PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"

MAY 8TH, 2025

Book of Abstracts



CONFERENCE PRESIDENT

Dr. Manel MIZAB
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PRESIDENT OF THE ORGANISING COMMITTEE

Dr. Nawal KHELALFA
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PRESIDENT OF THE SCIENTIFIC COMMITTEE

Dr. Karima ACHOURI
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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION" MAY 8TH, 2025

SCIENTIFIC COMMITTEE

- President: Dr. Karima ACHOURI

- Dr. Ouafa OUARNIKI, Djelfa University
- Dr. Nawal KHELALFA, Tebessa University
- Dr. Fouzia ROUAGHE, Setif-2 University
- Dr. Amel AFIA, Souk Ahras University
- Dr. Turqui BARKAT, University of Biskra
- Dr. Wafia TIHAL, ENS Bouzereah
- Dr. Houda BOUMEDIENE, University of Laghouat
- Dr. Imane TIAIBA, University of Bordj Bouariridj
- Dr. Mouna KOHIL, ESTI, Annaba
- Dr. Farida LEBBAL, Higher National School of Renewable Energies

ORGANISING COMMITTEE

- President: Dr. Nawal KHELALFA

- Dr. Manel MIZAB
- Miss. Belkis AYAD
- Mr. Bilal MELLAH

Contents

Scientific and Organising Committees....02

Call for Papers....03

Conference Agenda....06

ESP-ICL-EMI in Algerian Higher Education....22

- ESP-ICLHE-EMI: the logical continuum of ELT at university level....22
- EMI in Algeria: Actions and Reactions....22
- From EMI to ICL: Shifting from Teaching in English to Teaching with English....23

Challenges and Solutions in EMI Implementation....24

- Implementing EMI in Algerian Chemistry Classrooms: Challenges and Insights from Tlemcen University....24
- Transforming EMI Challenges into Opportunities: A Case Study of Constantine 3 University....24
- A Step toward Effective EMI Implementation in Algerian Higher Education: Challenges and Guidelines....25
- Breaking Barriers: Addressing the Hurdles of EMI Implementation in Algerian....25
- Addressing Common Challenges in EMI Courses: The Effect of Implementing Adaptive Strategies on Increasing Teachers and Students Academic Performance....26
- Implementing EMI in Algerian Higher Education: Opportunities and Challenges from Students' Perspectives....26
- Exploring University Teachers' Perspectives toward the Implementation of EMI in Higher Education: The Case of Echahid Cheikh Larbi Tebessi University, Tebessa.....27
- The Challenges faced by Higher Education Level Instructors in the Implementation of English as a Medium of Instruction.....27
- EMI in Algerian Higher Education: Current Challenges....28
- The Challenge of Implementing EMI in Algerian Higher Education....28
- Navigating Challenges, Forging Solutions: EMI Implementation in Algerian Higher Education through Competency Development and Teacher Training....29
- Leveraging Technology for Effective EMI Implementation in Algerian Higher Education: Opportunities and Challenges....29
- A Critical Review of Literature: Challenges and Possible Solutions in Implementing English as a Medium of Instruction (EMI) in Tertiary Education....30
- Language Barriers and Pedagogical Challenges in EMI: A Case Study in the Biology Department of Abbes Laghrour University....30
- EMI Implementation in Algerian Higher Education: Teachers' Challenges and Attitudes....31
- The Role of Online Platforms in Balancing Content Learning and Language Proficiency in EMI....31
- EMI at University: Challenges and Remedies....32
- Exploring the Impact of the Algerian Government's Shift to English in Medical Education: Challenges, Opportunities, and Future Implications for English-Medium of Instruction in Algeria -A Study of Teachers' and Students' Perspectives....32

The Shift to English-Taught Courses in Algerian STEM Fields: A Catalyst or a Barrier to Student Success through the Lens of Students' and Teachers' Perceptions 33
Implementing English as a Medium of Instruction in Algerian Higher Education: Challenges, Contexts, and Policy Pathways" 33
From French to English: Teachers' Challenges in the Transition to EMI in Scientific Disciplines 34
Evaluating assessment modes in EMI in higher education: what works and what does not? 34
English as a Medium of Instruction in Algerian Higher Education: Teachers' Insights, Challenges, and the Way Forward 35
The Impact of EMI Challenges on Student Engagement: University Teachers' Perspectives 35
Implementation of English as a Medium of Instruction in Algerian Universities: Benefits and Barriers 36
The Implementation of EMI in Algerian Higher Education Institutions: Most Enlightening Aspirations and Most Dreaded Challenges 36
Bridging the Gap: Practical Strategies for Surmounting Challenges in EMI Implementation (Case Study at Zian Achour University-Djelfa) 37
Implementing EMI in Algerian Higher Education: Navigating Challenges and Embracing Opportunities 37
English as a Medium of Instruction in Algerian Higher Education: Prospects and Challenges 38
EMI in Algeria: Investigating the Challenges of Effective Implementation in Universities. 38
Reviewing the Implementation Challenges and Opportunities of English as A Medium of Instruction in Algerian Higher Education 39
EMI in Algerian Higher Education 40
The Rise of English in Algerian Higher Education: A Promising Future for EMI or a Disputed Shift? 40
The Role of English in Enhancing Academic Mobility at Algerian Universities 40
What future of EMI and how to keep it up? 41
Integrating AI Tools in English Medium Instruction: Insights from Algerian Higher Education 41
Navigating EMI in the Algerian Context: Policy Frameworks and Implementation Challenges in Higher Education 42
Enhancing Language proficiency and Content Acquisition the Implementation of AI Tools in EMI Curriculum Design. 42
Translanguaging in EMI Courses 43
A Bilingual Approach as a Transitional Procedure to EMI 43
Translanguaging as a Pedagogical Strategy in EMI: A Theoretical Framework for Enhancing Student Engagement in Algerian Universities 43
Investigating Students' Attitudes toward Translanguaging in EMI Courses: The Case of Tlemcen University Students 44
A review on the use of translanguaging practices to facilitate content learning in EMI classrooms 44
Language Proficiency and Content Acquisition 45
Ensuring Fair Assessment in EMI Contexts: Insights from Student Experiences and Teacher Practices 45

Using CLIL for Knowledge Transmission and Acquisition in Computer Engineering Science: The Case of IoT (Internet of Things) 45
Teaching Civilization in EMI: Connecting Language, Culture, and Identity in Algerian Classrooms 46
The Engaged Learner: Embracing Active Learning 46
Rethinking EMI Assessment in Algerian Higher Education: Measuring Content Mastery beyond Language Proficiency 47
Language Proficiency and Content Acquisition 47
EMI Implementation in Algerian Higher Education 48
Exploring Teachers' Attitudes toward the Implementation of EMI in Algerian Higher Education 48
Enhancing EMI Implementation through AI: A CLIL-Based Approach in Algerian Higher Education 48
From French to English: Evaluating the EMI Experience at M`Hamed Bougara University of Boumerdes 49
Considering EMI in Algerian Higher Education Institutions 49
The Implementation of English as Medium of Instruction in the Algerian Higher Education: A Systematic Literature Review 50
The Implementation of English as a Medium of Instruction (EM I) in Algerian Higher Education Institutions from Teachers' Lens 50
Assessing the Impact of EMI on Academic Performance and Engagement in Algerian Higher Education: A Quantitative Study 51
EMI Implementation in Algerian Higher Education 51
The Role of EMI in Shaping Critical Thinking Skills: Perspectives of English Lecturers at the University of 08 Mai 1945, Guelma 52
Has Language Become an End Rather Than a Tool? Examining EMI Adoption in Algeria 52
Exploring students' attitudes toward English as a medium of instruction and their perceived challenges. Case of doctoral engineering students at école supérieure en science et technologies de l'informatiques et du numérique (ESTIN) 53
Investigating the Impact of the Implementation of EMI in Algerian Higher Education on Teachers' Instruction Approaches: Case Study of Djelfa University 53
Exploring Algerian University Teachers' Perceptions of Using Mobile Applications to Enhance Academic Vocabulary in EMI Contexts. 54
Effective Teaching Approaches in EMI 55
The Role of Questionnaires in Meeting the Linguistic Needs of History Doctoral Students 55
Pedagogical Practices and Challenges in EMI Implementation at Algerian Universities: Insights from the Algerian Experience 55
The Role of Communication Strategies in Enhancing Student Comprehension in EMI Classrooms: Scholarly Perspectives 56
Learner Autonomy in EMI: What Research Says and What Classrooms Reveal? 56
EMI Teacher Training and Required Competencies 57

EMI Professional Development in Algeria: KEY CHALLENGES 57
The Effectiveness of Mini-Workshops for EMI Teacher Development 57
Bridging the Gap: Enhancing EMI Teacher Training for Effective Content Delivery in Algerian Higher Education 58
Enhancing Teaching Effectiveness in Multilingual Classrooms 58
EMI Instructor Training in Algerian Universities: A Systematic Review 59
Teaching through English: Core competencies and training needs for EMI instructors 59

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Shahid Shikh Larbi Tbessi, Tebessa University
Department of English Language and Literature

In collaboration with
ILYAA Publication House

CALL FOR PAPERS

The Second National Conference on The Future of EMI in Algerian Tertiary Education

DATE **08th May 2025**

Dr. Manel MIZAB
Conference President

Pr. Abdelkrim GOUASMIA, University Chancellor
Honorary President

Dr. Louardi MECHIR, Dean of the Faculty
Honorary President

CONFERENCE **Proceedings**
IN EDITED BOOK WITH ISBN

IMPORTANT DATES

April 15th, 2025.	May 01st, 2025.	May 05th, 2025.	May 08th, 2025	July 08th, 2025	September 2025
Abstract submission	Acceptance notification	Programme	Conference date	Full paper submission	Conference proceedings publication

Submission QR

Submission Link
https://forms.gle/Do1A35yX3EwTALYc8

More Information : icesp.tebessa@gmail.com

PREAMBLE

English for Specific Purposes (ESP) has recently undergone a resurgence of interest among researchers and practitioners. Despite its inception in the 1960s, ESP's true potential for effective application was often misunderstood, relegated to the sidelines of general English instruction. However, in more recent years, a notable shift has occurred, marked by a surge in conferences, workshops, seminars, and scholarly publications dedicated to exploring the intricacies of ESP. This newfound enthusiasm has also led to the establishment of specialized master's and doctoral programs, signaling a growing commitment to unraveling ESP's complexities.

Yet, amidst this renewed interest in ESP, a new term has emerged, sparking considerable debate and confusion: English as a Medium of Instruction (EMI). This term gained prominence following a recent instructional directive, stemming from Algerian authorities' adjustments in language planning and policy (LPP), and resulting from joint research with Columbia Teacher College to enquire into Algerian University teachers' perceptions, attitudes and preparedness to shift instruction to English in all majors, henceforth adopting EMI. For example, the 2022-2023 academic year witnessed intensive training of all university subject-matter lecturers in general English courses at Intensive Language Teaching Centres at all Algerian universities. Moreover, in the 2023-2024 academic year, with the development of new curricula, English started to be used as the medium of instruction in subject-matter teaching in first year.

Such initiatives in EMI prompt questions regarding its relationship with ESP. Is EMI a natural extension of ESP, or does it represent a distinct paradigm shift? Should the focus remain squarely on ESP, or is there a compelling rationale for embracing EMI?

These questions have left many researchers grappling for answers, resulting in a shift in scholarly focus towards unpacking the practical implications of EMI implementation. While this shift holds promise for transformative educational practices, Algerian scholars find themselves navigating uncharted territory, contending with unfamiliar terminology and evolving pedagogical approaches.

Complicating matters further, the recent collaboration between Columbia Teacher College and the Algerian Ministry of Higher Education has introduced yet another term: Integrated Content and Language in Higher Education (ICLHE), adding another layer of complexity to an already nuanced discourse. However, awareness of this term remains limited among a group of Algerian educators.

CONFERENCE OBJECTIVES

This conference is the second edition of ESP/EMI conferences, but it is held at the national level to delve into Algerian stakeholders' experiences with EMI, in particular, as it is growing in interest and use in policy-making, training, teaching, and learning. This event aims at:

- Foreseeing the future of EMI in Algeria.
- Unravelling the challenges and difficulties faced by all educational stakeholders
- Taking action to promote EMI appropriately and effectively

CONFERENCE TRACKS

As a participant, you play a vital role in shaping the EMI discourse in Algeria. Whether you're an academic researcher, a community leader, an artist, or a student, your voice matters. Share your insights, propose solutions, and contribute to debating and discussing matters of concern and implications related to EMI. We invite scholars, practitioners, educators, and students to participate in this transformative event, and we welcome submissions related, but not limited, to the following themes:

- EMI implementation in Algerian higher education
- Policies and guidelines related to EMI implementation.
- Challenges and solutions in EMI implementation.
- Language proficiency and content acquisition.
- EMI teacher training and required competencies.
- Future prospects of EMI in Algerian higher education
- Joint collaborations between micro and macro levels in decision-making related to EMI
- Quality education through EMI
- Equity, access and inclusivity in EMI programs

- Translanguaging in EMI courses
- Effective teaching approaches in EMI
- Global perspectives and case studies on successful EMI implementation.
- Communication strategies in EMI

SCIENTIFIC COMMITTEE

- President: Dr. Karima ACHOURI
- Dr. Ouafa OUARNIKI, Djelfa University
- Dr. Nawal KHELALFA, Tebessa University
- Dr. Fouzia ROUAGHE, Setif-2 University
- Dr. Amel AFIA, Souk Ahras University
- Dr. Turqui BARKAT, University of Biskra
- Dr. Wafia TIHAL, ENS Bouzereah
- Dr. Houda BOUMEDIENE, University of Laghouat
- Dr. Imane TIAIBA, University of Bordj Bouariridj
- Dr. Mouna KOHIL, ESTI, Annaba
- Dr. Farida LEBBAL, Higher National School of Renewable Energies

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- President: Dr. Nawal KHELALFA
- Dr. Manel MIZAB
- Miss. Belkis AYAD
- Mr. Bilal MELLAH

SUBMISSION GUIDELINES

- Abstracts: Submit your proposal outlining your research or perspective via https://forms.gle/Do1A35yX3EwTALYc8
- Formats: We welcome individual presentations and panel discussions (at least 4 speakers debating one topic).

IMPORTANT DATES

- Submission Deadline: Abstracts must be submitted by April 15th, 2025.
- Notification: Acceptance notifications will be sent by May 01st, 2025.
- Programme: May 05th, 2025.
- Full Paper Submission Deadline: July 8th, 2025
- Publication of Conference Proceedings: September 2025

CONTACT INFORMATION

For inquiries or additional information, please email us at icesp.tebessa@gmail.com

PUBLICATION

Papers presented at the conference will be published in a book with ISBN.

