

English Instruction via Translation in Algerian Universities:

Unveiling Teachers Practices and Attitudes

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Abstract:

This research paper sought to shed light on the use of translation by Algerian university teachers in their EMI (English as a medium of Instruction) classes. It further explores their attitudes toward this practice and its function and effect on the EMI classroom. To fulfill the objectives of the study, qualitative and quantitative methods were used to gather and analyze data by means of a questionnaire distributed to 70 university teachers of Economics and Computer Science in the University of Bouira. The results suggest that most teachers turn to translation to help the students understand and acquire technical terms and vocabulary, to facilitate technical text comprehension, to improve classroom interaction, and to enhance self-learning.

Keywords: Translation; Teaching; EMI; Teachers' Attitudes; Algerian Universities.

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Résumé: Le présent article de recherche vise à éclairer l'utilisation de la traduction par les enseignants universitaires algériens dans leurs cours enseignés en anglais. Elle explore également leurs attitudes envers cette pratique, ainsi que son rôle et son effet sur les classes d'enseignement en anglais. Pour atteindre les objectifs de l'étude, des méthodes qualitatives et quantitatives ont été utilisées pour recueillir et analyser les données à l'aide d'un questionnaire distribué à 70 enseignants universitaires appartenant au département de sciences économiques et d'Informatique à l'Université de Bouira. Les résultats suggèrent que la plupart des enseignants se tournent vers la traduction pour aider les étudiants à comprendre et à acquérir des termes techniques et du vocabulaire, faciliter la compréhension des textes techniques, améliorer l'interaction en classe et favoriser l'apprentissage autonome.

Mots- clés : Traduction ; Enseignement ; Anglais comme langue d'enseignement ; Attitudes des enseignants; Universités algériennes.

تدريس اللغة الإنكليزية باستخدام الترجمة في الجامعات الجزائرية: كشف ممارسات الأساتذة ووجهات نظرهم

الملخص:

تسعى هذه الدراسة إلى تسليط الضوء على استخدام الترجمة من قبل أساتذة الجامعات الجزائرية في أقسامهم الدراسية التي تعتمد اللغة الإنكليزية كوسيلة للتعليم، كما تستكشف مواقفهم اتجاه هذه الممارسة ودورها وتأثيرها في القسم الدراسي لتحقيق أهداف الدراسة، تم استخدام أساليب نوعية وكمية لجمع وتحليل البيانات من خلال استبيان تم توزيعه على سبعين 70 أستاذًا في تخصصي الاقتصاد والإعلام الآلي بجامعة البويرة. وأظهرت النتائج أن معظم الأساتذة يلجؤون إلى الترجمة لمساعدة الطلبة على فهم واستيعاب المصطلحات التقنية والمفردات، وتسهيل فهم النصوص التقنية، وتحسين التفاعل داخل القسم، وكذا تعزيز التعلم الذاتي. الكلمات المفتاحية: الترجمة؛ التدريس؛ اللغة الإنكليزية كوسيلة للتعليم؛ مواقف الأساتذة؛ الجامعات الجزائرية.

1. Introduction : Algeria's educational reform has made significant strides by shifting from traditional Arabic and French instruction to a more contemporary approach that incorporates the English language. Until 2003, Algeria's educational framework exclusively used Arabic and French. However, the Algerian government then decided to replace both languages with English as the language of instruction at universities. Today, English plays a pivotal role as the global lingua franca,

facilitating communication and collaboration across diverse domains. Its importance has surged alongside technological advancements and the explosion of knowledge. (Coleman, 2011; Hamid et al., 2013). Given its role as the language of science and research, English has become the primary mode of global communication.

Consequently, proficiency in English is essential for university educators and students, enhancing their academic, professional, and career prospects. This governmental language policy shifts however seems to be challenging. There are well-known practical challenges with using EMI including instructional language related difficulties. Among these difficulties is the difficulty in comprehending the meaning of the content and instructions in addition to the time-consuming nature of EMI (Kırkgöz, 2014).

Thus, to facilitate understanding the subject matter and learning new vocabulary for students, teachers turn to embracing various strategies to support learning in the EMI classroom. Translation is claimed to be an effective scaffolding teaching strategy that plays a significant role in facilitating teaching using EMI (Cook, 2010; Xhemaili, 2013). Using translation can assist teachers in conveying meaning and explaining concepts and vocabulary. It serves as a valid productive activity that can help in improving learning. Therefore, it should be actively and thoughtfully utilized and exploited as a valuable resource to the EMI classroom.

