

In-Service Teacher Training on English-Medium Instruction at Mohamed Cherif Messaadia University, Souk Ahras

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Received 08/11/2024

Accepted 29/05/2025

Published 01/07/2025

Abstract

This study investigates the effectiveness of in-service teacher training on English-Medium Instruction (EMI) at Mohamed Cherif Messaadia (MCM) University, Souk Ahras. It aims to explore teachers' perceptions and experiences regarding EMI training and implementation. Specifically, the study examines how teachers perceive the training, evaluates its reported influence on their classroom practices, and identifies the challenges encountered during the training process and the application of EMI in their teaching. Furthermore, the study seeks to identify effective pedagogical practices, examine existing institutional support mechanisms, and offer evidence-based recommendations to improve future in-service training programmes. To achieve these aims, the study adopted a mixed-methods design, integrating both quantitative and qualitative data collection tools. Data were collected from two purposively selected officials responsible for teacher training and fifty teachers who were randomly selected from a pool of two hundred invited participants. An online questionnaire was administered to gather quantitative data concerning teachers' attitudes toward EMI and their training experiences. In addition, semi-structured interviews were conducted with the two officials and a group of newly recruited teachers to obtain in-depth qualitative insights. Findings indicate that while many teachers reported improved English language proficiency and increased confidence in delivering subject content through English, they continued to face a range of challenges. These included limited language competence, resource constraints, lack of institutional support, time limitations, and resistance to change among both teachers and students. Based on these findings, the study proposes several recommendations for trainers, policymakers and educators to enhance EMI training programmes and support effective implementation within Algerian higher education institutions.

Keywords: English skills; English; Medium Instruction; in-service teacher training; training challenges.

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Journal of Languages & Translation © 2025. Published by University of Chlef, Algeria.

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Introduction

The policy of using EMI has gained interest in non-English speaking countries worldwide. This interest may be linked to several reasons including enhancing the quality of education, attracting international students, and improving students' English language skills to prepare them for international competitiveness. Algeria is one of these countries that realised the importance of using EMI, and has been recently introducing it to all universities.

Recent studies have highlighted both the potential and challenges of EMI in Algerian universities, setting the context for the issues explored in this paper. Over recent years, EMI has expanded in Algerian universities as part of a broader effort to align higher education with international standards and improve teaching quality. This shift began with small-scale pilot projects in science and technology faculties and has gradually extended to other academic fields, especially at the postgraduate level. Research on this transition has emphasized both its promise and its challenges. For instance, Brahmi and Hassani Charif (2024) discuss the difficulties faced by EMI instructors, particularly due to a lack of specialised training and resources. Similarly, Douar (2024) examines the challenges of full and partial immersion models in Oran's Graduate School of Economics, focusing on technical language and content delivery. In the same vein, Naimi (2025) highlights the gap between EMI policies and the practical realities of language proficiency and pedagogy in Algerian classrooms. Moreover, Amara (2025) stresses the importance of developing contextually relevant and teacher-focused EMI policies, while Bekri Hamerlain (2024) calls for improved practical training and institutional support to help educators manage the transition to EMI.

EMI implementation poses significant challenges. These challenges include insufficient language proficiency of teachers and students, limited resources, and lack of training and professional development. To ensure the successful implementation of EMI, it is essential to address these challenges by providing training programmes to university teachers and students including the necessary language skills that will improve their English proficiency, as well as enhance their performance in using EMI. Unfortunately, the current reality reveals challenges faced by university teachers during the training. Namely, most of the in-service teachers training programmes on EMI are not diverse, they are short-term courses, and they do not focus on a single side of teachers' development. In addition, these trainings do not contribute to the educational and individual needs of the teachers. Hence, addressing these challenges requires a comprehensive understanding regarding the in-service teachers training on EMI.

This study aims to investigate the effectiveness of in-service teacher training on EMI implementation at MCM University. Specifically, it explores teachers' perceptions of EMI, evaluates the impact of training on their classroom practices, and identifies the challenges they face during both training and implementation. It also aims to determine effective pedagogical approaches, investigate existing support mechanisms, and offer practical recommendations to enhance future in-service training programmes.

This research paper seeks to find convincing answers to the following research questions:

1. How do the participating teachers (from MCM University) in the in-service training perceive its impact on their English-medium instructions?
2. What are the common challenges associated with transitioning to EMI at MCM University?
3. What challenges do the teachers at MCM University face during the in-service training to use EMI?
4. Do in-service teachers training programmes on EMI meet the needs of university teachers to effectively use English for instructions?

To address these research questions, the following hypotheses have been formulated:

1. Teachers at MCM University who participated in the in-service training perceive a significant positive impact on ability to deliver English-medium instructions.
2. The resistance to change and lack of language proficiency among students and teachers, along with the insufficient pedagogical resources make the implementation of EMI very challenging at MCM University.
3. Teachers at MCM University face challenges during the in-service teachers training to use EMI including: inadequate English language proficiency, lack of time needed to attend the training sessions, and the lack of pedagogical training programmes in EMI.
4. The DUAL and CEIL in-service teachers training programmes on EMI do not fully contribute to the educational and personal needs of university teachers development at MCM University.

1. Literature Review

1.1. English-Medium Instruction

Usually, the medium of instruction in higher education institutions has been the local language of the country, often aligning with the learners' native language. However, this trend has been shifting in recent years, as English is now being used increasingly as the language of instruction, particularly in Europe and many other parts of the world (Dearden, 2015). The spread of EMI for international students has become wide phenomena, with more than half of these students now being taught in English (Graddol, 2006). This is largely due to the extensive use of English for the dissemination of research findings in various academic publications, such as books, journals, and conferences (Mauranen et al., 2010).

Macaro (2018) defines EMI as teaching subjects in English to students whose first language is not English. This applies to both general educational settings and academic contexts. From the same vein, Tsui (2013) defines EMI as teaching primarily in English in environments where English is not the native language of most students or teachers. This highlights that EMI is context-specific and does not assume English proficiency among all participants. According to Dearden's (2015) definitions, EMI is a method of teaching academic subjects in a formal education setting. For him, the key feature of EMI is that it employs English as the primary language for instruction, and this is done with the aim of improving the students' language proficiency, as well as enhancing their grasp of the subject matter. Nicola and Heath (2021) provided additional interpretations aiming to broaden the definition of EMI to encompass Anglophone settings, acknowledging the increasing presence of L2 English speakers in these academic institutions, leading to the emergence of multilingual educational environments. However, the degree of comparability of these contexts remains a topic of contentious discussion.

1.2 Significance of using EMI

Wanphet and Tantawy (2018) confirmed that EMI is employed in various countries as a strategy for internationalising higher education. This transition has shifted English from being a foreign language or second language (L2) to the primary language used for academic subjects in universities. Consequently, a significant result of international universities, especially concerning globalisation, is the integration of EMI across all academic programmes.