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MAY 8TH, 2025

Conference Agenda

OPENING SESSION

LINK: HTTPS://MEET.GOOGLE.COM/QAD-GBNO-CFF

9:00-10:00



QURANIC VERSES

NATIONAL ANTHEM

DR. MANEL MIZAB, CONFERENCE PRESIDENT

DR. KARIMA ACHOURI, PRESIDENT OF THE SCIENTIFIC COMMITTEE

DR. LOUARDI MECHIR, DEAN OF THE FACULTY OF LETTERS AND LANGUAGES

DR. SOUAD NEFFAR, VICE RECTOR OF EXTERNAL RELATIONS

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PLENARY SESSION: ESP-ICL-EMI IN ALGERIAN HIGHER EDUCATION

Link: https://meet.google.com/qad-gbno-cff

10:00–11:30

President: Dr. Manel MIZAB

(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)



Keynote speakers:

10:00



PR. MOHAMED MILIANI

ESP-ICLHE-EMI: the logical continuum of ELT at university level

10:20



DR. LEILA DJOUIMA

EMI in Algeria: Actions and Reactions

10:40



DR. OUAFA OUARNIKI

From EMI to ICL: Shifting from Teaching in English to Teaching with English

11:00 Discussion

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MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A1: CHALLENGES AND SOLUTIONS IN EMI IMPLEMENTATION 1

Link: https://meet.google.com/bzn-ajpm-qof

11:30-13:00

Moderator: Dr. Mebarka ACHI
(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)

11:30-11:40
DR. NADIA ZERROUKI & DR. ABDELHAK ZIDANE
(M&HAMED BOUGARA BOUMERDES UNIVERSITY)
Implementing EMI in Algerian Higher Education: Opportunities and Challenges from Students' Perspectives

11:40-11:50
DR. MEBARKA ACHI (ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)
Exploring University Teachers' Perspectives towards the Implementation of EMI in Higher Education: The Case of Echahid Cheikh Larbi Tebessi University, Tebessa.

11:50-12:00
DR. FAWZIA SLIMANI
(ABDELHAMID IBN BADIS UNIVERSITY, MOSTAGANEM)
EMI in Algerian Higher Education: Current Challenges

12:00-12:10
DR. NAOUEL BOUCHAREB
(FRÈRES MENTOURI, CONSTANTINE 01 UNIVERSITY)
The Challenges faced by Higher Education Level Instructors in the Implementation of English as a Medium of Instruction

12:10-12:20
NADJET HAROUN & DR. ASMA MELOUAH
(YAHIA FARES UNIVERSITY OF MEDEA)
English as a Medium of Instruction in Algerian Higher Education: Teachers' Insights, Challenges, and the Way Forward

12:20-12:30
RAYANE MENDJEL
(BADJI MOKHTAR ANNABA UNIVERSITY)
Implementation of English as a Medium of Instruction in Algerian Universities: Benefits and Barriers

12:30-13:00 DISCUSSION

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PARALLEL SESSIONS

SESSION A2: TRANSLANGUAGING IN EMI COURSES

Link: https://meet.google.com/uvd-ecbs-ouu

11:30-13:00

Moderator: Dr. Houda BOUMEDIENE
(LAGHOUAT UNIVERSITY)

11:30-11:40 DR. HASSIBA KORICHE
(UNIVERSITY OF AIN TEMOUCHENT)
A Bilingual Approach as a Transitional Procedure to EMI

11:40-11:50 DR. SAADIA OULDYEROU
(MUSTAPHA STAMBOULI UNIVERSITY OF MASCARA)
Translanguaging as a Pedagogical Strategy in EMI: A Theoretical Framework for Enhancing Student Engagement in Algerian Universities

11:50-12:00 MERYEM SELKA & DR. HYND KAID SLIMANE
(ABOU BAKR BELKAID TLEMCEN UNIVERSITY)
Investigating Students' Attitudes Towards Translanguaging in EMI Courses: The Case of Tlemcen University Students

12:00-12:10 HASNA CHELLIA
(20 AUGUST 1955 SKIKDA UNIVERSITY)
The Role of Translanguaging Practices in Facilitating Content Learning in EMI Classrooms

12:10-12:20 SAIDA FELLAG
(UNIVERSITY CENTRE OF MAGHNIA)
Translation as a Catalyst for EMI: A Strategic Model for Faculty Training

12:20-13:00 DISCUSSION

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PARALLEL SESSIONS

SESSION A3: LANGUAGE PROFICIENCY AND CONTENT ACQUISITION

Link: https://meet.google.com/qxb-kxsa-eub

11:30-13:00

Moderator: Dr. Ahlem SALHI
(BISKRA UNIVERSITY)

11:30-11:40 — DR. AHLEM SALHI
(BISKRA UNIVERSITY)
Ensuring Fair Assessment in EMI Contexts: Insights from Student Experiences and Teacher Practices

11:40-11:50 — DR. IMENE AZAZGA
(ECOLE SUPÉRIEURE EN SCIENCES ET TECHNOLOGIES DE L INFORMATIQUE ET DU NUMÉRIQUE,BEJAIA)
Using CLIL for Knowledge Transmission and Acquisition in Computer Engineering Science: The Case of IoT (Internet of Things)

11:50-12:00 — DR. IMANE ZEGHOUDI
(ENS LAGHOUAT)
Teaching Civilization in EMI: Connecting Language, Culture, and Identity in Algerian Classrooms

12:00-12:10 — DR. FAIZA AIT ABDESLAM
(ÉCOLE NORMAL SUPÉRIEURE BOUZAREAH)
The Engaged Learner: Embracing Active Learning

12:10-12:20 — DJEMAA LEBIAR & DR. AHLEM SALHI
(BISKRA UNIVERSITY)
Rethinking EMI Assessment in Algerian Higher Education: Measuring Content Mastery Beyond Language Proficiency

12:20-12:30 — NOR ELHOUDA CHOUCHANE
(UNIVERSITY OF SOUK AHRAS)
Language Proficiency and Content Acquisition

12:30-13:00 — DISCUSSION

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PARALLEL SESSIONS

SESSION A4: EMI IMPLEMENTATION IN ALGERIAN HIGHER EDUCATION 1

Link: https://meet.google.com/dmx-knmf-fwr

11:30-13:00

Moderator: Dr. Samia CHERFAOUI
(AMMAR THELIDJI UNIVERSITY OF LAGHOUAT)

11:30-11:45 — PR. HIND AMEL MOSTARI
(DJILLALI LIABÉS UNIVERSITY OF SIDI BEL ABBÉS)
Exploring Teachers' Attitudes towards the Implementation of EMI in Algerian Higher Education

11:45-11:55 — DR. MOUNYA ABDAOUI
(UNIVERSITY OF 8 MAY 1945, GUELMA)
Implementing EMI in Pre-University Education to Foster its Adoption in Algerian Universities: A Strategic Framework

11:55-12:05 — DR. SAMIA CHERFAOUI
(AMMAR THELIDJI UNIVERSITY OF LAGHOUAT)
Considering EMI in Algerian Higher Education Institutions

12:05-12:15 — DR. MERYEM BELKHIR
(KHEMIS MILIANA UNIVERSITY)
The Implementation of English as a Medium of Instruction (EM I) in Algerian Higher Education Institutions from Teachers' Lens

12:15-12:25 — SARAH YOUNSI & DR. KHADIDJA KOUICEM
(UNIVERSITÉ LES FRÉRES MENTOURI_CONSTANTINE)
Investigating The Impact of the Implementation of EMI in Algerian Higher Education on Teachers' Instruction Approaches: Case Study of Djelfa University

12:25-13:00 — DISCUSSION

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PARALLEL SESSIONS

SESSION A5: EMI IMPLEMENTATION IN ALGERIAN HIGHER EDUCATION 2

Link: https://meet.google.com/civ-sdqr-oud

11:30-13:00

Moderator: Dr. Fazilet ALACHAHER
(UNIVERSITY CENTRE OF MAGHNIA)

11:30-11:45 — DR. FAZILET ALACHAHER & DR. LATIFA CHIKHI
(UNIVERSITY CENTRE OF MAGHNIA)
Enhancing EMI Implementation through AI: A CLIL-Based Approach in Algerian Higher Education

11:45-11:55 — DR. AHLEM HAMZAOUI
(BLIDA 2 UNIVERSITY)
EMI Implementation in Algerian Higher Education

11:55-12:05 — DR. ANISSA CHERIGUENE
(ENS OF LAGHOUAT)
Has Language Become an End Rather Than a Tool? Examining EMI Adoption in Algeria

12:05-12:15 — CHAFIA MOUSSAOUI
(UNIVERSITY: MOHAMED CHERIF MESSAADIA –SOUK AHRAS)
Exploring Algerian University Teachers' Perceptions of Using Mobile Applications to Enhance their Academic Vocabulary in EMI Contexts.

12:15-12:25 — FATMA ZOHRA TAABLI & DR. ASMA NESBA
(UNIVERSITY OF ELOUED)
Language Policy in Algerian Education from French to English: Requirements for EMI Successful Implementation

12:25-13:00 — DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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PARALLEL SESSIONS

SESSION A6: EMI IMPLEMENTATION IN ALGERIAN HIGHER EDUCATION 3

Link: https://meet.google.com/afq-qfrp-gvw

11:30-13:00

Moderator: Dr. Nora ACHILI
(M'HAMED BOUGARA UNIVERSITY OF BOUMERDES)

11:30-11:45 — DR. NORA ACHILI
(M'HAMED BOUGARA UNIVERSITY OF BOUMERDES)
From French to English: Evaluating the EMI Experience at M'Hamed Bougara University of Boumerdes

11:45-11:55 — DR. KAWTHER HIMOURA
(UNIVERSITY OF 08 MAI 1945, GUELMA)
The Role of EMI in Shaping Critical Thinking Skills: Perspectives of English Lecturers at the University of 08 Mai 1945, Guelma

11:55-12:05 — DR. DJIHANE MELLIT
(TEACHER EDUCATION COLLEGE OF SETIF, MESSAOUD ZEGHAR)
The Implementation of English as Medium of Instruction in the Algerian Higher Education: A Systematic Literature Review

12:05-12:15 — DR. ASMA DJAIDJA & DR. ABLA AHMED KADI
(UNIVERSITY CENTER OF BARIKA) & (UNIVERSITY OF M'SILA)
Assessing the Impact of EMI on Academic Performance and Engagement in Algerian Higher Education: A Quantitative Study

12:15-12:25 — DR. SOUAD BOUBEKKA & HOUA LARBES
(BEJAIA UNIVERSITY)
Exploring students' attitudes toward English as a medium of instruction and their perceived challenges. Case of doctoral engineering students at école supérieure en science et technologies de l'informatique et du numérique (ESTIN)

12:25-13:00 — DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

جامعة تبسة
UNIVERSITE DE TEBESSA

THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A7: EFFECTIVE TEACHING APPROACHES IN EMI

Link: https://meet.google.com/oat-qjph-kqh

11:30-13:00

Moderator: Dr. Khawla BENDJEMIL
(UNIVERSITY OF 8 MAY 1945, GUELMA)

11:30-11:40 — DR. NASSIRA BOUDERSA
(ENSC)
Investigating Algerian EMI Teaching Requirements and EMI Teachers' Needs : Focus on EMI Teacher Training Programs

11:40-11:50 — DR. KHAWLA BENDJEMIL
(UNIVERSITY OF 8 MAY 1945, GUELMA)
The Role of Questionnaires in Meeting the Linguistic Needs of History Doctoral Students

11:50-12:00 — DR. SAMIA MAALLEM
(BISKRA UNIVERSITY)
Pedagogical Practices and Challenges in EMI Implementation at Algerian Universities: Insights from the Algerian Experience

12:00-12:10 — DR. SOUMIA BEKADDOUR
(ORAN2 MOHAMED BEN AHMED UNIVERSITY)
The Role of Communication Strategies in Enhancing Student Comprehension in EMI Classrooms: Scholarly Perspectives

12:10-12:20 — MERIEM ZAIMECHE & OUSSAMA BOUKHELKHAL
(UNIVERSITY OF ALGIERS 2) & (ABU BEKR BELKAID UNIVERSIY, TLEMCEN)
Learner Autonomy in EMI: What Research Says and What Classrooms Reveal?

12:20-13:00 — DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
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MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A8: CHALLENGES AND SOLUTIONS IN EMI IMPLEMENTATION 2

Link: https://meet.google.com/trq-wbec-mrp

11:30-13:00

Moderator: Dr. Karima ACHOURI
(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)

11:30-11:40
DR. KARIMA ACHOURI, DR. YOUCEF ATTIA, & DR. MANEL MIZAB
(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)
A Step Towards Effective EMI Implementation in Algerian Higher Education: Challenges and Guidelines

11:40-11:50
DR. RANIA BOUDAOUD
(THE HIGHER NATIONAL SCHOOL OF BIOTECHNOLOGY, CONSTANTINE)
EMI at a Crossroads: Synthesizing Perspectives on Student Readiness, Teacher Reluctance, and Policy Tensions

11:50-12:00
DR. KHADIDJA KHALILI (KASDI MERBAH UNIVERSITY OF OUARGLA)
The Impact of EMI Challenges on Student Engagement: University Teachers' Perspectives

12:00-12:10
DR. SAMIR BOUCHINA & DR. DJALAL MANSOUR
(MOHAMMED SEDDIK BENYAHIA UNIVERSITY, JIJEL) (ABDEHAFID BOUSSOUF UNIVERSITY CENTER, MILA)
The Implementation of EMI in Algerian Higher Education Institutions: Most Enlightening Aspirations and Most Dreaded Challenges

12:10-12:20
DR. AMEL BOUMARAF
(ABBES LAGHROUR UNIVERSITY, KHENCHELA)
Breaking Barriers: Addressing the Hurdles of EMI Implementation in Algerian

12:20-12:30
IKHLASSE GUERINIAI
(ZIAN ACHOUR –DJELFA UNIVERSITY)
Bridging the Gap: Practical Strategies for Surmounting Challenges in EMI Implementation (Case Study at Zian Achour University-Djelfa)

12:30-12:40
ABDERAHMANE LAHMAR
(ABBES LAGHROUR UNIVERSITY, KHENCHELA)
Implementing EMI in Algerian Higher Education: Navigating Challenges and Embracing Opportunities

12:40-13:00 DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A9: CHALLENGES AND SOLUTION EMI IMPLEMENTATION 3

Link: https://meet.google.com/fes-htyy-nyk

11:30-13:00

Moderator: Dr. Ouafa OUARNIKI
(DJELFA UNIVERSITY)

11:30-11:40 — DR. SOUMIA HADJAB
(MOUHAMED LAMINE DEBAGHINE, SÉTIF-2 UNIVERSITY)
Navigating Challenges, Forging Solutions: EMI Implementation in Algerian Higher Education Through Competency Development and Teacher Training