2. Literature Review:

2.1. Instruction via English: In today's academic world, the concept of English as a medium of instruction (EMI) is increasingly becoming a widespread global trend. According to Dearden (2014), EMI is described as the use of the English language to instruct academic disciplines, other than English itself, in countries where the primary language of the population is not English. In other words, EMI refers to teaching and delivering lectures in English while assisting the students in understanding the content and topics covered in various subjects included in the educational curriculum. Dearden (2014) notes a rapid global trend towards employing English as the instructional language especially for subjects like science, mathematics, geography, and medicine. Nevertheless, when it comes to attitudes towards EMI, the general consensus of public is not completely in favour of EMI. There may be varying degrees of

scepticism or reservations regarding the use of English as the primary language for teaching and learning in educational settings (Dearden, 2015).

A primary inquiry posed by researchers regarding the EMI higher education phenomenon is whether instructing academic subjects in English effectively enhances students' English proficiency. The impact of EMI on English proficiency remains uncertain. Lei and Hu's study (2014) in China found no clear advantage, whereas Rogier's research (2012) in the UAE demonstrated significant improvements in IELTS scores after four years of EMI education. Other inquires concern whether the language of instruction impacts the learning outcomes of academic subjects. That is to say, whether the content is being as effectively learned in the foreign language as in the students' first language.

Joe and Lee's (2013) found out that English as Mol had minimal or no negative impact on Korean medical students' understanding of lectures. However, it is worth noting that despite this finding, the students asked for summaries in their native language as additional support materials indicating that they have encountered some difficulties. Additionally, more than half of the students expressed that the EMI course was less satisfying compared to learning in their native language. Dafouz, Camacho, and Urquia's (2014) study of first year students of finance, accounting and history at Madrid's Complutense University revealed no difference in academic subject outcomes between EMI students and students taught through Spanish.

Literature on teachers' attitudes and perceptions towards EMI show equivocal and contrasting attitudes and perceptions. Research suggests that teachers raised significant worries about their students' inadequate English proficiency and anticipated needing to adjust their teaching methods accordingly. This was due to the fact that "explaining concepts in English" (p. 311) was seen as their most significant challenge (Othaman & Saat, 2009). In an investigation carried out by Werther et al (2014), respondents who were university level teachers in Denmark stated that "teaching through English is more of a problem than most people dare to openly admit" (p.453). Similar studies indicated that Swedish university teachers perceived their lectures delivered in English as Mol as less precise and less in-depth compared to lectures in their first language (Airey's, 2012). Tarnopolsky and Goodman (2014) indicated that both teachers and students needed to switch to their native language to check understanding of content.

In other studies, findings suggest that teachers across a range of institutions in the United Arab Emirates report favourable outcomes as regards the impact they felt EMI was having on students' English proficiency (Belhiah and Elhami; 2014). In similar vein, a study conducted in Korea by Byun et al. (2011), found positive views regarding English as a Medium of Instruction (EMI). However, there were concerns raised about students' initial English proficiency levels and the availability of sufficient support systems for EMI teachers. Kiliçkaya (2000) conducted a study on Turkish university teachers' attitudes. The findings showed mixed opinions. On one hand, they believed that using Turkish would have a better impact on students' learning than EMI due to low student participation. On the other hand, teaching in English helped overcome limited academic resources available in Turkish.

Thøgersen's (2011) study revealed that younger faculty teachers at a Danish university displayed a higher level of enthusiasm towards the adoption of English as a Medium of Instruction (EMI) compared to their older counterparts.

Background studies reveal four primary challenges that teachers encounter in EMI settings, which include teachers' language skills, students' competence, appropriate methods, and limited resources. According to Taylor (2010), several countries have encountered a tussle in sustaining EMI education. This was due to issues such as suitable teaching programs, teachers' proficiency in English, and opportunities for professional development.

Doiz, Lasagabaster, and Sierra (2013a) found that, in the Basque/Spanish context, a high percentage of the local students claimed to have a very low level of English proficiency. Indeed, Students need to have a satisfactory level of proficiency for English as a Medium of Instruction (EMI) courses to be effective (Stryker & Leaver, 1997; Swain & Johnson, 1997).

