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***English as a Medium of Instruction in Algerian Higher Education:
Insights from the University of Saida.***

***A Case Study of Students in Science, Technology, and Medical
Disciplines***

Dissertation submitted to the Department of English Language and Literature as a partial fulfilment of the requirements for the degree of Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

First and foremost, I thank ALLAH, the Almighty, for granting me faith, patience, strength, and good health, and for blessing me with the means and guidance throughout these years of study, allowing me to accomplish this humble work.

To Myself Hafssa, to the long nights and tired eyes, to the quiet struggles no one saw, and to the strength I found within when giving up felt easier, for every moment of doubt I overcame, and every step I took despite the weight. I dedicate this work to the version of me who refused to give up.

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Abstract

The growing adoption of English as a Medium of Instruction (EMI) in higher education worldwide has now reached Algeria, prompting critical questions about how students and instructors perceive and experience this linguistic shift in a non-English-dominant setting. This study focuses on the implementation of EMI at Dr. Moulay Tahar University of Saida, exploring the attitudes and perceptions of both groups. A convergent parallel mixed-methods design was employed, integrating a student questionnaire with semi-structured instructor interviews. The results reveal that both students and instructors hold a complex mix of positive and negative attitudes toward the transition. While both groups display high motivation and recognize the academic value of English, they simultaneously navigate significant practical anxieties. Specifically, students express immense enthusiasm yet face notable linguistic frustration and conceptual comprehension difficulties in the classroom. Similarly, instructors value the global reach of English for research but express caution due to immediate operational bottlenecks, including linguistic anxiety, a lack of pedagogical training, and the enduring structural influence of French. The study concludes that effective EMI execution depends on coordinated academic and institutional measures. It recommends a strategic framework that includes gradual implementation, integration of English for Specific Purposes (ESP), incentives for faculty members, flexible translanguaging practices, and assessment methods focused on content mastery. These insights provide practical guidance for policymakers and university leaders navigating Algeria's ongoing language transition.

Key words: English as medium of instruction (EMI), higher education, linguistic shift, strategic framework.

المخلص

لقد وصل التوجه العالمي المتزايد نحو استخدام اللغة الإنجليزية كوسيلة للتدريس (EMI) في التعليم العالي إلى الجزائر، مما أثار تساؤلات جوهرية حول كيفية إدراك الطلاب وأعضاء هيئة التدريس لهذا التحول اللغوي في بيئة غير مهيمنة فيها اللغة الإنجليزية. تركز هذه الدراسة على تطبيق اللغة الإنجليزية كوسيلة للتدريس في جامعة الدكتور مولاي الطاهر بسعيدة، من خلال استكشاف اتجاهات وتصورات كل من الطلاب والأساتذة. تم استخدام تصميم منهجي مختلط متقارب متوازي، جمع بين استبيان موجه للطلاب ومقابلات شبه منظمة مع الأساتذة. تظهر النتائج أن كلاً من الطلبة والأساتذة يتبنون مزيجاً معقداً من المواقف الإيجابية والسلبية تجاه عملية الانتقال. ففي حين يبدي الطرفان دافعية عالية ويقرّان بالقيمة الأكاديمية للغة الإنجليزية، فإنهما يواجهان في الوقت نفسه قلقاً عملياً كبيراً. وعلى وجه التحديد، يُعرب الطلبة عن حماس كبير، لكنهم يواجهون في المقابل إحباطاً لغوياً ملحوظاً وصعوبات في الفهم المفاهيمي داخل القسم. وبالمثل، يُقرّ الأساتذة بأهمية اللغة الإنجليزية من أجل الانفتاح البحثي العالمي، إلا أنهم يُبدون تحفظاً بسبب المعوقات التشغيلية الفورية، والتي تشمل القلق اللغوي، ونقص التكوين البيداغوجي، والتأثير البنوي المستمر للغة الفرنسية. تخلص الدراسة إلى أن التنفيذ الفعال للإنجليزية كوسيلة للتدريس يعتمد على دعم أكاديمي ومؤسسي منسق. وتوصي الدراسة بإطار استراتيجي يشمل التطبيق التدريجي، ودمج اللغة الإنجليزية لأغراض محددة (ESP)، وتوفير حوافز لأعضاء هيئة التدريس، وممارسات مرنة في التبديل اللغوي (translanguaging)، وأساليب تقييم تركز على إتقان المحتوى. تقدم هذه النتائج توجيهات عملية لصانعي السياسات وقادة الجامعات أثناء تعاملهم مع التحول اللغوي الجاري في الجزائر.

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GENERAL
INTRODUCTION

General Introduction

The worldwide shift toward English as a medium of instruction (EMI) has transformed higher education, yet its implementation has outpaced understanding of its local reception. Algeria has recently joined this global trend: following a series of national educational reforms, Algerian universities have begun transitioning from Arabic and French to English, particularly in scientific and technical fields. This policy shift highlights the gap between global policy goals and local classroom realities. At the University of Saida, the transition has created both challenges and opportunities. While institutions are still adapting to new demands, preliminary observations suggest that students and instructors maintain a range of attitudes toward EMI.

The University of Saida presents a unique case within this landscape. Unlike traditional EMI contexts documented in Europe and East Asian countries, where institutions generally transition from a single national language to English, the academic community at Saida must navigate a shift from two deeply established academic languages, Arabic and French, to a third. This trilingual environment generates distinct operational challenges. Students frequently lack the foundational English proficiency required to master complex disciplinary content, while instructors trained predominantly in French or Arabic often lack EMI-specific pedagogical training. Furthermore, institutional resources and infrastructure dedicated to English instruction remain limited. Yet, preliminary observations indicate that both students and instructors exhibit a complex mix of positive and negative attitudes, balancing strong motivation for global integration with deep-seated concerns regarding linguistic barriers,

Existing EMI research has largely overlooked North African higher education, particularly scenarios involving double-language replacement. Consequently, there is a significant gap in empirical literature regarding how stakeholder attitudes and localized pedagogical strategies interact in settings like the University of Saida. This study addresses this gap by investigating two core research questions:

- RQ1: What are the students' attitudes and teachers' perceptions regarding the implementation of EMI at the University of Saida?
- RQ2: How can pedagogical strategies be optimized to enhance the effective implementation of EMI at the University of Saida?

To systematically explore these questions, the study operates on two central hypotheses. It is hypothesized that:

- Students and instructors at the University of Saida hold positive and negative attitudes toward EMI.
- The gradual implementation, the integration of English for specific purposes (ESP), flexible translanguaging practices, and assessment methods focused on content mastery are perceived as key strategies for enhancing EMI implementation at the University of Saida.

To answer these questions, a mixed methods design was adopted. Two data collection instruments were used. First, a questionnaire was administered to students to gather quantitative data on their perceived challenges and attitudes toward EMI. Second, semi-structured interviews were conducted to obtain deeper qualitative insights into their classroom experiences, pedagogical struggles, and suggested solutions.

This thesis is organized as follows. The first chapter reviews the existing literature on EMI, tracing how researchers have conceptualized challenges and attitudes across different global context. This review is also reveals why North African universities, and the University of Saida in particular, remain largely absent from the scholarly conversation. Following this, the methodology chapter provides a detailed account of how the study was conducted, including participant selection, data collection instruments, and analytical procedures. The final chapter presents data Analyses and interprets the findings, by organizing them according to the research questions and testing each hypothesis against the collected data.

CHAPTER ONE:
LITERATURE REVIEW

1 Introduction

In recent decades, the intersection of language and pedagogy has emerged as a critical focal point in educational research, driven primarily by the forces of globalization and internationalization that are redefining scholarly discourse. Consequently, English as a Medium of Instruction (EMI) has proliferated across higher education institutions in non-Anglophone contexts. Proponents frequently advocate for EMI as a mechanism to cultivate global competitiveness among graduates, foster transnational academic collaborations, and elevate the institutional prestige of domestic higher education systems. However, its widespread implementation has simultaneously precipitated significant scholarly debate.

To provide a comprehensive examination of this transition, this literature review is organized into three primary areas. First, it establishes the global conceptual and theoretical frameworks of English as a Medium of Instruction (EMI), highlighting its pedagogical foundations and its relationship with English for Specific Purposes (ESP). Second, it contextualizes these frameworks within the Algerian higher education system by tracing its historical language policies and current institutional shifts. Finally, the review synthesizes empirical research on teacher and student attitudes, focusing on the systemic barriers and implementation gaps that necessitate further localized investigation.

1.1 English as a Medium of Instruction

Long recognized as a driving force behind global academic mobility, English as a Medium of Instruction (EMI) has rapidly transformed from a localized educational trend into a dominant global phenomenon (Galloway & Rose, 2021). As universities worldwide seek to internationalize their curricula and enhance research visibility, the implementation of EMI has become a strategic priority for modern higher education systems navigating the demands of the global knowledge economy (Dafouz & Smit, 2020).

1.1.1 Definition and Scale

English medium instruction (EMI) is generally defined as the use of English to teach academic subjects other than English in contexts where the majority of students are non-native English speakers. In EMI, English serves as the medium of content delivery rather than the target of language instruction, and the primary focus is on learning disciplinary knowledge rather than developing language skills (Macaro, as cited in Smit, 2023).

More broadly, EMI is understood as an educational approach in which non-language academic subjects are taught in English to predominantly Non-native English-speaking students (Dafouz & Gray, 2022). The growing adoption of EMI in non-English-speaking countries reflects a global trend, driven by the desire to enhance students' English language proficiency and prepare them for participation in an increasingly globalized academic and professional environment. In this regard, EMI has gained popularity as a strategic response to internationalization pressures and the pursuit of global competitiveness in higher education systems (Ouarniki, 2023). Within the Algerian context, EMI is often perceived as a means of equipping students with linguistic and academic skills necessary for global engagement.

Recent scholarship has emphasized the importance of comparative and contextual clarity in defining EMI. Dafouz & Gray (2021) argue that EMI should be understood as a context-dependent phenomenon rather than a uniform model, as its implementation varies across institutions and countries. This view reinforces the idea that EMI exists along a continuum, shaped by local language policies, educational traditions, and stakeholders' practices.

In higher education specifically, EMI is increasingly defined in relation to globalization and internationalization. EMI is described as an educational approach that has expanded rapidly worldwide due to its perceived role in enhancing students' academic mobility, employability, and access to global knowledge networks (Gülle, 2024). Universities therefore adopt EMI not only to deliver content in English but also to strengthen their global competitiveness and international profile, despite these wider institutional motivations and the fundamental characteristics of EMI remain unchanged: it involves teaching academic subjects in English in contexts where English is not the dominant language.

Building on this understanding of EMI's global role, The concept of medium of instruction can vary across different educational contexts .In some countries, it is referred to as The Language of Learning and Teaching (LoLT), highlighting its central role in classroom interaction and knowledge construction (Heugh et al., 2019) .Within this broader framework, English as a Medium of Instruction (EMI) has emerged as a dominant educational approach in non-English-speaking contexts, particularly in higher education.

As a result, EMI serves to equip students with the necessary language skills to participate effectively in a globalized academic environment and to enhance their future employment

opportunities (Brahmi & Hassani, 2024) . It is implemented in contexts where English is not the dominant language of the surrounding society, providing both academic instruction and a pathway to international engagement. Research indicates that implementing EMI often requires adjustments in teaching methods, curriculum design, and classroom practices to accommodate teaching and learning in English (Sun et al., 2023) .

In European higher education, EMI has undergone substantial growth since the early 2000s, evolving from a relatively limited phenomenon to a widespread practice across many countries. Early surveys documented that the number of English-taught degree programs (ETPs) in the European higher education area increased dramatically, rising from approximately 725 programs in 2001 to more than 8,000 programs by 2013 (Wachter & Maiwor, 2014 as cited in Wingrove et al., 2025). This growth was particularly visible in countries such as the Netherlands, Sweden, and Denmark, where universities actively implemented EMI to attract international students and enhance global engagement. Initially, EMI was concentrated at the Master's level, reflecting its appeal for advanced academic mobility and global competitiveness (Wingrove et al., 2025).

By the mid-2010s, EMI had expanded beyond its early strongholds and become a pan-European trend. Countries such as Spain, Italy, Poland, the Czech Republic, and Hungary began significantly increasing the number of English-taught programs, narrowing earlier regional disparities (Wachter & Maiworm, 2014, as cited in Wingrove et al., 2025). Data comparing the academic years 2013 and 2023 /24 show that total number of EMI programs in Europe nearly tripled from around 8,089 to over 24,000 programs demonstrating persistent growth (Wingrove et al., 2025). Even regions that historically had low EMI uptake, including Southern and Central Eastern Europe, now offer a wide range of programs in English, indicating that EMI has become an entrenched model across European higher education (Wingrove et al., 2025).

On the other hand, across North African higher education systems, the adoption of English as a Medium of Instruction (EMI) remains uneven and often contested, as countries negotiate between colonial linguistic legacies, global academic pressures, and local sociopolitical dynamics.

In Tunisia, for example, there are no clear official policies that define the language of instruction in higher education. French has traditionally been the main language used for teaching, except in some humanities subjects and in programs where students major in English or Arabic .

Although introducing EMI and creating a legal framework for its implementation have long been goals in Tunisia, little real progress has been made. As Sabaté Dalmau (2020, as cited in Abdeljaoued, 2023) notes, there have been *"Whispers of resistance to EMI policies"*, which have slowed down change. Despite a few small and isolated efforts, no major reforms have taken place. Decisions about higher education policy in Tunisia are influenced by several local factors, including a psychological barrier to adopting EMI (Badwan, 2019, as cited in Abdeljaoued, 2023). Since most university teachers are used to teaching and conducting research in French, it is difficult for them to switch to English, even if they believe that EMI may now be more appropriate.