11:40-11:50 — DR. MOUAD LAHMER
(UNIVERSITY CENTER OF ILLIZI)
Leveraging Technology for Effective EMI Implementation in Algerian Higher Education: Opportunities and Challenges

11:50-12:00 — DR. MADIHA SENOUCI
(MOHAMED LAMINE DEBAGHINE, SETIF-2 UNIVERSITY)
The Challenges of Implementing EMI in Algerian Higher Education

12:00-12:10 — SALEM ZEMALI & PROF. MOHAMMED NAOUA
(UNIVERSITY OF ELOUED)
English as a Medium of Instruction in Algerian Higher Education: Prospects and Challenges

12:10-12:20 — DR. SALIMA HADDAD
(MOHAMED LAMINE DEBAGHINE-SÉTIF-2 UNIVERSITY)
A Critical Review of Literature: Challenges and Possible Solutions in Implementing English as a Medium of Instruction (EMI) in Tertiary Education

12:20-12:30 — IMANE SAHNOUNE
(DR. MOULAY TAHER UNIVERSITY OF SAIDA)
EMI in Algeria: Investigating the Challenges of Effective Implementation in Universities

12:30-13:00 — DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A10: CHALLENGES AND SOLUTIONS IN EMI IMPLEMENTATION 4

Link: https://meet.google.com/ekz-tjwt-tsf

11:30-13:00

Moderator: Pr. Nawal MEBITIL
(MUSTAPHA STAMBOULI-MASCARA UNIVERSITY)

11:30-11:40	**PR. NAWAL MEBITIL** (MUSTAPHA STAMBOULI-MASCARA UNIVERSITY) **Implementing EMI in Algerian Chemistry Classrooms: Challenges and Insights from Tlemcen University**
11:40-11:50	**DR. MAROUA ROGTI** (ECOLE NORMALE SUPÉRIEURE DE LAGHOUAT) **Addressing Common Challenges in EMI Courses: The Effect of Implementing Adaptive Strategies on Increasing Teachers and Students Academic Performance**
11:50-12:00	**DR. HAMIDA BOUZEKRIA** (JIJEL UNIVERSITY) **Exploring the Implementation of English as a Medium of Instruction in Algerian Universities: Opportunities, Challenges, and Pedagogical Implicatio**
12:00-12:10	**DR. NOURELHOUDA OUCHENE** (ABBES LAGHROUR, KHENCHELA UNIVERSITY) **Language Barriers and Pedagogical Challenges in EMI: A Case Study in the Biology Department of Abbes Laghrour University**
12:10-12:20	**DR. SOMIA SLAIM** (SETIF 2 UNIVERSITY) **EMI Implementation in Algerian Higher Education : Teachers' Challenges and Attitudes**
12:20-12:30	**DR. DJAMILA BENCHENNANE** (UNIVERSITY MUSTAPHA STAMBOULI, MASCARA) **EMI at University : Challenges and Remedies**
12:30-12:40	**KHALED CHERGUI & DR. ASMA KHATTALA** (MOHAMED LAMINE DEBAGHINE, SETIF 2 UNIVERSITY) **Reviewing the Implementation Challenges and Opportunities of English as A Medium of Instruction in Algerian Higher Education**
12:40-13:00	**DISCUSSION**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A11: EMI IN ALGERIAN HIGHER EDUCATION

Link: https://meet.google.com/sch-gpfn-fhx

11:30-13:00

Moderator: Dr. Wafia TIHAL
(ENS-BOUZAREAH-ALGER)

11:30-11:40 — DR. WAFIA TIHAL
(ENS-BOUZAREAH-ALGER)
The Rise of English in Algerian Higher Education: A Promising Future for EMI or a Disputed Shift?

11:40-11:50 — DR. AMINA BOUZIDI
(UNIVERSITY CENTER OF BARIKA)
The Role of English in Enhancing Academic Mobility at Algerian Universities

11:50-12:00 — DR. ADEL BABAHOUM
(SETIF-2 UNIVERSITY)
What future of EMI and how to keep it up?

12:00-12:10 — AMANI BOUZAA & DR. FATIHA SAHLI
(CONSTANTINE 1 UNIVERSITY)
Integrating AI Tools in English Medium Instruction: Insights from Algerian Higher Education

12:10-12:20 — MERIEM GUERILLI
(20 AOUT 1955 UNIVERSITY- SKIKDA))
Navigating EMI in the Algerian Context: Policy Frameworks and Implementation Challenges in Higher Education

12:20-12:30 — MERIEM MECIAD
(GUELMA UNIVERSITY)
Enhancing Language proficiency and Content Acquisition the Implementation of AI Tools in EMI Curriculum Design

12:30-13:00 — DISCUSSION

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A12: EMI TEACHER TRAINING AND REQUIRED COMPETENCIES

Link: https://meet.google.com/xrd-kbjs-too

11:30-13:00

Moderator: Dr. Amel AFIA
MOHAMED CHERIF MESSADIA UNIVERSITY – SOUK AHRAS)

11:30-11:40 — **PR. HANANE SAIHI**
(BISKRA UNIVERSITY)
EMI Professional Development in Algeria: KEY CHALLENGES

11:40-11:50 — **DR. AMEL AFIA**
(MOHAMED CHERIF MESSADIA UNIVERSITY – SOUK AHRAS)
The Effectiveness of Mini-Workshops for EMI Teacher Development

11:50-12:00 — **DR. SALIMA BEN ABIDA, IKHALSS ADDA& NADIA AMRANE**
(Echahid Cheikh Larbi Tebessi University, Tebessa) (Mohammed Boudiaf University of M'sila) (Djillali Liabes University)
Brindging the Gap: Enhancing EMI Teacher Training for Effective Content Delivery in Algerian Higher Education

12:00-12:10 — **DR. DHIKRA AMEL BOUZID**
(CU ILLIZI)
EMI Instructor Training in Algerian Universities: A Systematic Review

12:10-12:20 — **ABDELGHANI HAMDANI**
(UNIVERSITY OF TIARET)
Enhancing Teaching Effectiveness in Multilingual Classrooms

12:20-12:30 — **HAYET ABDALLAH BENSELLOUA**
(UNIVERSIRTY OF RELIZANE AHMED ZABANA)
Teaching through English: Core competencies and training needs for EMI instructors

12:30-13:00 — **DISCUSSION**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION" MAY 8TH, 2025

PARALLEL SESSIONS

SESSION A13: CHALLENGES AND SOLUTIONS IN EMI IMPLEMENTATION 5

Link: https://meet.google.com/hxv-akhw-tjj

11:30-13:00

Moderator: Dr. Radia BOUGUEBS
(ENS "ASSIA DJEBBAR" OF CONSTANTINE)

11:30-11:40 — **DR. RADIA BOUGUEBS & DR. MERIEM LAAROUS**
(ENS "ASSIA DJEBBAR" OF CONSTANTINE)
Transforming EMI Challenges into Opportunities: A Case Study of Constantine 3 University

11:40-11:50 — **DR. NESRINE SALEM**
(UNIVERSITY OF ORAN2, MOHAMED BEN AHMED)
The Shift to English-Taught Courses in Algerian STEM Fields: A Catalyst or a Barrier to Student Success through the Lens of Students' and Teachers' Perceptions

11:50-12:00 — **DR. AHLEM CHELGHOUM** (HIGHER NATIONAL SCHOOL OF BIOTECHNOLOGY)
The Role of Online Platforms in Balancing Content Learning and Language Proficien EMI

12:00-12:10 — **DR. NAWEL CHAOUCHI**
(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)
Implementing English as a Medium of Instruction in Algerian Higher Education: Challenges, Contexts, and Policy Pathways

12:10-12:20 — **DR. MANEL MOULEME** (UNIVERSITY OF CONSTANTINE1 DES FRÉRES MENTOURI)
Exploring the Impact of the Algerian Government's Shift to English in Medical Education: Challenges, Opportunities, and Future Implications for English-Medium of Instruction in Algeria -A Study of Teachers' and Students' Perspectives

12:20-12:30 — **DR. OUIDED ARAB**
(FRÈRES MENTOURI CONSTANTINE 1 UNIVERSITY)
From French to English: Teachers' Challenges in the Transition to EMI in Scientific Disciplines

12:30-12:40 — **DR. AMINA HAMDOUD**
(ECOLE NORMALE SUPÉRIEURE- BOUZAREAH)
Evaluating assessment modes in EMI in higher education: what works and wha does not?

12:40-13:00 — **DISCUSSION**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ECHAHID CHEIKH LARBI TEBESSI, TEBESSA UNIVERSITY
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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE SECOND NATIONAL CONFERENCE ON "THE FUTURE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN ALGERIAN TERTIARY EDUCATION"
MAY 8TH, 2025

CLOSING SESSION

Link: https://meet.google.com/qad-gbno-cff

13:00

Moderator: Dr. Manel MIZAB

(ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA)



DR. KARIMA ACHOURI
Scientific Committee President

Conference Recommendations

DR. MANEL MIZAB
Conference President

Final words and Closure

ESP-ICLHE-EMI: the logical continuum of ELT at university level

Pr. Mohamed MILIANI, Oran-2 University
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Abstract: Our position in the present reflection stems from a long experience with ESP when Robinson (**1980**), Mackay and Mountford (**1979**), Coffey (**1984**, my PhD supervisor) and Dudley-Evans & St John (**1998**) struggled to define a theoretical basis for what was first and foremost fieldwork and teaching far removed from the traditional pathways around the teaching of literature or literary texts. At the same time, educational authorities around the world were striving to keep pace with the different contexts in which the English language was being used. Having witnessed the progress of English language teaching at different times in the life of the university and its reforms (old system and LMD scheme), a systemic reflection is needed, taking into account the wish of the Ministry of Higher Education to erase 20 years of LMD practice without proposing a generic framework involving the lower cycles from which our future students come with their teaching, didactic and evaluative experiences. One cannot talk about the future of EMI without setting its past scene that is bound to impact one or several of its tenets.

EMI in Algeria: Actions and Reactions

Dr. Leila DJOUIMA, Ecole Nationale Supérieure-Constantine
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Abstract: Today, English serves as a lingua franca across various domains such as science, technology, education, and business. Because of the influence of globalization and the digital development, English enjoys the status of the international language for global communication, academic excellence, scientific and technological advancement. For many countries in the world, it is of crucial importance to engage in linguistic reforms and adopt English into their curricula to strengthen their educational systems and integrate into the global economy. Algeria is no exception. Like many developing countries, and in order to respond to the evolving demands and opportunities of the global world, the shift to English as a medium of instruction (EMI) is beyond being a choice. Influenced by globalisation, mobility and cultural exchange, the transition is manifested within a linguistic turmoil that reflects the interplay of historical legacies, socio-political dynamics and cultural diversity. The decision to implement EMI in higher education(HE) reflects a strategic response to the evolving demands and opportunities of the globalized world where Algerian universities are required to enhance the quality, relevance, and international competitiveness of their curricula; while also equipping their students with a major skill to thrive in the 21st century .Doing so, Algerian universities could benefit from an easier access to knowledge and resources ,enjoy the facility of employability and career opportunities allowed to their graduates, but mostly, align with international standards to facilitate their visibility and reputation worldwide. However, despite the ambitious intentions, and significant support provided by policy makers, implementing EMI in Algerian HE witnesses considerable challenges related mainly to hasty, unplanned decisions that are confronted to divergent reactions. This study delves into the complexities and nuances within the implementation of EMI in Algerian HE. It seeks to shed light on both the proactive measures taken by educational authorities and a range of multifaceted reactions emerging within the academic community, including mainly students and faculty

members in response to the adoption of EMI. The research is also an attempt to examine the strategies employed in HE to integrate English into instructional frameworks and the most likely challenges encountered in faculty training, curriculum development, and pedagogical adaptation. The overall aim, however, is to contribute to a deeper understanding of the dynamics shaping the implementation of EMI in Algerian HE. To achieve the aforementioned aims, the research opts for a mixed method research approach where comprehensive review and document analysis of existing literature on language policy, higher education and EMI implementation in Algeria is undertaken; in addition, a survey undertaken during the Algeria TESOL conference via mentimeter, was used to collect insights on EMI in the Algerian higher education. The outcomes of the research provide significant insights regarding the shift to EMI in Algeria. By elucidating the pros and cons of EMI implementation, the study strives to regulate the actions and report the reactions to the decision makers for a gradual, planned and more comprehensive shift.

From EMI to ICL: Shifting from Teaching in English to Teaching with English

Dr.Ouafa OUARNIKI, Ziane Achour University of Djelfa, Algeria

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Abstract: The growing adoption of English as a Medium of Instruction (EMI) in higher education has sparked critical discussions about its effectiveness in non-native English-speaking contexts. While EMI facilitates access to global academic resources, it often overlooks the linguistic and cognitive support students need to fully engage with disciplinary content. This challenge has led to a necessary shift toward Integrated Content and Language (ICL), a more holistic approach that ensures both subject mastery and language development progress hand in hand. This paper explores the pedagogical transformation from EMI to ICL, emphasizing the need for teacher training, curriculum redesign, and institutional support to foster a more inclusive and effective learning environment. By embracing ICL, institutions can move beyond content delivery to create dynamic learning spaces where language enhances, rather than hinders, disciplinary understanding. This shift is not merely an adjustment in pedagogy but a crucial step toward sustainable and effective bilingual or multilingual education.

Implementing EMI in Algerian Chemistry Classrooms: Challenges and Insights from Tlemcen University

Pr. Nawal MEBITIL, Mustapha Stambouli-Mascara University
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Abstract: The shift to English as a Medium of Instruction (EMI) in Algerian higher education presents distinct challenges in scientific disciplines, particularly Chemistry, where complex subject matter intersects with language barriers. This study investigates the implementation of EMI within the Department of Chemistry at Tlemcen University, focusing on its impact on students' comprehension and subject-specialists' content delivery. Using a mixed-methods approach, data were collected through a questionnaire administered to 30 Chemistry students and semi-structured interviews with 5 subject-specialists. Results reveal that while students recognise the importance and benefits of EMI, such as improved access to international and updated scientific literature, they often struggle with understanding core concepts due to limited English proficiency. Similarly, subject-specialists report difficulties explaining abstract chemical content clearly in English, citing a need for linguistic support and pedagogical adaptation. Despite these challenges, participants expressed positive attitudes toward EMI and a willingness to improve. The study concludes that the success of EMI in Chemistry depends on the following parameters: language support, specialised teacher training, and access to bilingual resources to bridge the gap between language and content. These findings offer valuable insights for policymakers and teachers seeking to enhance the quality and implementation of EMI in Algerian higher education.