Similarly, Dearden (2014) reported some issues regarding the EMI practice globally include, the lack of EMI-qualified teachers and teaching resources, questions as to which subjects are to be taught through English medium, the age at which EMI starts, the lack of a standard level of English for EMI teachers, the role of the teacher, and the role of language centres and professional development.

Studies acknowledge a mismatch between goals and actual implementation of EMI (Hamid, 2013; ; Manh, 2012; Sert, 2008). This mastch is attributed to many reasons , including inadequate learning time,

inappropriate materials and methodology, insufficient teacher training, and under-resourcing. (Kaplan, Baldauf Jr, and Kamwangamalu 2011).

According to Vinke et al (1998), content lecturers encounter a variety of challenges in EMI use which makes it strenuous for them. They often struggle to find the right words and communicate their thoughts clearly when trying to paraphrase or refine statements. This makes them speak at slower pace than usual. Such factors can lead to less content coverage and potentially losing some knowledge.

According to Wilkinson (2005) EMI affects the quality of education because teachers spend more time using EMI. Wilkinson suggests that successful use of EMI requires the use of some instructional techniques such as code-switching in addition to using EMI for most of the program.

However, EMI policies have proven beneficial in other contexts, such as India, Pakistan, and Spain, where successful outcomes were achieved by implementing suitable strategies and principles (Marsh, 2006).

A primary concern posed by researchers regarding the EMI higher education phenomenon is whether the content is being as effectively learned in the foreign language as in the students' first language. The use of EMI often poses instructional and language related challenges that require the use of scaffolding strategies to facilitate understanding and learning.

2.2. The Role of Translation in EMI Frameworks: In the realm of English-Medium Instruction (EMI), translation emerges as an effective tool to enhance understanding and facilitate learning. Translation plays a crucial role in clarifying complex concepts in an EMI environment. By translating key ideas and terminologies into students' native languages, educators can ensure that foundational concepts are understood before students engage with the material in English. This approach helps bridge the language gap and facilitates deeper comprehension of the subject matter. According to Li and Li (2019), "Translation helps in making abstract concepts more accessible, enabling students to build a solid understanding before they encounter more complex academic language" (Li & Li, 2019, p. 112). In addition, Translation aids in vocabulary acquisition by providing students with immediate access to the meanings of technical terms and specialized vocabulary. This dual-language approach helps students internalize new vocabulary more effectively. As noted by Chang and Chen (2021), "Translating technical terms into students' first languages can significantly enhance their understanding and retention of

complex academic vocabulary" (Chang & Chen, 2021, p. 78). Moreover, translation enhances classroom interaction by ensuring that all students understand instructions and can participate fully. This increased clarity can lead to more effective discussions and collaboration. Johnson and Smith (2022) assert that translation facilitates clearer classroom communication, enhancing student engagement and participation in discussions. Furthermore, translation supports self-learning by providing students with tools to independently translate and understand complex concepts. This approach helps foster autonomy and reinforces classroom learning. As pointed out by Lee and Kim (2021), "Students can utilize translation tools to support their independent learning, enhancing their ability to understand and apply complex concepts outside the classroom" (Lee & Kim, 2021, p. 56).

4. Statement of the Problem: Several higher education institutions and universities globally have embraced English as a medium of instruction in the recent decade. In line with this trend, Algeria has set out to generalise the English language in university education. Accordingly, it has embarked on a plan to introduce English language instruction into university curricula beginning in the academic year 2023-2024. Additionally, it has also committed to providing English language training for university instructors through intensive language learning centres and digital platform managed by the national committee responsible for distance education.

However, in practical terms, this language policy shift is not challenge-free. Among and on top of these challenges is the fact that the vast majority of Algerian university instructors are either Arabic speakers or French speakers; while many are bilingual speakers of both Arabic and French. These instructors actually lack proficiency in English; and some of them have very little knowledge of English. Arabic and French was the only two languages used by these instructors for their whole educational career. This fact may cause reluctance and may hinder the proper adoption of the English language as the new medium instruction in Algerian universities.