The dominance of EMI is deeply entrenched in the social, economic, and technological developments, as well as in international communication, as a result of the globalisation trends observed through the increasing prevalence of English-medium programmes in higher education institutions. Consequently, all foreign universities and international programmes within faculties and higher education institutions use EMI as an approach to internationalise their course curricula. Given its significant importance, EMI is being actively promoted by policymakers, administrators, teachers, and parents in certain countries as a means to globalise their educational offerings, enabling students to engage with the global academic and business

community. They view EMI as a mechanism to rapidly enhance global mobility and strengthen their home country's English language capacity, ensuring that their domestic students can compete effectively in the global marketplace (Dearden, 2015)

Additionally, Luanganggoon et al. (2018) believe that the development of EMI has a great interest to language policy researchers in the era of globalisation and internationalisation. Despite the recognition of some implementation, challenges and constraints, EMI has been widely adopted in various non-native English-speaking countries. Consequently, some foreign universities, as well as international programmes within faculties and higher education institutions use EMI as an approach to globalise their course curricula. English has become a fundamental method of second language learning and teaching, a source of current information and scientific research, and a means of global communication and earning a livelihood in a large number of nations.

The use of EMI offers numerous benefits. Karvonen (2017) highlighted that using English as the medium of instruction provides enhanced access to English materials and improves the quality of curricula. He also noted that both students and teachers benefit from having a wider range of resources and references available in English, including access to international websites and English-language books. Furthermore, Karvonen (2017) emphasised that using EMI opens up better job prospects and facilitates career development. Accordingly, many prestigious government positions now require a proficiency test in English. Embracing English as a universal language enables individuals to engage with a global audience, fostering business growth and increasing earnings by facilitating interactions with customers and suppliers worldwide. For instance, a study conducted by Kassim and Ali (2010) in Malaysia examined professionals working for multinational companies and found that proficiency in oral communication skills in English is essential in the workplace. Furthermore, Karvonen (2017) noted that the use of EMI was seen to help students communicate with a diverse range of people and facilitate easier interaction with the international community. The use of English as a common language would enable better communication for everyone involved.

1.3 Historical background of English in Algeria

Benrabah (2013) states that Algeria did not have any historical connection with the Anglo-Saxon world, yet English was introduced into the country. English has been spreading in Algeria from the post-independent period up to the present time, but it has gone through different stages. The first stage was from the 1950s until the 1970s, when Algeria used France-produced textbooks to teach English. However, in 1975, the first Algerian textbook was introduced. According to Belmihoub (2017), the Algerian Ministry of Education included English as a second foreign language in 1972. In this context, Slimani (2016) argues that English is not deeply rooted in Algerian culture, thus limiting its practical use in everyday Algerian life, both socially and economically.

English language use in Algeria has been influenced by historical and economic factors. Previous research (e.g. Bellalem, 2012) indicates a surge in English learning during Algeria's economic boom before the 1980s. As the nation sought global connections, English gained further prominence (Belmihoub, 2017). However, Slimani (2016) argues that English remains peripheral to everyday Algerian life, unlike in countries where it is more deeply embedded in cultural identity.

The English language in Algeria saw a significant increase in its spread from the 2000s, primarily due to the development of connections with Britain and the United States of America. This was further aided by British scholarships such as World Learning in 2005 and the cooperative relationship between the USA and Algeria. Belmihoub (2017) observed a competitive drive among European and American universities to attract Algerian students. This competition is

seen as beneficial, fostering international relations, educational advancement, economic growth, and cultural exchange while potentially reducing conflicts.

According to Belmihoub (2017), there has been a growing interest in learning and using English among Algerians, especially since the 2000s. This interest grows due to the language's prominent position in the world as a lingua franca, particularly in science and technology. Despite the growing interest, French has been prioritised over English, which has hindered the development of English language skills among Algerians. Nonetheless, the demand for learning English has risen dramatically in recent years, as people become more aware of the importance of the language.

1.4 Using EMI in Algerian higher education

Algerian society stands at a pivotal moment in its history, with language being a prominent and ongoing topic of discussion. Since the beginning of the popular uprising, there has been a growing chorus of voices advocating against the presence of the French language in Algeria, a language that has been entrenched in the country for over 150 years. The sentiment among Algerians is that it is high time to eliminate French from Algeria, citing its association with colonisation and its limited utility as an international business language, proposing instead the adoption of English.

The notion of transitioning languages gained attention as early as 2010 when Former Minister of Higher Education Rachid Harraoubia expressed intentions to potentially replace French with English in universities, particularly in scientific and technological disciplines. In 2019, Algeria's former Minister of Higher Education, Tayeb Bouzid, emphasized the importance of promoting English within Algerian universities. He called for using both Arabic and English in official documents, downplaying the role of French in achieving international recognition for Algerian education and research.

The decision to prioritise English over French as Algeria's primary foreign language sparked a heated debate about the country's deep cultural and linguistic ties to France, which date back to the 130-year French colonial rule that ended 62 years ago. The shift towards English is believed to have the potential to improve the quality of education in Algeria and foster social progress. Given the magnitude of this decision for universities, students, and scientific research, it demands comprehensive reforms starting from the primary level and a multi-year framework. Therefore, academics and experts should develop a long-term plan that considers various factors to ensure the success of this project, which will likely span several years (Ghanmi, 2019).

2. Methods and Materials

This study used a mixed-methods approach to explore the effectiveness of in-service EMI training at MCM University. Data were collected from two officials overseeing teacher training (selected purposively) and 50 randomly selected teachers (from a pool of 200 invited participants). An online questionnaire gathered quantitative data on teachers' attitudes and training experiences, while semi-structured interviews with officials and new teachers provided qualitative insights. Descriptive statistics and thematic analysis were used to analyze the data.

3. Data Analysis and Interpretation

3.1 Analysis of the Officials Interviews

The key themes and commonalities observed across the officials' answers are presented:

Theme 1: Officials' Positive Stance on EMI Implementation

This section reveals a strong consensus among the interviewees regarding the benefits and importance of implementing EMI in Algerian higher education. Both interviewees strongly endorsed the adoption of EMI, recognizing its potential to elevate Algerian higher education. A key driver behind this positive attitude is the understanding that using English will enable

university teachers to publish their research articles in internationally recognized journals, thereby increasing the visibility and impact of their work. The interviewees also acknowledged the status of English as the leading international language of science and research. They believe that embracing EMI will allow Algerian academics to participate more fully in global scientific discourse. In summary, the officials interviewed view the implementation of EMI as a strategic move that will benefit Algerian higher education by fostering research dissemination and international collaboration.

