English as a Medium of Instruction at Batna 1 University:

Educators' Challenges and Incentivization Strategies

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Introduction

As English becomes increasingly vital for academic and professional success, motivating university educators to effectively adopt it as a medium of instruction has become a pressing issue.

مع تزايد أهمية اللغة الإنجليزية لتحقيق النجاح الأكاديمي والمهني، أصبح تحفيز أساتذة الجامعات لاعتمادها بفعالية كوسيلة للتدريس قضية ملحة.

This descriptive study investigates the challenges and strategies involved in encouraging educators to use English as a medium of instruction at Batna 1 University. It delves into the current state of English language teaching, highlighting the obstacles that prevent faculty from fully embracing English in their classrooms.

تستعرض هذه الدراسة الوصفية التحديات والاستراتيجيات المتعلقة بتحفيز الأساتذة على استخدام اللغة الإنجليزية كوسيلة للتدريس في جامعة باتنة 1. كما تتناول المشهد الحالي لتعليم اللغة الإنجليزية، مسلطة الضوء على العوائق التي تمنع الأساتذة من تبني اللغة الإنجليزية كوسيلة للتدريس بشكل كامل.

Key factors such as limited resources, varying levels of proficiency among both teachers and students, and resistance to change are analysed. The study also highlights potential incentives, including professional development opportunities, financial rewards, and institutional support, aimed at fostering a culture of English learning among faculty.

تستعرض الدراسة العوامل الرئيسية مثل محدودية الموارد، واختلاف مستويات الكفاءة بين الأساتذة والطلبة، والمقاومة للتغيير. كما تستكشف الحوافز المحتملة، بما في ذلك فرص التطوير المهني، والمكافآت المالية، والدعم المؤسسي، التي تهدف إلى تعزيز ثقافة تعلم اللغة الإنجليزية بين أعضاء هيئة التدريس.

1. Definition of English as a Medium of Instruction (EMI)

EMI has been defined as 'the use of English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English' (Macaro, 2018, p. 19).

تم تعريف التعليم باللغة الإنجليزية (EMI)على أنه "استخدام اللغة الإنجليزية لتدريس المواد الأكاديمية غير اللغة الإنجليزية في الدول أو المناطق التي لا تكون فيها اللغة الإنجليزية هي اللغة الأم لغالبية السكانMacaro) "، 2018، ص.(19 .

Studies have revealed that attitudes towards English as a Medium of Instruction (EMI) differ widely, with many lecturers holding significant reservations due to the challenges involved in switching to a fully English-language classroom (Adams, 2020).

أظهر ت الدر اسات أن المو اقف تجاه التعليم باستخدام اللغة الانجليز ية (EMI)تختلف بشكل كبير ، حيث يعر ب العديد من المحاضرين عن تحفظات كبيرة بسبب التحديات المرتبطة بالانتقال إلى فصل در اسي يتم فيه التدريس بالكامل باللغة الإنجليزية (Adams، .(2020

Studies have generally focused on regions such as North-East and South-East Asia, South Asia, the Middle East, and both North and South Europe, with less emphasis on African and Latin American contexts. This may be due, in part, to the limited research on (non-primary) EMI in those areas.

2. Methodology

Descriptive Study: It allows for the collection of a substantial amount of information by providing a detailed overview of the subject being studied (challenges and incentivization of teachers towards EMI).

Research Tool: The semi-structured remote interview has been selected as the data collection tool to explore **20** B2-level teachers' attitudes towards the introduction of English as a Medium of Instruction (EMI) in their classrooms, the challenges they encounter, and the strategies they find effective. The goal is to formulate a strategy to incentivize teachers.