5. Significance and Objectives of the Study: This research sought to study the attitudes and motivation of Algerian university teachers toward learning and using English as a medium of instruction (Moi) using translation. It further, aims at emphasizing the difficulties they encounter due to the transition from French and/or Arabic to English as a medium of instruction using translation, to ultimately offer relevant recommendations in response.

In accordance with the objectives of the study, the following research questions need to be answered:

1. What are the attitudes of Algerian university teachers toward the recent language policy shift, and how does translation play a role in their perceptions?
2. How do Algerian university teachers view the use of English as the Medium of Instruction, and what is the impact of translation on their attitudes?

6. Study Hypotheses: As we are investigating the role of translation in teaching in English, we propose the following hypotheses.

1-Algerian university teachers who are supportive of the recent language policy shift towards English instruction may perceive translation as a valuable tool for bridging linguistic barriers and facilitating comprehension among students.

2-Algerian university teachers who embrace the use of English as the Medium of Instruction may perceive translation as a complementary aid, enhancing their ability to convey complex concepts and ensuring better student understanding.

7. Research Methodology: To explore the attitudes of university teachers involved in teaching their academic subjects in English via translation, as well as the challenges they encounter, we opted for an inductive and analytical approach. The study aims to assess the gap between the training needs of Algerian teachers for teaching scientific fields in English and the reality of the training provided by trainers. To this end, a questionnaire was administered to gather the perceptions and experiences of teachers and trainers, and interviews were conducted in this regard.

The questionnaire was distributed to a representative sample of teachers and trainers at the Intensive Language Teaching Center (CEIL) in Bouira. It is worth noting here that the trainers are teachers holding the rank of assistant professors. As part of this approach, an official interview was conducted with the Director of the Center to establish the number of registered participants as well as the actual number of attendees. The questionnaire addresses the training needs as well as the content delivered in this specific context.

We also conducted an interview with the head of the Department of Computer Science, who clarified that only first-year students receive courses taught in French, with a weekly duration of one and a half hours (01h30). However, from the second year onwards, these same students attend courses taught in

English. This gradual shift to English at the expense of French reflects the ongoing evolution in the university landscape.

8. Current Situation: At the Intensive Language Teaching Center (CEIL) at Bouira University, a notable commitment to teaching scientific fields in English is evident through the offering of training programs. These programs specifically target teachers working in various non-linguistic departments, such as technical sciences, Computer Science, and the faculty of Economics. Led by full-time teachers from the English department, these continuing education programs are regularly organized, with a frequency of four hours per week.

Unlike conventional norms, the training programs at the Intensive Language Teaching Center (CEIL) are designed in a participatory manner by the teachers themselves, taking into account specific needs and expectations on the ground. It is important to emphasize that although common needs can be identified across various disciplines, there remains a plurality of perspectives regarding the content to be included in these programs, thus reflecting the diversity of contexts and requirements specific to each teaching domain.

Our investigative approach required methodological rigor in order to generate knowledge that could be disseminated to a wide academic audience and encourage exchanges within institutions. To achieve this, we implemented a data collection system that included a questionnaire for teachers, an interview with the director of the Center, and an interview with the head of the Department of Computer Science. These instruments were deployed to gather essential data for a thorough evaluation of the teaching/learning situation of English using translation in the university context. This data analysis thus provided us with a detailed overview of the current state of the program, the needs of the learners, their motivations, as well as the expectations expressed by the teachers. We conducted a study using a questionnaire which was distributed to 70 university teachers in Economics and Computer Science at the University of Bouira to collect data from primary sources. The questionnaire included both multiple-choice and open-ended questions in English, segmented into three sections aligned with our research objectives. Additionally, we translated the questionnaire into French and Arabic to ensure participants had no comprehension difficulties. Subsequently, we organized, presented, examined, and interpreted

the data collected from the survey using quantitative and qualitative methodologies, depending on the nature of the data.

9. Study Limitations: It is worth mentioning that the topic of teaching in English and using translation is a vast and broad subject that encompasses all disciplines. Therefore, we confined our research to two specialties representing other disciplines.

10. Translation is Useful for Learning English :Scholars and didacticians now disagree about the value of pedagogical translation as well as the potential risks it poses to the well-being of language learners. We find this stance to be logical. Rejecting the usefulness of translation in enhancing language is at odds with research conducted by scientists. It also refers to the desire, as required by the tenets of contemporary education, to deny the pupil their own intelligent methods of learning a foreign language at the very moment when their needs and talents ought to be acknowledged.