Theme 2: Strategies, Challenges, and Procedures of Adopting EMI at MCM University

This section summarises the key strategies, challenges, and procedures discussed by the two officials regarding the integration of EMI at MCM University.

The discussed strategies for EMI Integration encompass:

Encouraging and incentivizing both teachers and students to embrace EMI has been a growing priority at MCM University. Efforts include offering language training, hiring EMI-trained staff, and planning future initiatives with partners like the British Consulate. Still, challenges persist, such as resistance to change, limited teacher preparedness, and a lack of time and resources for proper training.

To overcome the stated challenges, the interviewees suggested:

- Establishing clear communication channels with teachers to address concerns and provide information about training programmes.
- Investing in new materials, laboratories, and facilities at the Centre of Intensive Teaching of Languages to create a better learning environment.
- Relocating the language center to the scientific faculty to provide easier access for teachers and facilitate resource sharing.

Finally, the officials provided differing perspectives on the success of these procedures. One interviewee believed it was too early to assess the effectiveness, while the other expressed confidence in their success.

Theme 3: Training Background for EMI at MCM University

This section focuses on the in-service training provided to teachers at MCM University to support the adoption of EMI.

- Importance of Training: Both interviewees emphasised the crucial role of training in equipping teachers with the necessary English language skills for EMI. This is seen as essential for publishing research in English, enhancing the university's international visibility, and providing quality education to students.
- Current Training Programmes: The interviewees said that around 800 teachers, both newly recruited and experienced, are participating in training sessions at the Center for Intensive Languages (CEIL). The training aims to improve teachers' overall English proficiency, enabling them to communicate effectively with students and deliver instruction in English. It is worth mentioning that there is a discrepancy in the reported start date of the training, with one interviewee stating March 2022 and the other mentioning November or September 2022.
- Objectives and Scope of Training: While both interviewees agree on the importance of English proficiency, they have slightly different views on the primary objective. One emphasises publication in English, while the other focuses on general language mastery. Currently, the training is a general English programme, not specifically tailored to different academic fields. However, both interviewees anticipate a future shift towards English for Specific Purposes (ESP) to better address the specific language needs of teachers in their respective disciplines.

- **Curriculum and Assessment:** The interviewees stated that the Ministry of Higher Education does not provide a specific curriculum for this training. The CEIL utilises the European Framework curriculum, which includes recognised proficiency levels (e.g., A1, A2). They clarified that teachers undergo a diagnostic test to determine their appropriate proficiency level and tailor the training accordingly.

Theme 4: Challenges Faced by Teachers During EMI Training and Implementation

This section delves into the difficulties encountered by teachers at MCM University as they undergo training and begin implementing EMI.

Challenges During Training:

- **English Proficiency Levels:** Both interviewees identified teachers' varying levels of English proficiency as a significant challenge. Some teachers require substantial support to reach the level needed for effective EMI.
- **Motivation:** The first interviewee highlighted motivation as a potential issue, suggesting that some teachers may not be fully engaged in the language learning process.
- **Adapting to New Teaching Methods:** The first interviewee also pointed out the challenge of persuading teachers to embrace new routines and teaching approaches required for EMI.
- **Challenges During EMI Implementation:**
- **Language Mastery:** The second interviewee emphasized the ongoing challenge of teachers' limited English proficiency, hindering their ability to deliver instruction effectively in English.
- **Lesson Preparation:** The first interviewee noted the difficulties teachers face in preparing lessons in English, particularly if they are accustomed to using Arabic.
- **Achieving Desired Outcomes:** The second interviewee stressed the overall challenge of ensuring teachers reach the desired levels of English proficiency and successfully implement EMI in their classrooms.

Support Mechanisms:

Both interviewees acknowledged the crucial role of the CEIL training in supporting teachers throughout the EMI transition. One of the interviewees mentioned plans to organise seminars and workshops on EMI, potentially involving collaborations with British and American institutions. This can be an additional support to facilitate EMI implementation. The other interviewee emphasized the need for adequate resources, increased motivation, and a genuine desire to learn among teachers to enhance the effectiveness of in-service training.

3.2 Interpretation of the Interviews Results

The results obtained from the officials' interviews revolve around attitudes, strategies, challenges, and the training backgrounds related to the implementation of EMI in Algerian Higher Education, particularly at MCM University.

The results indicate that the two officials are aware about the importance of EMI in publishing research articles and enhancing scientific research, that is why they support the decision to embrace English in higher education. Also, it is indicated that they have an awareness of some of the problems that may face in implementing this decision, including language proficiency, resistance to change among students and teachers, insufficient time and space for the training, and the difficulty of teaching using English language. Strategies such as motivation, training courses, and specialised platforms like DUAL and CEIL are being employed to address these challenges.

The analysis of both interviewees responses reveals that they stressed the importance of in-service training for teachers to improve their English proficiency. The absence of specialised training tailored to specific fields is noted, alongside the necessity for deeper understanding

beyond mere translation of terminologies. Challenges faced during training include teachers' varying proficiency levels in English and the need for increased motivation. Support mechanisms such as CEIL training and the DUAL platform are highlighted, with an emphasis on their role in sustaining the integration of EMI.

3.3 Analysis of the Teachers Focus-Group Discussion

By the implementation of the thematic analysis method to examine the data collected from the focus-group discussion which was conducted with six newly recruited teachers, the following key themes and commonalities are observed:

Theme 1: Newly Recruited Teachers' Attitudes towards EMI Implementation

This section explores the perspectives of newly recruited teachers at MCM University regarding the use of EMI.

All six interviewees expressed support for implementing EMI in Algerian higher education. They recognize the status of English as a lingua franca in scientific communication and its importance for publishing in international journals. The teachers believe that EMI will enhance the quality of education, increase the global visibility of Algerian universities, and provide students with access to a wider range of learning resources. For the perceived benefits of English, the teachers view English as a more flexible and straightforward language for conveying information compared to Arabic. They appreciate the availability of diverse sources and topics in English within their respective fields.

Varying Levels of Preparedness:

While all teachers support EMI, their preparedness to teach in English varies. Three teachers expressed anxiety due to their perceived limited English proficiency. They are actively seeking to improve their language skills through training programmes at the university's Center for Intensive Teaching of Languages and the DAUL online platform. The other three teachers feel more confident in their English abilities, having undertaken prior language training at private schools, language institutes, and through the DUAL platform.

Theme 2: In-Service Teacher Training: A Mixed Bag for EMI Preparedness

This section delves into the in-service training provided to teachers at MCM University to equip them for teaching in English. While the programme shows promise, inconsistencies and limitations emerge. It is worth mentioning that all teachers at MCM University are currently undergoing mandatory training for EMI. More precisely, some teachers receive training through both CEIL and DUAL online platform, but others do attend only the CEIL training.