المقابلة عن بعد شبه المنظمة ☆

2.1. Why the Semi-Structured Remote Interview?

1. **Why semi-structured?**

Flexibility and Depth: Semi-structured interviews provide a balance between structure and flexibility. While they follow a set of predetermined questions, they also allow for open-ended responses, which enable the interviewer to explore new ideas or topics that may emerge during the conversation. This approach can lead to richer, more detailed insights. المرونة والعمق

Adaptability: In a semi-structured interview, the interviewer can adapt questions based on the responses provided, allowing for a more dynamic and responsive conversation. This is especially useful when studying complex or nuanced topics, such as attitudes, perceptions, and experiences. القابلية للتكيف

Consistent Data Collection: Semi-structured interviews provide consistent data collection while still allowing for in-depth exploration of individual experiences. This ensures that the study can generate both comparable and unique insights across participants. جمع البيانات بشكل متسق

1. **Why Remote?**

Remote Accessibility: Conducting the interview remotely allows participants to be more flexible in terms of time and location. This is particularly beneficial when interviewing a diverse group of people who may be geographically dispersed or have limited availability. إمكانية الوصول عن بعد

Comfort and Convenience: Remote interviews, especially via video or phone, can make participants feel more comfortable and open, as they can engage from their preferred setting. This can result in more honest and detailed responses. الراحة والملاءمة

Cost-Effective: Remote interviews can be more cost-effective and time-efficient compared to face-to-face interviews, as they eliminate the need for travel and allow for scheduling convenience. فعالية التكلفة

So, semi-structured remote interviews offer a combination of flexibility, depth, and convenience, making them an ideal choice for exploring teachers' attitudes towards complex issues like English as a Medium of Instruction (EMI).

باختصار، توفر المقابلات شبه المنظمة عن بُعد مزيجًا من المرونة والعمق والراحة، مما يجعلها اختيارًا مثاليًا لاستكشاف مواقف المعلمين والطلاب تجاه قضايا معقدة مثل استخدام اللغة الإنجليزية كوسيلة للتدريس.

## 2.2. Description of the Semi-Structured Remote Interview

- ❖ **Case study:** 20/47 B2-level subject teachers were randomly selected at Batna 1 University.
- ❖ The majority of the teachers were contacted in advance to schedule an appointment (with the exception of 4) and arrange the interview at their convenience.
- ❖ **8 sections**: personal information, back ground and motivation, current landscape, challenges, resistance to change, incentives and support, recommendations, and future outlook.
- ❖ The majority of questions were semi-structured.

Results Analysis

Section 1: Personal Information
- 11 males / 9 females
- Age: 34-53 age old
- Faculty/Institutes
- Level of Proficiency: B2 (100%)
- Years of Experience

Results Analysis

EMI Experience Description
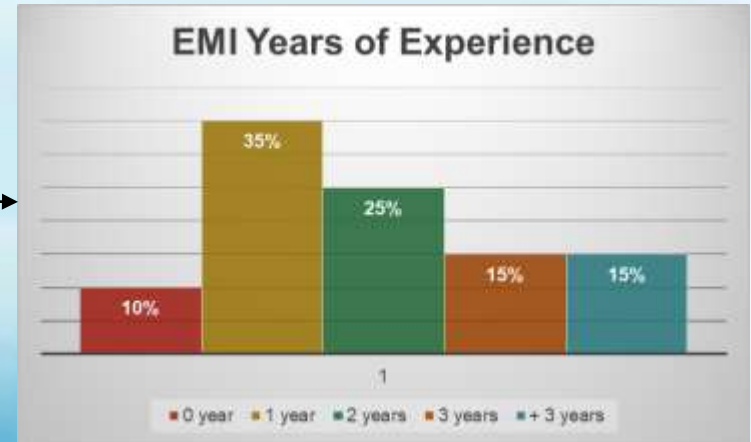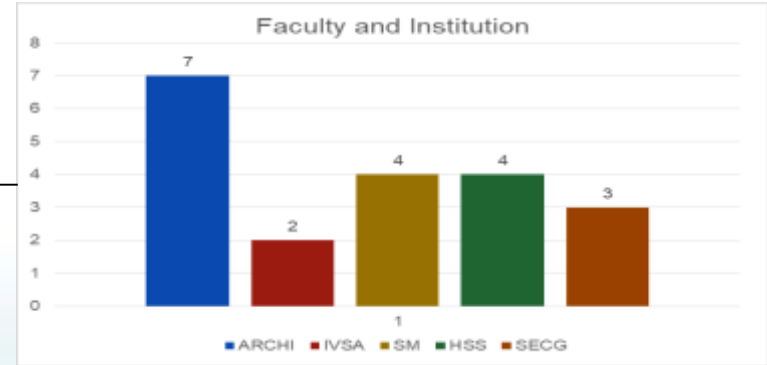
55%	Positive
35%	Negative
10%	Both

