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Republic of Algeria**

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Faculty of Letters and Languages

Department of English

**Exploring Teachers' Perceptions towards the Implementation of
English as a Medium of Instruction in the Department of Economics
at Ghardaïa University**

*Dissertation submitted to University of Ghardaia for obtaining the Master's degree
in Didactics*

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DEDICATION

In the name of Allah

[سورة هود-٨٨] ﴿وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ﴾

Without god's guidance and help, I would not have been able to complete this work.

This achievement is dedicated with sincere gratitude to:

The light of my life, the source of my inspiration, strength and safe haven to my beloved parents.

*To my beloved maternal grandparents **MAAMAR** and **HOURIA**.*

*To my dear parental grandparents **ABD-EL-KADER** and **KHEIRA***

May God have mercy on them.

*To the flowers that brighten my life **AMINA**, **FATIMA**, **GHOFRANE** and **LAYANE**; my cherished sisters.*

*To the apple of my eye **MOHEMMED SAFI E RAHMANE**, my loved brother.*

*To my dear aunts **YASMINE** and **HANANE**, to my brother **TAHER**.*

*To the soul of my beloved aunt "**NADJAT BEN ABD EDAIM**" who passed away and left a deep mark on my heart.*

To my patient, optimistic and determined self, so proud of you for staying strong.

To all my family, friends and everyone who has helped me on this journey

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﴿وَأَخِرُ دَعْوَاهُمْ أَنْ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ﴾ (يونس: 10)

Abstract:

This study addresses a critical pedagogical issue currently reshaping Algerian higher education: the growing shift toward English as a Medium of Instruction (EMI) at the tertiary level. Despite national policy orientations promoting EMI, little is known about how instructors in non-language departments perceive and experience this transition in practice. This study therefore aims to explore the perceptions of teachers in the Department of Economics at Ghardaïa University towards the implementation of EMI. To achieve this, a mixed-methods approach was adopted, combining questionnaires and semi-structured interviews with Economics instructors. The findings revealed that many instructors held positive attitudes and valued EMI for the potential benefits it promises, such as internationalization, globalization, and the opportunities offered to both students and teachers. However, they also reported considerable challenges, including limited English proficiency, lack of pedagogical training, students' low comprehension, and insufficient institutional support. These findings carry important pedagogical implications: educational policymakers are urged to reconsider current EMI policies, while institutions are recommended to provide targeted training and sustained support to enhance teachers' classroom practices.

Key words:

Algerian higher education, challenge, Economics department, EMI (English medium instruction), instructor's' perceptions.

Résumé :

Cette étude aborde une problématique pédagogique cruciale qui redessine actuellement le paysage de l'enseignement supérieur algérien : le basculement croissant vers l'anglais comme langue d'enseignement (EMI) au niveau universitaire. Malgré les orientations politiques nationales promouvant l'EMI, on sait encore peu de choses sur la façon dont les enseignants des départements non linguistiques perçoivent et vivent cette transition dans la pratique. La présente étude vise donc à explorer les perceptions des enseignants du Département d'Économie de l'Université de Ghardaïa à l'égard de la mise en œuvre de l'EMI. Pour ce faire, une approche mixte a été adoptée, combinant des questionnaires et des entretiens semi-directifs menés auprès des enseignants du département. Les résultats ont révélé que de nombreux enseignants affichaient des attitudes positives et valorisaient l'EMI pour les avantages potentiels qu'il offre, tels que l'internationalisation, la mondialisation et les opportunités proposées tant aux étudiants qu'aux enseignants. Cependant, ils ont également signalé des défis considérables, notamment une maîtrise limitée de l'anglais, un manque de formation pédagogique, une faible compréhension de la part des étudiants et un soutien institutionnel insuffisant. Ces résultats comportent d'importantes implications pédagogiques : les décideurs en matière d'éducation sont invités à reconsidérer les politiques EMI actuelles, tandis qu'il est recommandé aux institutions de fournir une formation ciblée et un soutien soutenu afin de renforcer les pratiques d'enseignement des professeurs.

Les mots clé: Enseignement supérieur algérien, EMI (Enseignement en Langue Anglaise), département d'économie, défis, perceptions des enseignants.

الملخص:

تتناول هذه الدراسة إشكالية بيداغوجية محورية تعيد رسم ملامح التعليم العالي الجزائري: التحوّل المتنامي نحو اعتماد اللغة الإنجليزية وسيطاً للتدريس (EMI) على المستوى الجامعي. وعلى الرغم من التوجهات السياسية الوطنية الداعية إلى تبني هذا النهج، يبقى فهمنا محدوداً لكيفية إدراك الأساتذة في الأقسام غير اللغوية لهذا التحوّل وتجربتهم إياه على أرض الواقع. لذلك، تسعى هذه الدراسة إلى استكشاف تصورات أساتذة قسم الاقتصاد بجامعة غرداية إزاء تطبيق التدريس بالإنجليزية. ولتحقيق هذا الهدف، اعتمد منهج مختلط يجمع بين الاستبيانات والمقابلات شبه الموجهة مع أساتذة القسم. وكشفت النتائج أن كثيراً من الأساتذة يحملون مواقف إيجابية ويُقدّرون هذا النهج لما يتيح من مزايا، كالانفتاح على العالمية والعولمة والفرص المتاحة لكلّ من الطلاب والأساتذة. غير أنهم أبدوا في الوقت ذاته تحفظات جدية إزاء تحديات جوهرية، تشمل: ضعف الكفاءة اللغوية في الإنجليزية، وغياب التكوين البيداغوجي، وتدني مستوى الفهم لدى الطلاب، وشحّ الدعم المؤسسي. وتحمل هذه النتائج دلالات بيداغوجية بالغة الأهمية: إذ يُحثّ صانعو السياسات التعليمية على إعادة النظر في السياسات المعتمدة حالياً، فيما يُوصى بأن تُوفّر المؤسسات تكويناً مستهدفاً ودعماً مستداماً لتعزيز الممارسات التدريسية لدى الأساتذة.

الكلمات المفتاحية: التعليم العالي الجزائري، التحديات، التعليم باللغة الإنجليزية، تصورات المحاضرين، قسم الاقتصاد.

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LIST OF ABBREVIATIONS

EMI: English as medium of instruction.

EFL: English as a foreign language.

CLIL: content and language integrated learning.

ICLHE: integrated content and language in higher education.

EMEMUS: English-medium education in multilingual university settings.

STEM: science, technology, engineering, and mathematics.

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General Introduction

General introduction

1.1. Research background:

The global spread of English has fundamentally reshaped higher education systems worldwide. As Crystal (2003) demonstrates, the rise of English as a global lingua franca has prompted widespread Englishization across universities, governments, and media, often at the expense of local languages. Focusing on the academic sphere, we observe that this sector has been significantly affected by this growing trend toward English, as English has become the backbone of scientific research. Galloway and McKinley (2021) refer to “Englishization” as the process by which English becomes the dominant medium of instruction, replacing or marginalizing local languages in academic and professional fields.

In this regard, many universities around the world have adopted a new educational approach known as **English as a Medium of Instruction (EMI)**, whereby academic subjects are taught through English, particularly in non-English-speaking contexts where English is neither the first nor the official language of instruction (Dearden, 2014). This growing adoption is driven by a range of interconnected factors, including globalization, the internationalization of higher education, and the increasing demand for English-language competence in today's professional and academic world (Dearden, 2014; Macaro et al., 2018). The Algerian context is no exception to this global trend; however, the transition towards EMI in Algerian higher education is particularly significant and worthy of attention, given that it takes place within a rich and historically embedded multilingual reality. Unlike many other settings where a single dominant language has shaped academic life, Algerian higher education has long been constructed upon the coexistence of Arabic, French, and Tamazight as languages of instruction and communication, a complex linguistic landscape that makes the integration of English as a medium of instruction , particularly in scientific, technical, and economic disciplines part of

wider educational reform efforts aimed at aligning the national higher education system with international academic and scientific standards (Benrabah, 2013).

1.2. Statement of the problem

Despite the growing popularity of “EMI” in higher education, its implementation in non-English-speaking contexts like Algeria remains a challenging task, in some disciplines such as economics where the use of complex concepts and vocabulary is essential, the transition to EMI requires teachers to handle both content and students' language needs at the same time. This dual responsibility can be daunting, as most teachers are trained in their subject area rather than in language teaching. As a result, they may confront some difficulties in explaining complex concepts, support students' understanding and control classroom interaction. These challenges have been widely discussed in the literature on EMI, several studies have reported that teachers face different types of challenges when instructing in English particularly in EFL contexts (Richards & Pun, 2022). However, current literature in EMI has focused on students' experiences with limited attention to teachers' perspectives; moreover, few studies (if any) have examined these challenges within a specific context such as economics where the subject itself can make EMI a challenging task.

1.3. Research objectives:

This study aims to address the current scarcity of literature regarding the teachers' perspectives towards EMI within the Economic departments. Specifically, the study aims to identify the primary challenges lecturers face and evaluate their current level of preparedness for this instructional approach.

1.4. Research questions:

To achieve these objectives, the study is guided by these questions:

What are the perceptions and attitudes of Economics teachers at Ghardaia University towards implementing EMI in their department?

1- What are the main challenges and concerns reported by Economics lecturers when implementing EMI?

2- To what extent do Economics lecturers feel prepared to implement EMI effectively?