These key ideas are deduced from the participants' responses:

- **Preference for In-Person Training:** Most teachers favour the CEIL training due to its content and delivery format.
- **Lack of ESP Focus:** A significant drawback highlighted by all participants is the absence of English for Specific Purposes courses. The training focuses on general English basics, failing to address the specific language needs of teaching individual modules.
- **Training Effectiveness:** Most teachers acknowledged the CEIL training's effectiveness in improving their English proficiency, particularly those who started at the B1-B2 level. However, they find the online training (DUAL) less effective in meeting their needs than the in-person CEIL sessions.
- **Challenges and Solutions:** Balancing training with existing pedagogical responsibilities poses a significant challenge.

Theme 3: Implementation of EMI: Early Challenges and Glimmer of Hope

This section examines the initial experiences and challenges faced by teachers and students during the implementation of EMI at MCM University.

Challenges in Implementation:

Most teachers find lesson preparation in English to be the most challenging aspect, while one teacher highlights the difficulty of delivering lessons effectively in English. Besides, teachers and students alike struggle with English proficiency. Teachers face difficulties speaking and presenting in English, with some yet to implement it in their classrooms. Students, accustomed to French-medium instruction, struggle to comprehend lessons in English. Moreover, the current training programmes do not adequately address the practical challenges of teaching in English, such as adapting teaching methodologies or supporting students' language development. Hence, the participants believe that addressing these challenges by providing ongoing professional development for teachers, incorporating language support for students, and adapting teaching methodologies for an EMI context will be crucial for the successful implementation of EMI.

Theme 4: Teachers' Recommendations for Successful EMI Integration

This section highlights the insightful recommendations provided by teachers for enhancing the implementation and effectiveness of EMI at MCM University. The participants highlighted the importance of having long-term vision. They strongly recommend the gradual inclusion of English from primary school to foster early language proficiency and ease the transition to EMI in higher education. They also recommend enhancing Student Support via language enhancement programmes. These would be possible through the creation of dedicated sessions and modules to strengthen students' English language skills is crucial for their comprehension and participation in EMI classrooms. Moreover, they suggest establishing collaborations with English-speaking universities which can provide valuable opportunities for teacher training, curriculum development, and student exchange programmes, further enriching the EMI experience. Closely related, strengthening teacher training is also salient. Namely, tailoring training programmes to address the specific language needs and teaching contexts of different disciplines will enhance teacher preparedness and confidence in using EMI. Besides, continuous professional development is beneficial: Providing teachers with ongoing professional development opportunities, including linguistic scholarships for overseas training, will ensure their English proficiency and teaching skills remain current and effective.

3.4 Interpretation of the Focus-Group Discussion Results

This data interpretation aims to provide insights into the perspectives of newly recruited teachers regarding the in-service teachers training to use EMI. By analysing their responses, we could gain valuable insights into in-service teachers training, its effectiveness, challenges associated with the teachers during the training, and their opinions about using EMI in their classes. The following interpretation summarises key themes and commonalities observed across the analysis of teachers' answers.

The outcomes of the teachers focus-group discussion revealed that the six newly recruited teachers support the use of EMI in Algerian higher education. They believe that English is a flexible and simple language that allows for a wider range of sources and topics in the field. Furthermore, they acknowledged that English is the lingua franca of science and scientific publication, which aligns with the needs and concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals.

As per the responses gathered from this focus-group discussion, teachers hold a common viewpoint on the main objectives of using EMI in Algerian higher education as developing the quality of the educational system, and enhancing the visibility of Algerian universities around the world. They also believe that using EMI provides students with a broader range of learning materials.

The teachers are currently undergoing in-service training to use EMI. This indicates they are preparing to use EMI since they are receiving training to enhance their proficiency in English language. The training includes courses on general English that cover the basics of the language. While most teachers find the training effective, some note that the courses do not address English

for specific purposes. Whereas most teachers are excited to use English in their classes, some express anxiety due to their weak level of English proficiency. However, they are taking steps to improve their language skills through integrating into language centres and online platforms.

Despite the challenges faced by the teachers, such as time management and the lack of training in English for specific purposes, they emphasise that the training at the centre of intensive teaching of languages addresses their needs effectively. The implementation of EMI in the classrooms has been initiated, with some teachers expressing challenges in preparing and delivering lessons in English. However, two teachers have reported positive changes in some students' engagement and understanding since the implementation of EMI.

Lastly, the teachers have recommended the gradual inclusion of English from early educational stages, the creation of sessions and modules specifically for the enhancement of learners' linguistic capacities in English, and the establishment of collaborations and partnerships between Algerian and English-speaking universities. They have also suggested that the authorities should focus on the formation of teachers in English by providing them with a linguistic scholarship abroad.

3.5 Analysis of the Teachers Questionnaire

Opinions and Perceptions of the Teachers regarding the use of EMI

The detailed examination of the collected responses in this section aims to uncover key insights that can inform the opinions and perceptions of the teachers regarding the use of EMI at MCM University.

Q1: To what extent do you support the decision to adopt EMI at Algerian universities?

Figure 1: Opinions of Teachers regarding the Use of EMI at Algerian Universities

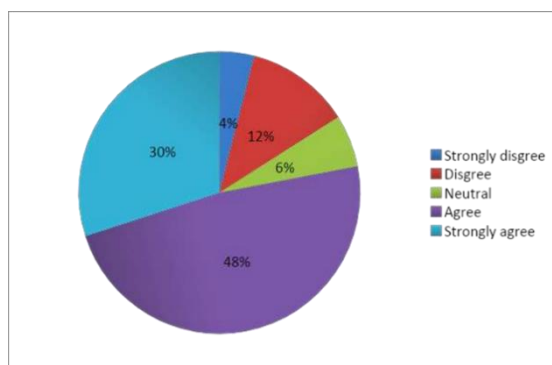
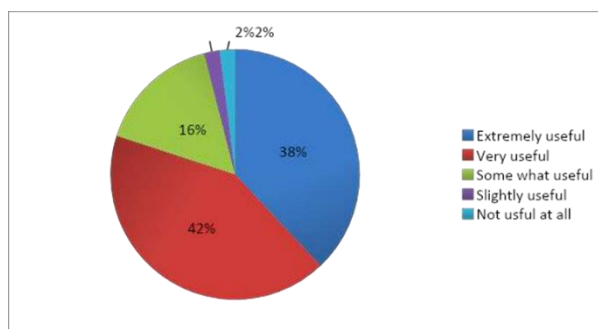


Figure 1 shows the variation in teachers' opinions about the use of EMI. In this respect, the results indicate that the majority of the participants either agree (48%) or strongly agree (30%) to adopt EMI in Algerian higher education. Whereas, a minority of them disagree (6%) or strongly disagree (4%) with this decision. It is also worth mentioning that 12% of the participants preferred to be neutral about this decision; i.e. they cannot decide whether they support this change or not. The result confirms that most of the participating teachers do agree to use EMI at Algerian universities.