Section 2: Background and Motivation

1. ***Can you describe your experience with using English as a medium of instruction?***
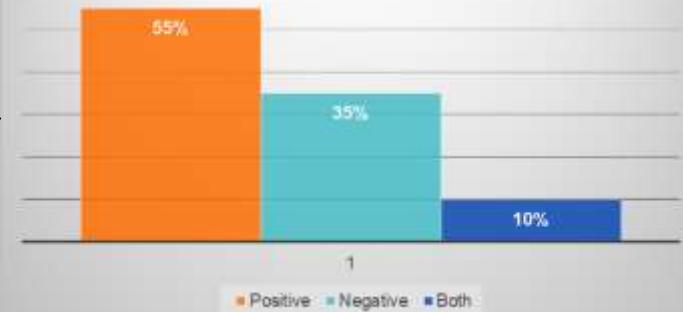   **Positive** (good, very good, satisfactory, fits better the technical studies, stimulating, etc.).
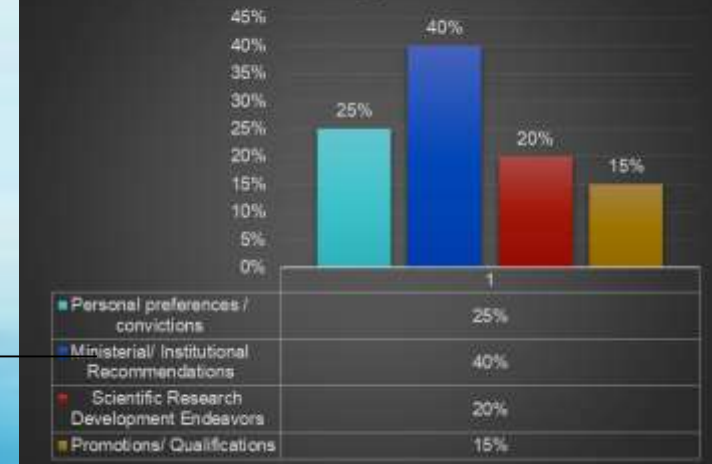   **Negative** (bad, challenging, not very satisfactory, disaster, etc.).
   Both (somehow challenging but still satisfactory, medium).

1. ***What motivated you to teach in English?***

Motivating Reasons

|	
Personal preferences / convictions	25%
Ministerial/ Institutional Recommendations	40%
Scientific Research Development Endeavors	20%
Promotions/ Qualifications	15%

Results Analysis

Section 3: Current Landscape

1. Have you experienced any resistance from your students toward using English as a medium of instruction in your module? Explain, please

1. *How are you currently conducting your lessons in English?*

- I just encourage students to present the homework in English.
- I write and explain the lesson in English, then I reexplain it in Arabic…
- The teaching material is in English, but the explanation is in Arabic.
- It depends on the students' level: for L1 and L2, I prefer to explain in Arabic and English simultaneously.