All current research on the process of learning a foreign language agree that there is a general mechanism that incorporates the native language but escapes the learner's awareness.

Researchers discuss the existence of intermediate languages, which are a collection of structures and semantic values transferred from a well-known language to a less familiar one. Whether we like it or not, translation plays a vital part in the formation and evolution of these intermediate languages, which aid in the acquisition of another language.

Given the interdisciplinary character of translation and its communication purpose, teaching/learning translation should attempt to transfer knowledge (language and its rules) as well as skills. To acquire this method of communication, translation, one must first grasp the statements and then re-express them appropriately based on the communication settings. And practicing translation according to this approach can only help the learner's conversational abilities.

This is the underlying premise of communicative approaches in foreign language instruction. Translation is an authentic activity, according to communicative techniques, because it is frequently done outside of the classroom, and it is also the sole activity relevant to the foreign language. Therefore, the question arises: "why not teach the art that is translation" (GRELLET, 1991:86).

11. Enhancing Linguistic Skills through Translation: Strategies and Approaches :

Pedagogical translation has to be rehabilitated in between the "usefulness of translation" and the regrettable manner of its practice in traditional language teaching methods.

"Translation pedagogy and "enunciative linguistics," which are used in professional translator training, have served as models for didactic research that has successfully attempted to restore pedagogical translation. In contrast, the former places equal emphasis on the language system (vocabulary + syntactic norms) and language actualization in order to generate discourses in particular communication contexts. This latter contends that "translation is understanding" in order to "make others understand."

The practice of translation is seen from a "constructivist" approach from a communicative one. Understanding the meaning of the text to be translated is necessary before translating. The Piagetian paradigm defines "understanding" as the "construction" of meaning through a series of interactions between the learning subject and their environment outside of their past knowledge. This psychological perspective holds that knowledge is a process before it is a product.

We argue that pedagogical translation does not deal with solitary, out-of-context sentences. Similar to professional translation, the intended translation must be rehearsed on texts that have meaning. In order to achieve semantic equivalency as required by the enunciative context in all of its linguistic, cultural, and social components, this approach moves away from the word and phrase to define the unit of meaning, avoiding linguistic correspondence. This enables students to be aware of the ways in which various languages interpret the same reality or universe and the variations in their cultural backgrounds. Put another way, we strive for a practice that is a component of a communication strategy: understanding what needs to be translated, who needs to see it, and how.

Among the activities that can demonstrate the importance of pedagogical translation, and align with the desired innovation, we can mention the exercise of "version commentary" proposed by Ballard (1988) and that of "discourse to discourse," the essence of which is inspired by Widdowson (1981).

Seeking to renew the practice of translation in the language classroom, Ballard (1988) proposes the exercise of version commentary. An exercise in which the student:

- Compares an original text and one of its translations.
- Identifies differences between the two texts in terms of lexicon, grammar, semiotics, etc.
- Comments on these differences.

This is an important and vital task, in the author's opinion. Essential to the extent that it garners focus and refines accuracy. It is helpful because, rather than focusing on linguistic correspondences, it first enables comprehension of the unique characteristics of each language system before discussing the selection of translation counterparts.

The "discourse to discourse" task entails using a selection of exercises to apply to a discourse in a foreign language. These exercises ought to aid in the concurrent development of two discourses—one in the target language and the other in the native tongue. As a result, the activity helps the student make the smooth transition from reading for reception to writing for output. This exercise's substance can be summed up as follows:

In this context, several suggestions are possible. It is important to keep in mind, nevertheless, that the educational benefit of translation would increase tenfold if it could foster students' multilingual development. Over time, the student will show that they can speak and write as fluently and correctly in the foreign language as they would in their home tongue by gradually becoming accustomed to expressing ideas in the language away from the influence of their home tongue and by making an effort not to attribute to a "signifier" of the foreign sign the "signified" of the native language sign.

Text/document analysis, theme/version, and documentary research were the activities that were within its purview.

It might seem at first that educational thinking on the process of translation is concealed beneath this dispersion. Since these three activities are merely parts of translation in the true sense of the word, teachers of the subject were embarrassed when they realized that, in reality, when they first started teaching this subject, they were frequently completed independently of one another due to a variety of limitations, including a lack of clear pedagogical guidelines and students' weakness or disinterest. However, the fact that learning to translate is one of the course's objectives is already encouraging to us.

