

English as a Medium of Instruction in The Algerian Universities: Teachers Training Programmes

This presentation explores the critical role of teachers training programs in the successful English as a Medium of Instruction (EMI) implementation in Algerian universities. We will delve into the rationale, challenges, and strategies for equipping teachers with the skills and resources needed for effective EMI instruction.



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Context and Rationale for EMI Implementation

Global Competitiveness

EMI enhances student employability and competitiveness in a globalized world.

It equips graduates with the skills and knowledge necessary for success in international markets.

Access to Knowledge

EMI provides access to a wider range of academic resources and research opportunities.

It facilitates greater knowledge sharing and collaboration with international institutions.

Challenges Facing EMI Adoption

Language Proficiency

Many Algerian teachers may lack the necessary English proficiency to teach effectively in EMI.

Pedagogical Expertise

A shift to EMI requires teachers to adapt their teaching methods and utilize learner-centered approaches.

Limited Resources

Access to appropriate teaching materials, technology, and support services is crucial for successful EMI implementation.





Importance of Teacher Training Programmes

Language Proficiency

Tailored language development courses enhance teachers' English proficiency.

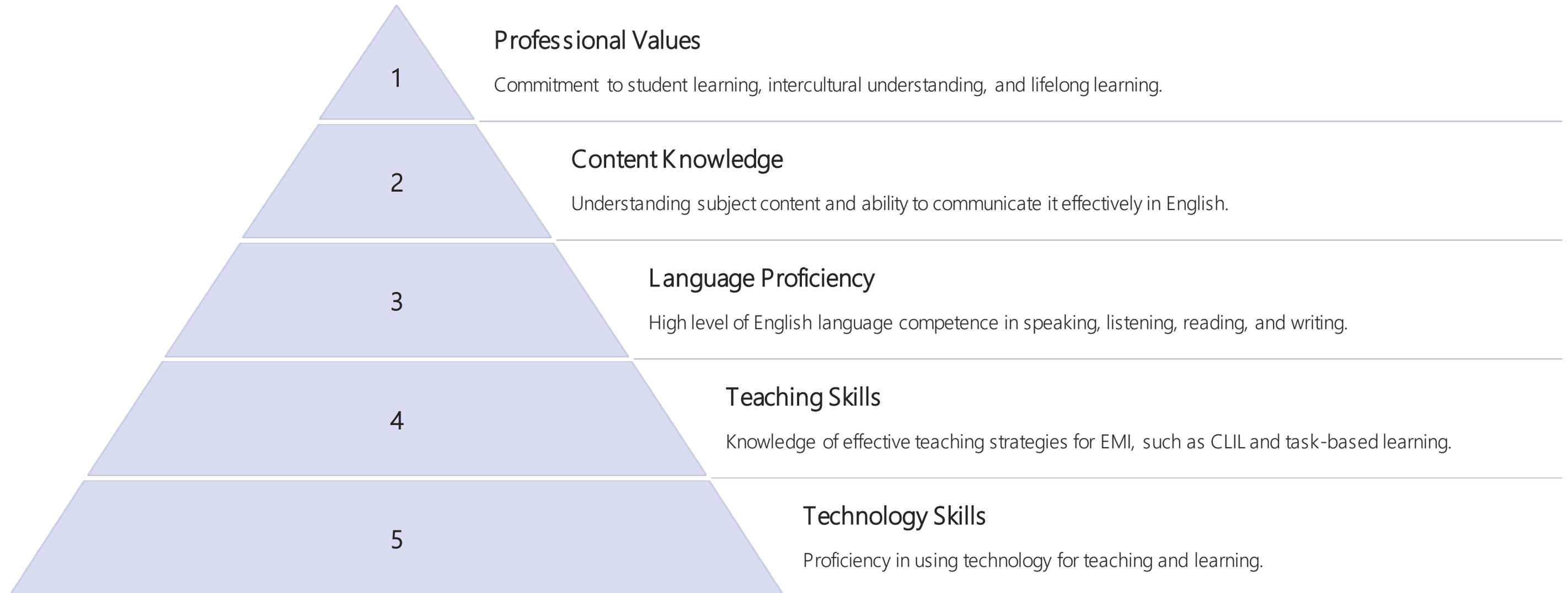
Pedagogical Skills

Training programs focus on effective teaching strategies for EMI, such as content and language integrated learning (CLIL).

Technology Integration

Teachers gain expertise in using technology tools for language learning and teaching.

EMI Teachers Competency Framework





Designing Effective EMI Teachers Training Curricula



Needs Assessment

Identify specific language and pedagogical needs of teachers through surveys, interviews, and classroom observations.



Content Integration

Integrate English language development with subject-specific content to enhance both language and content knowledge.



Active Learning

Utilize interactive teaching methods, collaborative activities, and learner-centered approaches.



Technology Integration

Provide hands-on training in using technology tools for EMI instruction, such as online learning platforms, interactive whiteboards, and digital resources.



Pedagogical Strategies for EMI Instruction

1

Content and Language Integrated Learning (CLIL)

Integrating language learning with subject-specific content to develop both language and content proficiency.

2

Task-Based Learning

Students engage in meaningful tasks that promote language use and development in context.

3

Collaborative Learning

Encouraging teamwork and peer interaction to support language acquisition and develop communication skills.

4

Authentic Assessment

Using real-world tasks and activities to assess students' language and content proficiency.



Integrating Technology in EMI Classrooms

1

Online Platforms

Utilize online learning platforms for accessing resources, completing assignments, and collaborating with peers.

2

Interactive Whiteboards

Use interactive whiteboards to enhance visual learning, engage students in discussions, and conduct interactive activities.

3

Digital Resources

Integrate digital resources such as videos, podcasts, and online dictionaries to enrich learning and provide diverse materials.

Supporting EMI Teachers' Professional Development

1

Mentoring

Experienced EMI teachers mentor new teachers, providing guidance, support, and practical advice.

2

Peer Collaboration

Teachers work together to share best practices, develop resources, and support one another.

3

Ongoing Training

Regular workshops and seminars provide teachers with opportunities for continuous professional development.

Building a Sustainable EMI Programme



Creating a sustainable EMI program requires ongoing support, collaboration, and commitment from all stakeholders: teachers, administrators, students, and the wider university community. This includes resource allocation, infrastructure development, and a commitment to ongoing teacher training and professional development.