Transforming EMI Challenges into Opportunities: A Case Study of Constantine 3 University

Dr. Radia BOUGUEBS, ENS "Assia Djebbar" of Constantine
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Dr. Meriem LAAROUS, ENS "Assia Djebbar" of Constantine
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Abstract: The global shift toward English as a Medium of Instruction (EMI) reflects a strategic response to internationalisation pressures, yet its successful implementation requires robust institutional support - particularly in multilingual contexts like Algeria. As Algerian universities increasingly adopt EMI, faculty across disciplines face significant pedagogical and linguistic challenges. To examine these institutional support mechanisms, we conducted semi-structured interviews with 20 teachers at Constantine 3 University, representing both STEM and humanities disciplines. Findings revealed three critical gaps in current support structures: (1) inconsistent professional development opportunities, (2) inadequate resources for material adaptation, and (3) limited collaboration between content specialists and English for Specific Purposes (ESP) instructors. Notably, ESP teachers emerge as potential key actors in facilitating the EMI transition, capable of serving as pedagogical partners in curriculum design and implementation. These findings urgently call for establishing institutional EMI support units that leverage content-ESP teacher collaboration to develop discipline-specific training programs, shared teaching resources, and peer mentoring frameworks - essential steps toward ensuring equitable EMI implementation across Algerian universities.

A Step toward Effective EMI Implementation in Algerian Higher Education: Challenges and Guidelines

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Dr. Youcef ATTIA, Echahid Cheikh Larbi Tebessi University, Tebessa
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Dr. Manel MIZAB, Echahid Cheikh Larbi Tebessi University, Tebessa
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Abstract: Recently, the Algerian government announced plans to introduce English Medium Instruction (EMI) in higher education to keep pace with the international academic networks. Yet, the Algerian government has taken several initiatives to improve the teachers' English proficiency; the lack of standardised guidelines and the ignorance of providing the students with the adequate English courses have led to inconsistencies in content delivery, teaching quality, and limited comprehension. To this end, this exploratory study aims to explore different structured guidelines that are necessary for a successful EMI implementation. Different international practices were analysed to highlight the major implementation gaps in Algeria. Three main factors that influence the effectiveness of EMI policies have been identified. These include faculty training, curriculum development, and students' language support programmes. Thus, some recommendations have been put forward.

Breaking Barriers: Addressing the Hurdles of EMI Implementation in Algerian

Dr. Amel BOUMARAF, Abbes Laghrour University, Khenchela
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Abstract: The implementation of English-Medium Instruction (EMI) in Algerian universities represents a strategic move toward internationalisation and academic advancement. However, this shift continues to face numerous hurdles, including limited teacher preparation, low student language proficiency, scarce resources, and the absence of unified policy guidelines. This study investigates the challenges of EMI implementation through qualitative interviews with teachers from various departments at Abbes Laghrour University in Khenchela. Despite the university's serious efforts to ease the transition, such as offering intensive English courses at its Language Intensive Teaching Centre, many students still struggle to follow EMI lectures and fully engage in English-language academic content. The interviews reveal that, while such institutional initiatives are valuable, they are not yet sufficient to close the language gap. Teachers also face significant difficulties delivering complex content in English without proper training or pedagogical resources. In light of these findings, the study proposes practical, context-sensitive solutions: strengthening teacher training programs, promoting gradual EMI adoption based on institutional readiness, and developing clearer national policies to support EMI practices

Addressing Common Challenges in EMI Courses: The Effect of Implementing Adaptive Strategies on Increasing Teachers and Students Academic Performance

Dr. Maroua ROGTI, Ecole Normale Supérieure de Laghouat

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Abstract: The implementation of English Medium Instruction (EMI) has presented various obstacles for EMI educators, as they are sometimes mandated by policymakers to embrace EMI without thorough engagement. Consequently, EMI induces stress, anxiety, or discomfort in teachers. A number of them indicated that they felt insufficiently equipped to execute EMI pedagogy, while others voiced apprehensions regarding the transition from utilizing their native language to employing English for the instruction of disciplinary courses. These inquiries compel numerous scholars to explore methods for preparing and supporting EMI educators in delivering instruction within EMI programs. However, the existing literature on the preparation and support of EMI teachers in implementing EMI pedagogy has garnered insufficient attention. The lack of research on equipping EMI teachers for EMI pedagogy has created a significant vacuum in the literature. This study aims at examining teachers and students' common challenges in pursuing EMI courses and their impact on their academic performance. Data were collected on EMI teachers and students' questionnaires about their perceptions of the courses. Results were analyzed using descriptive statistics and Ancova test. Challenges associated with the EMI course were identified including inadequate teaching materials and insufficient classroom interactions to address these problems, teachers and students employed adaptive solutions, including alternative textbooks, self-reflection skills, and the first language. Therefore, implementing EMI programs is challenging, necessitating teacher development, institutional backing, and effective student self-directed and peer learning strategies. In addition, the adaptive strategies utilised by students and teachers provide insights into how other EMI courses could enhance their adaptation.

Implementing EMI in Algerian Higher Education: Opportunities and Challenges from Students' Perspectives

Dr. Nadia ZERROUKI, M'hamed Bougara Boumerdes Boumerdes

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Abstract: Recently, implementing English as a medium of instruction (EMI) in Algerian higher education has been a subject of much interest in the educational setting, more specifically in scientific and technical fields. Yet, despite its acknowledged benefits in aligning the academic system and standards, its use in Algerian higher education classes comes with inherent challenges and presents complex issues in universities readiness and students' abilities, skills and competencies. Following the same lines of ideas, Algeria considers a shift to English in instruction in medicine. Thus, this study explores the Algerian medical students' perceptions and attitudes toward the implementation of English as a medium of instruction in place of French. Indeed, it is well-known that English is highly recommended in medical research and instruction. However, the success of this reform is tightly linked to students' readiness and receptiveness. The researchers will collect data using a questionnaire from medical learners at the University of Boumerdes. The sampling includes 40 students in their first year at the Faculty of medicine the University of M'hamed Bougara. Qualitative and quantitative methods will be used to analyse data for valid results.

Exploring University Teachers' Perspectives toward the Implementation of EMI in Higher Education: The Case of Echahid Cheikh Larbi Tebessi University, Tebessa.

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Abstract: Given its wide spread as an international language, the English language has recently been a source of interest to many fields, such as medicine, business, tourism, industry, science and technology, and even education. Therefore, many non-English speaking countries, among which is Algeria, are considering the implementation of English to be used as a medium of teaching (EMI), particularly at higher education with an eye to prepare students for global job opportunities on the one hand, and foster international collaboration on the other. As such, this study aspires to explore teachers' perspectives concerning the challenges and solutions of implementing EMI at Echahid Cheikh Larbi Tebessi University, Tebessa, Algeria. The study is qualitative in nature as it makes use of a semi-structured interview conducted with seven teachers from the specified university belonging to different majors and areas of expertise. The findings obtained showed that teachers advocate the implementation of EMI with some reservations. The main highlighted challenges consist of students' varying levels of English proficiency, lack of appropriate teaching materials, and difficulty in explaining complex concepts in English. The solutions proposed by the interviewed teachers include providing intensive language training programs for both teachers and students, developing bilingual curricula during the transition phase, ensuring availability of high-quality teaching materials in English, as well as offering institutional support through workshops and mentoring programs. Last but not least, the study has implications for policymakers and instructors in Algeria and elsewhere in which English is employed as a medium of instruction.

The Challenges faced by Higher Education Level Instructors in the Implementation of English as a Medium of Instruction.

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Abstract: The adaptation of English as a medium of Instruction system by the Algerian government is just an international response to the globalisation of education through English since they see it as a gate for new opportunities. This study aspires to investigate the Challenges of science and technology instructors in the adaptation of EMI in the higher education context at the University of Constantine 1; it seeks to search for the potential obstacles and solutions to its application in the educational system. We used an interview tool to decide about Constantine 1 university science and technology teachers' opinions toward EMI implementation Challenges. The results obtained are in the direction of our hypothesis which states that teachers face lot of challenges and obstacles that ruin the positiveness of using EMI in higher education. So, the use of English as a medium of instruction, as a mandatory condition for the development of education in Algeria, face lot hindrances.

EMI in Algerian Higher Education: Current Challenges

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Abstract: English Medium Instruction (EMI) refers to the teaching of academic subjects in English to students whose first language is not English. As English continues to evolve into a global medium for academic and professional communication, higher education institutions in Algeria are increasingly adopting EMI. The present research focuses on the key contemporary challenges faced by Algerian universities, with particular emphasis on language assessment and content learning outcomes at Abdelhamid Ibn Badis University in Mostaganem. It aims to identify and provide an overview of how these challenges are closely intertwined with both teacher agency and student perspectives. Observations indicate that these challenges are especially evident in written and oral expression classes, as well as during oral presentations, where language proficiency plays a critical role in demonstrating subject knowledge. Consequently, some students struggle to fully articulate their understanding—not due to a lack of content knowledge, but because of linguistic limitations. From the students' perspective, limited English proficiency can lead to frustration and anxiety, reducing their motivation to participate in class and negatively affecting their academic confidence. In EMI settings, teacher agency becomes vital when addressing students' difficulties in expressing themselves in English. Teachers with strong agency are able to adapt their instructional methods, assessment strategies, and classroom interactions to support both language development and content learning. Ultimately, addressing these challenges requires a collaborative effort between educators and students to foster an environment in which both language proficiency and academic achievement can thrive within EMI contexts.

The Challenge of Implementing EMI in Algerian Higher Education

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Abstract: The implementation of English as a Medium of Instruction (EMI) in Algerian higher education, while aiming to enhance global competitiveness, faces several key challenges. Variable English proficiency among both students and faculty hinders effective content delivery and comprehension, potentially affecting academic performance. The limited availability of relevant English-language teaching materials, tailored to the specific needs of Algerian higher education, poses a further challenge, often requiring instructors to adapt or create resources. Additionally, concerns exist regarding the potential impact of EMI on the status and use of Arabic and French, the dominant languages in the Algerian context, raising issues of linguistic identity and cultural preservation, and potentially marginalizing local languages. This paper explores these challenges, examining their implications for the successful and equitable integration of EMI in Algerian universities.

Navigating Challenges, Forging Solutions: EMI Implementation in Algerian Higher Education through Competency Development and Teacher Training

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Abstract

The implementation of English as a Medium of Instruction (EMI) in Algerian higher education awards both openings and dares, singularly in the context of globalisation and the ever-increasing demand for English proficiency in academic and professional milieux. The present study reconnoitres the miscellaneous challenges allied with EMI adoption, along with linguistic hurdles, pedagogical conveyances, and institutional preparedness, while lodging competency development and teacher training as key remedies. Referring to classifications such as Dearden's (2014) conceptualisation of EMI and Kirkpatrick's (2017) analysis of EMI in Asian contexts, this investigation foregrounds the pivotal role of teacher readiness in ensuring the achievement of EMI programs. Empirical data from Algerian universities divulge cavities in educators' linguistic and pedagogical competencies, underlining the call for targeted professional development programs. In addition, the study spotlights the value of ranging EMI strategies with Algeria's quirky cultural and educational backdrop, as propounded by Belhiah and Elhami (2015). By coalescing perceptions from universal EMI practices and local actualities, this paper supports an overarching approach to EMI implementation, amalgamating institutional support, curriculum redesign, and constant teacher training. The upshots bestow to the broader discourse on EMI in non-Anglophone settings, warranting actionable counsels for policymakers and educators intending to escalate the calibre and potency of EMI in Algerian higher education.

Leveraging Technology for Effective EMI Implementation in Algerian Higher Education: Opportunities and Challenges

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Abstract: English Medium Instruction (EMI) is gaining attention in higher education worldwide, including in Algeria, where universities are introducing English as a language of instruction. The use of technology, including digital tools, Artificial Intelligence (AI), and Information and Communication Technology (ICT), presents both opportunities and challenges for EMI implementation. Technology offers potential support for students through translation tools, interactive learning platforms, and AI-powered tutoring systems that enhance comprehension. For teachers, automated feedback, digital resources, and virtual classrooms can facilitate content delivery and engagement. Additionally, ICT tools such as online dictionaries, speech recognition software, and video lectures can help ease the transition between Arabic, French, and English in academic settings. Despite these advantages, several challenges arise, including disparities in access to digital resources, variations in technological infrastructure, and the need for adequate training. In Algeria, factors such as internet connectivity, institutional support, and digital literacy levels influence the extent to which technology can effectively support EMI. This paper explores the theoretical perspectives on the role of technology in EMI, analyzing the potential benefits and barriers within the Algerian higher education context. By examining these challenges and opportunities, the study provides insights into the broader implications of integrating technology into EMI settings.

A Critical Review of Literature: Challenges and Possible Solutions in Implementing English as a Medium of Instruction (EMI) in Tertiary Education

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Abstract: English is spreading everywhere as a result of international trade, entertainment, and leisure activities. Thus, there is now a worldwide trend of using English as a medium of instruction (EMI) in higher education. Many others, especially in non-English speaking countries, have adopted EMI for their tertiary teaching and learning activities. English is increasingly becoming a supranational and intercultural tool for professional and academic communication, leading to the rapid adoption of EMI in higher education across the globe. EMI is teaching content in English to students who are not native speakers of English. Interestingly, English medium instruction (EMI) provides the global access for the students and the teachers to be in a global academic platform, but it also poses some real concerns about learning outcomes. This paper reviews the existing literature concerning EMI in higher education, where it is most prevalent, and seeks to identify and summarise the major challenges that both teachers and students encounter in education systems that incorporate EMI. Moreover, this study determined both some positive effects and negative effects and also contradictions in using EMI at the higher education level. This research will also explore solutions for EMI improvement to take a holistic policy with the medium of instruction in the higher education sector to reduce the hurdles of attaining learning outcomes to promote higher education.

Language Barriers and Pedagogical Challenges in EMI: A Case Study in the Biology Department of Abbes Laghrour University

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Abstract: The global domination of English is evident. English proficiency is essential for success in science, technology, and international communication. As a result there is an urgent need to use of English as a medium of instruction in non-native English-speaking countries. In 2019, The Algerian Minster of higher education decided to integrate English in the Algerian universities systems, substituting French. The faculties of science, biology, technology, chemistry, medicine, engineering, economics, etc. for instance. This shift created language barriers among teachers and students. That's to say language barrier is an exceedingly difficult situation where the use of language creates confusion and anxiety, not communication. Henceforth, many challenges, and difficulties are posed for both instructors and learners as they disable to use the English properly. To this aim, this descriptive study investigate biology students' and teachers' challenges toward using English for their academic majors. The researcher employed a questionnaire and interview, administered to 40 students and 7 teachers at Khenchela University. The findings revealed that teachers feel frustrated and anxious since they lack proficient English skills; additionally they transmit their anxiety and lack of confidence to their students. So they lost their bond with their students. The results also unveiled that students considered this implementation as a crisis that negatively affect their participation, understanding, engagement and overall academic journey.