3- Based on these findings, what recommendations can be made to improve EMI implementation in the Economics department?

1.5. Significance of the study:

This research contributes to the growing body of EMI literature in higher education contexts. By shedding light on content-heavy discipline, this study aims to bridge the contextual gap by exploring EMI implementation in discipline specific departments such as Economics, from teachers' perspective where findings may offer insights that are both theoretically grounded and practically relevant to inform institutional language policy, pedagogical frameworks and teacher educators.

1.6. Structure of the dissertation:

This dissertation is divided into 03 chapters in addition to a general introduction and a general conclusion. The introduction aims to provide a background study about the research topic, with a clear presentation of research questions, problem, and aims. The first chapter presents the conceptual framework and global context of EMI. It also presents teachers' perceptions and challenges with the academic impact. The second chapter, details the methodology used to conduct this research. The third chapter presents and discusses the

findings of the research where the discussed findings plays a crucial role in answering the pre-asked questions. The dissertation, concludes with a general conclusion that summarizes the whole research addressing the main points in the study with recommendations for future research.

This thesis explores Economics teachers' perceptions towards the use of English as a medium of instruction (EMI), focusing on the linguistic, pedagogical, and institutional challenges they face. The study is set in the Algerian context, with the University of Ghardaïa serving as the case study for this research. With the recent political initiative aimed at introducing the English-medium instruction system in higher education, we observe that the trend toward "English as a medium of instruction" is gaining increasing acceptance; however, its implementation remains insufficiently studied in departments focused on specialized content, such as the Department of Economics.

Chapter one: literature Review

1. Introduction:

Over the past few decades, English has grown to become the most widely used language in education and international communication. It is now used as a common language by people from different parts of the world, regardless of their cultural and linguistic backgrounds. As a result, many universities have started using it as the language of instruction, a practice that is known as English as a Medium of Instruction (EMI). This approach has received a considerable attention from researchers and educators in recent years, as it brings both opportunities and challenges for those involved. Therefore, this chapter provides a theoretical foundation for this study by offering some key definitions for EMI and its emergence. The chapter also explores EMI in the Algerian context. Finally, the chapter examines Teachers' Perceptions towards EMI in the Algerian higher education, followed by an analysis of EMI benefits and challenges in the same context.

1.1. Definition of English as Medium of Instruction (EMI)

Researchers have defined (EMI) in various ways. Although these definitions share a common core idea, each one looks at EMI from a different perspective. One of the earliest and most widely cited definitions was offered by Dearden (2014), who described EMI as the use of English to teach academic subjects in countries where English is not the first language of most people. This definition was later adopted and built upon by Macaro (2018), who identified three key elements within it: English as the language of teaching, the academic Content to be delivered, and non-English-speaking (non-Anglophone) contexts in which this takes place. Importantly, both scholars agreed that the main goal of EMI is to teach subject-specific knowledge through English not to teach English itself. In other words, English is simply the tool used to deliver the content, not the subject being studied.

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Shortly after, Pecorari and Malmström (2018) offered a broader definition, describing EMI as teaching that takes place “in contexts where English is a foreign language or a second language for at least some of the learners and/or teachers.” (2018, p. 503). What makes this definition particularly valuable is that it goes beyond national boundaries and draws attention to the language situation of everyone in the classroom not just students, but teachers too. This means that teachers who use English to deliver their courses may also face some challenges and this reality is often overlooked in other definitions.

More recently, Dafouz and Gray (2022) defined EMI simply as “The use of English to teach academic subjects, other than English itself.” (2022, p.01). While this definition may appear straightforward, its significance lies in what it emphasizes: English is used to teach other disciplines such as economics, science or law. Dafouz and Gray (2022) also went further than earlier researchers by describing EMI as a complex educational, institutional and social practice. This practice shapes the professional identity of both teachers and learners, rather than being simply a language policy.

Most recently, Rose et al. (2023) defended Macaro's (2018, p. 19) definition of EMI as “The use of English to teach academic subjects (other than English itself) in countries where English is not the native language of the majority of the population.” Rather than proposing an entirely new definition, Rose et al. (2023) provided a research-informed argument for *maintaining* this existing definition against calls to broaden it, arguing that without a restricted and stable definition, cross-contextual EMI research risks producing misleading and incomparable findings. They also raised concerns about related concepts such as CLIL (Content and Language Integrated Learning), ICLHE (Integrating Content and Language in Higher Education), and EMEMUS (English-medium education in multilingual university settings), which are sometimes confused with EMI, and warned that this lack of clarity makes it difficult to compare research findings across different contexts.

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Looking at these definitions together, it is clear that they all share the same central idea: EMI is about using English as a vehicle for teaching academic content, not as a learning goal itself. However, each definition adds a layer of meaning. Dearden and Macaro established the foundation. Pecorari and Malmström expanded it to include the teacher's perspective. Dafouz and Gray deepened it by recognizing EMI as a social and institutional practice and Rose et al. pushed for a greater consistency in how the concept is used across research.

For the purpose of this study, Pecorari and Malmström (2018) definition is considered as the most appropriate definition for the Algerian context. In Algeria, most university teachers, particularly in fields such as economics are non-native speakers of the language and face real language difficulties when teaching through it. This definition is the only one explicitly acknowledges the linguistic challenges faced by teachers, not just students, making it the most realistic and relevant starting point for the present study.

1.2. The Emergence of EMI:

The emergence of EMI is linked to the colonial period particularly with the British territories as Britain was one of the most powerful forces in Europe, where English was established as an official language for administration, communication and formal education in these territories across Africa, Asia and the Middle East. After the withdrawal of the colonial powers where these territories gained their independence across the world such as Ghana, India and Pakistan, the EMI approach more specifically English language was still adopted within these countries as a heritage of the colonial administration (Richards & Pun, 2022).

Later, EMI has been widely spread across the parts of the world as it began to be adopted in several countries like Sweden, Japan, China, Korea and the Netherlands at different educational levels, presenting the second context of the emergence of EMI according to school subject, Even though these countries could use their own national language. The purpose

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behind choosing EMI programs is to internationalize their educational systems and to create opportunities for international students to study academic subjects through a globally recognized language which is English.

The emergence of EMI is, also closely tied to broader processes of globalization and the internationalization of higher education. As countries increasingly compete for talent, research funding, and visibility on the global stage, many governments and universities have adopted policies that explicitly promote or mandate EMI in selected programs or institutions (Breeze & Dafouz, 2017). Parallel to this top-down policy shift, English has become entrenched as a global lingua franca in academia, business, and science, which has further legitimized its use as a medium of instruction beyond traditional English-speaking countries (Byun et al., 2011; Galloway & McKinley, 2023)

Empirically, EMI instruction first gained significant scholarly attention in Europe during the 1990s and 2000s, especially in countries such as the Netherlands, Scandinavia, and Central Europe, where universities rapidly expanded English-taught programs to foster cross-border student mobility and research collaboration (Wilkinson, 2013). From Europe, the practice spread to East and Southeast Asia, the Middle East, Latin America, and parts of Africa, often through national-level higher-education reforms aimed at modernization, internationalization, and economic competitiveness (Byun et al., 2011; Galloway & McKinley, 2023). This expansion has triggered a growing body of research on EMI, examining its implementation, student and lecturer experiences, language-proficiency requirements, and long-term impacts on curriculum design, equity, and educational quality (Macaro et al., 2018)

Conceptually, EMI is often distinguished from traditional English-as-a-Foreign-Language (EFL) teaching because it does not primarily focus on teaching English itself, but rather on delivering disciplinary content through English (Coleman, 2006; Macaro et al., 2018). In this sense, EMI challenges the boundary between language teaching

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and subject-matter teaching, giving rise to debates about who should teach EMI (disciplinary lecturers vs. language specialists), what level of English proficiency is required, and how to support both students and teachers linguistically, pedagogically, and institutionally (Hu, G., & Lei, J. (2014).; Galloway & McKinley, 2023). Within this context, the literature increasingly frames EMI not only as a linguistic or pedagogic innovation but as a complex, policy-driven phenomenon that reflects wider tensions between global integration and local educational identities.

1.3. EMI in the Algerian context:

In the Algerian context, the introduction of EMI in higher education presents a complex case study to understand the reality of its implementation, teachers' and students' perspectives and the concerns that raised within its practice and implementation.

The linguistic landscape of the Algerian country has been shaped by a long historical background involving multiple languages: modern standard Arabic (the official language of the state), Algerian Arabic (darija) the variety used by Algerian people in everyday life, Tamazight (Berber), the language used mostly in Kabilie and Auras regions and French, the heritage of the French colonial administration for 132 years. After the independence of Algeria in 1962, French remained the embedded language in government, business, scientific life in Algerian education (Benrabah, 2013; Boulkroune, 2025); whereas, the role of English language was limited in Algeria, being taught as a foreign language starting from middle school with a little practice outside the classroom (Belmihoub, 2018). This shows that Algeria represent a well-suited example for an EFL context where any shift toward EMI should be understood against this complex multilingual background.

For a long time, the Algerian universities have adopted French language as the primary language for instruction especially in scientific and technological fields such as medicine,

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engineering, sciences. Meanwhile, other fields such as humanities and social sciences were taught in Arabic language as a medium of instruction for these disciplines (Benabdallah, 2023). Recently the Algerian higher education witnessed significant changes. Driven by many motivations and rationales such as the globalization, the internationalization of higher education, and the growing recognition that English has replaced French as the primary language of academic research and international professional communication. Consequently, Algerian stakeholders and policymakers have increasingly shifted their attention toward English (Bowles & Murphy, 2020).