Q2: To what extent do you think that using English in higher education in Algeria will be useful? Would you please explain why?

Figure 2: Opinions of Teachers towards the Usefulness of English in Algerian Higher Education

As shown in Figure 2, the highest percentage (42%) goes to teachers who think that the use of English language in higher education will contribute positively to the quality of education in Algeria, and it will be very useful for many reasons such as to enhance the visibility of the Algerian universities, to attract students from universities all over the world, and to enhance the quality of the educational system in Algeria. Moreover, it is a widely used language in the world and it has become the common language through which we can transfer ideas, cultures and science. Also, English language is the first international language of technology and business and high quality scientific production, and all the documents and resources are published in English.

However, other teachers (38%) believe that using EMI at Algerian higher education is extremely useful. According to them, they appreciate the status of English as an international language and it is the language of science; besides, it is a preferable and comprehensive language that might help for internationalisation.

Conversely, a minority of the teachers (2%) reacted negatively concerning the use of EMI. According to them, English is difficult to understand. Another reason why they show such a negative reaction is that they prefer French which is for them the most prestigious language. Overall, this result shows that most of the participating teachers have positive opinions about the importance of applying EMI at Algerian universities.

Q3: To what extent do you feel yourself adequately prepared to teach your own subject in English?

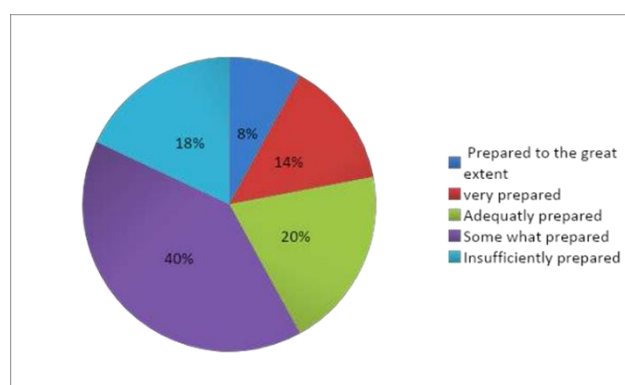
Figure 3: Teachers Readiness to use EMI

Figure 3 shows that less than a quarter of the participating teachers are either extremely prepared (8%) or very prepared (14%) to use English as a language of teaching of their subjects. The highest percentage (40%) represents teachers who believe that they are somewhat prepared to do so. Additionally, (20%) of the teachers are adequately prepared to use EMI. The last ratio (18%) represents the participants who are insufficiently prepared to use English as a language of teaching of their subjects. Overall, this result might reveal that not all the teachers at MCM university are prepared to use EMI; They have various degrees of preparedness to use EMI.

Q4: How important do you believe it is for the teacher to be trained to use EMI? Would you please explain why?

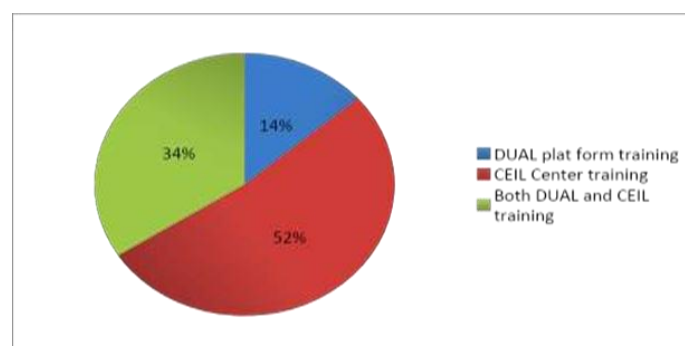
The majority of teachers (86%) believe that training to use EMI is extremely or moderately important. They emphasize the need for improved language skills and vocabulary to effectively teach subjects in English. Additionally, they see EMI training as crucial for personal development, research, and international collaboration. Only a small minority (14%) consider the training to be slightly, somewhat, or not important at all.

Q5: Do you receive currently or have you received previously any in-service teachers training to use EMI?

A high percentage of teachers (90%) at MCM University are currently receiving training to use EMI, indicating a strong motivation to enhance English proficiency and implement EMI in their classrooms. Only 10% of teachers are not involved in any EMI training.

Q6: Which type of training have you received?

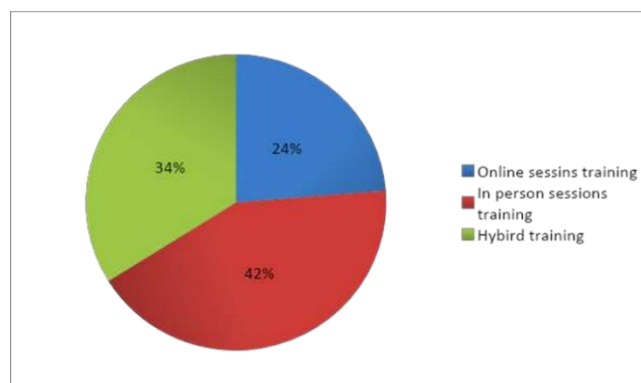
Figure 4: The Training that the Teachers have received



As displayed on figure 4, nearly half of the teachers (52%) are receiving training at the centre of intensive teaching of languages. Whereas, (14%) of the teachers are receiving the training of the DUAL platform. The rest (34%) are not receiving any training of both of them, whether the training of the CEIL centre or DUAL platform. Lastly, other teachers indicated that they are receiving training in private centres and schools. A possible explanation for these results is that most of the teachers prefer the in-person training at the centre of intensive teaching of languages. Figure 5 says more about this finding.

Q7: Which training do you prefer? Would you please explain why?

Figure 5: Training Delivery Preferences

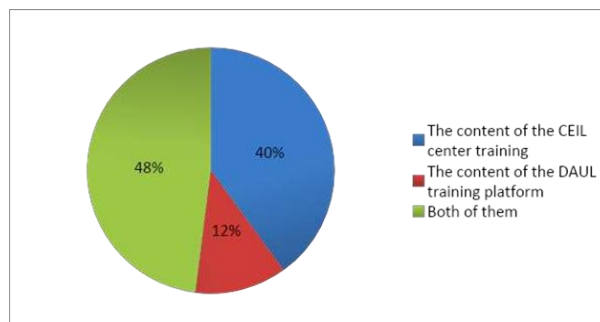


The highest percentage (42%) goes to teachers who prefer in-person English language training due to its interactive nature, allowing for practice, communication, and effective

participation. They value the opportunity to develop language skills through sensory and visual learning. A smaller group (24%) favours online training due to time constraints, work commitments, and the flexibility it offers. They appreciate the accessibility of materials and the ability to learn at their own pace. The remaining teachers (34%) prefer a hybrid approach, combining the benefits of both in-person and online training.