Teachers' Enthusiasm to Teach in English

EMI Methodology in Batna 1 University
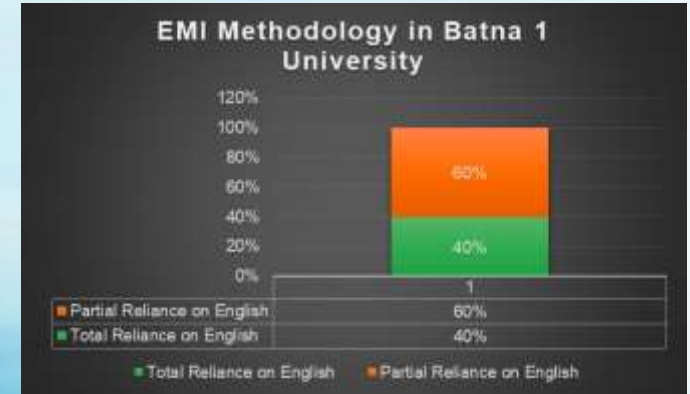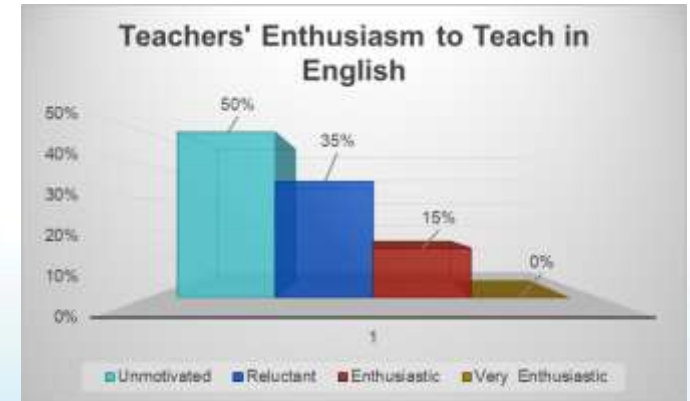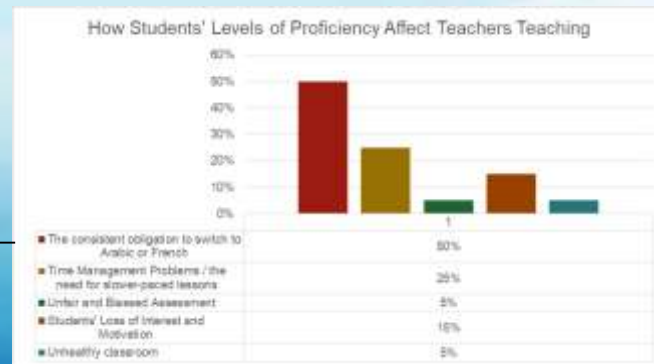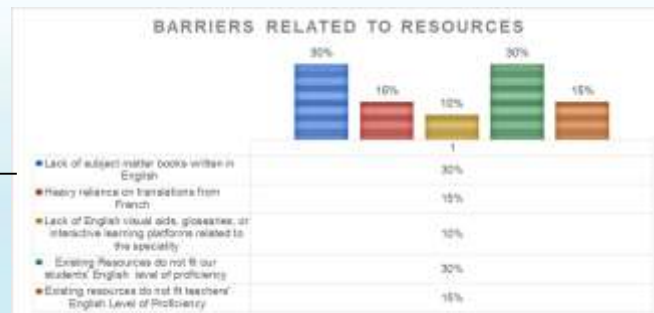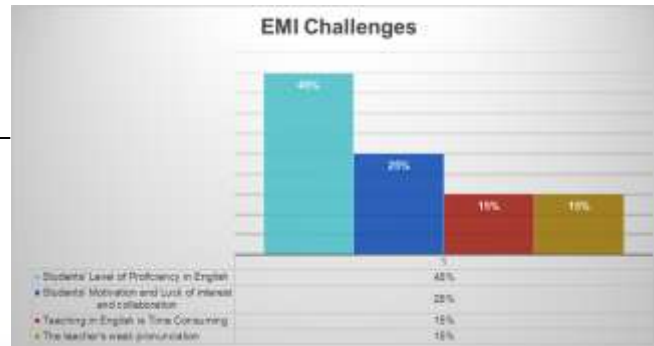
Results Analysis