In 2022, the Algerian education sector underwent a new transformation, with English being introduced in primary level starting in the third grade by an order from the Algerian government, making a significant shift in the country's language-in education policy (Rouaghe, F., Assassi, T., & Rahnema, M. 2025). This major turning point, was followed by consequential decision in the academic year 2023–2024, when the Algerian Ministry of Higher Education and Scientific Research officially mandated the use of English as a medium of instruction in universities, making EMI compulsory in certain disciplines (Benabdallah, 2023; Touahmia & Bakar, 2024).

The primary goals of this policy were to enhance the international competitiveness of Algerian universities, to improve the quality of scientific research, to facilitate academic collaboration with foreign institutions, and prepare Algerian students for a globalized job market (Boulkroune, 2025; Bouherar & Salem, 2025).

1.4. Teachers' Perceptions towards EMI in the Algerian Context

1.4.1. General Attitudes:

A consistent finding across studies is that Algerian university teachers generally hold positive attitudes toward EMI as a broad goal, while expressing serious reservations about how

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it has been introduced. Ouarniki (2023), in one of the most comprehensive studies on this topic, surveyed a large sample of teachers across Algerian higher education institutions and found that most acknowledged the benefits of EMI for research output and international competitiveness. Similarly, Touahmia and Bakar (2024), in a large-scale study at an Algerian engineering university, found that the majority of participants both teachers and students viewed English positively and recognized its importance for academic and professional purposes. However, support for the idea of EMI does not always translate into readiness to implement it. Senouci and Gacem (2024), in a mixed-methods study at the University of Saida, found that although teachers expressed enthusiasm toward the reform, they clearly stated that Algerian universities were not adequately prepared for such a sudden change. This gap between positive attitudes and actual readiness is one of the most important findings in the Algerian EMI literature, and it raises a critical question: is it enough for teachers to believe in EMI if the conditions for its success are not yet in place?

1.4.2. Resistance and Discipline-Based Differences

Not all teachers responded to EMI with equal openness. Ouarniki (2023) identified resistance as one of the five major themes in his study, noting that some teachers pushed back against the policy, particularly those who felt unprepared or who worked in disciplines where English has traditionally played a limited role. Touahmia and Bakar (2024) found a similar pattern: senior non-EMI lecturers showed a noticeably higher degree of resistance compared to younger or EMI-experienced colleagues, suggesting that teaching experience and prior exposure to English-medium work both influence how teachers respond to the policy.

This discipline-based variation is worth thinking about carefully. Teachers in scientific and technical fields where English-language textbooks and international journals have long been the norm tend to feel more comfortable with EMI than those in humanities and social sciences, where Arabic and French remain the dominant languages of scholarship. This tells us

that EMI cannot be treated as a one-size-fits-all policy: its implementation needs to be sensitive to the very different linguistic realities of different academic disciplines.

1.4.3. The Need for Professional Development and Capacity Building

One of the most strongly and consistently expressed concerns among Algerian teachers is the lack of preparation and support they have received for the transition to EMI. Ouarniki (2023) identified the urgent need for professional development and capacity building as a central theme in his findings. Benabdallah (2023) confirmed this, reporting that many Algerian university lecturers lacked both the English proficiency and the pedagogical training needed to teach their subjects effectively through a foreign language.

This finding points to a serious gap in how the EMI policy was rolled out. Introducing EMI without first investing in teacher training is a bit like asking someone to drive on a new road before it has been properly built. Bouherar and Salem (2025) went further, arguing that the focus on teacher training should not come at the expense of student preparation, calling for a more balanced and realistic approach to EMI implementation that addresses the needs of everyone in the classroom.

1.4.4. EMI and Teacher Professional Identity

Beyond practical challenges, some researchers have examined how EMI affects the way teachers see themselves professionally. Tobbi (2025) found that the shift to EMI was reshaping the professional identities of Algerian university teachers, with many initially experiencing feelings of linguistic insecurity before gradually developing greater confidence through reflection and collaboration with colleagues. This finding is significant because it reminds us that EMI is not just a policy change it is a deeply personal experience that touches on how teachers understand their own competence and role in the classroom.

1.4.5. Language Hierarchy and the Risk of Marginalizing Local Languages

A smaller but important group of studies has raised broader concerns about what EMI means for Algeria's linguistic identity. Saidania and Belmihoub (2025) argued that the current EMI model places English at the top of a language hierarchy, while unfairly stigmatizing French and pushing Arabic to the margins particularly in STEM fields. They recommended moving away from a strict EMI model toward a more flexible Trans-lingual approach, one that allows teachers and students to draw on their full linguistic repertoire rather than being restricted to English alone. Sahki (2025) shared similar concerns, warning that while EMI brings real benefits in terms of access to global knowledge and improved employability, it also creates linguistic and cultural tensions particularly the risk of eroding local languages and weakening students' sense of cultural identity. In a country like Algeria, where Arabic and Tamazight carry deep historical and national meaning, and where the memory of French colonial language policies remains sensitive, these concerns deserve serious attention.

1.4.6. A Policy Ahead of Its Conditions:

Taken together, the studies reviewed in this section point to a clear and important conclusion: while Algerian university teachers broadly support the goal of internationalizing higher education through English, the EMI policy was introduced too quickly and without adequate preparation. The evidence consistently shows gaps in teacher readiness, professional development, institutional support, and student preparation. At the same time, the research highlights real risks around linguistic equity and cultural identity that policymakers cannot afford to ignore. For EMI to succeed in Algeria, it needs to move from being a top-down policy decision to a carefully supported, bottom-up educational process one that takes seriously the voices and experiences of the teachers who are expected to make it work every day.

1.5. The Benefits of English as a Medium of Instruction (EMI) in Algerian Higher Education

The implementation of EMI policy in Algerian higher education has been associated with a wide range of academic, institutional, and professional benefits. Ouarniki (2023) identifies several key objectives underpinning the Algerian government's adoption of EMI at the tertiary level. These include aligning Algerian higher education institutions with international academic standards, enhancing the overall quality of the educational system, and increasing the visibility and attractiveness of Algerian universities to international students and scholars. Furthermore, Ouarniki (2023) emphasizes that EMI is intended to equip graduates with the competencies necessary to engage in the global academic community, including participating in international seminars and conferences, as well as publishing research in high-impact international journals.

Building on this, Amara (2025) argues that EMI provides a solid foundation for the effective delivery of academic content, particularly in scientific and technical disciplines. In line with Ouarniki's (2023) perspective, Amara (2025) further highlights EMI's role in strengthening the global visibility of Algerian universities, positioning them as competitive actors within the international higher education landscape.

Similarly, Sahki (2025) underscores EMI's multifaceted contribution to student development, noting that it plays a crucial role in facilitating language acquisition, broadening access to global knowledge and scientific research, and improving the employability prospects of graduates who have undertaken EMI-based courses.

Collectively, these scholarly perspectives suggest that EMI serves not only as a pedagogical tool but also as a strategic policy instrument aimed at internationalizing Algerian

higher education and preparing its graduates for participation in an increasingly globalized academic and professional world.

1. 6. Challenges of EMI in Algerian Higher Education

While the EMI policy promises substantial benefits for aligning Algerian universities with global standards, enhancing educational quality, attracting international talent, and boosting graduates' employability (Ouarniki, 2023; Amara, 2025; Sahki, 2025), its rollout faces significant hurdles. These challenges span language proficiency gaps, pedagogical and institutional shortcomings, and deeper sociocultural tensions, as identified across recent studies.

1.6.1. Language Proficiency Barriers for Teachers and Students

A primary obstacle is the inadequate English proficiency among both instructors and students, which hampers effective content delivery and comprehension. Ouarniki (2023) emphasizes that teachers and learners need a solid command of English to explain concepts clearly, engage in discussions, and prevent misunderstandings yet many fall short of this threshold. Benabdallah (2023) echoes this, noting limited linguistic skills as a core issue, particularly among humanities faculty. For students, Senouci and Gacem (2024) highlight profound gaps in English readiness, compounded by scarce learning resources and absent preparatory programs during the shift from French-medium instruction. Touahmia and Bakar (2024) confirm students' overall under preparedness for English-taught courses, while Sahki (2025) points to the mismatch between students' native Arabic or Tamazight backgrounds and the advanced English demanded in EMI programs, calling for targeted language support and bilingual materials.

1.6.2. Pedagogical and Institutional Limitations

Teachers also grapple with adapting their methods to English-medium delivery, requiring specialized training to address diverse linguistic and cultural classroom dynamics. Ouarniki (2023) outlines this as a key challenge, stressing the need for professional development in English pedagogy to select appropriate techniques. Curriculum design adds further strain, as instructors must create materials tailored to students' English levels and discipline-specific needs a resource-intensive task often unsupported by institutions (Ouarniki, 2023; Benabdallah, 2023). Mouas (2025) attributes these issues to broader institutional weaknesses, such as insufficient support structures, while Abdaoui and Aggoune (2023) describe instructors' lack of confidence, fear of student incomprehension (even in Arabic), and readiness gaps among economics faculty.