EMI Implementation in Algerian Higher Education: Teachers' Challenges and Attitudes

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Abstract: The Algerian ministry of higher education has initiated the implementation of English in higher education as part of their effort to reinforce the use of English in research since it is the international language of science. Therefore, the current study aims to investigate the perceptions of first-year Biology teachers at Farhat Abbas University Setif-1 regarding the use of English as a medium of instruction in scientific fields. The research seeks to identify both the challenges and benefits associated with the adoption of English as a medium of instruction. To collect data, an interviews was conducted with 06 Biology teachers. The analysis revealed a positive attitude toward English as a medium of instruction, though participants expressed varying levels of confidence and proficiency in using English. The results emphasised the necessity of enhancing the English as a Foreign Language curriculum and improving teaching methodologies. Ultimately, the study suggests that an effective EMI program can enhance students' academic performance, broaden educational opportunities, and better equip students for careers in an increasingly interconnected world.

The Role of Online Platforms in Balancing Content Learning and Language Proficiency in EMI

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Abstract: The increasing adoption of English as a Medium of Instruction (EMI) presents both potential and constraints for educators and students, particularly in non-native English-speaking contexts such as Algeria. A key concern is balancing subject content learning with the development of English language proficiency. This study explores the role of online platforms in supporting EMI by enabling subject teachers to deliver content in English while working alongside English language teachers to assist students in improving their language skills. It examines various platform features, such as multimedia content, assessments with instant feedback, discussion forums, etc. that enhance comprehension and engagement. The study also highlights benefits including improved teacher efficiency, increased student autonomy, and better content accessibility. However, it acknowledges limitations such as unequal technological access, different levels of digital literacy, time-consuming processes, and the need for adequate training for both educators and learners. The paper particularly focuses on the Algerian context, discussing local challenges and practices related to EMI implementation and the use of online tools. It offers insights into best practices for integrating online platforms into EMI settings. The findings reveal the importance of strategic platform use to support both content delivery and language development, providing practical recommendations for educators to bridge the gap between subject mastery and language proficiency in EMI contexts.

EMI at University: Challenges and Remedies

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Abstract: English Medium Instruction (EMI), this phenomenon occurring in the non-Anglophone world, has been matched by a growth in research output on the topic and is now an important field of study. Some research attention has been devoted to attitudes held by the key stakeholders in this form of education concerning teachers, students, and policy makers. Yet, there are many other important questions that remain unanswered, the most important of which are: What are the outcomes of this form of instruction? How can EMI teachers improve their teaching? And how can learners improve their learning? The paper in hand aims at investigating the teaching methods, techniques, tools, and resources used by instructors across different disciplines in Algerian universities that have adopted EMI. A descriptive method, including interviews with 04 EMI instructors and a questionnaire administered to 18 EMI teachers, was used to provide an in-depth exploration of the instructional practices employed in EMI classrooms. The findings revealed an intermediate level of English language proficiency among teachers and challenges such as expressing ideas, pronunciation difficulties, and limited vocabulary were identified as barriers to effective content delivery and therefore, tailored language support strategies and resources are recommended. Some other recommendations as pedagogical training programs and support should be provided to enhance teachers' instructional strategies and assessment methods, and the creation of a suitable educational environment in an EMI setting.

Exploring the Impact of the Algerian Government's Shift to English in Medical Education: Challenges, Opportunities, and Future Implications for English-Medium of Instruction in Algeria -A Study of Teachers' and Students' Perspectives

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Abstract: Recently, the Algerian government has decided to use English as a medium of medical education; that is, future doctors should be taught in English instead of French. The latter used to be the language of teaching and documentation. Further, prescriptions in Algeria are written in French. This transition to EMI education sparks attention because doctor-teachers have not been informed about this decision. Therefore, the present study aims to investigate the opinions of both teachers and students (doctors) in medicine about the transition to EMI in medical education. It seeks to assess the impact of this transition from the perspective of both in-service and pre-service doctors. A quantitative approach is adopted based on a structured questionnaire to explore the effect of this language shift on language proficiency, academic performance, challenges faced, opportunities perceived, and expectations for future medical education in Algeria. The questionnaire is submitted to 50 in-service doctors and 100 pre-service doctors. The results obtained will contribute to the growing body of literature on EMI in Algeria. It will also help policymakers, educational institutions, and medical professionals.

The Shift to English-Taught Courses in Algerian STEM Fields: A Catalyst or a Barrier to Student Success through the Lens of Students' and Teachers' Perceptions

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Abstract: As Algerian universities undergo a rapid shift toward English as a Medium of Instruction (EMI), mainly in STEM fields, concerns are growing regarding its actual impact on student success. Crucially, while EMI is promoted as a pathway to international integration and academic competitiveness, its effectiveness in non-English-speaking contexts remains contested. As a corollary, this study is carried out to examine the influence of EMI on student achievement, perceptions, and challenges within Algerian STEM disciplines. It aims to: (1) evaluate the effect of EMI on students' academic performance, (2) explore students' and instructors' perceptions of EMI implementation, and (3) identify key challenges and propose some strategies for more effective EMI practices. In order to meet these objectives, a quantitative research design was employed, using two structured questionnaires targeting STEM students and instructors, along with a comparative analysis of student grades in EMI and non-EMI settings across various Algerian universities. The questionnaires examined language-related challenges, classroom engagement, and attitudes toward EMI, while the grade comparison provided insight into changes in academic performance. Findings reveal that while both students and instructors recognise EMI's potential for enhancing future academic and career opportunities, they also report significant language-related difficulties which hinder comprehension, participation, and performance, especially among students with only intermediate English proficiency. These findings underscore the urgent need for targeted interventions, such as discipline-specific language support, pedagogical training for instructors, and greater integration of digital learning tools to ensure more inclusive and effective EMI implementation in Algerian STEM education.

Implementing English as a Medium of Instruction in Algerian Higher Education: Challenges, Contexts, and Policy Pathways"

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Abstract: English as a Medium of Instruction (EMI) has gained global prominence, serving as a key driver of internationalisation in higher education. However, implementing EMI in Algeria presents significant challenges due to the country's postcolonial linguistic dynamics and limited resources. This study explores the sociohistorical, pedagogical, and infrastructural barriers to EMI adoption in Algerian universities, including gaps in faculty preparedness, student language proficiency, and ideological resistance to English. By synthesizing previous research and drawing on case studies from South Africa, Malaysia, and Turkey, the paper proposes context-sensitive solutions such as phased implementation, technology-assisted language support, and multilingual assessment reforms. The findings underscore the need for policy frameworks that balance Algeria's Arab-Islamic identity with the demands of globalisation. Recommendations include establishing institutional partnerships for teacher training, employing strategic bilingual scaffolding, and conducting longitudinal studies to assess EMI's long-term effects on employability and research output.

From French to English: Teachers' Challenges in the Transition to EMI in Scientific Disciplines

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Abstract: In the world of globalisation, business as well as industry is witnessing many changes, and the field of education is no exception. In fact, the world is witnessing a fast movement from English being taught as a foreign language (EFL) to being a medium of instruction (EMI) in different universities around the world in many academic subjects such as science, mathematics, geography, medicine…etc. As EMI is now a growing global phenomenon, Algerian higher education also embraced it and is now preparing for its integration in the Algerian universities in different scientific disciplines though in a very restricted way, for it is a completely new scenario in the Algerian universities, especially that educators are used to teaching through the French language and adopting English is completely new for them. Hence, training them to be well equipped for using English as the main medium of instruction is necessary, and the Algerian Ministry of Higher Education is paving the way for this training to take place. The purpose of this work is to study the Algerian teachers' beliefs, motivation and readiness for the implementation of English as a medium of instruction in scientific disciplines. Furthermore, it discusses the application of EMI in the Algerian EFL setting, with an emphasis on teachers' challenges in adopting it in the classroom.

Evaluating assessment modes in EMI in higher education: what works and what does not?

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Abstract: Assessment practices vary widely depending on the instructional principles/teaching methodology adopted in a school, institute or university. For English language teaching in higher education for instance, a number of assessment procedures are used like summative, formative, and alternative assessment, to name but a few. As regards English Medium Instruction (EMI) in higher education, however, the strategy of assessment needs careful consideration due to the complexity of the approach, its growth and adoption worldwide by different institutions and most notably the context of its use and objectives. This contribution aims to evaluate and discuss the most prevalent issues in assessment where EMI is implemented, the modalities of assessment adopted by teachers and whether they align with its goals or not, such as assessment for learning and its core model of learning-oriented assessment. It also proposes some research recommendations that are put forward to cater for teachers' and students' needs and to cope with the demands and challenges of EMI assessment today.

English as a Medium of Instruction in Algerian Higher Education: Teachers' Insights, Challenges, and the Way Forward

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Abstract: English as a Medium of Instruction (EMI) is becoming increasingly widespread ever since its adoption into Algerian higher education in scientific and technical fields. However, significant challenges, particularly from the teachers' side are emerging. One of them being the instructors' lack of the necessary English proficiency and pedagogical training to deliver content effectively in English, which affects clarity, confidence, and student engagement. Institutional support is also limited, with few professional development programs or teaching resources tailored to the local context. Moreover, the resistance from some teachers as well is becoming an issue which stems mainly from linguistic identity concerns and a preference for French or Arabic. Assessments are also problematic due to students' low English levels and the difficulty to separate language proficiency from subject knowledge. This study intends to deploy a dual approach: a comprehensive review of current literature and qualitative data collection through in-depth interviews with Algerian university teachers involved in EMI settings .The study aims to highlight these obstacles and propose practical solutions such as EMI-focused training, co-teaching models, gradual implementation, institutional backing, and the development of localised English resources.

The Impact of EMI Challenges on Student Engagement: University Teachers' Perspectives

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Abstract: The implementation of English as a Medium of Instruction (EMI) has steadily gained prominence in higher education. Many non-English-speaking countries, including Algeria, have adopted this approach to enhance students' English language proficiency. Algeria has recently introduced EMI in higher education in pursuit of enhancing students' academic, professional, and social prospects. However, the implementation of EMI in Algerian universities has encountered several unanticipated challenges due to intercultural, linguistic, and pedagogical factors. The present study aims to investigate the hidden burdens of EMI praxis in higher education by exploring university teachers' perspectives on student engagement with this approach. To facilitate their study participation, we provided an e-questionnaire survey to 30 university teachers from various universities nationwide. The findings indicate the need for additional efforts to foster student involvement in this emerging educational model. They underscore that incorporating local tasks and case studies into EMI curricula bridges the gap between Western-centric textbooks and students' cultural contexts.

Implementation of English as a Medium of Instruction in Algerian Universities: Benefits and Barriers

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Abstract: English as a Medium of Instruction (EMI) has been defined as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English' (Macaro, 2018, p. 19). This study explores the implementation of (EMI) in Algerian higher education, a policy aimed at fostering global competitiveness and academic internationalisation. Nevertheless, EMI faces challenges due to linguistic diversity and historical ties to French, even with potential benefits like improved English proficiency and access to global opportunities. This research focuses exclusively on interviews conducted across the university. Participants include students and English for Specific Purposes (ESP) practitioners. The findings reveal positive attitudes toward EMI among students and instructors, who consider it as instrumental for career enhancement and academic research. However, challenges include inadequate teaching training, resistance from senior faculty, and logistical barriers. Classroom practices often involve translanguaging, blending English with Arabic or French due to varying proficiency levels. To address these challenges, recommendations include capacity-building workshops for faculty, fostering translanguaging strategies, and promoting the socio-economic benefits of English. Ultimately, the success of EMI in aligning Algerian universities with international standards depends on effectively overcoming both practical and cultural obstacles.

The Implementation of EMI in Algerian Higher Education Institutions: Most Enlightening Aspirations and Most Dreaded Challenges

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Abstract: We aim through the current paper to significantly highlight the principal goals and challenges bearing on the implementation of English as a Medium of Instruction (EMI) in Algerian higher education institutions. Despite the fact that these objectives appear easily achievable, they need a deep overlook to strongly plant their foundations. This principally entails that we should skeptically step forward to describe the general position of English in the Algerian academic context, taking into account the English proficiency level teachers and students alike. Additionally, emphasis should also be placed upon the kind of references to use in order to design the appropriate curriculum and course in such a way that we ensure sustainable protection of the local identity from the abusive use of the foreign language, taking into considerations lessons learnt from what is previously experienced in the Algerian multilingual context.

Bridging the Gap: Practical Strategies for Surmounting Challenges in EMI Implementation (Case Study at Zian Achour University-Djelfa)

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Abstract: The dynamic nature of today's world has necessitated the integration of English in higher education to upgrade national education to meet global standards, particularly in non-English-speaking countries like Algeria. Recent government decisions have prompted a shift from utilising French to English as a medium of instruction in Algerian universities. The aim of the current study is to explore the challenges related to EMI implementation, proposing strategies to ensure effective use of English in higher education. The research follows an explanatory design to explore the challenges and strategies of EMI implementation at Zian Achour University, Djelfa. A mixed-methods approach is employed, incorporating questionnaires, interviews, and curriculum analysis, to examine the various dimensions of EMI implementation. While 20 university lecturers have answered the questionnaire designed to unravel their experiences and opinions regarding EMI implementation, three professional trainers were interviewed through semi-structured interviews to gain a deeper insight into institutional practices and challenges. Despite the various strategies and techniques incorporated in the EMI curriculum, the findings highlighted challenges teachers face while utilising EMI, such as teachers' language proficiency, student engagement, lack of EMI material, and poor administrative support. Therefore, the research identified possible solutions and strategies to address these issues, such as continuous teacher professional development, customised EMI-specific materials, and active administrative involvement in EMI implementation in universities, ensuring effective and seamless execution of this approach.

Implementing EMI in Algerian Higher Education: Navigating Challenges and Embracing Opportunities

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Abstract: English-Medium Instruction (EMI) is increasingly regarded as a strategic initiative to enhance the global relevance and academic quality of Algerian higher education. Despite its growing importance, EMI implementation poses both significant challenges and valuable opportunities. This study examines the experience of EMI at Abbes Laghrour University in Khenchela, focusing on key factors such as institutional readiness, teacher preparedness, student language proficiency, and curriculum adaptability. Using a qualitative approach, data were collected through semi-structured interviews with teachers from various departments to gain insights into their perceptions of EMI's impact and viability across disciplines. The findings reveal several persistent challenges, including inadequate teacher training, limited instructional resources, and language barriers that hinder effective classroom communication. At the same time, participants highlighted opportunities such as increased access to international academic content, enhanced student motivation, and professional growth for faculty members. Notably, although the university has introduced intensive English courses through its Language Intensive Teaching Centre to ease the transition, many students continue to struggle with comprehension and expression in English. The study underscores the need for context-specific strategies, continuous teacher development, and institutional commitment to create a supportive environment for EMI. It concludes with practical recommendations to promote inclusive, effective, and sustainable English-medium education in Algerian universities.