Section 4: Challenges

1. **What are the primary challenges you face when teaching in English?**

1. **Have you encountered any barriers related to resources (e.g., materials, training) that hinder your ability to teach in English? Expalin, please.**
   ➜ The primary challenge is that our programs are heavily influenced by the French educational system. As a result, rather than using materials or methods from English-speaking institutions, we often end up translating lessons directly from French.
   ➜ Tools like visual aids, glossaries, or interactive learning platforms that help bridge language gaps are often in short supply. Without these resources, instructors have fewer ways to explain key terms and concepts, which can hinder students' understanding and engagement.
   ➜ Adapting Content to Student Language Levels:
      English-language materials are frequently written for native or advanced speakers, making it difficult to find content suitable for students with varying proficiency levels. This means instructors often need to invest additional time in adapting or supplementing materials to ensure that students at all levels can understand the core content.
      There are difficulties such as the lack of specialized books in our libraries, the short time allocated for training, and the lack of use of the English language in our daily lives.
   ➜ Existing resources do not fit teachers' English Level of Proficiency = the need for more English training/coaching.

1. **How do varying levels of English proficiency among students affect your teaching?**
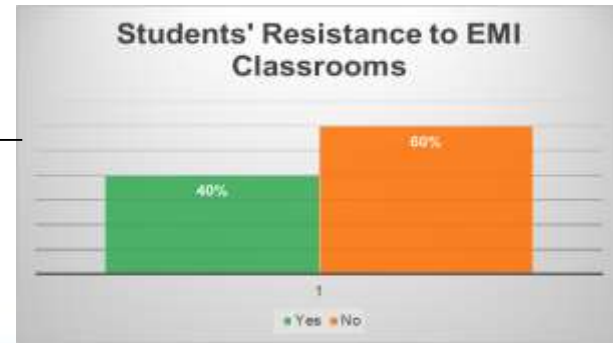
Results Analysis

4. Have you experienced any resistance from your students toward using English as a medium of instruction in your module? Explain, please
Yes 8 (40%)   No 12 (60%)

Students' Resistance to EMI Classrooms

5. Have you witnessed any resistance from your colleagues toward using English as a medium of instruction in their classrooms? Explain, please.
- Many of my colleagues have expressed concerns about the transition to English-medium instruction. They often cite their comfort and familiarity with the French as a primary reason for resistance. This shift requires significant adjustment, as it demands a new way of thinking, communicating, and preparing course materials.
- Sometimes from the old generation because of strong French background.
- Some colleagues may feel less confident in their English proficiency, particularly when discussing complex or technical topics. Teaching in English often requires additional preparation, especially when translating terminology.
- Some colleagues do not believe in the project's success; others believe that the Arabic is sufficient.
- The majority of my colleagues are against. They are not motivated enough to shift into English.

Colleagues' Resistance to EMI Classrooms
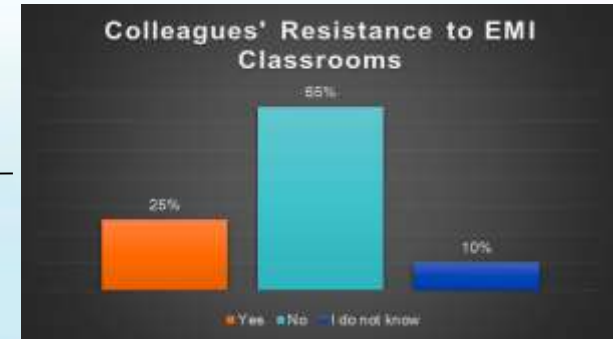
6. How do you think cultural factors influence the acceptance of English in your teaching practices (the Arabic language, identity, etc.)?

