students to engage in international conferences and joint research.
- **Standardization of Terminology:** EMI resolves inconsistencies in technical vocabulary that occur while translating complex terms into the Arabic or French language.

3.3.1.2. Disadvantages

- **Students' Low Levels of English:** this is one of the biggest issues, particularly for Humanities and Public Relations teachers. Language barriers make it hard for students to understand content, causing them to lag behind academically.
- **Concerns of Inequality:** Some educators have expressed concerns that EMI might exacerbate inequalities between students who come from strong English backgrounds and those from marginalized or rural areas who might have lower exposure to English.
- **Instructor-related Challenges:** Many teachers, especially those from Humanities, express concerns about their own proficiency in English, which necessitates significant preparation for switching to EMI.
- **Classroom Engagement:** EMI can dampen student participation in class, which can cause students not to contribute in class due to the language barrier.
- **Ethnic Identity Erosion:** EMI could impede the role of Arabic and French (main languages of instruction in higher education) in communication, and lead to a fading of the ethnic identity

3.3.2. Impact of EMI on Students' Learning Experience and Academic Performance

3.3.2.1. Science Faculty

The collected data reported that most (60%) of the science faculty members responded that EMI improves the academic performance of students.

They appreciate how it improves access to scientific literature and standardizes technical terms. However, 20% of science faculty remain neutral, possibly due to concerns over students' English proficiency. A minority (20%) disagrees, citing difficulties in adapting to EMI.

3.3.2.2. Humanities Faculty:

In contrast, 57% of Humanities faculty disagree or strongly disagree that EMI enhances student learning. Many argue that EMI creates language barriers that hinder engagement and comprehension. However, 21% of Humanities teachers express agreement with EMI's potential to improve students' learning, indicating a divide between teachers in this field.

3.3.2.3. Engineering Faculty:

A majority (64%) of Engineering faculty agree that EMI improves students' learning experiences, with 27% remaining neutral. This group emphasizes that EMI aligns Algerian education with global industry standards, enhancing student employability.

3.3.3. Students Response to EMI in Algerian Universities

3.3.3.1. Disciplinary Divide in Student Reactions

- **Science and Engineering students** are generally **more receptive to EMI** due to its direct relevance to their careers and academic growth. However, many still face **challenges with technical vocabulary and fluency**.
- **Humanities students** tend to **resist EMI more strongly**, as they **lack exposure** to English in their previous education and often prefer Arabic or French for conceptual discussions.

3.3.3.2. *Language Proficiency as a Key Factor*

- Across all disciplines, **students with prior English knowledge** adapt more easily, while those with limited exposure **struggle significantly**.
- This divide highlights the **need for preparatory language courses** and ongoing support for students transitioning to EMI.

3.3.3.3. *Reduced Student Engagement*

- A common concern across all disciplines is that EMI can **inhibit student participation**, particularly in oral discussions.
- Teachers from all fields report that some students become **passive learners**, relying on **memorization rather than comprehension** due to language difficulties.

3.3.4. *Influence of Language Proficiency on Attitudes*

3.3.4.1. *Influence of Teachers' Proficiency in English on their Attitude Towards EMI*

Table 05: Likert Scale Illustrating the Influence of Teachers' Proficiency in English on their Attitude Towards EMI

Discipline	No Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Total
Sciences	1	2	4	5	3	15
Humanities	3	5	3	2	1	14
Engineering	0	1	3	4	3	11
Total	4	8	10	11	7	40

Source: the researchers based on the collected data.

3.4. *Inferential Insight: The Correlation between English Proficiency and Attitudes Towards EMI*

Beyond descriptive tendencies, it seems clear that there exists a strong positive relationship between the self-reported English proficiency of teachers and their acceptance of EMI. This inference is grounded in the clear patterns observed across disciplines: a total of 18 teachers (45%) reported a High or Very High influence of their proficiency on their attitude. This positive trend is especially noticeable in the technical disciplines: among Science and Engineering teachers a total of 12 on 26 (46%) claimed to have High or Very High influence. In contrast, particularly in Humanities, where resistance to EMI is more pronounced, only 3 teachers (21%) experienced such a positive influence. This trend supported the deduction that English proficiency was a major predictor of positive attitudes towards EMI confirming the premise that linguistic comfort is a primary factor determining teacher readiness for the EMI transition.