Q8: Which training do you prefer based on the content delivered?

Figure 6: The Preferred Training based on the Content Provided



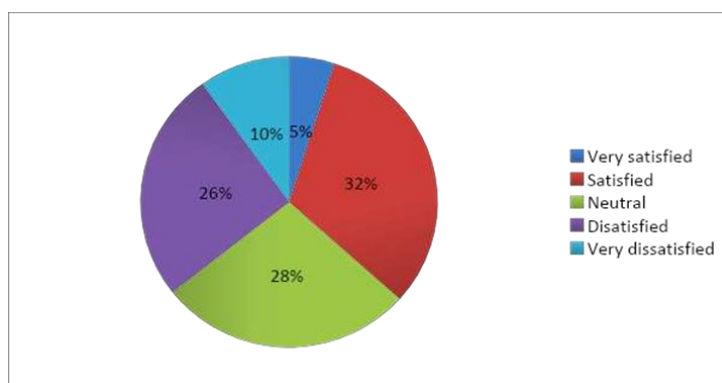
The obtained data shows that approximately half of the participating teachers (48%) prefer the training of both the Center of Intensive Teaching of Languages and the DUAL platform based on the content provided. Whereas, (40%) of them prefer the training of the CEIL centre based on the content provided in its courses. However, (12%) of teachers prefer the training of the DUAL platform. This result reveals a significant number of the teachers prefer the in-service teachers training to use EMI of the Center of Intensive Teaching of Language based on the content provided in its programmes.

The Effectiveness of the In-service Teachers Training

This section of the questionnaire tries to provide an in-depth analysis of the responses collected in order to identify the patterns that enhance our understanding and guide decisions about the effectiveness of the in-service teachers training at MCM University.

Q1: How satisfied are you with the current in-service teachers training to use EMI?

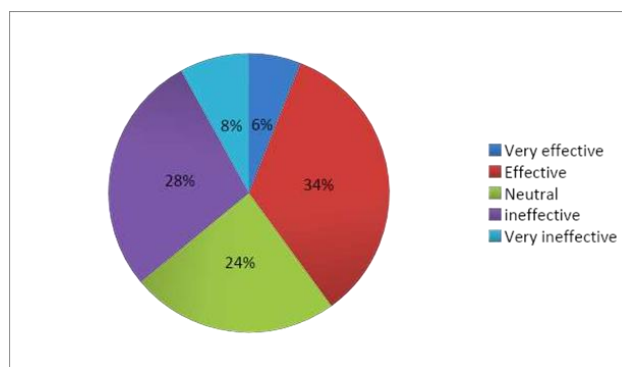
Figure 7: Teachers' Satisfaction about the Training



As figure 7 indicates, (32%) of the teachers are satisfied with the in-service teachers training to use EMI and (5%) of them are very satisfied. Whereas, a significant number of the teachers (26%) are dissatisfied with this in- service training. (28%) of the teachers are neutral and the rest (10%) of them are very dissatisfied. This result reveals that the teachers are not satisfied with the current in-service teachers training to use EMI.

Q2: How effective do you find the current in-service teachers training in preparing you to use EMI?

Figure 8: The Effectiveness of the In-Service Teachers Training



The aim behind this question is to investigate the effectiveness of the in-service teachers training to use EMI. Figure 8 indicates that (34%) of the teachers claimed that the in-service training is very effective and (24%) of them claimed that it is effective.

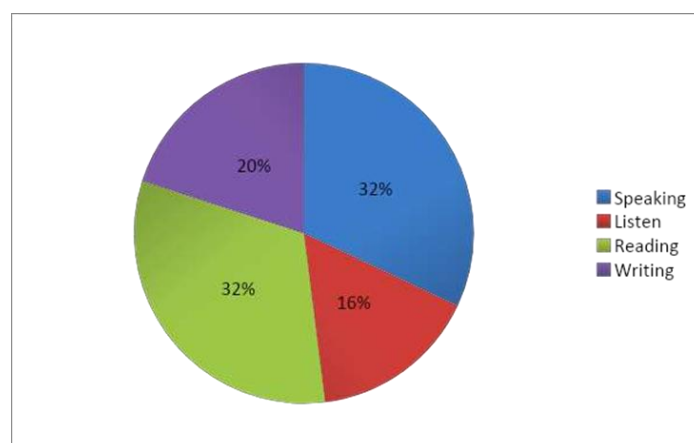
(28%) of the teachers are neutral about the effectiveness of the in-service teachers training to use EMI. The rest of the teachers (8%) said that it is ineffective training and few teachers (6%) said that it is very ineffective. This result reveals that the teachers find the current in-service teachers training to use EMI effective.

Q3: Do you believe that your proficiency in the English language has improved as a result of this training?

Majority of the teachers (62%) indicated that their proficiency in English has improved as a result of this training. The other participants (38%) do not believe that their proficiency in English has improved after receiving this training. This higher percentage ensures that the in-service teachers training to use EMI has a positive impact on the teachers' proficiency level in the English language.

Q4: Which language skills do you feel it has enhanced the most?

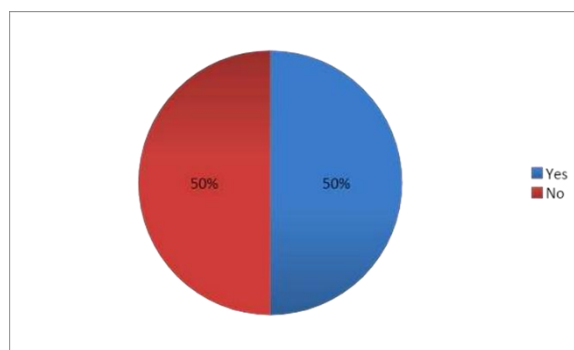
Figure 9: The Enhanced Language Skills



The question was set to know which language skills have been enhanced the most after receiving the in-service teachers training to use EMI. Figure 9 reveals that reading and speaking skills were equally (32%) enhanced the most after the in-service EMI training. Additionally, (20%) reported that their writing skills improved significantly after the training. Lastly, the rest of (16%) claimed that their listening skill has improved the most. This distribution of perceived improvements across different language skills underscore the varied impact of in-service training on teachers' language proficiency.

Q5: Did you start using EMI?