1.6.3. Curriculum and material design

Designing curricula and materials in English is also difficult. Ouarniki (2023) notes that instructors must create reading texts, tasks, and assessments that match students' English level and specific academic needs, which is time-consuming and technically demanding. Without appropriate materials, students cannot access global scientific knowledge or develop the academic skills needed for international journals and conferences.

1.6.4. Sociocultural and Identity Concerns

Beyond practical barriers, EMI raises profound sociocultural risks. Sahki (2025) cautions that prioritizing English could erode Arabic and Tamazight, weakening cultural identity in a nation still reckoning with French colonial linguistic legacies (Benrabah, 2013; Boulkroune, 2025). Saidania and Belmioub (2025) critique the policy for elevating English in a hierarchy

that marginalizes Arabic especially in STEM and stigmatizes French, potentially alienating local academic traditions and fostering linguistic inequities.

1.7. Research gap:

Despite the growing body of research on EMI in Algeria, a careful review of the existing literature reveals several notable gaps that the present study aims to address. First, the existing research has paid insufficient attention to discipline-specific EMI experiences. Although Ouarniki (2023) and Benabdallah (2023) briefly acknowledge that challenges may vary across academic fields, none of the reviewed studies focuses exclusively on the economics discipline. This is a significant since economics represents a particularly demanding context for EMI: it combines highly technical vocabulary, complex quantitative reasoning, and abstract theoretical content, all of which must be communicated through a foreign language. Second, the voice of teachers as central agents of EMI implementation has not been adequately explored. While Senouci and Gacem (2024) and Bouherar and Salem (2025) touch on teacher readiness and the need for professional support, their findings remain relatively general. Tobbi (2025) represents a notable exception by examining how EMI reshapes teachers' professional self-concept, yet this work remains limited in scope and does not focus on a specific institutional or disciplinary context. A more targeted exploration of how individual teachers perceive, negotiate, and adapt to the policy in a defined setting would therefore fill a real empirical gap. Third, from a methodological perspective, most of the reviewed studies relied heavily on quantitative survey data. Studies such as those by Ouarniki (2023) and Touahmia and Bakar (2024) involved large samples that, while statistically useful, are unable to capture the nuance and complexity that qualitative approaches can provide. This means that teachers' perceptions are often reduced to numerical scores or categorical responses, leaving little room for understanding the reasoning behind their attitudes or for the emergence of unexpected insights.

Chapter one: literature Review

These gaps reveal that despite the valuable contributions made by recent Algerian EMI research, there remains a clear need for discipline-focused, and teacher-centred research. The present study therefore seeks to address these gaps by investigating the perceptions of economics instructors at Ghardaia University regarding the implementation of EMI, with the aim of understanding both the challenges they face and how they make sense of a policy that was introduced rapidly and without adequate preparation.

1.8. Conclusion:

The global spread of EMI around the world reflects the increasing growth of English as a lingua franca. Adopting EMI policies in higher education plays a crucial role in improving the educational quality, enhancing university visibility and opening future opportunities for teachers and students alike. However, despite these benefits, the implementation of EMI in higher education also brings significant concerns and challenges. This chapter reviews and discusses the key prior studies on EMI in higher education, with a focus on the situation of EMI within the Algerian institutions. It specifically examines teachers' perceptions in the economics department at Ghardaïa University, Algeria. The chapter begins by defining EMI from multiple perspectives and tracing its emergence, followed by an overview of the current state of EMI in the Algerian higher education. It then covers the teachers' views towards EMI in this context, highlighting the benefits it offers, and the major challenges encountered during its implementation.

The next chapter, will provide a detailed explanation and discussion of the current research methodology including research design, the main methods, and procedures used for collecting and analyzing data.

CHAPTER TWO: RESEARCH METHODOLOGY AND PROCEDURES

Chapter Two Research Methodology and Procedures

2. Introduction:

This chapter describes the methodology used to answer the questions that guided this investigation. First, the chapter begins by a description of the participants and the setting where the data was collected. Second, the instruments and the procedures used in collecting the data are described. Finally, the ethical considerations are highlighted.

2.1. Mixed method research design:

This study adopted a mixed method research design which combines both quantitative and qualitative approaches (Creswell, 2003; Dörnyei, 2007). The quantitative approach is merely based on statistics, numbers and percentages for data analysis, whereas, the qualitative method depends on descriptive narrative (Berrios and Lucca, 2006). According to Dörnyei (2007) the main purpose of mixed methods research design is to develop an in depth understanding of a complex phenomenon from multiple dimensions and to provide a comprehensive findings that are triangulated from different methods.

2.2. Why a mixed method:

The rationale behind adopting a mixed method approach in the present study is that it helps to gain a comprehensible understanding of the research problem through explanation, elaboration and illustration because it is inadequate to fully understand the research problem by adopting a mono-method (qualitative or quantitative) (Creswell 2014). Additionally, the purpose of using a mixed method approach is to increase the credibility, reliability, and validity of the research findings.

2.3. Participants and sampling:

2.3.1. Participants:

The participants of this study are university instructors from the Economics Department at Ghardaia University for the 2025-2026 academic year, who are currently adopting EMI.

Chapter Two Research Methodology and Procedures

2.3.2. Sampling:

A purposive sampling is used in this study which includes 15 teachers from the Economics Department at Ghardaia University for the 2025-2026 academic year. According to Patton (2002), purposive sampling is commonly used in research to identify and to select information-rich cases for the most effective use of limited resources. The rationale behind choosing purposive sampling for this study is that the Economic department at Ghardaia University is one of the faculties which integrated EMI. This will help to gain rich insights about teachers' perceptions towards EMI.

2.4. Teacher's profile:

In this study 15 teachers of the Economics Department were invited to answer the online form of the research questionnaire. The academic degree of the invited instructors varied where most of them have Doctorate degree however, the others have Masters or Magister (according to the old educational system) degree.

2.5. Research instruments:

As mentioned in the earliest sections, the research design for the current study is based on a mixed method research design, the questionnaire was the primary research instrument to collect data from participants concerning their perceptions, attitudes toward EMI and the challenges they encounter with while its implementation. An individual semi-structured interviews were also used as a second tool to collect data for this research. Patton (2002) argues that semi-structured interview “provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular subject area” (2002, p.343). The interviews were conducted with instructors from the same department

Chapter Two Research Methodology and Procedures

of economics in order to collect in-depth data regarding the issues investigated in the current research.

2.6. Data collection procedures:

The questionnaire was distributed to the research sample who are Economic teachers at Ghardaia University in an online form. Then we conducted individual interviews with 02 teachers at the department of Economics to get in-depth information from them and support the findings of the questionnaires. The participants were given the choice to answer the interview questions using the language they felt comfortable with, as they were informed also that the interviews are recorded to ensure accurate transcription and analysis. They were told that the recording would be destroyed after the study is completed and their answers will be kept anonymous and used solely for academic research purposes.

2.7. Data analysis procedures:

To analyze the data collected for the present study, a statistical package for social sciences (SPSS) program was used to analyze the data collected by the quantitative instrument "the Questionnaire" whereas, for the data collected through the qualitative tool "the interviews" a thematic analysis method was used for its analysis.

2.8. Description of the questionnaire:

A well-structured questionnaire was developed to align with the research objectives, and to collect data from university instructors concerning their perceptions, attitudes and the challenges encountered during the implementation of EMI in Algerian higher education. Divided into four main sections which, mostly uses closed-ended multiple-choice questions supplemented by open-ended ones.

Chapter Two Research Methodology and Procedures

Most of the questions require the participants to select the appropriate answer from the provided list with the inclusion of open ended questions. The questionnaire is organized as follow, the first section gathers the background information about the research sample through seven questions covering their academic qualification, professional rank, teaching experience and their English language proficiency. The purpose of this section is to get general demographic information about the research population namely "the Economics Instructors at Ghardaia University, Algeria. The second section is designed with five-point likert scale (strongly disagree, disagree, neutral, agree, and strongly agree) consisting of 07 statements to examine teachers' perceptions towards EMI. It aims to measure the level of teachers' agreements, attitudes and views towards EMI implementation within the economic department. The third section, addresses the challenges faced by economics instructors during EMI implementation with 10 statements presented in likert scale format. The questionnaire concluded with three open-ended questions allowing participants to express their views and provide additional insights beyond the structured items.

2.9. Ethical consideration:

Since the study was conducted at the Economics Department at Ghardaia university. Firstly, I introduced myself as an MA student of English language at the department of letters and foreign languages from the same university of Ghardaia. Then, I informed them that I was conducting an MA dissertation entitled "Exploring Teachers' Perceptions towards the Implementation of English as a Medium of Instruction in the Department of Economics at Ghardaia University", where their department of Economics is a case study for my research and that the participants (target sample) of my study are Economic instructors. After that, I sent them the online form of the research questionnaire to answer. Before conducting the interviews the participants were asked to sign the consent form in order to confirm that their participation was voluntary and they agreed to take part in the interview, as they were also

Chapter Two Research Methodology and Procedures

informed that they have the right to stop at any time and stage during the interview. Additionally, the participants were informed that their answers were recorded through a record device and the data collected from them during the interviews would be used solely to answer the research questions, ensuring that the process of collecting and analyzing data would be treated confidentially and used absolutely for academic research purposes.

2.10. Conclusion:

This chapter aimed to provide a comprehensive description of the research design, participants and the setting for the data collected through the questionnaire and interviews administered to university instructors. It also tried to present the primary instruments and procedures used for data collection and analysis.