1.1.2 Drivers of EMI in Higher Education

In the contemporary higher education landscape, the expansion of English as a Medium of Instruction (EMI) is fundamentally driven by the forces of internationalization and global market competition. Recent scholarship emphasizes that EMI adoption is increasingly embedded within institutional strategies aimed at enhancing global competitiveness and producing graduates equipped of transnational professional environments. As Macaro et al. (2020) observe, universities worldwide view English Medium Education as essential for attracting international students, fostering mobility, and responding to the pressures of a globalized academic marketplace. This perspective is reinforced by Rose et al. (2020), who argue that EMI functions not merely as a pedagogical approach but as a strategic response to the perceived demands of the knowledge economy, wherein English proficiency is framed as a gateway to economic participation and international engagement.

The pursuit of prestige and visibility in global university rankings further accelerates EMI adoption across non-Anglophone contexts. Recent research by Galloway & Ruegg (2022) highlights how the capacity to offer English-taught programs and publish in high-impact international journals directly influences an institutions' standing in global league tables. For universities in regions such as the Middle East and North Africa, adopting EMI signals a commitment to international standards and enhances attractiveness to students, faculty, and research partners worldwide. This drive for status creates a self-reinforcing dynamic wherein EMI becomes both a symbol of institutional quality and practical requirement for competing in the increasingly stratified landscape of international higher education (Sahan et al., 2022).

1.2 Theoretical and Pedagogical Foundations of EMI

When academic content is taught through a second language such as English, learning becomes shaped not only by subject knowledge but by the language used to communicate that knowledge. Research in English Medium Instruction (EMI) shows that understanding this relationship requires looking at both how learners construct knowledge and how their cognitive processes manage language demands.

1.2.1 Theoretical Foundations

A central theoretical basis for EMI is **sociocultural theory (Vygotsky)**, which argues that learning happens through social interaction and that language is the main tool by which students access and build knowledge (Kalisa et al., 2025). In this view, language is not just for communication; it is the mechanism by which meaning is created through dialogue, collaboration, and interaction with others. Studies in second language education confirm that sociocultural approaches, such as collaborative group activities and scaffolding, support students' learning by allowing them to mediate (enable) meaning and develop skills through interaction with peers and teachers (Hu & Wu, 2020).

Another important framework is **Cognitive Load Theory** by **Sweller**, which explains that learning involves a limited working memory capacity. In EMI contexts, students must process both **the content of a subject** and **the language through which it is delivered**. Because understanding academic material in a second language requires extra mental effort, learners have to divide their attention between grasping concepts and decoding English. This theory helps explain why language and content cannot be separated in EMI classrooms, they interact in the learner's cognitive processing (Power, K. 2023).

These theoretical perspectives together show that EMI is not simply content delivered in English. Instead, learning through a second language involves a dynamic interaction between social meaning making and cognitive processing. The sociocultural lens foregrounds language as a tool for constructing knowledge, while cognitive theories explain the mental effort required to manage language and content simultaneously.

1.2.2 Pedagogical Foundations

While theoretical frameworks explain how knowledge is cognitively processed, pedagogical foundations focus on the explicit instructional methodologies required to deliver

that knowledge in the classroom. Within English Medium Instruction (EMI) environments, traditional teaching styles must shift toward an integrated approach where classroom practices actively support both subject mastery and linguistic accessibility (Macaro & Han, 2024). Because instructors must navigate these concurrent demands, contemporary EMI pedagogy relies on strategic, supportive frameworks specifically designed to facilitate Language-Mediated Disciplinary Learning

1.2.2.1 Language-Mediated Disciplinary Learning

In English-medium instruction (EMI), students learn academic subjects through English, which is not merely a channel for delivering knowledge but a central tool for learning itself. This process, known as Language-mediated disciplinary learning, refers to the way students acquire both subject knowledge and the ability to use English to understand, discuss, and communicate disciplinary ideas (Airey, 2020). In other words, learning and language are inseparable: students cannot fully engage with their discipline without also learning how to express and process its concepts in English. This concept is closely related to disciplinary literacies, which encompass the specific ways of reading, writing, reasoning, and speaking that each academic field requires (Airey, 2021). Consequently, in EMI contexts, language is not just a medium; it actively shapes how students think, participate, and construct knowledge within their discipline.

Furthermore, recognizing this connection is critical because students' ability to use English effectively directly influences their academic performance and engagement. Research shows that learners who struggle with discipline-specific vocabulary, academic expressions, or complex sentence structures often face difficulties following lectures, completing assignments, or participating in discussions (Rose et al., 2020). Therefore, in EMI, content knowledge cannot be fully separated from language proficiency; the two are intertwined. As a result, language becomes a mediating factor, determining not only how students access knowledge but also how they internalize and apply it. Moreover, this perspective emphasizes the importance of providing language support, scaffolding, and strategies that help students manage the dual demands of learning both content and the language in which it is presented.

This process occurs through structured interaction and engagement with disciplinary discourse. EMI classrooms typically include collaborative tasks, discussions, and scaffolded assignments that require students to articulate and negotiate understanding in English (Karabay

& Durrani, 2024). Instructional strategies, such as clarifying technical terms, guiding students in disciplinary genres, and providing collaborative opportunities, support students in managing the dual cognitive and linguistic demands of EMI. These practices show that in higher education, language is central to the construction of disciplinary knowledge and not simply a medium of instruction.

1.2.2.2 EMI Vs ESP

"Tell me what you need English for and I will tell you the English that you need"
(Hutchinson & Waters, 1987,p. 8).

This foundational principle of English for Specific Purposes stands in contrast to the reality of English Medium Instruction, where English is not taught but is instead expected to be acquired incidentally through content learning (Pecorari & Malmström, 2025). While EMI establishes the policy of teaching academic subjects through English, it does not inherently address which English students need to learn. ESP, by contrast, foregrounds language learning by contextualizing it within specific disciplinary domains-identifying the precise linguistic demands of each field, whether the terminology of medical textbooks, the structure of engineering reports, or the discourse of scientific conferences (Pecorari & Malmström, 2025). Dafouz (2021) observes that EMI and ESP have traditionally "remained largely separate" despite both being concerned with language in academic and professional contexts. This thesis argues that for EMI to be effective, this separation must be bridged by embedding an ESP-informed approach within EMI policy. The question, then, is not simply whether content is taught in English at the University of Saida, but whether the English being taught through intentional, discipline-specific language support, equips students at Saida with the precise linguistic tools they need to analyze fermentation processes, write industry reports, and present at international Saida conferences.

The consequences of neglecting this distinction are well documented. When EMI is implemented without attention to students' specific language needs, learners may sit through years of English-medium instruction yet remain unable to produce the disciplinary discourse required in their fields (Hyland, 2022). They may comprehend lectures but struggle to write research articles, participate in international conferences, or perform precisely the tasks their professional futures demand. As Flowerdew (2016, p. 147, as cited in Galloway et al., 2024) argues, "it cannot be assumed that students will simply pick up the language of their discipline

through osmosis". The assumption that content exposure alone guarantees language acquisition is precisely what ESP scholarship has consistently challenged.

1.3 EMI in Algerian Context

Algeria's language policy, particularly in education, has long been a site of ideological struggle, reflecting deep tensions between national identity, colonial legacy, and global aspirations (Bouherar & Ghafsi, 2021). Before delving into the recent shift toward English Medium Instruction (EMI), it is essential to understand the historical forces that have shaped this unique multilingual context.

1.3.1 Historical Shift and Linguistic Landscape

The French colonial project (1830_1962) systematically sought to efface Algeria's Arabo-Islamic identity through the imposition of French as the sole language of administration, education, and cultural prestige. As Bouherar and Ghafsi (2021) document, this 132-year enterprise aimed fundamentally to "*Frenchify*" Algerian society. The enduring consequences of this policy are meticulously traced by Ghouali and Haddam (2024), who observe that French has left a "significant imprint", ultimately "permeating daily conversation, administration, media, business, and scientific research in universities" (p.2). Consequently, upon achieving independence in 1962, the Algerian state confronted the profound challenge of linguistic decolonization.

In response to this colonial inheritance, post-independence policymakers inaugurated an ambitious Arabization program designed to restore national authenticity by progressively replacing French with Arabic across educational and administrative spheres (Bouherar & Ghafsi, 2021). Nevertheless, this well-intentioned reform encountered formidable obstacles that would fundamentally shape Algeria's contemporary linguistic predicament. A chronic shortage of qualified Arabic-language instructors, the acute scarcity of scientific resources and pedagogical materials in Arabic, and the deeply entrenched sociolinguistic prestige of French among the educated elite collectively conspired to perpetuate a persistent disjuncture between official language policy and lived linguistic reality (Ghouali & Haddam, 2024, p. 2).

This historical crucible has engendered what researchers characterize as a "complex linguistic landscape" wherein Arabic and Tamazight formally enjoy official status, yet French continues to exercise considerable hegemony within scientific and academic domains (Ghouali

& Haddam, 2024). It is precisely within this contested linguistic terrain that English has recently emerged as a compelling alternative a language increasingly positioned as a potential "Third way" capable of affording access to global scientific production while remaining ostensibly unencumbered by the colonial baggage historically associated with French. English *"is not simply about the rising dominance of English and its value in the global economy. It is equally driven by political factors, including the enduring memory of Algeria's struggle for independence from France "*. As salomone (2022) cogently argues, *Algeria's discernible pivot toward English reflects this political dynamic.*

It is against this backdrop of historical linguistic contestation that the most significant language policy reform in post-independence Algeria has recently unfolded. Beginning in 2022, the Algerian government mandated the introduction of English at the primary school level, commencing from the third year of study. This foundational reform was subsequently extended to higher education in 2023, with official directives requiring the progressive adoption of English as the medium of instruction in scientific, technical, and medical faculties' domains traditionally dominated by French (Ghouali & Haddam, 2024). This two-stage implementation strategy signals a deliberate and systematic effort to reconfigure Algeria's linguistic hierarchy, positioning English as the primary vehicle for scientific inquiry and academic production while implicitly diminishing the longstanding hegemony of French.

However, translating this sweeping historical and political vision into actual university classrooms has brought a distinct set of operational difficulties to light. Algerian researchers widely agree that the national shift to English Medium Instruction (EMI) was implemented too hastily, lacking the foundational groundwork necessary for success. Furthermore, a comprehensive policy analysis documents that, despite noteworthy initiatives, faculty members face significant challenges, including linguistic deficits and the increased workload that EMI entails.

Furthermore, a comprehensive policy Analyses documents that, despite noteworthy initiatives, faculty members face significant challenges, including lack of training and the increased workload that EMI entails (Rouaghe et al., 2025). Compounding these structural problems, national conference proceedings reveal that Algerian academics are navigating unfamiliar territory, grappling with new terminology such as **ICLHE** (Integrated Content and Language in Higher Education) and constantly evolving pedagogical frameworks without clear guidance from policymakers (Ouarniki, 2025).

The readiness gap affecting both educators and learners constitutes perhaps the most immediate obstacle to EMI success. A seminal study conducted at the University of Saida by Senouci and Gacem (2024) provides compelling evidence of this gap. Surveying sixty students from various faculties and levels, the researchers found that while participants held "enthusiastic and supportive views toward the new language project", they nevertheless affirmed that ***"Saida and the Algerian university system as a whole are not prepared for this sudden shift "***. This finding underscores the critical disconnect between positive attitudes toward English and the institutional challenges that undermines effective implementation. Supporting this conclusion, another Saida-based investigation by Hamdoun (2023-2024) explored the growing need for English among university teachers at the Faculty of Technology. Through semi-structured interviews with twelve teachers, the study revealed a high level of awareness among participants, with the majority expressing positive attitudes toward English. However, the research also acknowledged *"the existence of obstacles that negatively influence the effectiveness of this use, impacting both teachers and university institutions generally"*.

The consequences of these obstacles become evident in Bouguebs's (2025) three-year longitudinal study at Constantine 3 University, which identified three enduring institutional deficiencies that persist despite initial training efforts: uneven professional development pathways, the complete absence of standardized frameworks for adapting teaching materials to English, and limited collaboration between subject-matter faculty and English for Specific Purposes specialists. Unsurprisingly given these circumstances, a survey of 125 higher education instructors found that while 46 % of teachers are enrolled in English courses, there is low satisfaction with the implemented training program, suggesting that current professional development efforts are failing to meet educators' needs (Kaid & Labeled, 2025).

Perhaps the most significant finding from recent Algerian research concerns the fundamental disconnect between official EMI policy mandating English only instruction and the actual language practices occurring in classrooms. An investigation at the University of M'sila, employing classroom observation and questionnaires with 69 students and 11 teachers, reveals a stark reality. The principal findings illuminate that the current level of English proficiency among students is insufficient to support active participation and effective learning in EMI settings. More tellingly, classroom observations reveal a prevalent use of Arabic and French in EMI classrooms, with only limited and inconsistent use of English as the primary medium of instruction (Mechta & Ben Saoucha, 2024). This finding directly challenges the

foundational premise of the EMI policy and suggests that on paper, Algeria has adopted English-medium instruction, but in practice, classrooms remain multilingual spaces where Arabic and French continue to play dominant roles.

Research on English for specific purposes at the University of Saida further contextualizes these challenges, revealing a noticeable lack of uniformity in ESP integration across disciplines and highlighting that the issue with regard to ESP teaching becomes more complex because of the non-existence of programs for Algerian ESP teachers training in Algeria (Assassi, 2024). Providing a deeper explanation for these classroom realities, a critical literature synthesis argues that observed challenges are not merely logistical but stem from a systemic collision between a reform demanding integrated content and language learning and the ingrained teacher cognition of content lecturers, whose identities are rooted in subject expertise rather than language pedagogy. The study further notes that the prevailing deficit view and suppression of organic translanguaging practices denies a vital pedagogical resource (Bara, 2025).