- Cultural factors significantly influence the adoption of English as a medium of instruction in Algeria. While some view English as a gateway to global opportunities and modern education, others express concerns about its potential impact on Arabic language and culture.
- Arabic is not only a language but also a core part of cultural and national identity for many students; teaching in English can sometimes be perceived as a threat to this identity. Students find it more natural to discuss complex or nuanced ideas in Arabic, as it allows them to communicate fully and precisely.
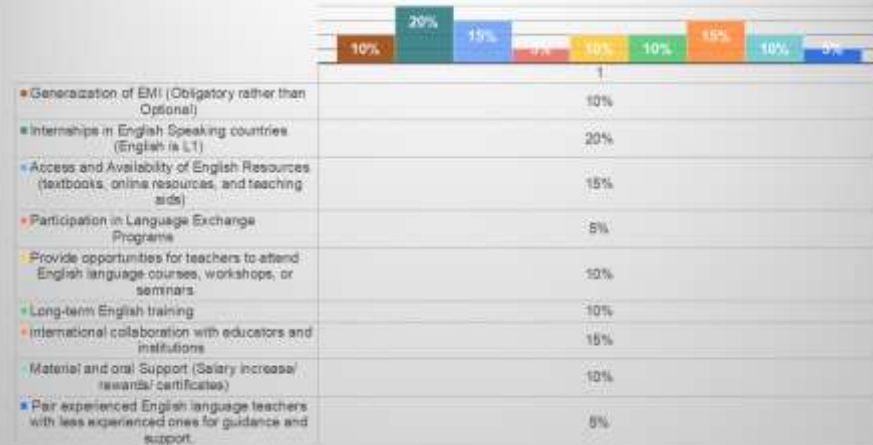

Cultural Factors Vs EMI
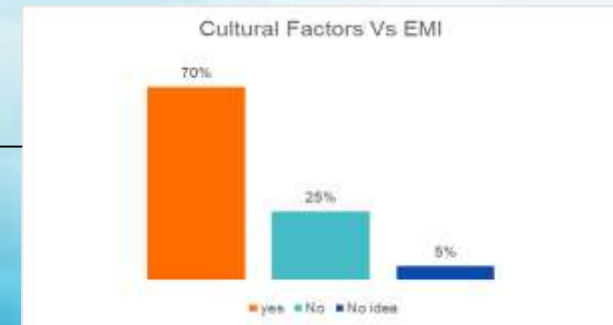
Results Analysis

Section 5: Incentives and Support

1. What types of incentives would motivate you to improve your English language skills and integrate them more into your teaching?

1. How effective do you find current professional development opportunities offered by the university in enhancing your English proficiency (linguistic and pedagogical training, etc.)?
   Effective 13 (65%)   *non-effective 7(35%)*

   Reasons for Non-effectiveness

Incentives to Foster EMI Integration in the Teacher's Classroom

• Generalization of EMI (Obligatory rather than Optional)	10%
• Internships in English Speaking countries (English is L1)	20%
• Access and Availability of English Resources (textbooks, online resources, and teaching aids)	15%
• Participation in Language Exchange Programs	5%
• Provide opportunities for teachers to attend English language courses, workshops, or seminars	10%
• Long-term English training	10%
• International collaboration with educators and institutions	15%
• Material and oral Support (Salary increase/ rewards/ certificates)	10%
• Pair experienced English language teachers with less experienced ones for guidance and support.	5%

Reasons for the English-Trainingraining Non-Effectiveness

• Short-term training	14%
• The sheduled sessions do not fit my program	71%
• Lack of Input	14%

Results Analysis

3. *What institutional support do you think is necessary to foster a culture of English learning among faculty?*

Institutional Support to Foster English teaching-learning Culture

	1
Establish a culture of English learning and teaching (No judgment/ no Bullying)	15%
Provide consistent long-term English Training	25%
Organize workshops on English teaching (EMI) and learning (ESP)	5%
Supply the library with English resources in all specialties	15%
Encourage subject-mater teachers using EMI with special rewards and Financial Allowance	20%
Provide Internships in English-speaking countries	10%

Conclusion

In conclusion, this study on the implementation of English in the curriculum at Batna 1 University has revealed a range of challenges that hinder teachers from effectively adopting English Medium Instruction (EMI). The findings highlight the urgency of addressing these barriers to increase teachers' willingness to teach in English and ultimately improve the quality of instruction.