English as a Medium of Instruction in Algerian Higher Education: Prospects and Challenges

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Abstract: English as a Medium of Instruction (EMI) is increasingly adopted worldwide to align higher education with global academic and professional standards. In Algeria, a multilingual nation historically dominated by Arabic and French in education, the gradual shift toward EMI presents both significant opportunities and complex challenges. This paper critically examines the prospects and obstacles of EMI implementation in Algerian higher education. It explores how EMI can foster international academic integration, enhance graduates' employability, and attract international students and faculty. Conversely, the study highlights substantial barriers, including limited English proficiency among faculty and students, sociolinguistic resistance, lack of EMI-specific resources, institutional unpreparedness, and equity concerns. Drawing on recent research and contextual analysis, the paper proposes a series of recommendations for a gradual and inclusive EMI rollout. These include faculty training programs, the development of a national EMI policy framework, investment in English-language teaching resources, and targeted language support for students. The study concludes that while EMI offers transformative potential for Algerian higher education, its success hinges on strategic planning, institutional commitment, and equitable implementation.

EMI in Algeria: Investigating the Challenges of Effective Implementation in Universities.

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Abstract: Due to its status as a global language, English has gained remarkable interest, leading to the adoption of English as a Medium of Instruction (EMI) in higher education institutions across several non-English-speaking countries, including Algeria. This shift aims to enhance language proficiency, which is essential for access to quality education and competitiveness in international job markets. In light of this, the present study seeks to investigate the key challenges associated with EMI in Algerian higher education and to explore the experiences of both EMI teachers and students. To achieve this objective, a mixed-methods approach is employed, combining quantitative data collected through a semi-structured questionnaire administered to 30 EMI students and qualitative insights obtained from semi-structured interviews conducted with six (06) EMI instructors. Findings of the study reveal that: both teachers and students face linguistic challenges, including limited English proficiency; teachers encounter difficulties related to content delivery and lesson preparation due to insufficient institutional support; and students express serious concerns regarding limited content comprehension, which negatively affects their academic performance. The study aims to contribute to the field of EMI by offering practical recommendations to help policymakers improve the quality and effectiveness of EMI implementation in the Algerian context.

Reviewing the Implementation Challenges and Opportunities of English as A Medium of Instruction in Algerian Higher Education

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Abstract: The implementation of English as a Medium of Instruction (EMI) in Algerian higher education presents significant challenges and opportunities within a traditionally French-dominated academic landscape where complex language policies influence educational practices. This systematic review examines recent EMI implementation strategies across Algerian universities to identify evidence-based practices and persistent barriers. The analysis synthesised findings from 21 peer-reviewed studies published between 2021-2025, selected from ASJP, ERIC, and Scopus, focusing specifically on empirical research documenting implementation processes and outcomes in tertiary education contexts. Findings reveal recurring implementation challenges including insufficient English proficiency among faculty and students, inadequate institutional infrastructure, limited instructional resources, and persistent tensions between national language policies and internationalisation goals. The review identified successful implementation approaches in STEM disciplines, where scaffolded language support, gradual transitional frameworks, and targeted professional development programs demonstrated measurable improvements in both content mastery and language acquisition. Based on these findings, this review recommends developing context-sensitive EMI implementation frameworks that acknowledge Algeria's multilingual realities, investing in specialised teacher preparation programs, establishing robust language support systems for students, and implementing policy reforms that balance international academic integration with linguistic and cultural priorities.

The Rise of English in Algerian Higher Education: A Promising Future for EMI or a Disputed Shift?

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Abstract: This study examines Algeria's move from French to English, a policy shift that has sparked significant debate. Given the country's colonial history and growing global engagement, English has gradually been introduced into the education system, initially at the middle school level and later expanded to primary schools in 2022. To explore public attitudes toward this linguistic transition, a qualitative research approach was adopted, utilizing an online survey distributed via Google Forms. A total of 132 young participants responded to a mix of semi-open and closed questions. The results indicate that the majority of respondents welcome the shift, considering it a crucial step toward linguistic autonomy. They argue that reducing reliance on French is long overdue, as English provides greater access to education, scientific advancements, and international opportunities. To facilitate a smoother transition, the study highlights the need for teacher training, curriculum modernisation, and adequate resource allocation to support English learning across all educational levels.

The Role of English in Enhancing Academic Mobility at Algerian Universities

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Abstract: This study explores the role of English in enhancing academic mobility at Algerian universities. With the increasing importance of international collaboration and student exchanges in higher education, English has become a pivotal language for facilitating global academic engagement. This research aims to investigate how the use of English as a medium of instruction (EMI) influences both faculty members and students in participating in international mobility programs. The study employs a mixed-methods approach, utilizing a questionnaire for academics (faculty, researchers, and administrators) and semi-structured interviews with faculty members to collect data on their perspectives regarding the role of English in academic mobility. The questionnaire explores faculty's and administrators' views on the current use of English in instruction, the barriers to mobility, and institutional support for enhancing English proficiency. The interviews provide deeper insights into faculty experiences with English as a medium of instruction, the challenges students face in international collaborations, and recommendations for improving academic mobility. The findings aim to inform policy and practice in Algerian higher education, highlighting the need for enhanced English language training, greater institutional support, and increased use of English in academic programs to foster broader international engagement and mobility for students and faculty alike.

What future of EMI and how to keep it up?

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Abstract: English Medium Instruction (EMI) in Algeria is gaining prominence in higher education policy. As globalisation expands, universities increasingly explore EMI's impact on academic development, linguistic diversity, and student success. This study examines challenges related to pedagogy, teacher training, and institutional support, offering insights into sustainable EMI implementation. Key areas include language acquisition, faculty preparedness, and curriculum adaptation, particularly in STEM fields. The role of digital platforms and blended learning in EMI is also analyzed. Sociolinguistic dynamics, including Arabic-French-English interactions, influence EMI acceptance and effectiveness. Higher education institutions must navigate curriculum design, assessment strategies, and accreditation mechanisms to align with global standards. The study emphasises faculty development, policy innovation, and strategic planning to ensure EMI sustainability. By addressing linguistic barriers and pedagogical shifts, EMI in Algeria can enhance research output, employability,

Integrating AI Tools in English Medium Instruction: Insights from Algerian Higher Education

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Abstract: The integration of artificial intelligence (AI) tools in education has created new opportunities and challenges for English medium instruction (EMI) in higher education. This study aims to investigate the integration of artificial intelligence in English medium instruction across different Algerian higher education institutions. To achieve such an aim, a quantitative research design was adopted using a structured questionnaire distributed to ten university teachers from various disciplines and institutions across Algeria. The questionnaire gathered data on AI tool usage perceptions, the challenges faced by instructors, and the support needed for effective implementation. The findings indicated that while the majority of teachers have started incorporating AI tools into their teaching, others remain hesitant due to limited technical skills or lack of institutional training. Key challenges include plagiarism detection, unequal students' access to technology and uncertainty about the reliability and ethical use of AI tools. These insights suggest that while AI plays a significant role in enhancing EMI, its successful adoption requires targeted professional development and supportive institutional policies.

Navigating EMI in the Algerian Context: Policy Frameworks and Implementation Challenges in Higher Education

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Abstract: The paper examines the different policies and guidelines used for effective English as a Medium of Instruction (EMI) implementation in education contexts where English is a foreign language, with an emphasis on Algeria's unique challenges. Despite global trends toward EMI adoption, Algeria has experienced significant delays in implementation due to complex linguistic, historical, and institutional factors. The work analyzes essential policy frameworks that balance educational quality, linguistic equity, and national identity concerns while addressing practical implementation challenges. Key considerations include faculty development programs, Training of trainers (TOT), student support mechanisms, and strategic transition planning that acknowledges the multilingual reality of Algerian higher education. By examining several best practices alongside Algeria's specific sociolinguistic context, this work contributes to developing appropriate policies that can facilitate successful EMI integration while respecting the country's educational sovereignty and complex language ecology.

Enhancing Language proficiency and Content Acquisition the Implementation of AI Tools in EMI Curriculum Design.

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Abstract: In the context of EMI, students are expected to comprehend complex subject matter while at the same time are anticipated to develop proficiency in the English language. This typically creates a challenge not only for students but also for teachers, who are estimated to equip learners with the suitable tools and guidelines to comprehend and enhance their performance. So, in this situation the integration of artificial intelligence (AI) facilitates learning by bridging the gap between content comprehension and language improvement. Thus, this paper navigates the AI tools as an advanced technology used within EMI frameworks. Integrating AI tools offers a multidimensional platform that enriches the teacher experience by using AI-driven websites. For instance, ChatGPT is mostly used in generating questions, introducing principal ideas, and learning plans. It is also utilised by English Language Learners (ELLs) to translate vocabulary and address vocabulary barriers. In simple terms, integrating AI tools in designing curriculum that enhances proficiency and content comprehension goes beyond the traditional teaching and learning methods. In this case, EMI courses are tailored using AI applications to support students mastering academic content. In general, this study focuses on how teachers, educators, and students eventually will align with the technological advancement to achieve educational goals. Finally, this research paper will be conducted through the use of quantitative and qualitative methods, highlighting the theories of EMI and adding to that introduction to the best practices to integrate AI tools. Furthermore, teachers' questionnaires are of great value to assume for the implementation of technological tools in course preparation.

Translanguaging in EMI Courses

A Bilingual Approach as a Transitional Procedure to EMI

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Abstract: The English language has shifted from being the language used to serve native speakers to an international medium of lingua franca. It has reached territories beyond the UK and US borders. As part of the expanded circle, Algeria is paving the way for a language use shift. The Ministry of Higher Education has adopted new directives to use English as a medium of instruction to generalise English language use for Academic Purposes. It is easier said than done; the content teachers concerned with these new procedures welcome the idea. However, they are not ready for a complete shift, and a step-by-step ground plan is necessary. An interview was conducted with 20 teachers from different disciplines from Ain Temouchent University about how they are ready for this new academic concept and how they can ensure a smooth linguistic shift to certify a successful academic performance in their disciplines—preparing for a new era where English substitutes for the French language which is considered a colonial heritage, requires effective protocols, particularly for students with varying English proficiency levels. A transitional bilingual approach provides a practical solution by gradually shifting from French and native language use to English, facilitating a smoother adaptation process for both students and educators. Content teachers focused on the necessity of considering students' levels, developing bilingual materials, adopting code-switching in classrooms, and setting goals to be achieved gradually besides teachers' training and development.

Translanguaging as a Pedagogical Strategy in EMI: A Theoretical Framework for Enhancing Student Engagement in Algerian Universities

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Abstract: As English-Medium Instruction (EMI) gains momentum in Algerian tertiary education, challenges related to student comprehension, engagement, and academic success emerge. One promising approach to address these issues is translanguaging, which allows students to leverage their full linguistic repertoire for deeper learning. This paper explores translanguaging as a theoretical framework within EMI settings, arguing that strategic use of students' first language (L1) alongside English can foster cognitive flexibility, facilitate knowledge construction, and enhance academic engagement. Drawing on sociocultural theory, Vygotsky's Zone of Proximal Development (ZPD), and critical pedagogy, this study conceptualises translanguaging not as a hindrance to English proficiency but as a dynamic tool for meaningful learning. The paper further discusses the pedagogical implications of integrating translanguaging in EMI courses in Algeria and suggests a model for its implementation in higher education.

Investigating Students' Attitudes toward Translanguaging in EMI Courses: The Case of Tlemcen University Students

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Abstract:

With globalisation and the rise of English as the modern world's Lingua Franca, the adoption of English as a Medium of Instruction (EMI) has become increasingly widespread, including in the Algerian higher education context. However, the abrupt transition to English may pose challenges for students, potentially hindering their academic performance. In this context, integrating translanguaging in EMI courses offers a crucial degree of flexibility, enabling learners to navigate linguistic barriers more effectively. This study investigates students' attitudes from the Faculty of Science and Technology at Tlemcen University toward the use of translanguaging in English as a Medium of Instruction (EMI) courses and its impact on their comprehension, engagement, and overall learning experience in EMI classrooms. In order to explore this issue, a mixed-methods approach was adopted, incorporating a case study design. Data were collected through students' questionnaires and interviews to examine perceptions of translanguaging and its effectiveness in EMI settings. The findings revealed that while most students generally viewed translanguaging as a valuable tool for comprehension and engagement, some expressed concerns about over-reliance on French or Arabic. Ultimately, understanding students' attitudes toward translanguaging is a 'MUST' for policymakers since these insights not only help in the development of more effective language learning strategies in higher education but also enhances the students' learning experiences while maintaining the objectives of EMI.

A review on the use of translanguaging practices to facilitate content learning in EMI classrooms

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Abstract: This review paper explores the use of translanguaging practices in teaching and learning academic content in EMI classroom. Due to The global trend of adopting English medium instruction in higher education, a top down policy imposed an English only approach in most institutions. The main objectives of this paper are to provide insights into the use of translanguaging practices in emerging EMI contexts as well as the role of these practices in facilitating content leaning for students, in addition, to analyze the potential implications of those practices for pedagogy, teacher training programs, and language policy. This review focuses on the effectiveness of adopting the diverse linguistic background of stakeholders in overcoming the challenges imposed by EMI. Key findings suggest that various translanguaging practices have been used by teachers and students in majority of EMI contexts as a tool to facilitate content learning. Moreover, despite the positive attitudes toward these practices, their use was limited due to the EMI policy restrictions. This review highlights the need for further research on the effect of translanguaging on the successful implementation of EMI within a specific multilingual context. In addition, future research should investigate the possibility of including these strategies in teachers training to ensure the adequate use of this tool inside the classroom.

Ensuring Fair Assessment in EMI Contexts: Insights from Student Experiences and Teacher Practices

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Abstract: This research addresses the challenges faced by students at Biskra University, particularly those in the Faculty of Science and Technology, during English Medium Instruction (EMI) exams. As EMI continues to be adopted across higher education institutions, students who are not yet fluent in English often encounter significant difficulties in comprehending exam questions, which may hinder their academic performance. This study uses a 20-item multiple-choice survey administered to 60 undergraduate students to assess the impact of language barriers on student performance and to identify strategies students use to navigate EMI exams. The survey explores various aspects, including the clarity of exam questions, time management, use of contextual guessing, and student perceptions of fairness in the exams. The study reveals that a significant number of students struggle with language complexity in exam questions, particularly in technical subjects, which affects their ability to demonstrate their knowledge effectively. The findings suggest that teachers play a crucial role in mitigating these challenges. Based on student feedback, the study proposes several recommendations for improving assessment practices in EMI contexts. These include simplifying the language used in exam questions, providing clearer instructions, integrating more practice exams into the curriculum, offering additional language support, and allowing extra time for students who may need it. By implementing these strategies, teachers can help ensure that exams more accurately assess students' subject knowledge rather than their language proficiency. Eventually, this research aims to inform the development of fairer, more inclusive assessment practices that account for both academic content and the language proficiency of students, fostering an equitable learning environment in EMI contexts.