Conclusion

In conclusion, this literature review has systematically examined the multi-faceted landscape of English as a Medium of Instruction (EMI) from its foundational concepts to its localized execution. The chapter began by defining EMI and exploring its global drivers, establishing its theoretical and pedagogical foundations in language-mediated disciplinary learning and the critical distinction between EMI and English for Specific Purposes (ESP). Moving into the specific Algerian context, the review outlined the historical shifts in the linguistic landscape that led to the current transition toward English higher education. Finally, by examining recent empirical studies, the chapter highlighted how this top-down policy is actively received, filtered, and experienced through the attitudes, perceived barriers, and adaptive strategies of teachers and students.

CHAPTER TWO:

RESEARCH

METHODOLOGY

2 Introduction

This chapter outlines the methodological framework used to examine the attitudes, motivations, and linguistic barriers of students, alongside the pedagogical experiences and instructional challenges of instructors at the University of Saida in navigating English as a Medium of Instruction (EMI). Furthermore, it details how these insights are synthesized to identify optimized pedagogical strategies and actionable solutions required to drive a successful and sustainable EMI adoption. It begins by stating the study's research questions, hypotheses, and objectives. The chapter then describes the research design and methods, including participant recruitment and the study setting. It concludes by detailing the research instruments deployed, ensuring transparency in data collection and Analyses to robustly address the thesis aims.

2.1 Research Questions and Hypotheses

This study is guided by the following main research questions:

2.1.1 Main Research Questions

- What are the students' attitudes and teachers' perceptions regarding the implementation of EMI at the University of Saida?
- How can pedagogical strategies be optimized to enhance the effective implementation of EMI at the University of Saïda?

2.1.2 Hypotheses

Based on the research questions and informed by previous EMI studies in the Algerian context, the following hypotheses are proposed:

- Students and instructors at the University of Saida hold positive and negative attitudes toward EMI.
- The gradual implementation, the integration of English for specific purposes (ESP), flexible translanguaging practices, and assessment methods focused on content mastery are perceived as key strategies for enhancing EMI implementation at the University of Saida.

2.2 Research Objectives

To achieve the aim of this study, the following objectives have been formulated:

- ✓ To examine the attitudes and perceptions of stakeholders toward EMI at the University of Saida.
- ✓ To propose effective solutions and sound strategies for enhancing EMI implementation at the University of Saida.

2.3 Research Methods

This study employed a mixed-methods approach, integrating quantitative data from student questionnaires with qualitative insights from teachers' interviews. This design balances the breadth of students' perspectives with the depth of teacher expertise, providing a more comprehensive understanding of EMI implementation by capturing both students' attitudes and teachers' practical experiences.

2.3.1 Research Paradigm

The selection of a research paradigm establishes the general framework that guides the research process, including the nature of knowledge produced and the methods used to obtain it. In the context of this study, which investigates English as a medium of instruction with a particular focus on the University of Saida, it is necessary to adopt a paradigm that allows the exploration of both measurable trends and participant's perspectives.

For this reason, the ***pragmatic paradigm*** is adopted as the most appropriate framework for this research.

Rationale:

Pragmatism emphasizes practical real-world solutions and focuses on the research problem rather than strict adherence to a single *philosophical stance*. It therefore allows the researcher to combine quantitative and qualitative approaches in order to obtain more comprehensive understanding of the phenomenon under investigation (*Gillespie, Glăveanu, & de Saint Laurent, 2024*). This pragmatic stance was specifically chosen because neither a purely quantitative nor a qualitative approach alone could adequately address this study's two research questions. Investigating the distinct attitudes of students (RQ1) and the pedagogical experiences of instructors (RQ2) required a flexible framework that accommodates both statistical breadths and descriptive depths to solve the central problem.

2.3.2 Research Design

The study adopts a convergent parallel mixed-methods research design, which integrates quantitative and qualitative approaches to provide a comprehensive understanding of the phenomena under investigation.

The quantitative component follows a descriptive research design, which focuses on measuring general patterns, trends, and characteristics as they naturally occur, without manipulating variables. This allows the study to identify prevalent attitudes, linguistic barriers, and learning strategies among the student cohort.

Subsequently, the qualitative component follows a case study research design, which enables an in-depth exploration of experiences, challenges, and instructional strategies within the specific context of the University of Saïda. This approach provides rich, contextual insights that help explain the underlying factors behind the observed quantitative patterns.

2.3.3 The purpose of This Design

The purpose of this convergent mixed-methods design is to provide a holistic understanding of both the prevalence of student attitudes and the institutional factors shaping EMI implementation. By combining quantitative breadth with qualitative depth, the study captures broad trends alongside nuanced participant narratives, ensuring that the findings are robust, validated through triangulation, and practically meaningful.

2.3.4 The significance of This Design

The significance of this design lies in its ability to offer contextually rich, evidence-based insights, helping policymakers and academic institutions recognize the diverse factors influencing the transition to EMI. By documenting authentic instructional experiences and student challenges, the study provides an empirical foundation for developing practical strategies and interventions that support effective, sustainable EMI practices in Algerian higher education.

2.4 Population and Setting of the Study

2.4.1 Population of the Study

This section describes the participants involved in the study. It provides an overview of the demographic information of the sample, explains the sampling method used to select

participants, and outlines the recruitment procedures followed during the data collection process. In addition, it presents the ethical considerations taken into account to ensure that participation was voluntary, confidential, and conducted in accordance with research ethics. Together, these elements help clarify who took part in the study and how they were selected and engaged.

2.4.2 Demographic Information

The participants involved in this study were from Dr. Moulay Tahar University during 2025 / 2026 academic year. The student sample included learners from different academic levels: **Licence 1, Licence 2, Master 1**. These students were studying in different specializations within three faculties: the faculty of **technology (Computer Science), Science (Biology) and medicine**. In addition to students, English language teachers who were teaching in these faculties during the same academic year were also included in the study. Their participation was important in providing insights not only from the students' side but also from the teachers' perspectives within the same academic environment.

2.4.3 Sample and Sampling Decisions

The student sample included **63** participants. Students were chosen from three faculties: Technology, science and medicine to make sure that people from different academic backgrounds were represented. From each faculty, **21** students volunteered to participate in the study. This allowed the research to include a variety of perspectives on English as a medium of instruction across different fields of study.

In addition, **7** English language teachers from the university contributed on the study. Their responses helped provide a teaching perspectives, giving a more complete picture of how EMI is experienced and implemented within the university.

Additionally, the study made distinct non-probability sampling decisions for each method. For the quantitative phase involving the student group, a combination of convenience and criterion-based techniques was employed. This dual approach was necessary because while criterion sampling ensured that only students from the targeted scientific disciplines were included, convenience sampling accommodated practical field constraints by relying on available groups who volunteered. Participants were drawn from the L1, L2, and M1 levels within the Science, Technology, and Medicine faculties. These particular stages were chosen because they represent different points in the academic cycle that the study aimed to examine.

Conversely, for the qualitative phase involving the teachers, the sampling method employed was purposive non-probability sampling. This targeted technique was essential because the study required information-rich individuals who possessed first-hand experience with the specific pedagogical challenges of scientific classrooms. Regarding the teachers, only English language instructors working in the same non-linguistic faculties were considered. This criterion was necessary to analyze the instructors' distinct perceptions and identify the factors influencing their classroom strategies within the target context

To provide a clear visual overview of how participants were selected, The Non-Probability sampling options are summarized in the figure below

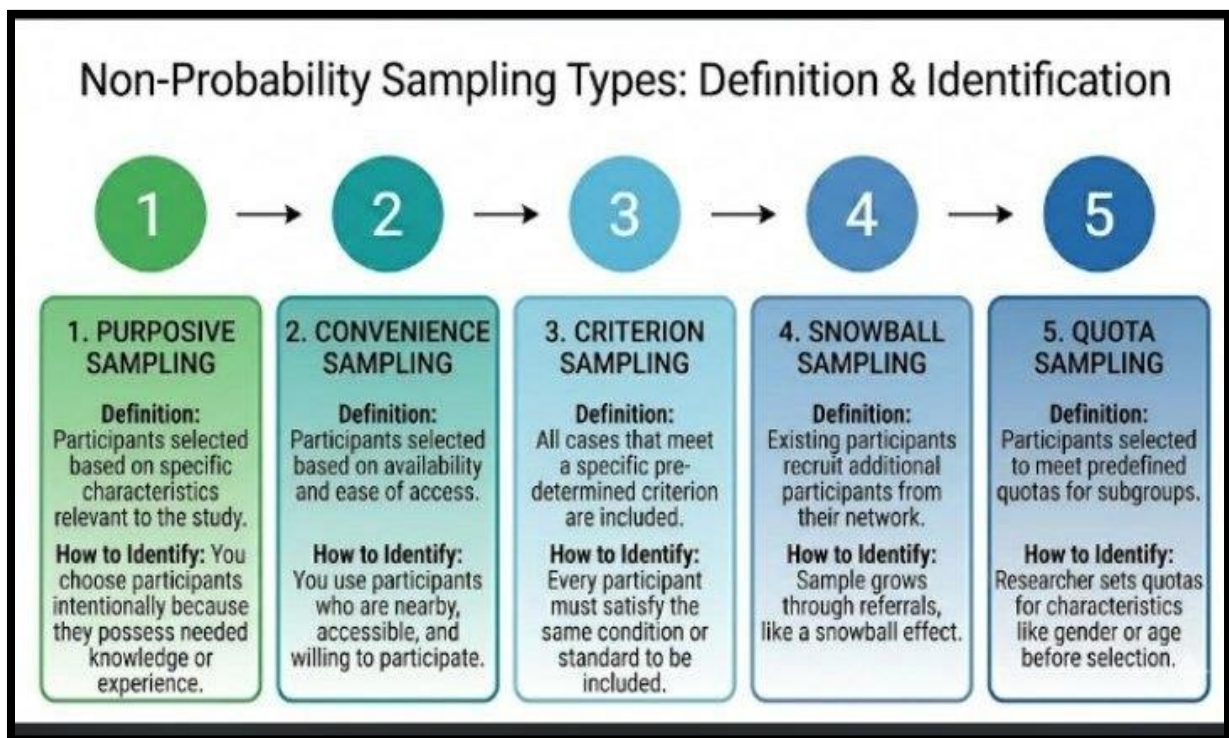


Figure 1.2.4.3. Non-Probability Sampling Types and Key Features

2.4.4 Setting Section

Before describing the research setting in detail, it is important to clarify that the choice of location, participants and context was guided by the objectives of the study. The following section outlines the geographical, institutional, physical, temporal and sociocultural aspects of

the research setting, highlighting why it was considered appropriate for addressing the research question.

These aspects unfold as follows;

The present study was conducted within two University faculties in Saida, Algeria, locally known as the University of 2000 and 3000. The University 2000 houses a Technology faculty, while University 3000 accommodates both Medical and Science programs. These faculties, situated in close proximity, provide access to a large and diverse student population exceeding over 2000 individuals. Exact enrollment figures were not disclosed due to institutional confidentiality policies. However, the selected groups represent a significant portion of the student body.

Within the French dominant institutional environment, challenges arise early, as students must master technical terminology. English, taught as a foreign language in Algerian higher education, is increasingly vital for scientific and technological knowledge; many have intermediate to advanced proficiency for engaging with English academic terms.

Data collection occurred entirely online via official Facebook and Telegram groups for course communication and resource sharing, complemented by semi-structured email interviews. Snapping two months, it involved questionnaire sharing and reminders to boost voluntary participation amid recruitment challenges. These annexes were chosen for their sociolinguistic context, balancing French instruction with English's global relevance. Making them ideal for investigating language use in higher education.

2.5 Research Instruments

To gather the empirical data required for this study, specific research instruments were designed to investigate students' and teachers' perspectives, experiences, and adaptations regarding the implementation of English as a Medium of Instruction (EMI) at the University of Saïda. In alignment with the study's mixed-methods design, both quantitative and qualitative data collection tools were deployed. Utilizing multiple instruments allowed the researcher to gain a comprehensive insight into students' attitudes, linguistic barriers, and expectations, while simultaneously capturing the instructional realities faced by faculty members.

2.5.1 Types of Research Instruments

This study primarily employed an online questionnaire using Likert scale format. Created using Google Form. Questionnaires are common in educational research because they efficiently collect data from large groups and measure attitudes, perceptions, and opinions in a structured way.

Furthermore, semi structured interviews supplemented the questionnaire data. These interviews provided deeper insights into participant's experiences and views that closed ended questions might miss.

Since English is considered as a foreign language in Algerian educational context, the questionnaire was created and distributed in **Arabic**. This decision was made to ensure that all respondents understood the items clearly and responded accurately, enhancing data reliability and validity.

2.5.2 Purpose of the Instruments

The purpose of the questionnaire was to investigate students' engagement with english as a medium of instruction (EMI) in Algerian higher education by capturing broad, measurable patterns. The instrument aimed to quantify students' attitudes and motivation toward EMI, identify the linguistic challenges they encounter, and explore their views on how EMI impacts their academic performance. Through Likert scale items, the questionnaire sought to generate generalizable data on the frequency of comprehension difficulties and the extent of student anxiety or confidence in English medium classrooms.

Complementing the student data, the semi-structured interviews were designed to capture the qualitative insights of the instructors actively delivering EMI. This instrument allowed for the triangulation of data sources; while students reported their learning experiences through the questionnaire, the interviews explored how teachers navigate the daily realities of delivering lectures, explaining complex scientific concepts, and managing classroom comprehension in a language that may be non-native to both themselves and their students. Furthermore, the interviews sought to uncover teachers' pedagogical obstacles, code-switching (translanguaging) practices, and institutional support needs.