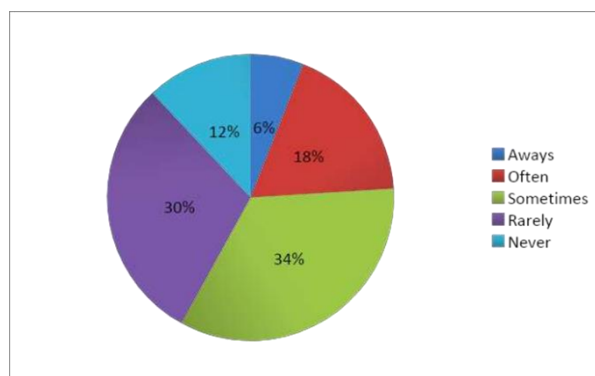
Figure 10: The use of EMI



This question aims to find out whether the teachers start using EMI or not yet. The data displayed in figure 10 shows that half of the teachers started using EMI and the second half of them did not start using it yet.

Q6: How often do you use EMI in your classes?

Figure 11: Frequency of using EMI among Teachers

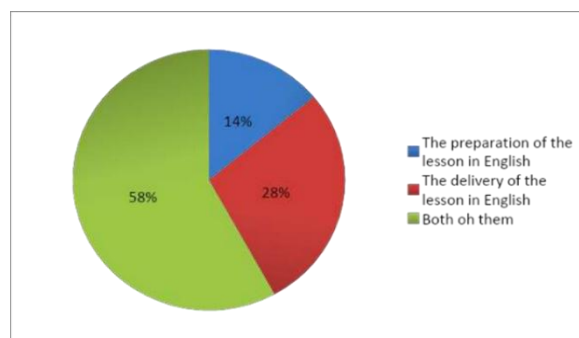


When asking the teachers about how often they use English in their classes, (31%) of them indicated that they use it sometimes, while (30%) they rarely use EMI, and the others (12%) have never used it. Only (18%) of the teachers are often using EMI in their classes, and the minority of them (6%) are always using it.

The results obtained from figures 10 and 11 indicate that the adaptation of English as the primary language of instruction is not yet widespread, and many teachers still rely on other languages.

Q7: Which phase is more demanding? Would you please explain why?

Figure 12: The more Demanding Phase for Teachers in using EMI



The majority of teachers (58%) find both preparing and delivering lessons in English challenging. While 28% specifically struggle with delivering lessons, indicating potential speaking difficulties, 12% find lesson preparation more demanding. Challenges in lesson preparation include time constraints, writing skills, vocabulary limitations, and difficulty in transitioning from thinking in French to writing in English. Delivery challenges stem from lack of confidence, vocabulary, time, student comprehension issues, and pronunciation problems.

Q8: How effective do you find the use of EMI in your classes?

Figure 13: The Effectiveness of using EMI

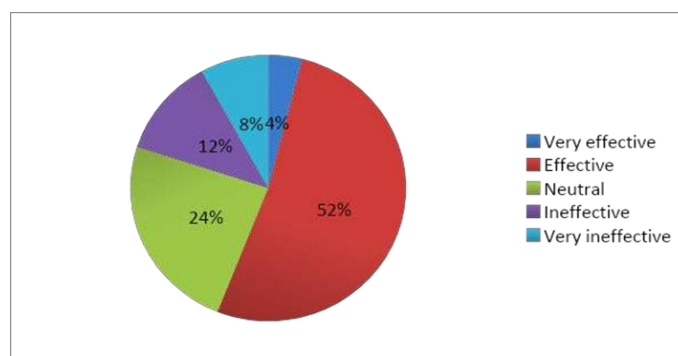


Figure 13 indicates that a significant number of the teachers find the use of EMI in their classes is effective (52%) or very effective (4%). However, a few of them perceived it as ineffective (8%) or very ineffective (12%), while (24 %) of them remained neutral. This result shows positive findings that suggest that EMI can be a viable approach that may be beneficial for improving English proficiency and providing access to a wider range of educational resources.

Q9: Have you observed any positive changes in your students' engagement and understanding since you started using English for instruction? Provide us with some of these positive changes?

Over half of teachers (62%) reported no significant positive changes in student engagement or understanding since implementing EMI. This is often attributed to student resistance, difficulty comprehending lessons, and pronunciation issues. However, 38% of teachers observed positive changes in student engagement, motivation, and attitude towards English. These students also demonstrated improved understanding of terminology, reading comprehension, writing skills, and even began using English in presentations.

The Faced Challenges

This is the fourth section of the questionnaire. This part of the research paper analyses the challenges faced by the respondents, aiming to identify significant obstacles and issues. This is believed to gain a deeper understanding of these challenges to better address and resolve them by policy makers and trainers.

Q1: Which of the following difficulties have you encountered in the in-service training to use EMI?

Table 1: The Challenges that Face the Teachers during the In-Service Teachers Training on EMI

Choices	Frequency	Percentage
Language proficiency challenges	29	56%
Lack of resources and materials	12	23%
Resistance to change among teachers	10	19%
Time management issues	25	49%
Limited support and guidance	10	19%

This question addressed the challenges that face teachers during the in-service training to use EMI. The above table indicates that 56% of the teachers have chosen English language proficiency as the main challenge facing them during undertaking the training sessions. This reveals that most of the teachers have a lack of the language skills, as well as a limited vocabulary. However, the second challenge selected by the teachers is time management. This shows that the teachers have time management issues between the training sessions and their obligations and commitments at work. Furthermore, the teachers claimed that they have limited recourse and references provided by university and limited support and guidance concerning the training and the use of EMI. Lastly, other teachers claimed that they are used to teaching their subjects in Arabic, so they are resisting the change to another foreign language.

Q2: What are the challenges that you have encountered when using EMI?

Teachers identified several key challenges in implementing EMI. Primarily, they struggled with speaking proficiency, pronunciation, and fluency, which hindered effective classroom communication. Limited subject-specific vocabulary also impacted their ability to teach in English. Additionally, teachers highlighted the lack of English-language resources and references as a significant obstacle, particularly in lesson preparation. Resistance to change from Arabic or French to English was another factor.

Other challenges mentioned included time constraints, difficulties engaging and supporting students, and the translation of terminology. Overall, these challenges emphasize the need for targeted support to enhance teacher proficiency and create a more conducive environment for EMI implementation.

Q3: Have these challenges been addressed in your training?

The majority of teachers (68%) indicated that the aforementioned challenges have been addressed in their training. Whereas, the remaining participants (32%) claimed that these challenges they have been facing while using English in their classes are not addressed in their in-service teachers training to use EMI.

Q4: What recommendations do you have for improving the in-service training for using EMI?