Using CLIL for Knowledge Transmission and Acquisition in Computer Engineering Science: The Case of IoT (Internet of Things)

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Abstract: Scientific and technical domains require the use of English for several purposes. In computer engineering science, for example, teachers and researchers use English as a foreign language for bibliographical research and publication of their scientific papers, mainly in international journals. Likewise, students need to improve their linguistic skills in English because computer engineering science subjects such as artificial intelligence, data structures & algorithms, software engineering, coding and computer architecture require the use of English. For this, we emphasise the use of English as a medium for subject learning. In other words, this presentation shows the significance of using English as a medium for learning and elaborating research in computer engineering science. This paper demonstrates the use of English as a medium for knowledge transmission and acquisition in the domain of Internet of Things (IoT) using Content and Language Integrated Learning as an approach CLIL. It concludes that the CLIL is a promising approach that can ensure a successful learning/teaching experience among both IoT learners and teachers.

Teaching Civilization in EMI: Connecting Language, Culture, and Identity in Algerian Classrooms

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Abstract: The transition to English as the medium of instruction (EMI) in Algerian universities goes beyond merely changing the language of teaching; it involves reshaping how students engage with knowledge, culture, and identity. This paper delves into how civilization courses can facilitate this transition by providing students with a comprehensive, contextual link between their linguistic heritage and the global academic community. By incorporating narratives of past civilizations, historical accounts, and cultural exchanges—from Algerian and Arab-Islamic history to wider world traditions—students can perceive English not as an external imposition but as an integral part of an ongoing dialogue between cultures. This method enhances the engagement of learning, instills a sense of belonging in academic discourse, and hones students' critical thinking and communication skills. The implementation of English as the medium of instruction (EMI) in Algerian universities should go beyond mere language learning; it should also promote cultural awareness, enabling students to embrace their own identities while engaging with a world that is increasingly interconnected. By integrating civilization into EMI, education can become more relevant, meaningful, and inspiring for the upcoming generation of Algerian scholars.

The Engaged Learner: Embracing Active Learning

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Abstract: The field of education witnessed the rise and the fall of a variety of teaching methods and approaches which led to the shift in the teachers and learners' responsibilities or what is commonly known as a shift from the" teacher centered approach" to "the learner centered approach". The aim of this study is to trace the change in teaching and learning methodologies and focuses on the most innovative teaching methodologies that engage students in the learning process. The study focuses on Active learning strategies as an approach to instruction that engages students in the learning process and emphasises student participation and interaction as an alternative to the traditional teaching. Inquiry learning, problem based learning, project based learning, flipped classrooms, and collaborative learning are the main strategies that help engage students, motivate them and prepare them for the challenges of the 21st century. In addition, the study aims to address the main challenges that impede their implementation.

Rethinking EMI Assessment in Algerian Higher Education: Measuring Content Mastery beyond Language Proficiency

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Abstract: The overarching aim of this study is to examine the effect of outweighing measurement of content mastery beyond language proficiency in Algerian higher education. The participants of this academic inquiry are teachers who strive to ameliorate the process of teaching, learning, and assessment of pedagogical practices, solely through language instruction. To ascertain this aim, a quantitative approach is employed. The data gathered via an online questionnaire, which encompasses a set of questions examining the impact of EMI on participants' language skills and disciplinary knowledge. Hence, the key questions center on what, who, and why assessment plays a significant role in academia. The questionnaire was distributed to 30 participants selected randomly. The collected data was analyzed statistically. Despite the small size of the participants, the results underscore grappling answers regarding the vital role of EMI assessment in higher education, as it aims to enhance global competitiveness and research visibility. Most teachers hold a positive attitude toward EMI assessment as a bolster of content acquisition, motivation, interest, and effective performance. However, few educators unveil the vital role of balanced assessment, particularly testing content abreast of language to leverage comprehension and proficiency, measuring solely the content impact on communicative competence, and language skills. The implementation of EMI in Algerian higher education demands vigilant and viable tools, mainly enhancing subject teachers' training, collaboration, and synergy effort with ESP teachers, which endow contextualised assessment to ensure validated measurement.

Language Proficiency and Content Acquisition

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Abstract: The adoption of EMI has introduced both prospects and difficulties for Algerian higher education institutions, particularly in disciplines such as economics. This research explores the influence of this transition on students' grasp of academic content and their capacity to engage effectively in English-mediated learning environments. An online questionnaire was distributed to first-year Master's students in Finance and Accounting at the University of Batna 1, aiming to capture their perceptions, English language skills, and the obstacles encountered throughout their academic development. The findings revealed varied experiences. While a significant number of participants expressed concerns over insufficient vocabulary, challenges in comprehending lectures, and the absence of tailored linguistic support, many still viewed English instruction positively, recognising its value for both academic success and career advancement. Additionally, some students noted greater difficulty in understanding fundamental economic principles when these are delivered in a language not previously used in their education. The data reveal the necessity of equipping instructors to effectively align language teaching with subject-specific content; this includes strategies such as ESP and Integrated Content and Language in Higher Education (ICLHE) to support improved pedagogical outcomes and facilitate student adaptation in EMI contexts.

EMI Implementation in Algerian Higher Education

Exploring Teachers' Attitudes toward the Implementation of EMI in Algerian Higher Education

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Abstract: English has become the dominant language in today's world. It is widely recognised as one of the most commonly spoken language globally and is extensively learned as a second and foreign language. As a result, it has earned its reputation as the language of practical application .English is not only limited to business and economic realms but also plays a significant role in education and academics worldwide. Its global reach has facilitated its contribution to the advancement of the education sector. The present communication investigates the integration of English as a medium of instruction in scientific majors at Algerian universities. The main objective is to reveal the reasons behind integrating English in higher education and challenges faced during its integration process. Additionally, it seeks to examine the teachers' attitudes toward such implementation. The present study is based on exploratory research method, employing onsite interview with 7 university teachers at the faculty of science and technology at Sidi Bel Abbes University, The main questions raised in this paper are: 1- Why has English been implemented as a medium of instruction for scientific majors at the Algerian university? 2- What are the Algerian teachers' attitudes toward this process of English implementation? 3- What are the major challenges and obstacles that hinder the incorporation of EMI?

Enhancing EMI Implementation through AI: A CLIL-Based Approach in Algerian Higher Education

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Abstract: In the context of Algeria's multilingual educational landscape, the implementation of English as a Medium of Instruction (EMI) in higher education presents both opportunities and challenges. This study investigates how Artificial Intelligence (AI) can enhance EMI practices through a Content and Language Integrated Learning (CLIL) framework, with a particular focus on Algerian tertiary institutions. The central research question guiding this study is: How can AI-driven tools and strategies support the effective implementation of EMI through a CLIL-based approach in Algerian higher education? By examining current EMI policies, institutional readiness, and AI applications in language and content integration, the research aims to identify best practices for AI-assisted instruction, teacher training, and curriculum development. Drawing on qualitative case studies and policy analysis, the study proposes a model for leveraging AI to bridge linguistic gaps, personalise learning, and foster academic achievement in EMI settings. It concludes by offering policy recommendations tailored to the Algerian context, promoting an inclusive, data-informed, and pedagogically sound implementation of EMI in higher education.

From French to English: Evaluating the EMI Experience at M`Hamed Bougara University of Boumerdes

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Abstract: The introduction of English as the medium of instruction (EMI) in the Algerian tertiary education was a sudden forced decision, which placed most of the teachers in a critical state of unpreparedness while dealing with the adaptation and performance of courses in English, a language not commanded well by some. This study examines the reception of this decision by the University of Boumerdes teachers, pointing out the advantages of using the language and the problems they face at the pedagogical level. A purposive sample of 225 teachers from the different technical departments of M`hamed Bougara University of Boumerdes was selected to complete a 15-question online questionnaire. Data analysis revealed the teachers` perception of EMI`s capability to enhance students` exposure to global knowledge, international norms, and prospects. The teachers also point out serious challenges, including a lack of adequate English competency among teachers and students and inadequate training in EMI pedagogy. The domination of French in most areas of study also complicates the transition further, creating resistance among a number of the students and teachers. Concern also is students' comprehension and involvement in English-teaching courses that recognise the need for effective pedagogical measures. To tackle these issues, teachers suggest the phase-by-phase execution of EMI with teacher professional development programs, language assistance facilities, and mixed learning approaches. They emphasise the importance of a balance between leveling EMI with teachers' and students` linguistic realities to keep higher education away from accessibility inequities. The study concludes that while EMI holds large prospects for Algerian universities, the success of such initiatives depends on careful planning, investments in teacher professional development, and policies that should be more receptive to teachers` and students` views on the matter.

Considering EMI in Algerian Higher Education Institutions

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Abstract: Driven by globalisation, academic competitiveness, and the increasing predominance of English as the lingua franca of research and innovation, the integration of English Medium Instruction (EMI) in Algerian higher education marks a fundamental change in language policy. But this change is more than just a language one; it's a complicated sociopolitical and educational phenomena with considerable theoretical thought needed. Grounded on the frameworks of language policy and planning (LPP) and the sociolinguistics of globalisation, this research critically explores the incentives, constraints, and ideological underpinnings of EMI in Algeria. Proponents contend that EMI promotes academic excellence and globalisation, while detractors warn of cognitive overload, language imperialism, and growing educational inequality. Furthermore, Algerian society's diglossic character—where Arabic, French, and English interact inside a complex linguistic hierarchy—offers special difficulties for EMI's application and efficiency. This work clarifies possible paths for Algeria by investigating worldwide EMI models and their theoretical consequences, therefore supporting a contextually grounded, equity-driven strategy. The study ultimately contends that EMI should be embraced as a properly crafted, research-informed strategy that fits national educational goals, teacher preparation, and student needs rather than as a just policy trend.

The Implementation of English as Medium of Instruction in the Algerian Higher Education: A Systematic Literature Review

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Abstract: In response to the recent Englishisation initiative, the Algerian authorities have been working diligently to promote English as a medium of instruction (EMI) in higher education settings. This growing trend has been implemented for teaching and learning various specialised domains at the Algerian tertiary level since 2022. This study presents a systematic literature review (SLR) to explore the results of analysing relevant research articles regarding the use of EMI in the Algerian tertiary classrooms. It primarily aims to elucidate the prevailing perceptions of non-English speaking students and teachers in different domains vis-à-vis the inclusion of this teaching model within the Algerian educational context. It also seeks to shed light on its advantages and drawbacks in the Algerian student learning and teaching sphere. This study employed a descriptive-qualitative approach. The data were collected from six research articles from electronic databases (ASJP, Google Scholar, Research Gate…) related to the study objective. Subsequently, a qualitative data analysis, comprising data reduction, data display, and conclusion drawing, was utilised to examine the data. The findings revealed that although there is a consensus among researchers about the effectiveness of adapting EMI in Algerian higher education, manifested through positive attitudes found across the six studies, many participants report significant challenges, which may hinder the effective implementation of EMI as a robust framework for delivering academic subjects in higher education contexts. In conclusion, this study calls upon decision makers and researchers to provide additional strategies and ideas to maximise the utilisation of EMI in different fields of specialisation

The Implementation of English as a Medium of Instruction (EM I) in Algerian Higher Education Institutions from Teachers' Lens

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Abstract: Recently, globalisation has significantly changed every aspect of people's life worldwide, with English becoming a primary language of scientific discourse. Many non-English speaking nations have adopted English as a Medium of Instruction (EMI) as a way to improve their students' English language skills and get them ready for the global economy. Accordingly, all universities in Algeria have lately adopted EMI, but there have been several obstacles to its implementation. This study is to investigate Algerian higher education teachers' viewpoints on the application of EMI. Data were collected through a Semi-structured interview conducted with fifteen Algerian teachers in the department of Commercial Sciences at Khemis Miliana University. The findings show that, while EMI can help students enhance their English language skills and gain access to international academic resources, it faces major implementation obstacles. The findings have significance for policymakers and educators in Algeria and other non-English-speaking countries where EMI is being implemented or discussed.

Assessing the Impact of EMI on Academic Performance and Engagement in Algerian Higher Education: A Quantitative Study

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Abstract: As Algeria gradually transitions toward implementing English as an alternative Medium of Instruction (EMI) in higher education, especially in science and technology programs, questions about its efficiency and its educational experience for students in the academic context are being explored. This quantitative study looks at the relationships between EMI, student academic performance, and student engagement in classroom contexts for science (S), technology (T), engineering (E) and mathematics (M) at two key Algerian universities. Data were collected from 150 undergraduate students who participated in a questionnaire which assessed the extent of their exposure to EMI, their self-assessed academic performance, and their level of engagement throughout their studies. Statistical analysis employing multiple regression and analysis of variance (ANOVA) reveals that higher levels of EMI exposure corresponded positively with academic performance for students with an intermediate / high level of English language proficiency. Engagement levels were also significantly associated with the clarity of the instruction and instructors' self-reported language proficiency. In conclusion, the findings imply that while using EMI with students' holds promise for improving global competitiveness, success is mediated by student readiness and the universities' facilitation of the use of EMI. Recommendations are offered for improving aspects of the provision of EMI through appropriate forms of language training and for enhancing the language pedagogy.

EMI Implementation in Algerian Higher Education

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Abstract: Globalisation and internationalisation have led to an increase in the use of content teaching in English, also known as English as a medium of instruction (EMI), especially in educational institutions that accept foreign faculty members, researchers, and students from diverse linguistic backgrounds. In Algeria, universities have recently been exposed to EMI although there have been a number of difficulties with its implementation. This study aims to explore the perspectives of Algerian higher education teachers regarding the curriculum design in EMI. Data were gathered through semi-structured interviews with six Algerian teachers who teach at CIEL of Blida 2 University. The findings indicate that Syllabus design for EMI training is a "hard task", requiring an exploratory approach to course development. A number of factors are relevant to the design of the syllabus, including the needs of the learners and their previous teaching experience, their language abilities, the target pedagogical competences, and the institutional setting.

The Role of EMI in Shaping Critical Thinking Skills: Perspectives of English Lecturers at the University of 08 Mai 1945, Guelma

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Abstract: This study examines how English as a Medium of Instruction (EMI) influences the development of critical thinking skills among students in the Department of English at the University of 08 Mai 1945, Guelma. While EMI is often associated with improved language proficiency, its impact on students' analytical and reasoning abilities remains underexplored. This research investigates English lecturers' perspectives on whether EMI enhances or hinders students' ability to engage in higher-order thinking processes, such as evaluation, synthesis, and problem-solving. Findings reveal that EMI fosters critical thinking by exposing students to diverse academic resources, encouraging independent learning, and promoting engagement with complex ideas in English. Lecturers report that students demonstrate greater cognitive flexibility when analyzing texts, debating concepts, and applying theories. However, linguistic challenges such as limited vocabulary, difficulty in articulating arguments, and struggles with academic writing often hinder students from fully expressing their analytical abilities. To address these challenges, lecturers adopt scaffolding techniques, such as interactive discussions, problem-based learning, and guided questioning, to support students in developing and articulating critical arguments. Additionally, they emphasise the need for EMI-specific pedagogical training to enhance instructional strategies that balance language acquisition with cognitive skill development. The study concludes that while EMI presents both opportunities and obstacles, it ultimately contributes to the advancement of students' critical thinking skills, provided that linguistic barriers are adequately managed. It recommends curriculum adjustments, increased faculty training, and innovative teaching methods to maximise EMI's effectiveness in Algerian higher education.