3.4.1. *Overall Trends*

- Influence of English proficiency on EMI attitudes varies significantly across disciplines.
- Sciences and Engineering faculty generally report a higher influence of their English proficiency on their attitude toward EMI.
- Humanities faculty exhibit lower perceived influence, with a greater proportion stating that their English proficiency has little to no impact on their attitude toward EMI.

3.4.2. Science Faculty Responses

- A majority (53%) report high or very high influence, indicating that their comfort with English positively shapes their acceptance of EMI.
- A minority (20%) state little to no influence, likely because they see EMI as a necessity for their field regardless of their personal English skills.
- Some teachers (27%) report a moderate influence, suggesting that while English proficiency matters, other factors such as institutional policies or student preparedness also shape their views.

3.4.3. Humanities Faculty Responses

- A significant portion (57%) report no or low influence, suggesting that their attitude toward EMI is shaped more by concerns about accessibility and pedagogy rather than personal English skills.
- Only 21% report high or very high influence, indicating that English proficiency plays a minor role in their acceptance of EMI.
- Neutral responses (21%) indicate that some faculty members acknowledge an impact, but other considerations—such as cultural and linguistic concerns—remain dominant.

3.4.4. Engineering Faculty Responses

- Similar to science faculty, a majority (64%) report high or very high influence of English proficiency on their EMI attitudes.
- Only 9% report low influence, highlighting that English proficiency is strongly linked to their support for EMI.
- Moderate influence (27%) suggests that some engineering instructors recognize English proficiency as important, but not the sole determining factor.

3.5. Challenges and Adaptations in EMI Implementation

The implementation of EMI led to several Changes in Teaching Methodologies and Classroom Dynamics in the following areas:

3.5.1. Pedagogical Adaptations and Teaching Methodologies

Many teachers reported a shift towards **student-centered learning**, as they needed to adapt their strategies to ensure students' comprehension.

Moreover, the study showed an increased use of **multimodal teaching aids** (visuals, videos, interactive tools) was noted, particularly in **Sciences and Engineering disciplines**, to compensate for students' language limitations.

3.5.2. Assessment and Student Performance

EMI led to the modification of assessment techniques, with teachers incorporating **more written assignments, presentations, and open-book exams** to balance language proficiency gaps.

Some Sociology and Modern History teachers observed a decline in students' analytical writing skills, as students struggled to express complex ideas fluently in English.

Physics and Mathematics instructors reported no major content-related impact but highlighted that EMI affected students' ability to articulate problem-solving steps effectively.

3.5.3. Teacher Preparedness and Professional Development

Chemistry and Electrical Engineering teachers expressed the need for **specialized EMI training** to enhance their instructional delivery.

Several teachers across disciplines felt **self-conscious about their own English proficiency**, leading them to invest in **personal language improvement efforts**.

Some **Architecture and Sociology** teachers reported attending EMI-focused pedagogy workshops, which helped them refine their approach to lesson delivery.

3.5.4. Classroom Communication and Engagement

Reduced participation due to language barriers is a challenge across disciplines, particularly in Humanities and Public Relations. Teachers in Science and Engineering also note that students struggle with technical vocabulary, which slows down classroom interactions. Code-switching between English and native languages has been a common strategy, especially in fields like Animal Biology and Civil Engineering.