The recommendations put forward by the teachers can be summarised in the following manner:

- Training courses: Regular training courses are held to improve the English language skills of teachers, focusing on vocabulary, basic grammar, and oral and written language skills.
- Workshops: Organising intensive workshops to practice English speaking and writing in teaching and interactive contexts.
- Online Resources: Providing online resources such as videos, websites, and apps that help in learning English in an interactive and fun way.
- Recruiting specialised lecturers: Bringing lecturers or trainers specialised in teaching English language to provide courses, workshops, and training sessions.
- Ongoing support: Providing ongoing support and development opportunities for the teachers through advisory sessions and periodic evaluation of their progress in implementing English in teaching.
- Offer language proficiency development programmes tailored to educators' needs, focusing on improving their English language skills in speaking, listening, reading, and writing.
- Increasing the duration of the training, in-person training, training in the field of specialisation, developing a comprehensive programme for the most important terms and concepts used according to the requirements of the teaching profession from entering the department or lecture until the moment of leaving.
- Following well-studied, systematic methods and approaches to train teachers at a high level and create a desire to teach. By creating a very suitable atmosphere that is

compatible with the material, scientific and moral capabilities of the professor, which facilitates further training and encouragement through internships abroad with families for at least 45 days.

3.6 Interpretation of the Questionnaire Results

The designed questionnaire was conducted to gauge teachers' attitudes towards the effectiveness of the in-service teachers training to use EMI at MCM University. Also, it sought to gather insightful information regarding this training and its impact on the teachers professional development to use EMI.

The obtained results from the questionnaire revealed that teachers at MCM University generally support the use of EMI in higher education. They recognise the importance of English as a global language and are motivated to improve their English proficiency. While many teachers are somewhat prepared for EMI, they expressed a need for further development. In terms of training, teachers prefer in-person training at the Center of Intensive Teaching of Languages (CEIL), valuing the interactive learning environment. However, they also appreciate the flexibility of online training through the DUAL platform. A combination of both formats is seen as optimal.

The analysis of the collected data showed that teachers at MCM University encounter obstacles during both lesson preparation and delivery phases of EMI. Common challenges include insufficient language proficiency, time constraints, and lack of confidence. Despite these difficulties, most teachers find the in-service training effective in improving their English language skills. The impact of EMI on students is varied. Some teachers report increased student engagement, improved understanding, and positive attitude shifts towards English. Conversely, others note a lack of improvement due to factors such as early implementation stages, student resistance, and insufficient teacher preparedness.

Additionally, teachers identified key challenges in EMI training, including limited language proficiency, time constraints, inadequate resources, and resistance to change. To enhance the effectiveness of EMI training, they recommend:

- Regular language proficiency courses
- Intensive workshops for practical application
- Integration of online resources
- Recruitment of specialized English language instructors
- Ongoing support and evaluation
- Tailored language proficiency programmes
- Extended training durations
- Systematic teaching methods

Overall, the findings suggest that while teachers are supportive of EMI, significant challenges and training needs exist. Addressing these issues is crucial for successful EMI implementation and improved student outcomes.

4. Discussion: Synthesis of the Findings

The results and research findings of both the questionnaire and interviews are similar to a great extent. They revealed that the majority of the participants in this study showed a positive attitude towards the use of EMI. They stand with the idea that English helps to have access to a wide range of up-to-date sources, and its application in Algerian universities will contribute to better making them occupy the highest international ranks, as well as their entry into one of the widest doors in international competitions in terms of scientific research. Also, they believe that English is a universal language that represents the lingua franca of science and scientific

publication and it is one of the first international languages in the world. Moreover, it conforms to the needs and concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals. All the teachers believe that the main objectives of the use of EMI in higher education in Algeria are to develop the quality of the educational system, and to enhance the visibility of Algerian universities around the world, also to attract students from other universities around the world.

In relation to the challenges that were associated with the use of EMI for teachers. Based on the results, the teachers face challenges in the transition to use EMI including inadequate language proficiency among teachers and students. This indicates that some teachers may lack the necessary English language skills to effectively deliver the course content and communicate with students. The teachers observed that students have the same challenge in which they have limited English skills, which makes it difficult for them to comprehend the course provided in English language and participating classes conducted in English. Moreover, resistance to change among teachers is another significant challenge, since some faculty teachers, especially the old generation, are resistant to transition to EMI due to cultural or personal preferences for using the native language in education. Another important challenge is insufficient teaching materials and resources in English in Algerian universities. The universities may face challenges in providing adequate teaching materials, textbooks, and resources in English, which could hinder the effective use of EMI.

All the participating teachers in this study are currently undergoing training to use EMI, whether at the CEIL centre or at DUAL platform in order to enhance their language proficiency level in English. They indicate that they have faced some challenges during the training sessions such as time management problems, lack of references and resources for each field, the absence of the support and guidance, and the lack of proficiency level in English.

Overall, from the teachers' interviews and questionnaire, it can be realised that they are aware of the importance of the in-service teachers training on their professional development for the successful implementation of EMI.

Based on the collected data and the theoretical framework, we answer the research questions.

First, In-service training enhances teachers' language skills but does not fully prepare them for EMI implementation. In relation to the second research inquiry, teachers encounter difficulties in language proficiency, resource availability, student engagement, and time management. Regarding the third question, teachers struggle with language proficiency, resource scarcity, resistance to change, time constraints, and lack of support. Lastly, the fourth question explores whether the in-service teachers training programmes on EMI meet the needs of university teachers to effectively use English for their instructions. As answer, the in-service teachers training programmes on EMI do not meet all the needs of university teachers to effectively use English for instructions. While CEIL training is beneficial, it lacks ESP courses essential for teaching specific modules.

As for the hypotheses, it was affirmed that teachers at MCM university who received the in-service training on EMI demonstrated improved language proficiency, pedagogical skills, and overall teaching effectiveness, which was positively associated with the successful integration of EMI in their classroom. Furthermore, based on the obtained results of the questionnaire and the interview, the teachers at MCM University are facing challenges with the use of EMI along with other challenges during the in-service teachers training on EMI, such as lack of language proficiency, lack of resources and materials, resistance to change among students and teachers, time management issues, and limited support and guidance. The participants think that, unlike the DUAL platform, the training provided by the CEIL played an important role in enhancing their English language proficiency in general. Although the participants admitted that the training helped them achieve a higher level of language proficiency, they believe it does not meet

all their educational and personal needs. Therefore, the findings confirm the four research hypotheses.

Conclusion

To conclude, in-service teacher training for EMI is paramount in equipping teachers with the necessary linguistic and pedagogical skills to effectively deliver content in English. While the study revealed that such training positively impacts teacher proficiency, it also highlighted significant challenges. To address the highlighted issues, a comprehensive approach is required. MCM University should prioritise continuous, specialised EMI training, coupled with increased access to resources and technology. A supportive institutional climate fostering a positive attitude towards EMI is essential. Additionally, policymakers must invest in infrastructure, collaborations with English-speaking institutions, and sustained professional development opportunities. By implementing these recommendations, institutions can create a conducive environment for successful EMI implementation, leading to improved student outcomes and enhanced global competitiveness.

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