Has Language Become an End Rather Than a Tool? Examining EMI Adoption in Algeria

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Abstract: The adoption of English as a Medium of Instruction (EMI) in Algerian higher education has been framed as a strategic move toward internationalisation and academic advancement. However, this shift raises a fundamental question: has language become an end in itself rather than a tool for knowledge dissemination? This presentation critically examines the implementation of EMI in Algeria, exploring whether the focus on English is facilitating or overshadowing pedagogical and disciplinary objectives. Drawing on policy documents, institutional practices, and faculty perspectives, the study investigates the extent to which EMI enhances academic accessibility, fosters research collaboration, and meets students' learning needs. It also interrogates the challenges posed by this transition, including linguistic preparedness, teaching quality, and the risk of superficial Anglicisation. By positioning EMI within the broader sociolinguistic and educational landscape of Algeria, this discussion aims to move beyond the dichotomy of linguistic prestige and practical utility. Ultimately, the presentation calls for a balanced approach where English serves as a functional medium rather than a symbolic objective, ensuring that its adoption genuinely contributes to educational and professional development rather than merely signaling global alignment.

Exploring students' attitudes toward English as a medium of instruction and their perceived challenges. Case of doctoral engineering students at école supérieure en science et technologies de l'informatiques et du numérique (ESTIN)

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Abstract: In order to keep pace with the world's developments in all the domains, Algerian higher education has shifted to the implementation if English as medium of instruction (EMI). This study aims at exploring students' attitudes towards EMI and their perceived challenges. To reach this aim, a mixed-methods design is employed. Data are collected through surveys and semi-structured interviews with doctoral engineering students at ESTIN. The results revealed a spectrum of attitudes ranging from optimism to pessimism. Some of the participants recognised EMI's potential to enhance their language skills and career prospects while others have concerns about comprehension difficulties and academic performance. Key challenges identifies include limited English proficiency mainly in terms of oral and written communication and limited time. The disparity between students' aspirations and the practical barriers they face in EMI approach are highlighted in this study. Therefore, this paper proposes a set of strategies such as enhanced language training and context-specific instructional adaptations to align students' needs and capacities.

Investigating the Impact of the Implementation of EMI in Algerian Higher Education on Teachers' Instruction Approaches: Case Study of Djelfa University

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Abstract: The adoption of English as a Medium of Instruction (EMI) has become increasingly common in non-Anglophone countries as a strategic means of enhancing students' English language proficiency and preparing them for global academic and professional engagement. In Algeria, EMI has been recently introduced across many higher education institutions, aiming to foster an international academic profile and strengthen global partnerships. However, this policy shift raises important questions about its influence on classroom teaching practices. This study investigates the impact of EMI implementation in Algerian higher education on teachers' instructional approaches, with a particular focus on Djelfa University as a case study. Using a mixed-methods research design, data will be collected from university instructors through semi-structured interviews and surveys. Participants include content-area faculty currently delivering instruction in English. The findings aim to reveal how EMI affects lesson planning, teaching strategies, and teacher-student interaction.

Exploring Algerian University Teachers' Perceptions of Using Mobile Applications to Enhance Academic Vocabulary in EMI Contexts.

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Abstract: In an era defined by rapid technological advancement, innovative approaches have been applied in the Algerian higher education to adapt to recent educational reforms through innovative methods such as English as a Medium of Instruction (EMI).EMI is not only a policy shift, yet, it represents a daily classroom reality for many university teachers. However, there is a remarkable shortage in teachers' equipment to develop their proficiency in English language. This study is concerned with exploring Algerian higher education teachers' perceptions of using mobile applications to enhance English Language in EMI context particularly in disciplines such as science and technology, psychology medicines and economy. The primary research question guiding this study is: How do Algerian University teachers perceive the use of mobile applications for enhancing English Language acquisition in EMI contexts? Preliminary expectations suggest that while teachers may recognise the potential of mobile tools in improving English Language, factors such as digital literacy, institutional support and content relevance may influence their acceptance. The research will employ a qualitative approach using a structured questionnaire addressed to university teachers. Findings are anticipated to offer insights into teacher readiness potential pedagogical integration, and necessary support for implementing mobile learning in EMI programs. This study contributes in understanding how mobile technology can improve English Language Proficiency while lecturing in EMI contexts and promotes informed decision-making in EMI pedagogy across Algerian universities.

The Role of Questionnaires in Meeting the Linguistic Needs of History Doctoral Students

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Abstract: English for Specific Purposes (ESP) courses are essential in addressing the language needs of learners within particular academic or professional settings. This study examines the effectiveness of using questionnaires as a methodological tool in designing ESP curricula, with a focus on History doctoral students at the University of Guelma during the spring of 2022. It explores how questionnaires helped customise the course to align with the learners' specific linguistic requirements and evaluates the influence of learner-centered instructional methods and materials on the course's overall effectiveness. Additionally, the research assesses the extent to which the course met its language learning objectives through both qualitative and quantitative analysis, utilizing pre- and post-course questionnaires and interviews. The results indicate that integrating questionnaires with learner-focused approaches in ESP course design enhances language acquisition in targeted contexts, providing valuable insights into the development and evaluation of ESP programs tailored to learners' needs.

Pedagogical Practices and Challenges in EMI Implementation at Algerian Universities: Insights from the Algerian Experience

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Abstract: In efforts to operationalise the government's strategic decision of expanding English language use in higher education. Many universities are launching trainings and workshop series in order to meet the language needs of each university and enhance teaching excellence. The adoption of English-Medium Instruction in Algerian universities is increasingly shaping higher education. This paper explores some of the teaching approaches employed in EMI settings, emphasizing strategies that integrate content and language learning, while addressing both academic and linguistic challenges. The study opts for a descriptive method that uses an online questionnaire for Biskra university teachers of English. The questionnaire is designed to collect data from teachers about their experiences with EMI and their suggestions for future use. The results obtained reveals both positives as well as drawbacks of this instruction. Despite the promising benefits, such as enhanced global competitiveness and access to international research, challenges like varying levels of English proficiency and faculty preparedness remain. The paper argues for a context-sensitive approach that blends traditional teaching methods with innovative practices, aiming to create an inclusive and effective EMI environment for Algerian students. The goal is to provide insights into how Algerian universities can effectively implement EMI while overcoming potential barriers. With proper faculty training, student support, and institutional commitment, EMI has the potential to significantly enhance Algerian higher education, aligning it with international academic standards.

The Role of Communication Strategies in Enhancing Student Comprehension in EMI Classrooms: Scholarly Perspectives

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Abstract: Research shows that both students and teachers lean on a variety of communication strategies to fill language gaps in EMI classrooms. Instructors tend to use methods such as simplification, repeating key points, dabbling in code-switching, engaging in translanguaging, and even incorporating different multimodal aids (Macaro, 2018; Kress & van Leeuwen, 2001) — while students, in most cases, rely on asking for clarifications, seeking a bit of peer support, and concentrating selectively on parts of lessons (Dörnyei, 1995; Vygotsky, 1978). Even if these tactics often help, there are still issues; for example, academic language sometimes gets oversimplified, strategy use can be uneven across different subjects, and teacher training is not always up to par (Kirkpatrick, 2017; Dafouz & Smit, 2020). In general, this review also hints at gaps in our understanding — like how digital tools come into play, what the long-term effects on language competence might be, and how effective teachers' preparation courses really are in EMI settings. All in all, by piecing together findings from various studies, this work deepens our grasp of how communication strategies might boost learning in EMI contexts and suggests promising avenues for future classroom improvements and research.

Learner Autonomy in EMI: What Research Says and What Classrooms Reveal?

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Abstract: While the emphasis on Learner Autonomy (LA) and English as a Medium of Instruction (EMI) are recently both receiving much attention in higher education globally, research on these areas has largely remained independent. This paper aimed to explore the importance given to LA, and consequently, the extent to which student engagement is prioritised by EMI teachers at the Department of Technology, University of Jijel, Algeria. More specifically, it focuses on understanding teachers' existing familiarity with LA and the potential barriers they might face in fostering autonomous learning. To this end, a questionnaire, made up of mostly closed questions in addition to some open ones, is designed and administered. Data are also collected by asking the following sub-questions: (1) How familiar do EMI teachers consider themselves with learner autonomy? (2) What perspectives do teachers have on the role of learner autonomy in the EMI context? Findings revealed a lack of understanding and prior exposure the concept of learner autonomy, and the continued influence of traditional teacher-centered practices, which often prioritise teacher delivery over active student involvement. The study underscores the need for targeted professional development programs to introduce LA concepts and equip EMI teachers in Algeria with the necessary skills and resources for effective LA integration.

EMI Teacher Training and Required Competencies

EMI Professional Development in Algeria: KEY CHALLENGES

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Abstract: As Algeria increasingly adopts English Medium Instruction (EMI) in its higher educational institutions to align with global academic trends and improve graduate competitiveness, the need for systematic professional development of EMI instructors becomes crucial. This study explores the state of EMI professional development in Algerian universities, identifying key challenges, institutional gaps, and the support structures required for successful EMI implementation. We noticed a growing interest in EMI among university instructors, yet we highlight several pressing issues: insufficient training in English for Academic Purposes (EAP), a lack of pedagogical guidance for teaching content through English, and limited institutional incentives or resources for university development. Most instructors have not received formal EMI training and report difficulty in managing both language demands and subject-specific instruction effectively. The presentation underscores the urgent need for a national EMI professional development framework that includes language upgrading courses, EMI-specific pedagogy training, and continuous mentoring. We advocate for the creation of EMI centers of excellence and inter-university collaboration to build sustainable models for teacher professional development. Without such measures, EMI risks being implemented superficially, potentially hindering student learning and undermining broader educational reform goals.

The Effectiveness of Mini-Workshops for EMI Teacher Development

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Abstract: In Algerian higher education, English Medium Instruction (EMI) has become an emerging trend, with the adoption of the new transitioning from Arabic/French languages instruction to English-based courses for various academic disciplines. This shift caused many challenges for teachers who often excel in subject content but may lack extensive English skills proficiency or specialised training in EMI pedagogy. This research work examines the tension between language competence and content expertise, underlining strategies for effective teacher development in EMI contexts. Focusing on the Algerian university landscape, we discuss policy stakeholders, institutional readiness, and faculty development needs. We propose an integrated framework that highlights sustainable professional development, targeted language support, and pedagogical innovations that allow instructors to relate their content expertise even as they enhance their competencies in English. So, aligning the national policy with continuous teacher training, EMI in the Algerian universities can be successfully enhanced.

Bridging the Gap: Enhancing EMI Teacher Training for Effective Content Delivery in Algerian Higher Education

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Abstract: As English Medium Instruction (EMI) becomes increasingly prevalent in Algerian higher education, the demand for adequately trained teachers capable of delivering content effectively in English has surged. This study investigates the current state of EMI teacher preparedness in Algeria, focusing on the linguistic and pedagogical competencies required for successful implementation. Through qualitative insights gathered from Algerian university teachers, the research identifies key challenges faced in EMI classrooms, including language barriers, limited access to training programs, and a lack of institutional support. The study employs a mixed-methods approach, combining surveys, interviews, and classroom observations to provide a comprehensive understanding of the issues at hand. Findings reveal that while many teachers possess strong content knowledge, they often struggle with language proficiency and effective pedagogical strategies for EMI contexts. The research also highlights the critical role of continuous professional development in equipping teachers with the tools needed for effective instruction.

Enhancing Teaching Effectiveness in Multilingual Classrooms

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Abstract: More universities around the world are using English-Medium Instruction (EMI) to help students connect globally, and improve their job prospects. However, many EMI instructors, despite being experts in their fields, have not received specialised training to teach their subjects in English. Consequently, new research highlights the critical need of providing educators with training in both language competency and efficient EMI pedagogical practices. This presentation examines the importance of EMI teacher training in overcoming linguistic and cultural challenges. It highlights the need for ongoing professional development and strong institutional policies to improve EMI and enhance students' learning.

EMI Instructor Training in Algerian Universities: A Systematic Review

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Abstract: The growing implementation of English as a Medium of Instruction (EMI) in Algerian universities marks a critical shift in language policy aimed at internationalisation and improved global competitiveness. However, this linguistic transition presents significant challenges, particularly for university instructors who are often unprepared to deliver content effectively in English. This systematic review synthesises current research on EMI-related professional development programs for higher education instructors in Algeria, examining their structure, effectiveness, and alignment with global best practices. Drawing on databases such as Scopus, ERIC, and Google Scholar, the review identifies and analyses peer-reviewed articles, conference proceedings, and institutional reports published between 2020 and 2024. Using thematic coding and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, the study categorises the findings into three main areas: instructor language proficiency, pedagogical adaptation, and institutional support mechanisms. The review reveals that most existing training initiatives are fragmented, short-term, and lack contextualisation to the Algerian academic environment. Furthermore, there is limited integration of evidence-based models such as CLIL (Content and Language Integrated Learning) or the TPACK framework (Technological Pedagogical Content Knowledge). While some universities have launched pilot programs, their scalability and sustainability remain uncertain due to resource constraints and policy ambiguity. This review underscores the urgent need for a comprehensive national strategy that combines language enhancement, subject-specific pedagogy, and ongoing institutional support. It contributes to the broader discourse on EMI in non-Anglophone contexts by highlighting critical gaps and offering recommendations for more effective instructor development pathways in Algeria.

Teaching through English: Core competencies and training needs for EMI instructors

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Abstract: The implementation of English as a Medium of Instruction has been widely recognised in non-English speaking tertiary educational systems. Thus, teachers' readiness has been immensely investigated as their role becomes central to its success. This paper explores the required competencies for effective EMI teaching particularly in Algerian higher education and the necessity for professional training frameworks supporting this transition. Drawing on recent literature and case studies. It highlights key areas such as linguistic proficiency, pedagogical adaptability and intercultural awareness. This paper also examines teachers' ability to scaffold content in English as the challenges increased particularly in contexts where English is not the first language. It also draws attention to the importance of ongoing professional development tailored for EMI needs. This study contributes to the development of context strategies for improving teaching quality in English-medium environments. The findings offer practical implications for policy makers, curriculum designers and institutions seeking to implement EMI effectively and equitably.