The chapter concludes with a discussion of the ethical considerations for the current study. The following chapter, focuses on the analysis of the collected data, interpretation and discussion of the main findings obtained from this study.

CHAPTER THREE:

RESULTS AND DISCUSSION

3.1. Introduction

This chapter presents the analysis and discussion of the data collected in this study. The data were gathered through two main instruments: a questionnaire administered to fifteen (15) Economics teachers at Ghardaia University, and two semi-structured interviews conducted with volunteer participants from the same sample.

3.2. Background Profile of Participants

The first section of the questionnaire gathered general background information about the participants, covering their academic qualifications, academic rank, years of teaching experience, duration of English-Medium Instruction (EMI) practice, self-rated English proficiency, and whether they had received any formal EMI training. The six sub-sections below present these findings in turn.

3.2.1. Academic Qualifications

Figure 3.1 shows the distribution of participants' highest academic qualifications. The large majority ($n = 13$, 86.7%) hold a doctoral (PhD) degree, while two participants (13.3%) hold a Magistère degree. This finding indicates that the Department of Economics at Ghardaia University is staffed by highly qualified academics in terms of subject-matter expertise.

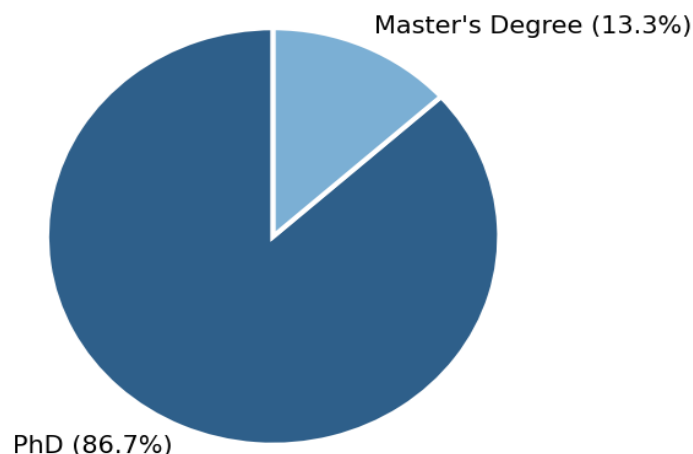


Figure 3.1: Participants' Highest Academic Qualification (n = 15)

3.2.2. Academic Rank

Figure 3.2 illustrates the academic rank distribution of participants. The majority (n = 9, 60%) occupy the grade of Lecturer A/B (Maître de conférences), followed by three Professors (20%), two Assistant Lecturers (13.3%), and one participant who did not specify a rank (6.7%). This distribution reflects the typical staffing structure of Algerian higher education departments. It is noteworthy that mid-career lecturers constitute the majority, as Touahmia and Bakar (2024) found that senior non-EMI lecturers showed a higher degree of resistance to EMI policy compared to younger colleagues.

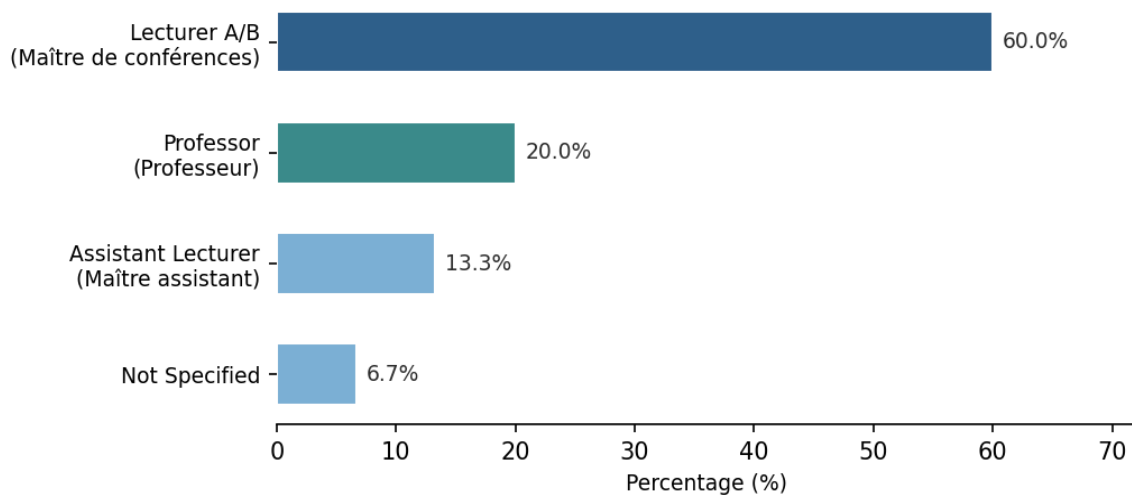


Figure 3.2: Participants' Academic Rank (n = 15)

3.2.3. Years of Teaching Experience

As shown in Figure 3.3, the majority of participants (n = 7, 46.7%) have between six and ten years of teaching experience, followed by the 3–5 year group (n = 4, 26.7%). Participants with fewer than three years and those with more than ten years of experience each account for 13.3% of the sample.

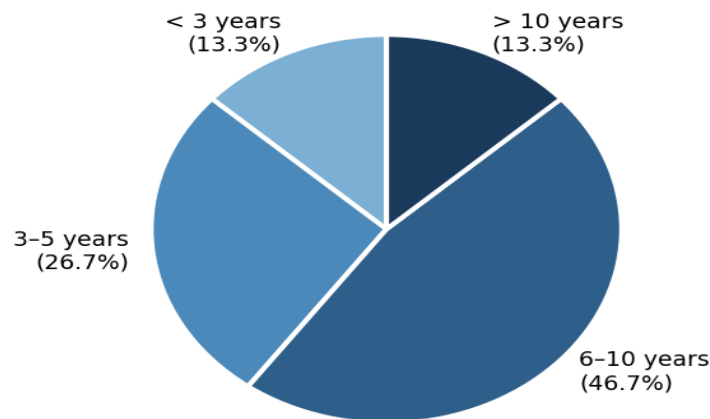


Figure 3.3: Years of Teaching Experience (n = 15)

3.2.4. Duration of EMI Practice

Figure 3.4 reveals a notable gap between overall teaching experience and EMI-specific practice. A total of 80% of participants have fewer than three years of EMI experience, and 60% have only one to three years. Only one participant (6.7%) has practised EMI for more than six years. This pattern is consistent with the rapid and relatively recent introduction of EMI in Algerian universities. As noted by Touahmia and Bakar (2024), EMI was effectively mandated overnight in 2023–2024 following a Ministry of Higher Education directive, which left the majority of teachers with minimal time or resources to adapt. Senouci and Gacem (2024) similarly observed that teachers expressed enthusiasm for EMI reform while clearly stating that institutions were not adequately prepared for such a rapid transition.

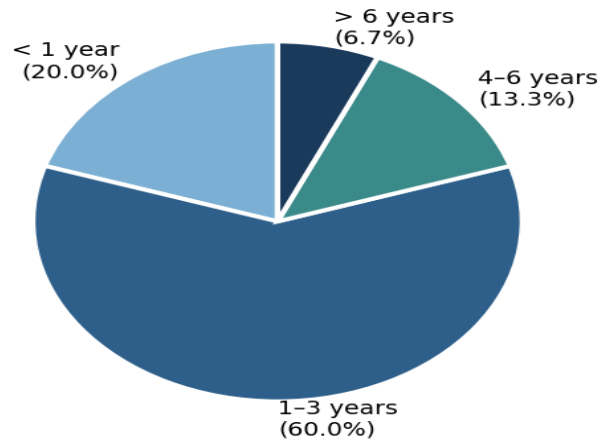


Figure 3.4: Duration of EMI Practice (n = 15)

3.2.5. Self-Rated English Language Proficiency

Figure 3.5 presents participants' self-assessed English proficiency according to the Common European Framework of Reference for Languages (CEFR). More than half of the participants (n = 8, 53.3%) rate themselves at the Basic level (A1–A2), while five (33.3%) report Intermediate proficiency (B1–B2), and only two (13.3%) consider themselves Advanced (C1). No participant claims near-native (C2) competence. These figures are particularly significant given that EMI requires a minimum B2 proficiency level to ensure effective subject delivery (Pecorari and Malmström, 2018). The present data reveal that the overwhelming majority of participants fall below this threshold, a finding that corresponds with Benabdallah's (2023) observation that limited linguistic skills represent a core challenge in the Algerian EMI context, particularly among social science and economics faculty.