3.6. The Challenges Faced When Teaching in English, and the Adaptation Techniques

- **Sciences and Engineering:** Struggled mainly with technical terminology and comprehension, with students relying on memorization rather than conceptual understanding. Adaptation strategies focused on simplified explanations, bilingual glossaries, and visual aids.
- **Humanities:** Faced major challenges in discussion-based learning, where students' ability to express ideas in English directly impacted classroom dynamics. Adaptation strategies included small-group discussions and structured speaking exercises.
- **Mathematics:** Reported the least difficulty, as formulas and problem-solving methods were less dependent on language fluency. However, teachers noted that students had trouble articulating reasoning in English.

3.6.1. The Frequency of Teachers Need to Switch Between Languages During a Lecture

Table 06: Likert Scale Illustrating the Frequency of Teachers Need to Switch Between Languages During a Lecture

Discipline	Never	Rarely	Sometimes	Often	Always	Total
Sciences	1	2	4	5	3	15
Humanities	3	5	3	2	1	14
Engineering	0	1	3	4	3	11
Total	4	8	10	11	7	40

Source: the researchers based on the collected data.

Sciences: Most teachers (5 out of 15) switch languages often, followed by 4 who do so sometimes. A smaller number (2) do so rarely, and only 1 teacher never switches languages during their lectures. This suggests that EMI could be an effective tool, but they may also face challenges in ensuring clarity if switching is done too often. EMI implementation might need to focus on improving fluency in English to minimize the need for switching.

Humanities: The distribution shows that language switching is quite common, with 5 teachers switching languages rarely and 3 switching sometimes. Only 1 teacher always switches languages, and 3 teachers never switch. Which indicates that the implementation of EMI would need to focus on content delivery in English, while still providing sufficient support for those who are not as comfortable with the language.

Engineering: In this discipline, 4 teachers switch languages often, followed by 3 who do so sometimes. The number of teachers who never switch is minimal (0), and 1 teacher switches languages rarely. Which could indicate either a lack of proficiency in English or the complex nature of technical terminology. EMI implementation should ensure a strong focus on technical vocabulary and support for bilingual instruction to maintain clarity.

3.7. Institutional Support and Resources for EMI

3.7.1. The Adequacy of Institutional Support in Implementing EMI

The majority of teachers in Engineering (7 out of 11) feel positively about the institutional support they receive for implementing EMI, with 4 agreeing and 3 strongly agreeing. In contrast, Humanities teachers are more divided, with 5 teachers disagreeing with the level of institutional support. The responses indicate that there is a significant gap in support across disciplines, with Humanities faculty feeling under-supported.

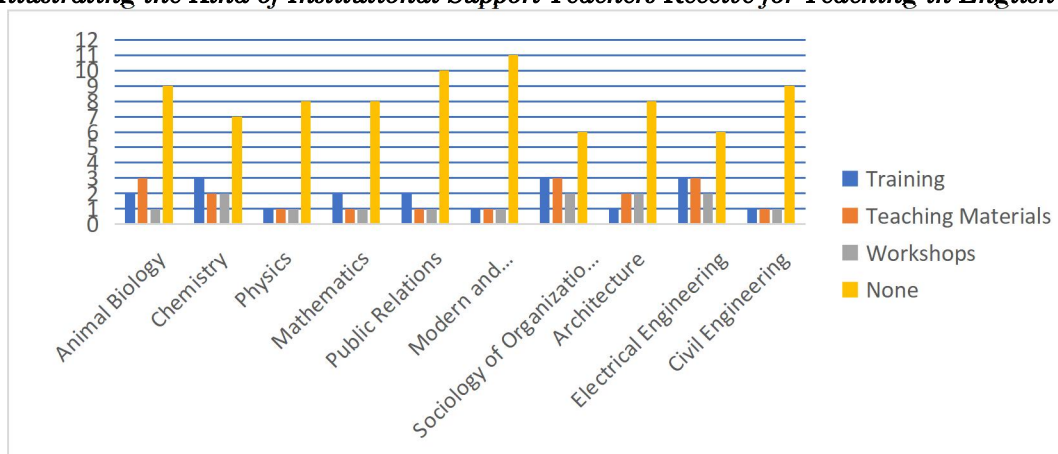
3.7.2. The Kind of Institutional Support Teachers Receive for Teaching in English