Consequently, the acceptance of the cognitivist principle—which holds that student participation in the classroom is essential—is required to guarantee the subject's success. The suggested activities have to be designed with the goal of enhancing abilities through the utilization of pre-existing ones, particularly since the dominant discourse in pedagogy emphasizes that method based on competency.

Our goal was to provide translation instructors the support they needed to establish a pedagogical framework that reinvents and revalues the process of translation in language classrooms. Though not quite to expectations, things have changed for the better in recent years. Initially, teachers at intense language instruction facilities underwent training. Their duties include monitoring classroom activities to gain a better grasp of the pedagogical environment, which includes the teacher's challenges and the students' actual requirements, and ensuring that the authorities and the subject matter experts communicate with each other.

This succinct review of translation and foreign language learning makes it possible to conclude that any research on the subject within a theoretical or didactic framework can only be advantageous for all parties involved in the pedagogical act, including students, teachers, educational authorities, and institutions. It should be noted that multilingual nations' language policies may request translations. Languages become more valuable and significant in the communities that speak them as a result. It is also an aspect of communication that crosses linguistic barriers and a factor of satisfaction and expanding up to other cultures.

13. Analysis: To explore whether teachers' attitudes and motivation toward instructing using English as a Mol can be related to age and their first language, the first section of the questionnaire included personal information about the respondent including their age , experience and the language they are academically most familiar with (Arabic/French). The researcher wanted to observe whether there were differences among teachers who are francophone and those who are Arabic speakers and attempted to relate any differences to the linguistic or educational context of each; or differences among younger lecturers and their elder counterparts. The findings indicate that more than half of the respondents (14) opted for French as the language they are academically most familiar with; while (6) of the respondents selected both languages.

The second section of the questionnaire revealed teachers' attitudes toward EMI. According to the findings, 13 (5 economics teachers, and 8 it teachers) respondents (65%) agreed that the use of English as medium of instruction (Mol) is better than other medium of Instruction, while 7 (all economics teachers) respondents (35%) disagreed with the belief. To this answer, respondents were asked then to justify their choice. Respondents who have positive attitudes towards using English as a Mol mentioned that using English as a Mol creates a better educational atmosphere and motivates students and help them have access to a wide range of up-to-date sources in English. In addition, they claimed that using English as a Mol enhances students' proficiency in English, provide them with better professional and career opportunities internationally. Two of the it lecturers questioned indicated that EMI "helps students to communicate easily and confidently for various purposes". Teachers also reported that EMI can enhance the level of Algerian universities helps students and professors participate in international academic events. Lecturers who went against the belief (35%) stated that instructing using English makes no difference. They additionally claimed that teachers' and students' English proficiency is inadequate for adopting EMI. Moreover, the use of EMI leads to cultural invasion. It is worth mentioning that 5 of these respondents were elderly and francophone (French-speaking). The results indicate that while many teachers recognize the value of EMI, some others do not support instruction using English as Mol. The results are also in accordance with Thøgersen's (2011) study which suggested that lecturers at a Danish university displayed a higher level of enthusiasm towards the adoption of EMI compared to their older counterparts. The results also indicate that francophone lecturers do not support using English as a Mol.

The second question in the section was meant to reveal the actual status of the implementation of EMI at university. 17 of the lecturers (both economics and it teachers) said that they use English as Mol in their lectures. While 3 respondents were not found implementing EMI. The next question was about the extent to which teachers used English as a Mol in their lectures. 2 respondents, who were young lecturers, stated that they conducted their lectures fully in English; 3 of the respondents said that their lectures were mostly in English with Occasional use of Arabic and French. 7 of the lecturers declared that both their lectures and their other practices like testing and assessment were partially in English alongside the French language. 5 of the respondents however indicated that their use of English is little,

and they mostly rely on French with switching to Arabic occasionally. These findings reveal that although many lecturers acknowledge the importance of using English as a medium of instruction, most of them don't fully embrace it. They still rely on French instead.