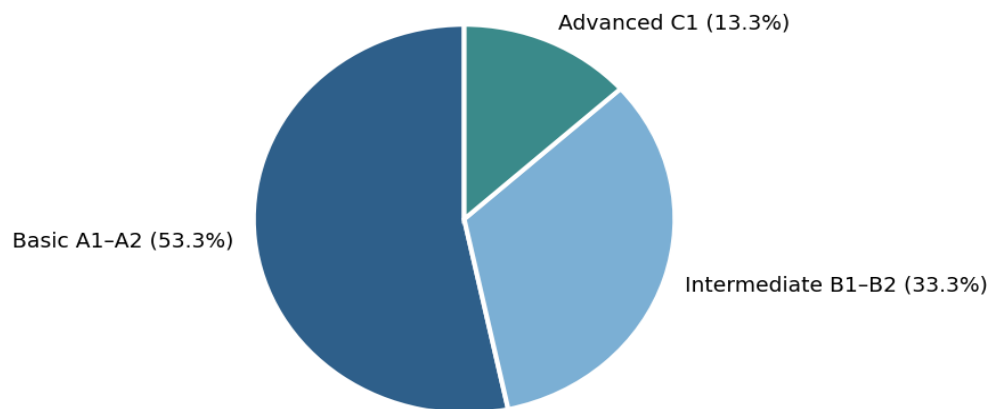


Figure 3.5: Self-Rated English Proficiency (CEFR) (n = 15)

3.2.6. Formal EMI Training Received

Figure 3.6 shows that 86.7% of participants (n = 13) have received no EMI-specific training, while only two participants (13.3%) report having received some form of training, described as non-specialised. This near-total absence of professional preparation for EMI delivery is a critical contextual finding that informs all subsequent sections of this analysis.

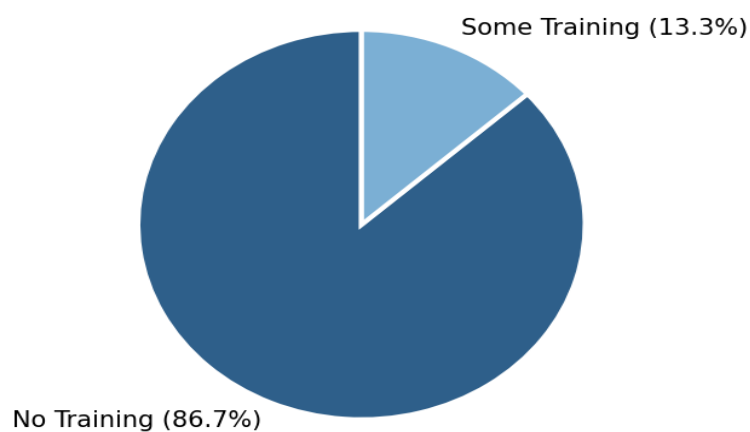


Figure 3.6: Formal EMI Training Received (n = 15)

3.3. Analysis of the Likert-Scale Data

The second section of the questionnaire employed a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Responses were computed using Microsoft Excel. Items were grouped under four thematic dimensions: (1) attitudes and beliefs toward EMI; (2) linguistic confidence and self-efficacy; (3) challenges and difficulties; and (4) institutional support.

3.3.1. Attitudes and Beliefs toward EMI

Table 3.1 presents participants' responses to five statements concerning their attitudes toward EMI.

Table 3.1: Responses to Attitude and Belief Statements (n = 15)

Statement	SA	A	N	D	SD	Total	Mean
EMI increases students' future career opportunities	6	7	1	1	0	15	4.20
EMI improves my own professional development	5	7	2	1	0	15	4.07
EMI contributes to the internationalization of the university	5	8	1	1	0	15	4.13
EMI affects the quality of teaching and learning	2	5	4	3	1	15	3.27
Overall, I have a positive attitude toward the EMI policy	2	6	4	2	1	15	3.40

Key: SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

The results in Table 3.1 show that teachers generally hold positive attitudes toward EMI, especially regarding its perceived benefits. The statement on career opportunities received the highest mean score ($M = 4.20$), followed by the internationalisation item ($M = 4.13$) and professional development ($M = 4.07$). These findings replicate patterns documented at the national level by Ouarniki (2023) and Touahmia and Bakar (2024), who found broadly positive

Chapter Three Results and Discussion

views toward English and its role in academic and professional life. Nevertheless, the lower mean scores for teaching quality ($M = 3.27$) and overall attitude ($M = 3.40$) point to an important qualification: teachers support EMI as a policy goal while expressing doubt about its current impact on the quality of classroom instruction. This gap between attitudinal endorsement and practical confidence is identified by Senouci and Gacem (2024) as one of the most consistent recurring patterns in the Algerian EMI literature.

3.3.2. Linguistic Confidence and Self-Efficacy

Table 3.2 presents participants' responses to two statements directly measuring their linguistic self-efficacy in EMI delivery.

Table 3.2: Responses to Linguistic Confidence Statements (n = 15)

Statement	SA	A	N	D	SD	Total	Mean
I am delivering my course primarily in English	1	3	3	5	3	15	2.60
I feel confident explaining complex economic theories in English	0	2	3	6	4	15	2.20

Key: SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

Table 3.2 reveals a serious deficit in linguistic self-efficacy. The statement on primary English delivery received a mean of only 2.60, indicating that, despite the policy requirement, most teachers do not sustain full English delivery in practice. The confidence item regarding complex economic theories produced the lowest mean in the entire questionnaire ($M = 2.20$), with ten out of fifteen participants disagreeing or strongly disagreeing. Abdaoui and Aggoune (2023) specifically documented this lack of confidence and fear of student incomprehension among economics faculty in Algeria; the present quantitative data confirm and extend their qualitative observations. A mean score of 2.20 constitutes strong evidence that linguistic insecurity is not a temporary initial reaction but a persistent and deeply felt challenge, even among teachers who have been practicing EMI for several years.

3.3.3. Challenges and Difficulties in EMI Implementation

Table 3.3 presents responses to eight statements relating to practical difficulties encountered in EMI delivery.

Table 3.3: Responses to Challenge and Difficulty Statements (n = 15)

Statement	SA	A	N	D	SD	Total	Mean
Teaching in English increases my workload.	4	7	2	1	1	15	3.80
I find it difficult to facilitate spontaneous classroom interaction.	3	6	3	2	1	15	3.53
It is difficult to find suitable English-language teaching materials.	4	6	2	2	1	15	3.67
I feel stressed or frustrated when delivering lessons in English.	5	6	1	2	1	15	3.80
I rely on translanguaging to explain difficult technical terms.	6	7	1	1	0	15	4.20
My students prefer a mixed-language approach in Economics courses.	5	7	2	1	0	15	4.07
I find it difficult to understand students due to varying English levels.	4	7	2	2	0	15	3.87
I find it challenging to assess students in EMI courses.	3	7	3	1	1	15	3.67

Key: SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

All eight challenge items produced mean scores between 3.53 and 4.20, indicating that these difficulties are both widespread and strongly experienced. The highest mean was recorded for the translanguaging item (M = 4.20), suggesting that almost all participating teachers regularly switch to Arabic or French when explaining technical economic terminology. This finding aligns with the recommendation by Saidania and Belmihoub (2025) to move toward a flexible translingual approach that allows teachers and students to draw on

Chapter Three Results and Discussion

their full linguistic repertoire, and it suggests that teachers have already adopted this practice informally, out of pedagogical necessity rather than official institutional endorsement.

The increased workload item ($M = 3.80$) is consistent with Ouarniki's (2023) observation that designing curriculum and materials in English is time-consuming and technically demanding. The high emotional strain score ($M = 3.80$) corresponds directly with Tobbi's (2025) finding regarding linguistic insecurity among Algerian EMI teachers. The difficulty in sourcing appropriate materials ($M = 3.67$) reflects Sahki's (2025) concern about the mismatch between students' linguistic backgrounds and the advanced English demanded in EMI programs, while the assessment challenge ($M = 3.67$) represents an area that has received limited attention in the existing literature and that merits further investigation.

3.3.4. Perceptions of Institutional Support

Table 3.4 presents responses to two statements measuring participants' perceptions of institutional provision for EMI.

Table 3.4: Responses to Institutional Support Statements (n = 15)

Statement	SA	A	N	D	SD	Total	Mean
The administration provides sufficient support for EMI implementation.	0	2	2	5	6	15	2.00
There are sufficient English-language references in Economics for our students.	0	2	3	5	5	15	2.13

Key: SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

Table 3.4 records the lowest mean scores in the entire questionnaire: $M = 2.00$ for administrative support and $M = 2.13$ for resource availability. Eleven out of fifteen participants disagreed or strongly disagreed that the administration provides sufficient support, and ten out of fifteen rejected the claim that adequate English-language references are available for students. These figures are the single most telling statistics in this dataset. Ouarniki (2023) identified lack of institutional support as one of the five major themes in his national study of

Chapter Three Results and Discussion

Algerian EMI, and Mouas (2025) attributed many implementation difficulties to insufficient institutional infrastructure. The present data confirm these national patterns at the local level of the Economics department at Ghardaia University, and they corroborate Bouherar and Salem's (2025) call for a more balanced and realistic approach to EMI that genuinely addresses the needs of both teachers and students.

3.4. Thematic Analysis of Open-Ended Questionnaire Responses

The open-ended responses were analyzed using the six-phase thematic analysis method proposed by Braun and Clarke (2006): (1) familiarisation with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) writing up the findings. After repeated reading of all responses, initial codes were assigned to meaningful units of text, which were then grouped into sub-themes and subsequently organized into four main themes, as summarised in Table 3.5.

Table 3.5: Themes and Sub-themes Identified through Thematic Analysis

Theme	Sub-themes	Frequency (out of 15)
Theme 1: The Double Burden of Content and Language	Cognitive load; preparation time; translation effort	14
Theme 2: EMI as a Gateway to International Opportunities	Career readiness; research access; internationalisation	13
Theme 3: The Reality of Translanguaging in the Classroom	Language switching; student preference; pragmatic adaptation	12
Theme 4: The Need for Institutional Support and Training	ESP training; bilingual materials; administrative recognition	11

Chapter Three Results and Discussion

Theme 1: The Double Burden of Content and Language

The most frequently occurring theme (14 out of 15 responses) concerned the simultaneous management of complex economic content and an unfamiliar language medium. Several participants reported that preparing a single lecture in English requires two to three times more effort than an equivalent preparation in French or Arabic, and that this additional workload receives no institutional recognition. Ouarniki (2023) describes curriculum design in English as technically demanding and time-consuming, while Abdaoui and Aggoune (2023) specifically document this double burden among economics faculty. The present data confirm and extend these findings to the specific institutional context of Ghardaia University.