Table 07: Illustrating the Kind of Institutional Support Teachers Receive for Teaching in English

Category	Training	Teaching Materials	Workshops	None	Total Responses
Animal Biology	2	3	1	9	15
Chemistry	3	2	2	7	14
Physics	1	1	1	8	11
Mathematics	2	1	1	8	12
Public Relations	2	1	1	10	14
Modern and Contemporary History	1	1	1	11	14
Sociology of Organization and Work	3	3	2	6	14
Architecture	1	2	2	8	13
Electrical Engineering	3	3	2	6	14
Civil Engineering	1	1	1	9	12

Source: the researchers based on the collected data.

Figure 4: Illustrating the Kind of Institutional Support Teachers Receive for Teaching in English



Source: the researchers based on the collected data.

The responses illustrated in the table and bar graph above are divided into four categories: Training, Teaching Materials, Workshops, and None, across three main fields: Sciences, Humanities, and Engineering.

- **Training:**

Departments such as **Chemistry**, **Electrical Engineering**, and **Sociology of Organization and Work** received significant training support, with 3 teachers reporting training in each.

However, **Physics** and **Civil Engineering** received minimal support, with only 1 teacher reporting training, which indicates a potential gap in training availability.

- **Teaching Materials:**

Animal Biology and **Sociology of Organization and Work** reported the highest levels of support in this category, with 3 teachers each receiving teaching materials. However, **Public Relations** and **Modern and Contemporary History** had minimal support, receiving only 1 teacher each.

- **Workshops:**

Sociology of Organization and Work had the highest reported workshops (2), while **Animal Biology** and **Mathematics** each had only 1 teacher reporting workshops. Other departments like **Architecture** and **Electrical Engineering** had a relatively higher response in this category as well.

- **None:**

The "None" category shows that a significant portion of teachers, particularly in **Humanities** (e.g., **Public Relations** and **Modern and Contemporary History**), report no institutional support. This could reflect a lack of targeted institutional efforts in these departments for EMI.

3.8. Professional Development Programs

Several teachers from Engineering and Science faculties mentioned that professional development programs offered in their institutions were meaningful and they were provided decent number of resources and workshops. This also indicates that they tend to be better prepared for EMI as reflected in the higher satisfaction on professional development programs. Yet, these departments continue to request more feedback focused on discipline-specific workshops that target and practice opportunities for integration of technical terms and content-specific pedagogies for teaching in English.

The Humanities, especially Public Relations and Modern History professors expressed that the training was too broad and did not cover what it was actually like to teach in English. Discipline-specific training and resources are major barriers to successful EMI implementation. This indicates that they require further contextualized training that considers how this problem may be expressed in their domain of work (e.g., implementing terminology, conceptual translation, cultural cues in English teaching).

One Public Relations instructor articulated this frustration: "The general language workshops offered are useful, but they fail to address the specific challenge of translating complex public policy concepts into effective English for our students."

3.8.1. Training and Resources

Teachers from different departments have expressed the need for more department-specific materials. For example, Animal Biology and Sociology teachers call for English-language textbooks and technical dictionaries for their disciplines. In Humanities, especially Public Relations and Modern History, teachers were concerned that general training programs were not enough targeted to their disciplines.

3.9. Teachers Views on the Factors Influencing Teachers' Attitudes Towards EMI

3.9.1. Positive Influences:

One of the factors that positively affects attitudes towards EMI is institutional support. Science and Engineering teachers cited the globalization of education as another growth opportunity, as this has enabled students to tap into global research and job markets. Another important aspect is student motivation, as students who are passionate about learning in English motivate their educators to adopt EMI.

3.9.2. Negative Influences:

Humanities educators identified language barriers as the most pressing problem, while teachers of Mathematics and Physics described challenges posed by English's subject-specific terminology.