Ultimately, combining the student questionnaires with teacher interviews strengthens the validity of the study through methodological triangulation, ensuring a balanced, multi-perspective Analyses of the EMI transition.

2.5.3 Structure of Research Instruments

2.5.4 Students' Questionnaire

The questionnaire consisted of five sections designed to address different aspects of students' experiences with EMI. Most of the items were measured using a Likert scale ranging from Strongly Disagree to Strongly Agree.

2.5.4.1 Description of Students' Questionnaire :

Section 1: Demographic Information

The first section focused on collecting basic demographic and academic information about the participants. This information was essential in order to contextualize the responses and to identify possible variations between different groups of students. In particular, the section gathered information related to the students' faculty, their current level of study, and their self-perceived level of English proficiency.

Section 2: Attitudes and Motivation

The second section explored students' attitudes toward the adoption of English as the primary language of instruction as well as their motivation to study academic subjects in English.

Section 3: Linguistic barriers

The third section investigated the linguistic challenges students may encounter while studying academic content in English, focusing on how language difficulties affect their comprehension, classroom participation, and academic performance.

Section 4: Success Factors & Institutional Support

The fourth section explored students' perspectives on strategies that could facilitate the effective implementation of EMI in Algerian universities, including preparatory language courses, translanguaging, digital resources, and adapted teaching and assessment methods.

Section 5: suggestions for success

Finally, the fifth section aimed to gather students' views on measures that could help them success in an English medium instruction (EMI) environment.

2.5.5 Teachers' Interview

The interview guide was structured using open ended questions to explore English as a Medium of Instruction (EMI) implementation from two distinct but interconnected perspectives : the institutional and the pedagogical.

2.5.5.1 Description of Teachers' Interview:

First the interview delved into the practical classroom realities of EMI, focusing on the teaching strategies required to balance language and content learning. Key themes included the debate over a phased implementation versus a simultaneous rollout across all academic levels. It explored how instructors can ensure subject matter mastery when language is a potential barrier, and identified the specific teacher training needs that arise from these challenges. Finally, this section investigated the potential role of support systems such as language centers and the use of technology, including artificial intelligence, as tools to facilitate both teaching and learning in this new multilingual academic landscape.

Second the interview aimed to construct a roadmap for successful EMI implementation by gathering expert opinions on high-level strategy. This involved discussing the optimal timeline for transition, methods for empowering and incentivizing faculty, and necessary adaptations to curriculum design, such as integrating English for Specific Purposes. Furthermore, it probed the need for revised assessment policies, essential infrastructure, and robust monitoring mechanisms to ensure the shift to English does not compromise the comprehension of scientific content, particularly for students transitioning from a French educational background.

To better understand the philosophical basis of this research, the Figure below presents the Key elements of Pragmatism;

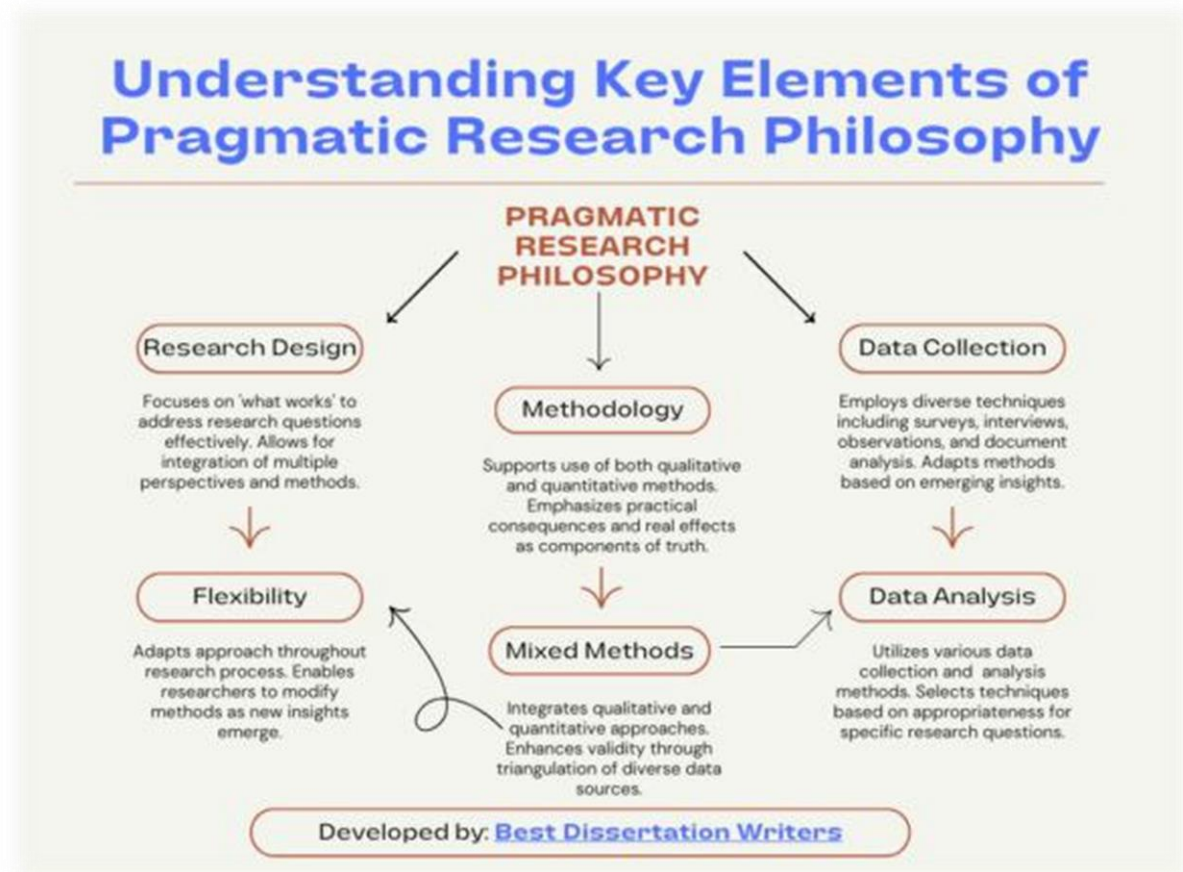


Figure 2.2.3.1. Understanding Pragmatic Research/ Pragmatism Philosophy

2.6 Ethical Considerations

Ethical considerations were rigorously observed throughout this study to protect participant's rights and ensure research integrity. Prior to data collection, ethical approval was obtained from the relevant institutional board.

All participants, both students and teachers were clearly informed about the study's purpose and the voluntary nature of their participation.

Throughout the research process, participants were treated with respect. They were given the opportunity to ask questions about the study, and the researcher maintained transparent communication regarding the use and handling of their data.

2.7 Limitations of the Research

While every effort was made to ensure the rigor of this study, a number of limitations must be acknowledge ; the number of English Language Teachers in the target context was inherently

limited, and accessing them was further complicated by The fact that most teach remotely. Compounding this difficulty, the administration did not maintain a centralized database of teacher email addresses, and the officials responsible for such records were unavailable. As a result, collecting contact information proved extremely challenging and restricted the number of teachers who could be invited to participate.

Additionally, the student response rate was lower than anticipated, as many declined to participate, potentially affecting the generalizability of the findings.

Conclusion

This chapter summerizes the methods used to investigate EMI challenges and solutions at the University of Saida, ensuring alignment with the study's core aims. Moreover, the chosen approach delivers solid, relevant data through practical tools and participant focus, thereby building confidence in the results. Despite its focused scope, this methodology upholds ethical standards and thus paves the way for the findings in the chapter four.

CHAPTER THREE:
DATA ANALYSES
AND
INTERPRETATION

3 Introduction

This chapter delves into the Analyses and discussion of the data gathered through the two research instruments employed in this study. It presents insights from the questionnaire completed by university students alongside thematic interpretations of the interviews conducted with instructors. Each section of the questionnaire is examined in detail, while the interviews are explored to uncover recurring patterns and perspectives. The chapter not only highlights the main findings but also offers pedagogical recommendations to support students and instructors in effectively implementing English-Medium Instruction. Finally, the chapter addresses the research questions and evaluates the hypotheses based on the collected data.

3.1 Quantitative Data Analysis

This section offers a descriptive statistical Analyses of the quantitative data collected through an online questionnaire using Likert-Scale items. The sample consists of 63 participants from the University of Saida, including 21 biology students, 21 computer science students, and 21 medicine students. The primary objective of this section is to present the data in clear, systematic, and structured manner through the use of tables and figures, without engaging in interpretation or critical discussion.

The Analyses is based on frequencies, percentages, and responses distributions generated from the Likert-scale items. It encompasses several key dimensions, namely participants' demographic characteristics, their attitudes and motivation toward English Medium Instruction (EMI), the linguistic challenges they encounter, as well as their perceptions of the factors that may facilitate effective EMI implementation. The findings are organized thematically, with each category of data presented in tabular form and accompanied by concise, objective descriptions.

Overall, this section provides a rigorous and objective account of the collected data, thereby establishing a solid empirical foundation for the interpretive Analyses and discussion developed in the subsequent sections of this chapter.

CHAPTER THREE : DATA ANALYSES

❖ Section 01 : Demographic Characteristics

Question 01 : Students' Department

Table 1. *Participants' Demographics : Department*

Department	Frequency	Percentage
<i>Technology</i>	21	33.3%
<i>Medicine</i>	21	33.3%
<i>Science</i>	21	33.3%
<i>Total</i>	63	100%

Table 01 presents the distribution of participants according to their department. The sample consists of 63 participants, equally distributed across three departments; Technology, Medicine, and Science each department includes 21 participants, representing 33.3% of the total sample. This indicates a uniform distribution of participants among the three departments.

Question 02 : Students' level

Table 2. *Participants' Demographics : Level*

Responses	Frequency	Percentage
Licence 1	10	15.9%
Licence 2	39	61.9%
Master 1	14	22.2%
TOTAL	63	100%

The table shows the distribution of students according to their academic level, revealing that majority are Licence 2 students, who constitute 61.9% (39 students) of the sample. In comparison with Master 1 students represent 22.2% (14 students), indicating a moderate proportion, while Licence 1 students account for only 15.9% (10 students), reflecting the smallest group.

CHAPTER THREE : DATA ANALYSES

Question 03 : Students' English Proficiency

Table 3. *Participants' Demographics : English Proficiency*

English Proficiency	Frequency	Percentage
Beginner	15	23.8%
Intermediate	35	55.6%
Advanced	13	20.6%
TOTAL	63	100%

The Table below shows participants' self-rated English proficiency levels. The results show that the majority of participants, 35 students (55.6%) rate themselves as intermediate. In contrast, 15 students (23.8%) identified as beginners, while 13 students (20.6%) reported an advanced level. The total sample consists of 63 participants, and the table summarizes the frequency and percentage distribution across proficiency levels.

❖ Section 02 : Attitudes and Motivation

Question 01: I prefer English over French as the primary medium of instruction

Table 4 . *Preference for English as the Medium of Instruction*

Responses	Frequency	Percentage
Strongly Disagree	7	11,1%
Disagree	10	15,9%
Neutral	0	0%
Agree	17	27%
Strongly Agree	29	46%
TOTAL	63	100%

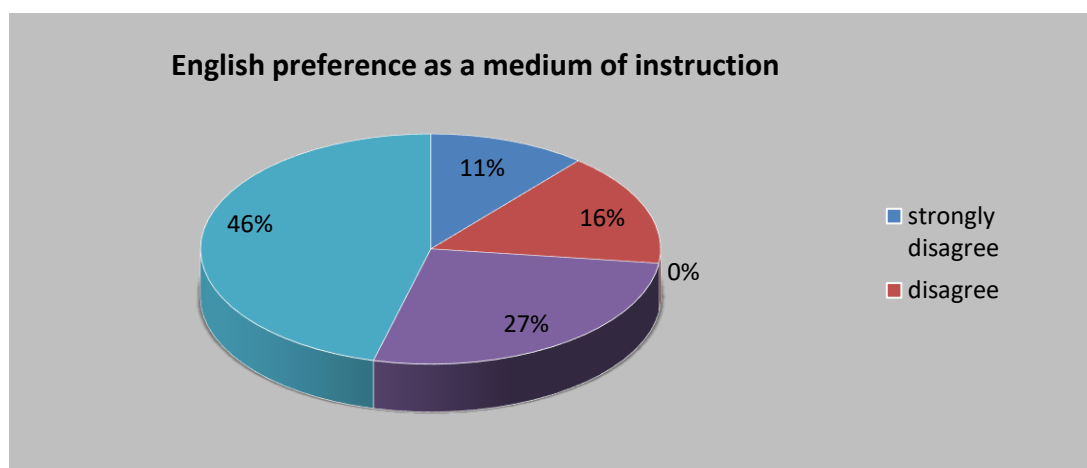


Figure 3.3.1. Attitudes and Motivation toward EMI

Out of 63 students, 7 (11.1%) strongly disagreed and 10 (15.9%) disagreed with using English as the primary medium of instruction. No participants selected the neutral option. A total of 17 students (27%) agreed, while 29 students (46%) strongly agreed. The responses show the full distribution across all Likert-scale categories, indicating varying degrees of support and opposition.