Theme 2: EMI as a Gateway to International Opportunities

Despite the challenges documented above, 13 out of 15 participants expressed clear belief in the long-term benefits of EMI. The most frequently cited benefit was direct access to international economic research, particularly reports from organizations such as the International Monetary Fund (IMF) and the World Bank, which are published primarily in English. Ouarniki (2023) identifies this orientation at the national level, describing EMI as a means of equipping graduates with the competencies required to participate in international academic and professional life. Sahki (2025) similarly highlights EMI's potential to improve graduate employability. The present findings confirm that teachers in the Economics department share this vision, even while experiencing substantial practical difficulties in realising it.

Theme 3: The Reality of Translanguaging in the Classroom

Twelve out of fifteen participants described the deliberate use of Arabic or French alongside English during their teaching sessions. While some expressed a degree of discomfort about this practice, others characterised it as a sensible and pragmatically necessary strategy to secure student comprehension. As noted in the literature review, Saidania and Belmihoub

(2025) advocate a flexible translingual approach that allows teachers and students to draw on their full linguistic repertoire. The present data suggest that teachers have already arrived at this approach independently, driven by classroom need rather than by any formal institutional recognition or policy endorsement.

Theme 4: The Need for Institutional Support and Training

Eleven out of fifteen participants made specific recommendations in their open-ended responses. The most common recommendation was the provision of specialised English for Specific Purposes (ESP) training focused on how to teach Economics through the medium of English, rather than generic language improvement. Several participants explicitly distinguished between knowing English and knowing how to teach a subject through English — a distinction that points to the need for subject-integrated language professional development. Bouherar and Salem (2025) argue for a more realistic implementation approach that takes seriously the needs of all classroom participants. The recommendations emerging from the present data closely mirror these calls, suggesting that the gap between what teachers require and what the institution currently provides remains largely unaddressed.

3.5. Analysis of the Interview Data

In order to obtain a more nuanced understanding of teachers' experiences, semi-structured interviews were conducted with volunteer participants from the questionnaire sample. It should be noted that five teachers were initially contacted and invited to participate; however, three were unavailable at the time of data collection due to professional commitments, including examination supervision and research obligations. As a result, only two interviews were completed. Although this limits the breadth of interview data, the two participants who agreed to be interviewed provided rich and detailed accounts that complement and deepen the questionnaire findings.

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The interviews were conducted in a flexible manner, allowing participants to respond in Arabic, French, or English. Responses were collected in written form. Each interview lasted between twenty and thirty minutes. The transcripts were analyzed using the same six-phase thematic analysis procedure applied to the open-ended questionnaire data (Braun and Clarke, 2006).

Interviewee 01 — Lecturer A/B — 6 to 10 Years of Experience — EMI: 1 to 3 Years — Proficiency: Intermediate (B1–B2)

Interviewer: Can you describe how you feel when preparing a lesson to be delivered in English?

The preparation is the hardest part. When I taught in Arabic, I could prepare a lecture in " maybe two hours. Now, for the same lecture, I need four or five hours because I have to think about how to say everything correctly in English. I have to check the vocabulary, find the right technical terms, and also think about how to explain them if the students do not understand. It is a lot of extra work, and at the end nobody gives you any recognition for it."
My own translation.

Interviewer: What do you do when students do not follow the lesson in English?

"I explain again in Arabic or French. I know this is not supposed to be the goal of EMI, but what choice do I have? If I continue in English and half the class is lost, then I have not taught anything. My job is to make sure they understand the economics, not just to speak English at them for ninety minutes. So I switch languages when it is necessary, and I think most of my colleagues do the same." My own translation.

The account of Interviewee 01 illustrates the tension between the official EMI policy and practical classroom realities. The reported increase in preparation time constitutes a concrete indicator of the workload challenge identified in the Likert-scale data ($M = 3.80$) and reflects

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what Ouarniki (2023) describes as the time-consuming nature of EMI curriculum adaptation. The participant's remark that extra effort receives no institutional recognition resonates directly with the near-unanimous dissatisfaction regarding administrative support recorded in Table 3.4 ($M = 2.00$). The deliberate use of Arabic and French to secure student understanding exemplifies the flexible translingual approach recommended by Saidania and Belmihoub (2025), and confirms that this practice is adopted as a principled pedagogical response rather than as a departure from professional norms.

Interviewee 02 — Professor — More than 10 Years of Experience — EMI: 4 to 6 Years — Proficiency: Basic (A1–A2)

Interviewer: After several years of teaching through EMI, how would you describe your overall experience?

"To be honest, I still find it difficult. I have been a professor for many years and I know my subject very well. But English is still a problem for me. I can manage with simple explanations, but when we get to more complex topics. For example, monetary policy transmission mechanisms or general equilibrium models. I really struggle to explain everything in English. Sometimes I feel embarrassed in front of my students, which is not a good feeling when you have been teaching for so long." My own translation.

Interviewer: What do you think should be done to improve the situation?

"The university needs to take this seriously. It is not enough to just say teach in English and then leave teachers to manage on their own. We need real training — not a workshop for two days, but a proper programme that teaches us how to explain Economic theories in English, how to run discussions in English, how to write exam questions in English. And we need better materials. The textbooks we have are not always appropriate for our students or for the Algerian context." My own translation.

The testimony of Interviewee 02 adds an important dimension to the picture that emerges from this study. This participant is a highly experienced professor with deep subject-matter knowledge who nevertheless reports ongoing difficulty and emotional discomfort after several years of EMI practice. This confirms that the challenge is not one of teaching experience or content mastery, but specifically of English proficiency in a specialised academic and technical register. Tobbi (2025) found that the EMI transition was reshaping the professional identities of Algerian teachers, with many experiencing linguistic insecurity; the admission of feeling embarrassed in front of students, from a long-serving professor, provides a concrete and personally articulated instance of this finding.

The participant's call for a structured, long-term training programme rather than a short workshop directly echoes the conclusions of the literature review. Ouarniki (2023) identifies professional development and capacity building as an urgent institutional priority, while Bouherar and Salem (2025) argue for a more balanced and realistic implementation approach. The gap between what this participant requests and what the institution currently provides captures, in personal terms, the policy-practice disjunction that motivated the present study.

3.6. Discussion of the Findings

When the quantitative and qualitative findings are considered together, a consistent and coherent picture emerges of EMI as it is experienced by teachers in the Department of Economics at Ghardaia University. Figure 3.7 summarises the mean scores across the four Likert-scale dimensions.

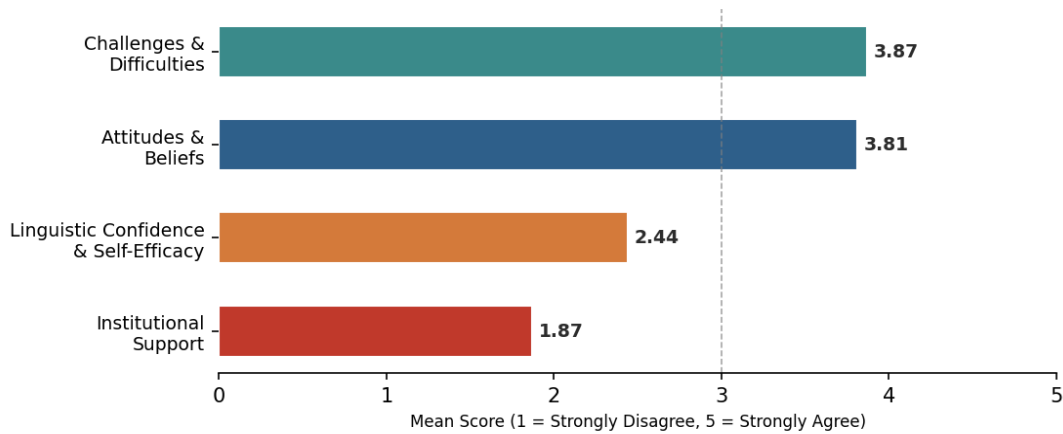


Figure 3.7: Mean Scores across the Four Analytical Dimensions (Scale: 1–5)

As Figure 3.7 clearly illustrates, teachers' attitudes toward EMI are generally positive ($M = 3.81$), replicating the pattern described at the national level by Ouarniki (2023) and Touahmia and Bakar (2024). The present study confirms that this positive orientation extends to Economics teachers at Ghardaia University. However, the very low mean for linguistic confidence ($M = 2.44$) and the near-absent institutional support ($M = 2.00$) reveal the structural conditions under which these positive attitudes must operate. The literature review concluded that the EMI policy in Algeria was introduced too rapidly and without adequate preparation; a mean score of 2.00 for institutional support is a precise quantitative expression of that conclusion.