To establish an effective English language learning and EMI environment, a comprehensive approach is required. This includes fostering a supportive, non-judgmental culture, providing consistent long-term English training for teachers, and equipping language labs with the necessary resources. Faculty should be encouraged through institutional incentives such as research grants, promotions, and international internships. Workshops on English-medium instruction (EMI) and English for Specific Purposes (ESP) will enhance teaching methods, while specialized language courses and one-on-one tutoring will address specific needs. Academic writing support, including guidance on citation and grammar, should be provided to improve research quality. Incorporating English proficiency into Batna 1 faculty evaluations will further motivate continuous development, ultimately leading to a more globally competitive academic institution.

A limitation of this study is that it does not fully capture the students' perspective. Since the teaching-learning process is inherently interactive, involving both the teacher as the "producer" and the student as the "receptor" of knowledge, including the student viewpoint is crucial for a more comprehensive understanding and more accurate results.

Recommendations

1. Establish a culture of English learning and teaching (no judgment, no bullying).
2. Establish an English-training logestic (programs, equipped laboratories, expert trainers. etc.).
3. Provide consistent long-term English training.
4. Supply the library with English resources in all specialties.

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1. Organize workshops on English teaching (EMI) and learning (ESP)
2. Establish language labs equipped with language learning software and multimedia resources.
3. Sign agreements with English-speaking virtual universities to facilitate enrolment and provide collaboration opportunities.
4. Offer incentives, such as research grants, promotions, or internships in English-speaking countries, to encourage faculty to improve their English language skills and implement English-medium teaching.
5. Provide workshops on effective teaching methodologies in English,
6. Offer specialized English language courses tailored to the specific needs of the different specialties.
7. Provide one-on-one tutoring sessions with English language experts, especially at the B2 level.
8. Academic Writing Support: Provide workshops and resources on academic writing in English, including citation styles, grammar, and style guides
9. Incorporate English language proficiency and teaching effectiveness in faculty performance evaluations.

إنشاء ثقافة تعلم وتعليم اللغة الإنجليزية دون حكم أو تنمر .
إنشاء بنية تحتية لتدريب اللغة الإنجليزية (برامج، مختبرات مجهزة، أساتذة مكوّنين مختصين، إلخ)

تقديم تدريب طويل الأمد ومتواصل في اللغة الإنجليزية .
تزويد المكتبة بموارد باللغة الإنجليزية في جميع التخصصات .

تنظيم ورش عمل حول تدريس اللغة الإنجليزية وتعلمها .
إنشاء مختبرات لغوية مجهزة ببرامج تعلم اللغة وموارد متعددة الوسائط .
توقيع اتفاقيات مع جامعات افتراضية ناطقة بالإنجليزية لتسهيل عملية التسجيل وتوفير فرص التعاون.
تقديم حوافز، مثل المنح البحثية، والترقيات، أو التدريب في دول ناطقة بالإنجليزية، لتشجيع أعضاء هيئة التدريس على تحسين مهاراتهم في اللغة الإنجليزية وتطبيق التدريس باللغة الإنجليزية
تقديم ورش عمل حول أساليب التدريس الفعّالة باللغة الإنجليزية .
تقديم دورات متخصصة في اللغة الإنجليزية مصممة لتلبية احتياجات التخصصات المختلفة.
توفير جلسات تعليمية فردية مع خبراء في اللغة الإنجليزية، خاصة على مستوى 2.
تقديم ورش عمل وموارد حول الكتابة الأكاديمية باللغة الإنجليزية، بما : دعم الكتابة الأكاديمية في ذلك أساليب الاقتباس، القواعد اللغوية، وأدلة الأسلوب
دمج الكفاءة في اللغة الإنجليزية وفاعلية التدريس في تقييمات أداء أعضاء هيئة التدريس.

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