Question 02 : Learning in English makes me feel more confident about my scientific identity

Table 5. Scientific Identity Boost

Responses	Frequency	Percentage
Strongly Disagree	3	4.8%
Disagree	6	9.5%
Neutral	0	0%
Agree	29	46%
Strongly Agree	25	39.7%
TOTAL	63	100%

The table indicates students' perceptions of whether learning in English enhances their confidence in their scientific identity, revealing a strongly positive trend. The majority of respondents expressed agreement, with 46% (29 students) agreeing and 39.7 (25 students) strongly agreeing, indicating that most students feel more confident when learning in English. In contrast, only a small proportion reported negative perceptions, with 9.5% (6 students)

CHAPTER THREE : DATA ANALYSES

disagreeing and 4.8% (3 students) strongly disagreeing, while no respondents selected a neutral position.

Question 03: I am willing to put in extra effort to improve my English for my studies

Table 6. *English Proficiency Effort*

Responses	Frequency	Percentage
<i>Strongly Disagree</i>	2	3.2%
<i>Disagree</i>	4	6.3%
<i>Neutral</i>	0	0%
<i>Agree</i>	31	42.2%
<i>Strongly Agree</i>	26	41.3%
<i>Total</i>	63	100%

The results show that students generally display a high level of willingness to invest extra effort in learning English. A large proportion of respondents selected positive responses, with 42.2% agreeing and 41.3% strongly agreeing, representing the majority of the sample. In contrast, only a small percentage expressed negative attitudes, with 6.3% disagreeing and 3.2% strongly disagreeing, while no respondents (0%) remained neutral.

❖ ***Section 03: Linguistic Barriers***

Question 01: I find it difficult to understand complex scientific concepts when explained in English

Table 7. *Difficulty in Understanding Scientific Concepts in English*

<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Strongly Disagree</i>	8	12.7%
<i>Disagree</i>	20	31.7%
<i>Neutral</i>	2	3.2%
<i>Agree</i>	29	46%
<i>Strongly Agree</i>	4	6.3%
<i>Total</i>	63	100%

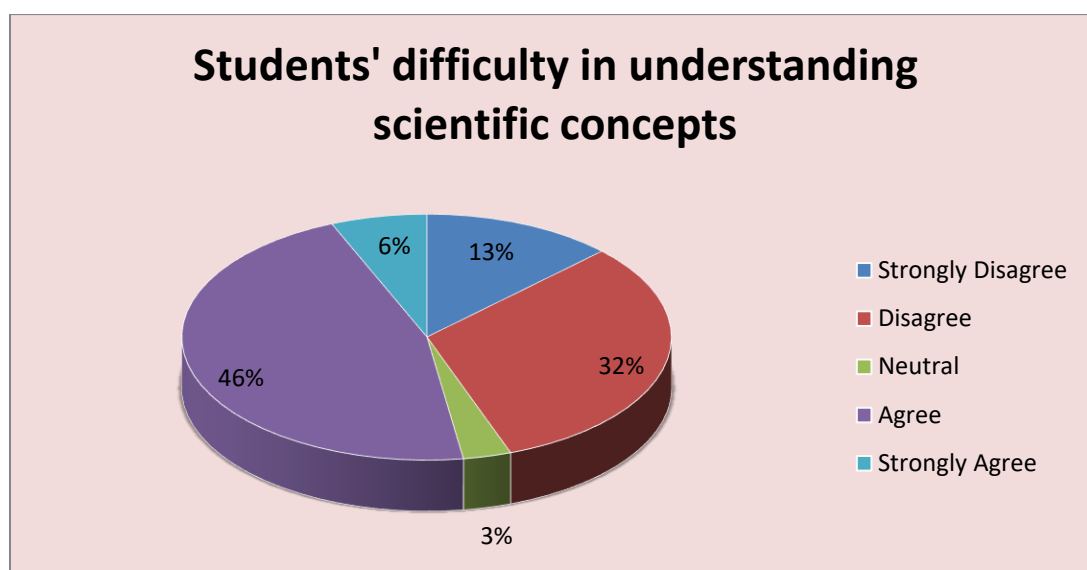


Figure 4.3.1. Students' Difficulty with English Scientific Concepts

The Pie chart below shows that the largest proportion of participants selected Agree (46%), followed by Disagree (31.7%). A smaller percentage chose Strongly Disagree (12.7%), while only 6.3% selected Strongly Agree, and 3.2% remained Neutral. Overall, responses are somewhat spread across categories, but there is a noticeable concentration in the Agree and Disagree options.

Question 02: I feel that my academic performance might decline because of the language shift

Table 8. Impact of Language Shift on Academic Performance

<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Strongly Disagree</i>	<i>16</i>	<i>25.4%</i>
<i>Disagree</i>	<i>20</i>	<i>31.7%</i>
<i>Neutral</i>	<i>2</i>	<i>3.2%</i>
<i>Agree</i>	<i>17</i>	<i>27%</i>
<i>Strongly Agree</i>	<i>8</i>	<i>12.7%</i>
<i>Total</i>	<i>63</i>	<i>100%</i>

CHAPTER THREE : DATA ANALYSES

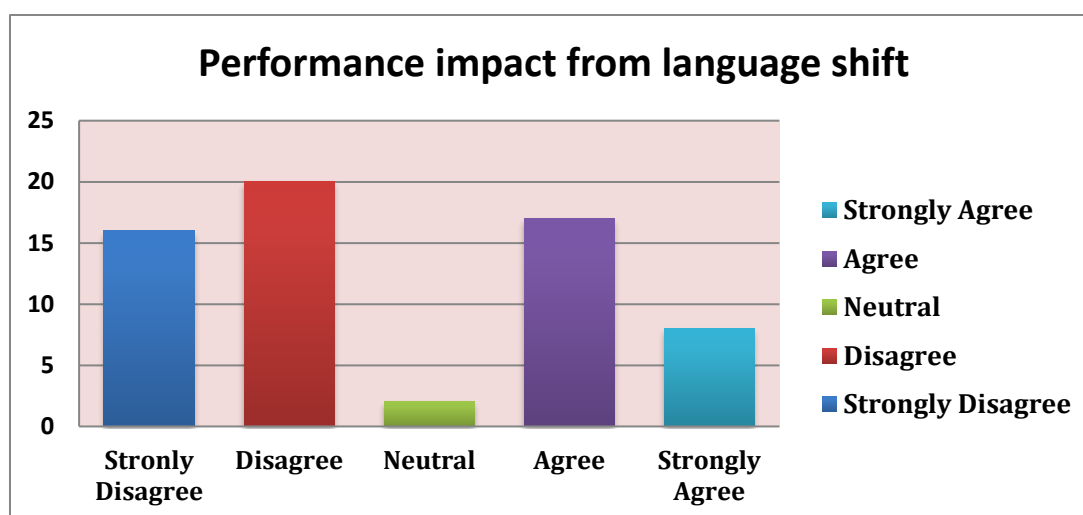


Figure 5.3.1. *Performance Impact from language shift*

The results shows that 25.4% of students (16) strongly disagreed and 31.7% (20) disagreed, indicating that over half of the respondents have a negative view toward the statement. A very small number, 3.2% (2 students), remained neutral, suggesting most participants had a definite opinion. On the positive side, 27% (17) agreed and 12.7% (8) strongly agreed, reflecting that a smaller but notable portion of students hold a favorable view. Overall, the responses are distributed with a stronger concentration in disagreement, while agreement is present but less dominant.

Question 03: I often feel frustrated because I cannot express my ideas in English during class

Table 9. *Difficulty in Expressing Ideas in English*

Responses	Frequency	Percentage
Strongly Disagree	9	14.3%
Disagree	20	31.7%
Neutral	0	0%
Agree	28	44.4%
Strongly Agree	6	9.5%
TOTAL	63	100%

The table indicate that a majority of respondents 44.4% agree and 9.5 strongly agree reported having such difficulties, representing more than half of the sample. In contrast, 31.7% of

CHAPTER THREE : DATA ANALYSES

students disagreed and 14.3% strongly disagreed, suggesting that a smaller group does not perceive this as a challenge. Notably, no respondents selected the neutral option.

❖ Section 04 : Success Factors & Recommendations

Question 01: A mandatory intensive English Foundation Year is necessary before starting the specialty.

Table 10. *Perceived Necessity of an English Foundation Year*

Responses	Frequency	Percentage
Strongly Disagree	1	1.7%
Disagree	12	19%
Neutral	0	0%
Agree	28	44.4%
Strongly Agree	22	34.9%
TOTAL	63	100%

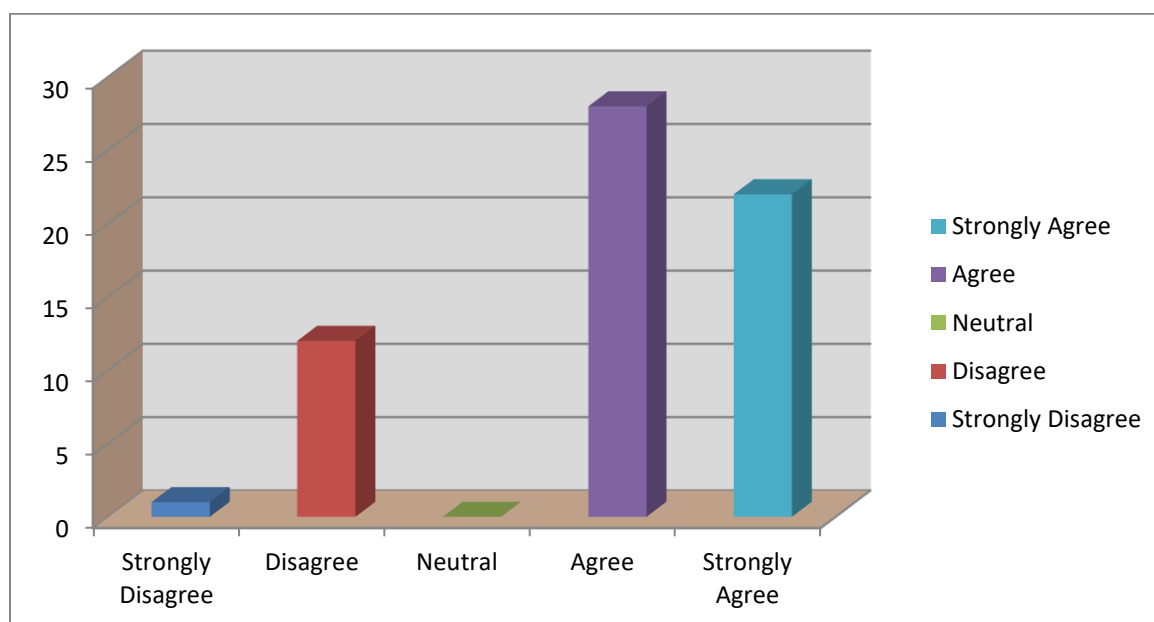


Figure 6.3.1. *Perception of English Foundation Year Requirement*

The frequency distribution shows that 28 respondents (44.4%) selected Agree, making it the most frequent response, followed by 22 respondents (34.9%) who selected Strongly Agree. A

CHAPTER THREE : DATA ANALYSES

total of 12 respondents (19%) selected Disagree, while one respondent (1.7%) selected Strongly Disagree. No respondents (0%) selected Neutral.

Question 02: Exams should be graded based on scientific content, not on English language mistakes

Table 11. *Content over Language Errors*

Responses	Frequency	Percentage
Strongly Disagree	1	1.6%
Disagree	2	3.2%
Neutral	0	0%
Agree	37	58.7%
Strongly Agree	23	36.5%
TOTAL	63	100%

The table presents students' responses to the statement that exams should be graded based on the scientific content rather than English language mistakes. The majority of respondents selected agree at 58.7% (37 students), followed by strongly agree at 36.5% (23 students). A small proportion of students expressed disagreement, with 3.2% (2 students) selecting disagree and 1.6% (1 student) selecting strongly disagree, while no responses chose the neutral option.

Question 03: The University must provide digital platforms (MOOCs for example) ?

Table 12. *Responses on Digital Platform Provision*

Responses	Frequency	Percentage
Strongly Disagree	1	1.6%
Disagree	3	4.8%
Neutral	0	0%
Agree	27	42.9%
Strongly Agree	32	50.8%
TOTAL	63	100%

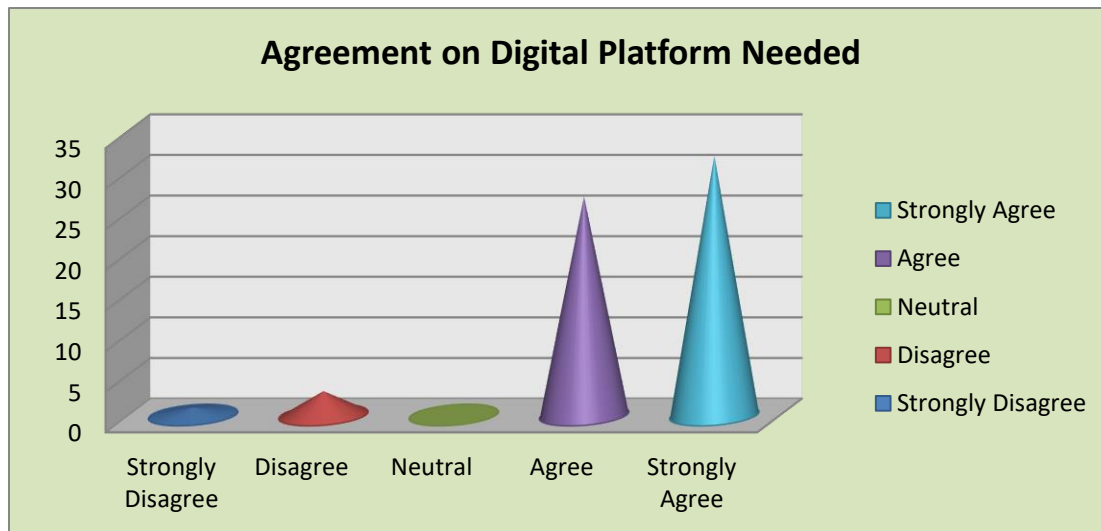


Figure 7.3.1. Agreement on Digital Platform Needed

The histogram displays the lowest bar for Strongly Disagree, with only 1 respondent (1.6%), while the Disagree category is also minimally low at 3 respondents (4.8%) selected this option, indicating that no participant held an ambivalent position. In contrast, the Agree category presents a substantially high bar of 27 respondents (42.9%), and the Strongly Agree category shows the tallest bar on the histogram, with 32 respondents (50.8%) more than half of the sample.