The widespread use of translanguaging ($M = 4.20$) merits particular attention. The literature review noted that Saidania and Belmihoub (2025) recommend a flexible translingual approach; the present data show that teachers have already adopted this practice informally and extensively. Rather than being treated as a deviation from policy, this practice should be formally acknowledged by the institution as a legitimate and effective pedagogical strategy. Its recognition would validate teachers' professional judgement and relieve the psychological discomfort that some participants reported when using languages other than English in an officially English-medium context.

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Finally, the present findings speak directly to the research gap identified in Chapter One. Most existing studies on EMI in Algeria were conducted at the national level without targeting specific disciplines or institutions. The present study addresses this gap by providing detailed quantitative and qualitative evidence from the Economics department at Ghardaia University, demonstrating that the challenges documented nationally by Ouarniki (2023), Benabdallah (2023), and Abdaoui and Aggoune (2023) are experienced with equal or greater intensity at the local level.

3.7. Conclusion

This chapter has presented and discussed the data collected from fifteen Economics teachers at Ghardaia University through a questionnaire and two semi-structured interviews. The quantitative analysis showed that while teachers generally support the goals of EMI particularly in terms of students' career prospects and the internationalisation of the university they face significant practical difficulties in its implementation. Low self-reported English proficiency, a near-total absence of formal EMI training, heavy workload, emotional stress, and a critical lack of institutional support emerge as the principal challenges. These findings are consistent with and further supported by the studies reviewed in Chapter Two, particularly those of Ouarniki (2023), Benabdallah (2023), Touahmia and Bakar (2024), Abdaoui and Aggoune (2023), and Bouherar and Salem (2025).

The thematic analysis of the qualitative data, following Braun and Clarke (2006), produced four main themes: the double burden of content and language; EMI as a gateway to international opportunities; the reality of translanguaging in the classroom; and the urgent need for institutional support and training. These themes were confirmed and illustrated by the two interview accounts. Taken together, the findings indicate that EMI in the Department of Economics at Ghardaia University is being implemented under conditions that closely resemble

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the national pattern: genuine belief in the policy's long-term goals, but a structural and institutional gap between policy ambition and classroom reality that must be urgently addressed.

3.8. Limitations of the study:

It is ethical to acknowledge the limitations of this study. First, it is limited to Economics lecturers at the University of Ghardaïa, which means the findings cannot be generalised to other universities. Second, the research sample was not sufficient (15 teachers answered the questionnaire and only 02 were interviewed). Third, the study shed lights only on teachers' perceptions and did not include students' views, which could have added a broader picture of the EMI experience.

3.9. Recommendations for future research:

Based on the findings obtained from this research, we recommend future studies to explore teachers' attitudes towards the implementation of EMI in other disciplines. The study also recommend future studies to examine both instructors and students' perceptions to get a full picture about EMI in higher education.

General conclusion

General conclusion

This study explored the perceptions of Economics instructors at Ghardaia University regarding the implementation of EMI, with a particular focus on the challenges they encountered during their teaching practices.

The findings of this study revealed that although Economics instructors at Ghardaia University held positive perceptions towards EMI their overall experience of its implementation was marked by significant practical difficulties and challenges such as: the absence of formal EMI training, low English proficiency level and lack of institutional support.

The study also highlights a noticeable gap between instructors' generally positive attitudes toward EMI and their actual readiness to teach effectively through English.

To conclude, the successful implementation of EMI in the Department of Economics cannot depend solely on policy decisions. It requires sustained investment in teacher training, discipline-specific support, suitable teaching materials, and stronger institutional commitment. Only through such measures can EMI become a realistic and effective medium of instruction that serves both pedagogical quality and institutional goals.

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Appendices

APPENDIX A:

Teachers' Questionnaire

Dear teachers, this questionnaire is designed to collect data for an M2 dissertation study investigating the perceptions and challenges of Economics teachers towards English as a Medium of Instruction (EMI) at Ghardaia University. Your participation is entirely voluntary and anonymous. Your honest opinion is what matters most. The questionnaire takes approximately 10-15 minutes to complete. All responses will be treated with strict confidentiality and used solely for academic research purposes. Thank you sincerely for your time and cooperation.

Note: Dear teachers, you may answer the questions in the language you prefer either Arabic or English.

Section 1: Background Informations

A.1. Highest academic qualification:

☐ Master's (M1/M2) ☐ Magister ☐ Doctorate (PhD)

A.2. Academic rank / position:

☐ Assistant Lecturer ☐ Lecturer (A/B) ☐ Professor (A/B) ☐ Other.....

A.3. Years of teaching experience in the Economics Department:

☐ Less than 3 years ☐ 3–5 years ☐ 6–10 years ☐ More than 10 years

A.4. How long have you been teaching through English (EMI)?

☐ Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐ More than 6 years

A.5. Which year levels do you currently teach through EMI?

☐ L1 (1st year) ☐ L2 (2nd year) ☐ L3 (3rd year) ☐ Master 1 ☐ Master 2

A.6. How would you rate your overall English language proficiency?

☐ Basic (A1–A2) ☐ Intermediate (B1–B2) ☐ Advanced (C1) ☐ Proficient (C2)

A.7. Have you received any formal training specifically for EMI delivery?

☐ Yes — specify below ☐ No

If yes, please describe briefly?

.....

Section 2: teachers perceptions

Please indicate your level of agreement with each statement by ticking (✓) the appropriate box.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
B1. You are delivering your course primarily in English.	☐	☐	☐	☐	☐
B2. Implementing EMI increases students' future career opportunities in the global market.	☐	☐	☐	☐	☐
B3. EMI improves your own professional development and access to international research networks.	☐	☐	☐	☐	☐
B4. EMI contributes to the internationalization of Ghardaia University.	☐	☐	☐	☐	☐
B5. You feel confident in your ability to explain complex economic theories and models (e.g., General Equilibrium) clearly in English.	☐	☐	☐	☐	☐
B6. EMI affects the quality of teaching and learning.	☐	☐	☐	☐	☐
B7. Overall, you have a positive attitude towards the EMI policy in your department.	☐	☐	☐	☐	☐

Section 3: teachers' challenges.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
C1. Teaching in English increases your workload.	☐	☐	☐	☐	☐
C2. The administration provides sufficient institutional support for EMI implementation (e.g., administrative, technical, training, materials).	☐	☐	☐	☐	☐
C3. You find it difficult to facilitate spontaneous classroom interaction in English.	☐	☐	☐	☐	☐
C4. There are sufficient English references in the field of economics suitable for economics faculty students.	☐	☐	☐	☐	☐
C5. It is difficult to find or use appropriate English-language teaching materials (e.g., textbooks, case studies).	☐	☐	☐	☐	☐
C6. You feel stressed, frustrated, or embarrassed when delivering your lessons in English.	☐	☐	☐	☐	☐
C7. You rely on 'Translanguaging' (switching to the native language) to explain difficult technical terms.	☐	☐	☐	☐	☐
C8. Your students prefer a mixed-language approach in Economics courses.	☐	☐	☐	☐	☐

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
C9. You find it difficult to understand students' questions or answers due to their varying levels of English proficiency.	☐	☐	☐	☐	☐
C10. You find it challenging to assess students in an EMI course.	☐	☐	☐	☐	☐

Section4: open-ended questions

In your opinion, what are the most significant challenges you face when teaching Economics through English? Please explain briefly?

.....

.....

.....

What are the greatest benefits of implementing EMI in the Department OF economics?

.....

.....

.....

In your opinion, what should be done to improve the quality of EMI Implementation in your department?

.....

.....

.....

.....

Thank you for completing this questionnaire. Your contribution to this research is highly appreciated.

APPENDIX B:

Semi-Structured Interview Questions

The following interview questions were used to collect qualitative data from Economics instructors regarding their perceptions towards the implementation of EMI at Ghardaia University.

1. How do you feel about teaching Economics through English?
2. Can you describe how you feel when preparing a lesson to be delivered in English?
3. What do you do when students do not follow the lesson in English?
4. After several years of teaching through EMI, how would you describe your overall experience?
5. What do you think should be done to improve the situation?

Thank you for your participation. Your responses will remain confidential and will be used only for academic research purposes.

APPENDIX C:

Consent form:

Study Title: Exploring Teachers' Perceptions towards the Implementation of English as a Medium of Instruction in the Department of Economics at Ghardaia University.

Interviewer name: BEN ABD EDAIM SAIDA ZINEB **Degree:** Master's Student at Ghardaia University

Contact Email: zbenabdedaim@gmail.com

Purpose of the study

You are invited to participate in a research study that aims to explore the perceptions of Economics lecturers regarding the implementation of English as a Medium of Instruction (EMI), as well as the challenges they face. The study focuses specifically on the Department of Economics and seeks to provide insights that can inform policy and practice. Your participation is entirely **voluntary**. You may decide not to participate or to withdraw from the study at any time. If you withdraw, any data already collected from you will be destroyed upon your request. All information collected will be treated as **strictly confidential**. **Interview recordings** will be transcribed and anonymised using a participant code. Your name will not appear in any transcript, report, or publication. If you agree to participate in an interview, please indicate whether you consent to audio recording:

I agree to be audio-recorded during the interview.
Yes ☐ No ☐

If you agree to recording, the recording will be transcribed and then destroyed immediately after transcription. If you do not agree to recording, the researcher will take handwritten notes during the interview.

Participant's Name:

Participant's Signature:

Date:

Interviewer's Signature: BEN ABD EDAIM SAIDA ZINEB

Thank you for your participation.