A lack of adequate professional development and institutional resistance to EMI were also mentioned as barriers, particularly in Humanities.

3.9.3. Neutral or Mixed Factors:

Peer support was seen as a positive factor, but the absence of a unified departmental approach to EMI led to mixed opinions. Student preparedness also influenced teachers' attitudes, with those teaching students who had a stronger command of English being more inclined to adopt EMI.

The study reveals that university teachers at Yahia Fares University of Medea indeed have varying perceptions and attitudes towards the use of English as a medium of instruction, supporting the first hypothesis. A significant portion of the respondents (55%) expressed strong support for EMI, particularly in the fields of Science and Engineering. These teachers view EMI as essential for global academic collaboration, access to scientific literature, and enhancing students' employability. However, a notable 27.5% of teachers held mixed views, acknowledging the benefits of EMI but expressing concerns about students' limited English proficiency and the lack of institutional support. The remaining 17.5% were skeptical or opposed to EMI, especially within disciplines such as Sociology and Modern History, where they argued that Arabic and French are more practical given the linguistic and cultural context of Algeria.

3.10. Recommendations for EMI Implementation:

Based on the findings, several recommendations can be made to enhance the implementation of EMI at Yahia Fares University of Medea:

3.10.1. Targeted Training and Support: *The university should focus on providing discipline-specific training for teachers to help them adapt to EMI.* This includes offering professional development programs that focus on improving English proficiency, particularly for Humanities faculty, and providing workshops on pedagogical strategies tailored to teaching in English.

3.10.2. Enhanced Resources: *There is a need for better access to teaching materials in English,* especially discipline-specific textbooks, research papers, and technical dictionaries. Providing bilingual resources and encouraging the use of Open Educational Resources (OERs) could bridge the language gap for both teachers and students.

3.10.3. Language Support for Students: *Because of the language obstacles students are facing,* the university needs to initiate extensive language support programs to assist students better in learning English. This aids them in excelling in EMI-based courses and improves their overall academic achievement.

3.10.4. Institutional Commitment: The institution should be really committed to EMI by providing teachers with the necessary resources and support. This includes providing better access to teaching materials, minimizing the intermediary nature of professional development programs, and using institutional resistance to EMI as a point of reference in future research.

Conclusion

The study of the perceptions and attitudes of university teachers of Yahia Fares University of Medea of the English language as a Medium of Instruction (EMI) provides insight into the various perspectives policy-makers need to recognize in order to sustainably promote EMI while recognizing that the adoption of EMI has different underlying factors dictated by individual institutional characteristics. The results reveal that the predominant segment of teachers, specifically from Science and Engineering, strongly endorse EMI, perceiving it as a prerequisite to enhancing students' academic performance, availability of worldwide research, and professional prospects. However, teachers in Humanities, especially Sociology and Modern History, seem skeptical about EMI's effectiveness and report language barriers and the erosion of cultural and linguistic identity as their motivations.

The study also emphasizes that teachers with greater English proficiency show more positive attitudes towards EMI while those with lower proficiency encounter considerable difficulties. These challenges include limited student English proficiency, insufficient resources, and a lack of institutional

support. The study suggests that for EMI to be successfully implemented, the university must address these challenges by providing targeted training, improving resources, and offering language support to both teachers and students. This would enhance the overall effectiveness of EMI and contribute to better learning outcomes.

Ethical Considerations Statement:

This study adhered strictly to ethical guidelines to ensure the protection and dignity of all participants. Prior to completing the questionnaire, university teachers provided voluntary, informed consent after receiving full details about the research scope and the principal researcher's contact information, retaining the right to withdraw at any point. Strict measures were implemented for anonymity and confidentiality: the questionnaire collected no personal identifiers, and all data was securely stored on a password-protected file, handled confidentially, and subsequently destroyed after the analysis was completed. Furthermore, the research maintained scientific integrity by committing to intellectual honesty, impartiality, and accurate, unbiased reporting.

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