❖ Section 05 : Suggestions for Success

Question 01: I would feel more confident if my teachers used Translanguaging (mixing English with native language) for difficult concepts

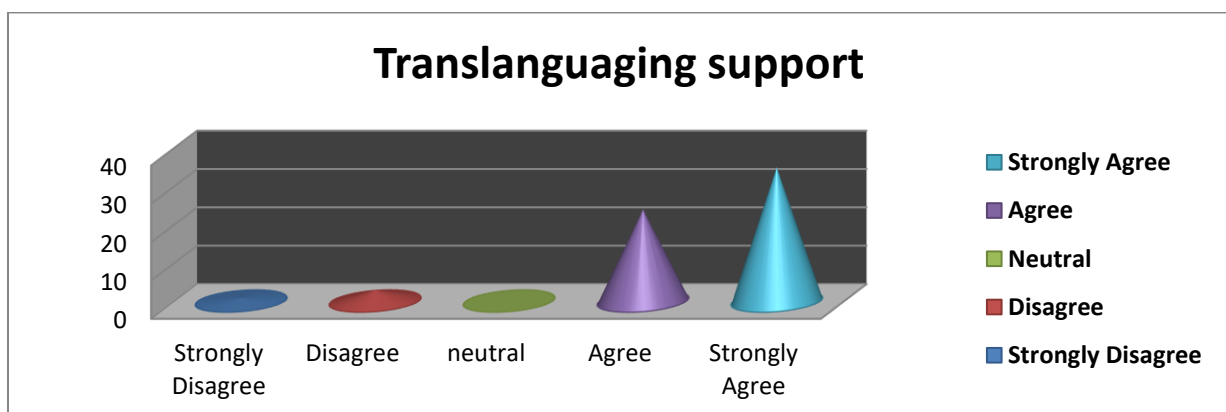


Figure 8.3.1. Translanguaging Support

The histogram shows the lowest bar for Strongly Disagree; while only 1 respondent (1.6%), while the Disagree category is also minimally low at 3 respondents (4.7%). Notably, the Neutral

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category shows no bar at all, as 0 respondents selected this option, indicating that no participant held an ambivalent position. The Agree category presents a substantial bar of 24 respondents (38.1%), and the Strongly Agree category shows the tallest bar on the histogram, with 35 respondents (55.6%) more than half of the sample.

Question 02: Teachers should provide recorded lectures in English so I can review them at my own pace

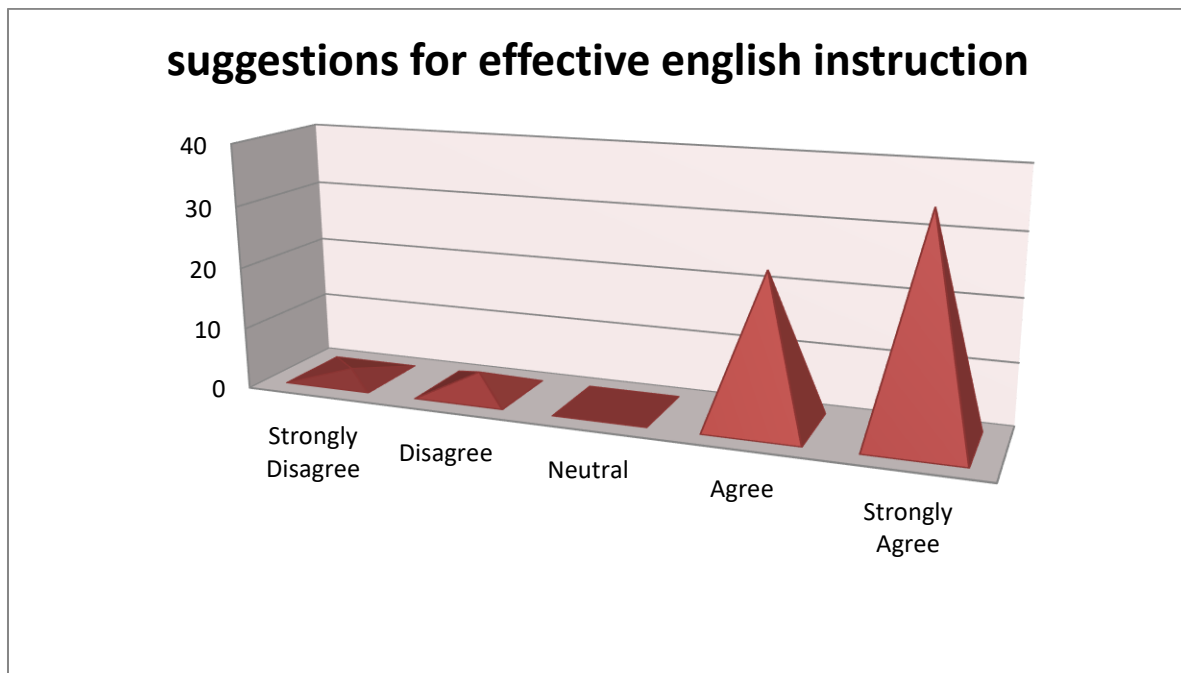


Figure 9.3.1. Suggestions for Effective English instruction

The histogram illustrates the majority of participants selected strongly agree with 35 responses (55.6%), followed by agree with 24 responses (38.1%). In contrast, only a small ratio expressed disagreement, with 3 responses (4.8%) for disagree and 1 response (1.6%) for strongly disagree. Notably no respondents selected the neutral option.

Question 03: I would perform better if I had a preparatory Intensive English semester before starting my specialty modules

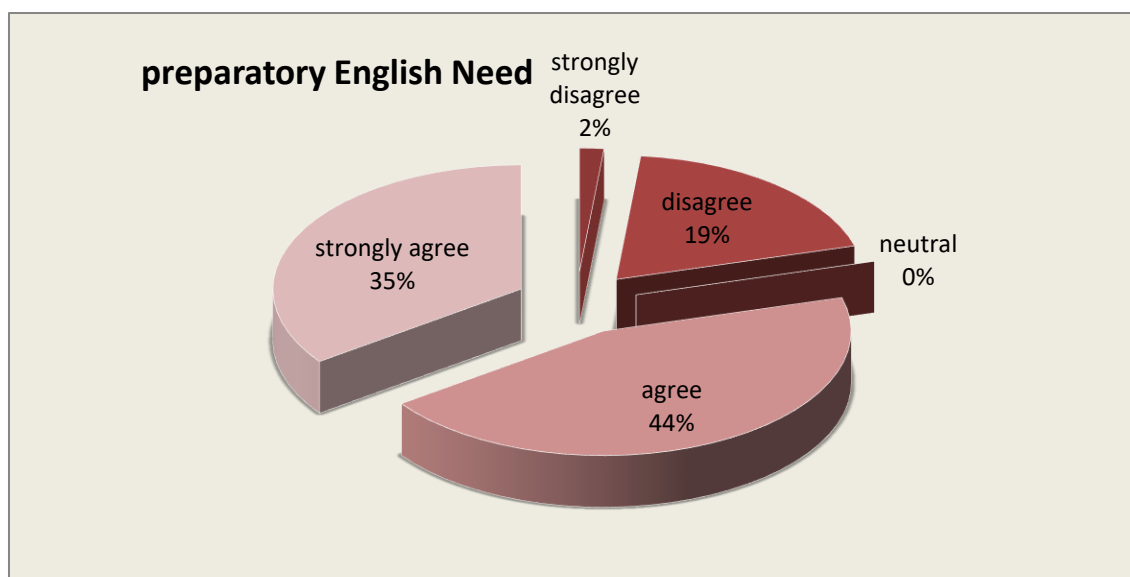


Figure 10.3.1. Preparatory English Need

The Pie chart below shows that combined 79% of participants agreed (44%) or strongly agreed (35%) with the statement. In contrast, 21% of respondents disagreed (19%) or strongly disagreed (2%), also no participants selected the neutral option, which highlights that students hold a clear position on this issue.

3.2 Discussion of the Questionnaire Results

The main goal of the current study is to explore the challenges, perspectives, and instructional experiences of students and instructors at the University of Saida regarding the implementation of English as a medium of instruction (EMI) and to identify ways to address problems and support effective implementation. The questionnaire results reveal clear patterns in participants' perceptions and the issues they encounter.

The first section presents the demographic profile of the participants, indicating a well-balanced sample across departments, academic levels, and English proficiency. The relatively equal representation of departments enables comparison across disciplines without significant bias, thereby strengthening the generalizability of conclusions related to attitudes toward EMI and linguistic barriers.

Overall, the distribution across academic levels (Section 1; Table 2), which features a higher ratio of Licence-level students relative to Master's-level students, reflects varying degrees of academic experience that may shape classroom expectations and engagement. Furthermore, the

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predominance of participants with an intermediate level of English proficiency, compared to the smaller cohorts of beginner and advanced learners, provides crucial contextual grounding for interpreting the direct influence of language ability on academic outcomes.

The second section indicates that students generally hold positive attitudes and demonstrate strong motivation toward English as a medium of instruction. With regard to their preference for English over French (section 02; figure 01), a greater proportion of participants expressed agreement than disagreement, suggesting clear inclination toward EMI.

In addition, many students reported that learning in English enhances their confidence and their scientific identity (section 02; table 02), highlighting the role of EMI in supporting both academic development and professional self-perception. Furthermore, a large majority indicated a willingness to put in extra effort to improve their English for academic purposes (table 03), reflecting a high level of motivation to engage with EMI despite potential linguistic challenges.

The results obtained from the third section underscores the significant linguistic challenges students encounter when engaging with English as a medium of instruction. More students reported difficulty in understanding complex scientific concepts, while fewer experienced little or no difficulty, indicating that limited language proficiency can hinder comprehension of advanced content and reduce confidence in class (Q 01 ; figure 02).

Similarly, several students expressed concern that the shift to English could negatively affect their academic performance, whereas others, likely those with stronger English skills, felt capable of maintaining their results (Q 02; figure 03). Moreover, many students described experiencing frustration when unable to express their ideas clearly in English during class (Q 03; table 09), indicating that language barriers affect not only comprehension but also participation, self-expression, and overall engagement.

The results from the fourth section, summarized under success factors and recommendations, provide insight into the factors influencing universities' acceptance of EMI implementation. In the first question (figure 04), a substantial number of respondents indicate that a mandatory intensive English foundation year is necessary, suggesting that language proficiency is considered a critical prerequisite for participating effectively in specialized courses. This highlights that insufficient command of English can hinder both comprehension and active engagement in academic tasks.

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Moreover, nearly all respondents believe examinations should be graded based on scientific content rather than English language accuracy (table 11), emphasizing the need for assessment policies that focus on knowledge and skills. Such as approach minimizes barriers for students who have disciplinary understanding but face challenges in language expression, thereby promoting fairness and academic integrity.

In addition, the third question shows strong support for providing digital platforms, indicating that accessible online resources can support both language development and disciplinary learning (table 12). These platforms enable self-paced study, review of complex concepts, and additional language reinforcement, thereby enhancing students' positive perceptions of their academic capabilities within EMI environments.

The suggestions for success were discussed in the final section, and the findings indicate that the majority of students supported the proposed strategies to enhance EMI adoption. Across all items, students expressed positive attitude toward measures such as using translanguaging to aid comprehension and engagement (figure 06), providing recorded lectures for flexible review (figure 07), and implementing an intensive English preparatory semester (figure 08).

3.3 Qualitative Data Analysis (Interview)

In order to obtain more appropriate answers to the research questions, the researcher relied on a second data collection method, this research tool is teacher interviews. This tool was administered with seven English teachers from the University of Saida. The primary purpose of these interviews was to capture rich, nuanced descriptive data regarding the actual classroom realities and strategic choices surrounding the transition. To ensure a cohesive analytical flow, the participant responses have been synthesized into thematic categories reflecting the two main dimensions of the interview guide: **Classroom & Pedagogical Realities** and **Institutional Strategy**

➤ Section One: classroom Realities & Pedagogical adaptations

 **Q1:** in your opinion, should EMI be introduced abruptly for all levels, or should it be phased in (e g., starting with masters' students first)? Why?

One instructor (Instructor 1) said that phasing it in slowly does not work. That instructor believes that all students should have the same chance to learn in English from the beginning. According to this instructor, both teachers and students can get used to EMI by putting in effort and practice. But most other instructors thought a gradual approach is better. Instructor 3 said

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EMI should start with graduate students so that teachers have enough time to get comfortable with the new method. Instructor 4 agreed and suggested beginning with advanced courses first, then slowly moving to other levels. Instructor 5 also felt that taking small steps is important, for example, starting with advanced or elective classes before trying it everywhere. Instructor 6 proposed trying EMI with master's students to see how it goes before expanding. Instructor 7 supported the same idea, saying it is good to run a small trial with advanced students first and then grow from there. Instructor 2 seemed to lean toward the gradual approach as well.

 **Q2:** how can we ensure that students learn the subject matter without the English language becoming a barrier to their understanding of the science?

Instructor 1 explained that the teacher plays a big role in making sure students' comprehension. This can be done by breaking down the subject into simpler parts and designing tasks that match students' different English levels. Instructor 2 and Instructor 3 shared a similar view, both focusing on the need to simplify science content and adjust it based on students' language abilities. Instructor 4 pointed out that students understand better when difficult words are simplified, and when visuals and help from classmates are also used. Instructor 6 agreed with this idea and suggested using glossaries and visual aids along with simpler terms. Instructor 5 raised a common concern about the importance of scaffolding and changing the content to help students deal with language challenges. Instructor 7 added that giving extra materials and encouraging group work are good ways to balance learning the subject and building language skills.

 **Q3:** Beyond language proficiency, what kind of pedagogical training do professors need to teach effectively in a foreign language?

The results show that the instructors share similar points on what kind of teaching training is needed. Instructor 1 stated that training should cover the following areas: how to teach English for specific purposes (ESP) and English for occupational purposes (EOP), classroom management, teaching multilevel classes, syllabus design, needs analysis, and assessment. Instructor 2 expressed a similar view and confirmed these same training needs. Instructor 3, 4, 5, 6, and 7 also highlighted similar points. All of them indicated the need for ESP-focused workshops or training, classroom management for mixed-level classes, and assessment or adapting assessments to fit the situation.

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 **Q4:** What role should Language Centers or Intensive English Units play in supporting your departments' transition?

The results show that the instructors clearly agreed on the role of language centers in supporting the departments' transition. Instructor 1 stated that language centers should focus on working together with departments, provide suitable materials and tools, support communication and marketing, and motivate both students and teachers. Instructor 2 expressed a similar view and confirmed these same roles. Instructor 3, 5, and 7 also highlighted similar points, emphasizing that language centers should provide materials, tools, guidance, and support for both teachers and students. Instructor 4 added that language centers should coordinate with departments to make sure support is continuous. Furthermore, Instructor 6 indicated that language centers should offer tutorials for students and coaching for teachers.

 **Q5:** how should you adapt your examination methods? Should students be graded on their English grammar, or strictly on their scientific content?

The results show that the instructors had both shared and individual opinions about evaluation and assessment in EMI. Instructor 1 stated that the goal of EMI should be SMART — specific, measurable, achievable, relevant, and time-bound. What matters most is getting the message across. The point is to prepare students for professional life. English should be seen as a skill or an asset, not a mandatory tool. Being able to handle a conversation is fair enough. Instructor 2 stated that assessment should focus mainly on whether students understand the scientific content. English language accuracy can be treated as a secondary consideration, especially at more advanced stages.

Moreover, Instructor 3, 4, and 5 highlighted a similar view, emphasizing comprehension and content understanding. Instructor 3 said to focus on comprehension and application rather than perfect English usage. Instructor 4 stated that the focus should be on students' understanding of content, and that language proficiency should not affect grades at early stages. Instructor 5 noted that understanding scientific concepts should come before grammar accuracy, especially in early EMI stages. Instructor 6, however, stated that the focus should be on content mastery first, then gradually include English language accuracy in assessment.

 **Q6:** how can digital platforms or AI tools be integrated into the classroom to facilitate the transition to English?

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The results show that most instructors agreed on a balanced approach to using digital platforms and AI tools. Instructor 1 emphasized that AI is vast, and while digital platforms and AI tools should be used, instructors should not fully depend on them. Instructor 2 expressed a comparable perspective. Moreover, Instructor 3, 5, 6, and 7 articulated similar views, highlighting that while AI tools and digital platforms can support learning, the guidance of the teacher remains indispensable. Instructor 3 stated that digital platforms and AI can help but should not replace teacher guidance. Instructor 5 noted that AI tools and digital platforms can assist with practice exercises, but the human teacher is still crucial. Instructor 6 indicated that digital tools can be used to create simulations and interactive exercises. Instructor 7 affirmed that AI and online resources can enhance learning but cannot replace teacher-led instruction. Instructor 4, in contrast, suggested that online platforms can provide exercises and simulations to support learning.

➤ Section Two: Institutional Strategies

 **Q1:** in your view, what is the ideal timeline for this transition? Immediately or gradually?

The results show that all instructors preferred a slow, step-by-step transition instead of switching to EMI all at once. Instructor 1 said the process should take a long time — about 10 to 13 years. Most other instructors thought a shorter but still gradual timeline of 5 to 8 years would work. Several instructors, including Instructor 2, 3, and 4, said that making the change overnight would cause problems and effect negatively on students' comprehension and performance. Instructor 5, 6, and 7 also supported bringing EMI in slowly. Some of them suggested starting with a few selected courses and giving different departments the freedom to move at their own pace.

 **Q2:** what specific incentives would motivate faculty to master EMI more quickly?

The instructors pointed to several types of incentives that would encourage faculty to get better at EMI more quickly. Instructor 1 said that in-service training, international training, and ESP programs designed around what teachers actually need would be important. Instructor 3, 6, and 7 also highlighted ESP training and workshops, along with getting professional recognition. Instructor 4 brought up short-term incentives like getting paid for extra teaching hours and being recognized for the effort. Instructor 5 mentioned mentoring programs, working together with other teachers, and formal training, while also stressing that recognition matters. Overall, the

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instructors agreed that training opportunities, professional support, and recognition are the main incentives that would help.

 **Q3:** how can you redesign your course syllabus to include more English for Specific Purposes (ESP) training alongside the scientific content?

Regarding how to redesign the syllabus to include more English for Specific Purposes (ESP) training, Instructor 1 admitted not knowing much about syllabus design and said that question could not be answered. Instructor 2 and 3 both agreed that teachers and students need to learn ESP alongside the science material. Instructor 2 said that in the short term, the main goal should be helping teachers learn how to master and teach their subjects through ESP courses. Instructor 3 said that adding ESP modules next to the science content would benefit students, but also admitted feeling unsure about how to actually redesign a syllabus. Instructor 4, 5, 6, and 7 all stressed that ESP should be added slowly over time, and that departments might need outside help or experts to make it work.

 **Q4:** what changes should be made to the way you grade students? Should you allow them to use their first language in exams during the first year of the transition?

The results show that the instructors had different views on this issue. Instructor 1 pointed out that exams already make everyone anxious, so adding more stress does not make sense. That instructor suggested that the rules around language use in exams should be worked out between tutors and students. Instructor 2 said that younger students have been learning English since primary school, so a well-designed curriculum that slowly introduces English over time would create a smooth and consistent learning path from early school through higher education. Instructor 3 stressed that exams should test what students know about the subject, not how well they know English, and added that using the first language should be allowed if it lowers stress. Instructor 4, 5, 6, and 7 suggested that during the first year of EMI, students should be allowed to use their first language, at least some of the time, to reduce anxiety and fill in language gaps. After that, assessments should slowly move toward using only English.

 **Q5:** what specific technological tools or classroom equipment are essential to help you deliver content effectively in English?

Instructors identified several technological tools and classroom equipment that they consider essential for facilitating the delivery of content in English. Instructor 1 said that having

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interactive boards would help both instructors and students, and that using virtual reality could also take some pressure off. Instructor 2 agreed with that view. Instructor 3 said that smart boards and internet-based materials are important, and also pointed out that AI tools could be useful for instructors who are not fully comfortable with English. Instructor 4, 5, 6, and 7 all talked about the need for different kinds of tech support, such as language labs, online learning platforms, projectors, and tools for teamwork. These instructors said that classrooms need to be equipped for hands-on, interactive lessons that boost student participation.

 **Q6:** how do you best manage the transition for students who have spent their entire live studying in French?

The results show that the instructors had several ideas about helping students who learned everything in French make the switch to EMI. Instructor 1 said that the change would not be difficult if everyone involved; students, teachers, and the institution, puts in effort and stays committed. Instructor 2 agreed, adding that students' French skills are actually not very strong, so a well-designed support program with everyone working together would be enough. Instructor 3 stressed the need for structured language support, stating that students coming from a French background need structured help to keep up with EMI. Instructor 4 also pointed to the need for bridge courses that connect what students already know from French to English instruction, along with active involvement and support from teachers. Instructor 5, 6, and 7 also recommended bridge programs combined with regular exposure to English so that students can make the switch without falling behind in understanding science.

3.4 Discussion of the Interview Results

This section interprets the interview data from seven teachers regarding EMI implementation. Although teachers responded to two separate sets of questions, their responses converged around recurring patterns. Therefore, the discussion is organized thematically rather than question by question. Six main areas emerged for interpretation: phased timeline, curriculum design, assessment and language support, teacher training and incentives, technology and infrastructure, and student support for French-language backgrounds

Theme 1: Phased Timeline & Gradual Implementation

Interview results from the first question reveal instructors' clear preference for slowly introducing English as the medium of instruction (EMI). Specifically, teachers repeatedly stated that a quick switch might negatively impact students' understanding and grades, as they worry

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about students' English skills and overall teaching quality. Consequently, the suggested timelines were medium to long-term, indicating that teachers see EMI as a complex process requiring good planning and preparation.

Furthermore, regarding specific implementation mechanics, the majority of interviewed faculty advocated for a targeted, top-down phasing strategy—specifically proposing that EMI be piloted within advanced or graduate-level courses before expanding to undergraduate levels. This strategic orientation reflects an institutional awareness that adapting to EMI requires an extended temporal window for both instructors and students to adjust pedagogical methods and construct academic linguistic capability. Operating through a phased model thus serves as a critical pilot mechanism to assess curriculum efficacy and build institutional confidence, while ensuring that educational equity is maintained as EMI access systematically scales up.

Theme 2: Teacher Training & strategic Incentives

Furthermore, findings revealed the specific incentives that teachers believe would motivate faculty to master EMI more quickly. For instance, faculty are more likely to engage when they have access to targeted training, such as ESP programs, workshops, and in-service courses, because such opportunities build both competence and confidence. In addition, the emphasis on mentoring and peer collaboration suggests that supportive, collegial environments accelerate skill development, while recognition and short-term reward demonstrate that both intrinsic and extrinsic motivation reinforce engagement.

Moreover, the strong convergence in teachers' responses highlights that pedagogical training is not just beneficial but essential for effective EMI. This suggests that teaching in a foreign language presents multiple challenges, including managing multilevel classes, adapting content for language proficiency, designing syllabi, and implementing ESP-focused assessment. Without targeted training, teachers may face cognitive and professional overload, potentially undermining both content delivery and student comprehension. The emphasis on ESP and EOP training indicates that linguistic expertise alone is insufficient; teachers also require pedagogical strategies that integrate language and content. Consequently, EMI programs must prioritize structured professional development to build teacher confidence, ensure instructional quality, and support sustainable adoption of English-medium instruction.

Theme 3: Curriculum Design & Content-Language Balance

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Responses regarding curriculum design suggest that teachers recognize that value of integrating ESP training alongside scientific content but feel constrained by their limited expertise in syllabus design. Thus faculty see ESP as essential for both teacher and student competence, yet they require explicit structural guidance or external support to implement it effectively, the emphasis on gradual integration reflects a cautious, pragmatic approach, acknowledging that both content mastery and language development need to be balanced.

In addition, findings suggest that maintaining an effective balance between content and language in EMI requires intentional instructional design that adapts to students' varying English proficiency. Teachers' strategies, such as simplifying terminology, incorporating visuals, providing scaffolding, and promoting collaborative learning, reflect the need to make complex scientific content accessible without diluting its rigor. Therefore, language and content cannot be treated separately; instead, they must be integrated thoughtfully to ensure comprehension and meaningful learning. Successful EMI relies on both pedagogical adaption and supportive resources to help students navigate the dual demands of subject mastery and language development.

Theme 4: Assessment and language Support

Responses regarding assessment indicate that teachers are concerned about the potential stress and language barriers associated with EMI assessments. Specifically, they suggest that exams should prioritize content mastery while gradually supporting students' English proficiency, particularly during the early stages of EMI. Moreover, the emphasis on permitting partial use of the first language a strategy to reduce anxiety and bridge language gaps. English is recognized primarily as a tool for learning, not an end in itself, since rigid language-focused grading could hinder content understanding. Gradually incorporating English proficiency into assessments enables progressive skill development while maintaining subject mastery.

Theme 5: Technology & Infrastructure

Turning to infrastructure, responses indicate that most teachers highlighted technological tools and classroom equipment as essential for effective EMI delivery. For example, interactive boards, virtual reality, and online resources were considered important for reducing the cognitive and linguistic burden on both teachers and students. Furthermore, access to AI tools was seen as helpful for those less confident in English. Additionally, most teachers emphasized the necessity of language labs, digital platforms, projectors, and collaborative tools,

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highlighting the importance of adequate infrastructure to create interactive, well-equipped classrooms that enhance students' engagement and participation.

Moreover, accessibility to generative Artificial Intelligence (AI) tools was highlighted as a powerful compensatory resource for students and instructors operating with lower linguistic confidence. However, the participants explicitly emphasized that while digital platforms, language laboratories, and AI utilities offer rich supplementary exercises and alleviate language friction, they can never substitute for the pedagogical expertise and guidance of the human instructor. Consequently, the data suggests that technological integration must be treated as a supportive, amplifying resource that complements, rather than replaces, meaningful teacher-student classroom interaction.

Theme 6: Students Support & Institutional Resources

Finally, responses regarding students transitioning from French-only background suggest that successful EMI implementation depends on structured and sustained language support. Specifically, the emphasis on bridge programs and regular English exposure indicates that teachers recognize the risk of content loss if students are not adequately prepared linguistically. Furthermore, the repeated call for engagement from all stakeholders reflects an understanding that transition challenges are not solely the responsibility of students or teachers, but require coordinated institutional support.

In addition, findings indicate that language centers play a critical role in facilitating the transition to EMI. Teachers' perspectives suggest that these centers are essential for providing resources, guidance, and ongoing support for both students faculty. By coordinating with departments, offering tutorials, and supporting teacher development, language centers help reduce barriers related to language proficiency and instructional challenges. Therefore, effective EMI implementation depends not only on teacher preparation but also on robust institutional support structures.

3.5 Pedagogical Recommendations

For Instructors:

Instructors are the frontline adapters. They need pedagogical tools, not just language skills, to manage the linguistic shift;

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- **Adopt Strategic Translanguaging:** Instructors should intentionally and systematically use code-switching rather than fighting it. Explaining a highly complex scientific concept in English first, briefly clarifying it using familiar French or Arabic terminology, and returning to English helps bridge the comprehension gap without losing academic depth.
- **Utilize Visual Scaffolding & Multimodal Materials:** Reduce heavy reliance on long, complex spoken English monologues. Instructors should heavily integrate highly visual materials, including detailed concept maps, annotated diagrams, and multimedia animations, to anchor scientific data visually.
- **Shift to Student-Centered, Collaborative Learning:** Break lectures into smaller intervals followed by peer-group tasks. Grouping students allows those with stronger English skills to help their peers translate and digest the scientific content, reducing individual anxiety about speaking directly to the professor.

For Students:

Students must transition from passive listeners to active language and content acquirers;

- **Engage in Peer-Assisted Vocabulary Building:** Students should form autonomous study circles focused on developing "Scientific Lexicons." Keeping a shared digital glossary of technical English terms mapped against their French and Arabic equivalents ensures they learn the exact vocabulary needed for their scientific streams.
- **Leverage Open-Access Global Scientific Platforms:** Students should actively supplement their classroom lectures by utilizing free, highly visual online educational platforms to hear scientific concepts explained in English at their own pace.
- **Normalize Content-Focused Communication:** Students must shift their mindset to view English purely as a tool for scientific communication, not linguistic perfection. They should be encouraged to ask questions and write lab reports focusing on accurate *scientific data* rather than fearing minor grammatical errors.

For University & Ministry

The administration must move away from top-down decrees and instead build a supportive structural environment;

- **Establish Language Support Units (EAP Centers):** Set up dedicated English for Academic Purposes (EAP) centers within the University of Saida (collaborating with

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the CEIL). These centers should not teach basic grammar, but instead focus entirely on academic and scientific communication.

- **Implement a Phased, Low-Stakes Transition:** Do not switch 100% of the curriculum overnight. The ministry should introduce EMI progressively—for example, starting with Master's theses and specific scientific modules before moving down to undergraduate lectures.
- **Fund Localized Digital Resource Production:** Provide financial grants and academic credits to professors who collaborate to write bilingual (English-French-Arabic) glossaries, laboratory manuals, and digital lecture companion guides tailored to the Algerian scientific curriculum.

The integrated structural and pedagogical framework of these recommendations is visually modeled in Figure 11.3.5 below.

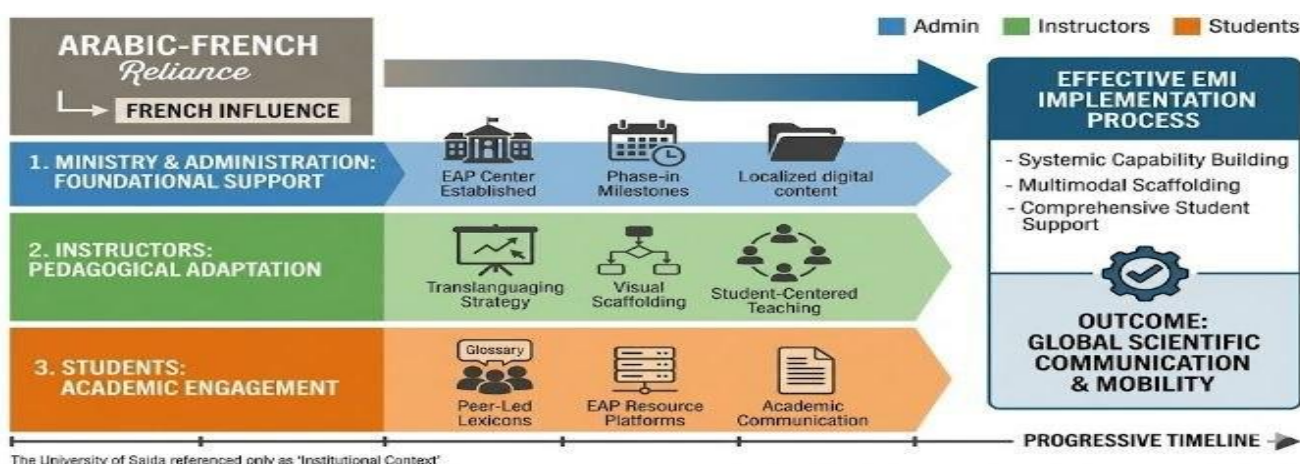


Figure 11.3.5. The Integrated EMI Implementation Framework for Higher Education.

Conclusion

This chapter analyzed and interpreted data from students' questionnaire and teachers' interviews. Findings revealed both positive and negative attitudes toward EMI implementation, alongside concerns about language proficiency, anxiety, and assessment fairness. Based on these interpretations, a set of practical recommendations was provided to address the identified challenges. The study concludes that successful EMI requires gradual integration, strategic first-language support, and assessment designs that prioritize content over language accuracy.

GENERAL CONCLUSION

General Conclusion

The global expansion of English as a Medium of Instruction (EMI) represents a profound paradigm shift in higher education, yet its success depends heavily on the alignment between top-down policy and localized classroom realities. This study set out to investigate the implementation of EMI within the unique trilingual landscape of the University of Saida, where stakeholders must navigate a complex linguistic transition from deeply rooted Arabic and French academic traditions to English. By exploring the attitudes of both students and instructors and identifying optimized pedagogical strategies, this research provides empirical insights into a critical, yet largely understudied, North African educational context.

The findings reveal a mix of positive and negative attitudes from both students and instructors toward adopting EMI. While they are highly motivated to join the global scientific community, they also approach this transition with clear caution and structural concerns. However, the data clearly exposes a sharp contrast between these optimistic perceptions and daily classroom realities, which remain heavily hindered by student linguistic anxiety and content-comprehension bottlenecks. To bridge this gap, the empirical evidence points toward a gradual, top-down implementation timeline, with a clear faculty consensus advocating that EMI be piloted in advanced Master's programs before expanding to undergraduate levels. Ultimately, these empirical outcomes provide definitive validation for the study's central hypotheses by confirming both the divergence in stakeholder perspectives and the necessity of targeted pedagogical interventions.

This study contributes to a deeper understanding of EMI implementation in the Algerian higher education context by highlighting the critical role of both human and institutional dimensions. It emphasizes that successful EMI adoption requires not only policy decisions but also sustained investment in teacher training and student language development. In this regard the research supports the need for targeted professional development programs for instructors and structured language support initiatives for students.

Despite these contributions, this study has several limitations. The small number of participating instructors, difficulty accessing them, along with a relatively low student response rate, may limit the generalizability of the findings. These constraints highlight the need for further research with larger and more diverse samples. In light of these limitations, future research should focus on examining the implementation of EMI across different universities

and disciplines, or by assessing the long-term impact of EMI on academic performance and learning outcomes.

Taken together, the effective implementation of EMI at the University of Saida depends not just on the mandate of English as a language of instruction, but on the systematic cultivation of the strategies and systems that support it. Without reconciling positive stakeholder attitudes with concrete pedagogical training, gradual timeline phasing, and flexible assessment frameworks, EMI risks remaining an ambitious policy in form rather than an effective educational practice in function.

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APPENDICES

Appendices

Appendix A

This appendix is related to the students' questionnaire

ستبيان حول التدريس باللغة الانجليزية في التعليم العالي

في جامعة سعيدة..تستعمل الاجابات (EMI) هذا الاستبيان يهدف إلى جمع آراء الطلاب حول التعليم باللغة الإنجليزية لأغراض بحثية فقط وتعامل بسرية تامة

The questionnaire aims to collect students' opinions about English Medium Instruction (EMI) at Saida University. The responses will be used for research purposes only and will be treated with strict confidentiality

Section 1: Demographic Information

القسم الأول: المعلومات الديموغرافية

Q 1. Faculty / Department

الكلية / القسم

☐ Science / علوم

☐ Technology / تكنولوجيا

☐ Medicine / طب

Q 2. Academic Level

المستوى الدراسي

☐ Licence 1 / 1 ليسانس

☐ Licence 2 / 2 ليسانس

☐ Licence 3 / 3 ليسانس

☐ Master 1 / 1 ماستر

☐ Master 2 / 2 ماستر

Q 3. English Language Proficiency Level

مستوى اللغة الإنجليزية

- ☐ Beginner / مبتدئ
- ☐ Intermediate / متوسط
- ☐ Advanced / متقدم

Section 2: Attitudes and Motivation

القسم الثاني: المواقف والدافعية

Q 1. I prefer English over French as a language of instruction

أفضل اللغة الإنجليزية على الفرنسية كلغة للتدريس

- ☐ Strongly Disagree / لا أوافق بشدة
- ☐ Disagree / لا أوافق
- ☐ Neutral / محايد
- ☐ Agree / أوافق
- ☐ Strongly Agree / أوافق بشدة

Q 2. Studying in English increases my academic confidence

الدراسة باللغة الإنجليزية تزيد من ثقتي الأكاديمية

- ☐ Strongly Disagree / لا أوافق بشدة
- ☐ Disagree / لا أوافق
- ☐ Neutral / محايد
- ☐ Agree / أوافق
- ☐ Strongly Agree / أوافق بشدة

Q 3. Iam willing to make extra effort to improve my English language skills

أنا مستعد لبذل جهد إضافي لتحسين لغتي الإنجليزية

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Section 3: Linguistic Difficulties

القسم الثالث: الصعوبات اللغوية

Q 1. Ifind it difficult to understand scientific concepts in English

أجد صعوبة في فهم المفاهيم العلمية باللغة الإنجليزية

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 2. Ihave difficulty expressing my ideas in English

أواجه صعوبة في التعبير عن أفكاري باللغة الإنجليزية

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 3. Iam afraid that my academic performance may be affected by the use of English

أخشى أن يتأثر مستواي الأكاديمي بسبب استخدام اللغة الإنجليزية

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Section 4: Success Factors and Recommendations

القسم الرابع: عوامل النجاح والتوصيات

Q 1. A preparatory year in English is necessary before specialization

سنة تحضيرية في الإنجليزية ضرورية قبل التخصص

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 2. Exams should be evaluated based on scientific content rather than language errors

يجب تقييم الامتحانات حسب المحتوى العلمي وليس الأخطاء اللغوية

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 3. The university should provide English-language digital platforms such as YouTube channels

على الجامعة توفير منصات رقمية باللغة الإنجليزية مثل قنوات يوتيوب

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Section five: Success Suggestions

القسم الخامس : مقترحات النجاح

Q 1. I would feel more confident if teachers used a mix of English and my native language when explaining difficult concepts

سأشعر بثقة أكبر إذا استخدم المعلمون مزيجاً من اللغة الإنجليزية ولغتي الأم عند شرح المفاهيم الصعبة

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 2. Teachers should provide recorded lectures in English so I can review them at my own pace

يجب على الأساتذة توفير محاضرات مسجلة باللغة الإنجليزية حتى أتمكن من مراجعتها حسب وتيرتي الخاصة

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Q 3. An intensive preparatory English year improves my language performance

سنة تحضيرية مكثفة في الإنجليزية تحسن من أدائي الغوي

☐ Strongly Disagree / لا أوافق بشدة

☐ Disagree / لا أوافق

☐ Neutral / محايد

☐ Agree / أوافق

☐ Strongly Agree / أوافق بشدة

Appendix B

This appendix is related to Teachers' Interviews

This interview aims to explore teachers' perspectives on the implementation of English Medium Instruction (EMI) in higher education, focusing on institutional strategies, pedagogical challenges, and support mechanisms.

I am sincerely thank you for your time and cooperation. Your answers and feedback will truly help me and will be greatly appreciated for the completion of this research.

Section 1: classroom and pedagogical Realities

Q1. “In your opinion, should EMI be introduced abruptly for all levels, or should it be phased in (e.g., starting with Master’s students first)? Why?”

.....
.....

Q2. “How can we ensure that students learn the subject matter (e.g., Physics) without the English language becoming a barrier to their understanding of the science?”

.....
.....

Q3. “Beyond language proficiency, what kind of pedagogical training (teaching methods) do professors need to teach effectively in a foreign language?”

.....

Q 4. “What role should ‘Language Centers’ or ‘Intensive English Units’ play in supporting your department’s transition?”

.....
.....

Q5. “How should we adapt our examination methods? Should students be graded on their English grammar, or strictly on their scientific content?”

.....
.....

Q 6. “How can digital platforms or AI tools be integrated into the classroom to facilitate the transition to English?”.....

.....

Section 2: Institutional and Pedagogical strategies

Q1. “In your view, what is the ideal timeline for this transition? Should we be aiming for 100% EMI immediately, or a gradual 5-year bilingual model?”

Q 2. “What specific incentives (e.g., reduced teaching hours, certification bonuses, or international workshops) would motivate faculty to master EMI more quickly ?”

Q 3. “How can we redesign our course syllabus to include more ‘English for Specific Purposes’ (ESP) training alongside the scientific content?”

Q 4. “What changes should be made to the way we grade students? Should we allow them to use their first language in exams during the first year of the transition?”

Q 5. “What specific technological tools or classroom equipment are essential to help you deliver content effectively in English?”

Q 6. “How do we best manage the transition for students who have spent their entire lives studying in French? What ‘bridge’ can we build for them?”