To the following question in the section "Do you believe that using English as a Mol can affect students' outcomes?", 12 lecturers answered by "to some extent"; 3 of them answered by 'yes'; while 2 of the respondents said "No". Although several studies revealed that EMI had no negative impact on students' outcomes (Dafouz, Camacho, and Urquía's; 2014, Joe and Lee's; 2013), EMI can pose some challenges for students with low proficiency in English causing potential issues in comprehension and engagement with the subject matter (Joe & Lee, 2013; Räsänen, 2008).

As to the next question, 15 of the informants agreed that instructing in English can enhance students' English proficiency while the rest of the respondents opted for 'uncertain' as an answer. These findings suggest that while many teachers hold a positive attitude toward the impact of EMI on students; for some teachers the impact is still equivocal.

To the sixth question in the section, 'what, in your opinion are the advantages of using English as a Mol?', the teachers mentioned the following advantages:

- Improve vocabulary and enhance English proficiency.
- Accessibility to a wider range of learning resources available in English.
- Prepare students for international opportunities such as studying abroad.
- Enhance critical thinking skills.
- Collaborate with teachers from different countries.
- Provide opportunities for professional development.

To the last question in the section, all lecturers claimed the implementation of EMI to be challenging. The third section of the questionnaire was devoted to Challenges encountered by lecturers during the implementation of EMI. To the first question in this section, 10 of the respondents stated that they often find difficulties in paraphrasing or communicating ideas clearly and precisely using English; 5 of the lecturers mentioned that they sometimes find it difficult to do so, while 2 lecturers, who were young IT teachers, said that they find no problem when communicating their ideas in English.

For the next question, 7 lecturers stated that students often ask for translation during lectures or when given tasks in English; while 10 of the lecturers said that their students sometimes ask them for translation. Similar to findings of the study conducted by Joe and Lee's (2013); these findings indicate that students have encountered some difficulties using EMI.

To third question in this section, results revealed that 59% (12) of the respondents stated that they take more time and cover less content using English as Mol. This is potentially due to insufficient learning time, unsuitable materials and techniques, inadequate teacher training, and a lack of resources (Kaplan, Baldauf Jr, and Kamwangamalu 2011).

To the last question in the section, (8) of the respondents considered using English as a Mol as a challenging task because of time constraints; (7) of them referred to students' low proficiency in English; while (5) respondents stated that using English as a Mol is a challenging task because lack of resources. Other challenges respondents mentioned include:

- It requires additional preparation and extra effort.
- Lack of training and workshops.
- Digital literacy problems for both students and teachers.

14. Results: Regarding the linguistic aspects taught, the individuals interviewed in this study highlighted oral communication, emphasizing that this skill represents one of the major challenges in language learning. They stressed the importance of phonetic and phonological quality, as well as the ability to communicate and engage in dialogue, as these are the most needed and sought-after skills.

As for training needs, a large majority of teachers expressed an urgent need for specialized English training, specifically designed for scientific fields, particularly due to the lack of technical vocabulary and the difficulty in explaining complex concepts, which leads them to resort to translation in order to make the learners understand. They pointed out the necessity for training that focuses specifically on technical vocabulary and linguistic skills relevant to their teaching domain.

Teachers, especially those working in the field of computer science, with whom we had the opportunity to consult, expressed concerns about the quality of the courses offered by the Intensive Language Teaching Center (CEIL). They noted that these courses primarily focus on general English, without addressing their specific needs related to specialized English, which is essential for practicing

their profession. This mismatch in content has led to some frustration with these training programs, despite the efforts made by the relevant committees to promote this initiative within the teaching community.

15. Conclusion: This research paper has presented and examined the findings of a survey study conducted among a cohort of 70 Algerian university level teachers. It sought to explore the attitudes of teachers towards using English as a medium of instruction and translation in Algerian universities; and to find out the potential problems and challenges encountered while embracing EMI. The findings of the research reveal that the majority of lecturers reported positive attitudes and an acceptance of the practical value of English as a Mol. The status of implementing English as a Mol was found to some extent satisfactory, as many teachers actually adopted EMI; despite a few others were not found implementing EMI in their instructional practices. Despite the positive attitudes towards EMI and its implementation, teachers reported various difficulties they face in their use of English as a Mol such as not all students having a good proficiency in English, EMI being onerous and time consuming, the need for extra resources, and lack of training.

The findings suggest that it is important for higher education institutions to provide adequate support and resources to ensure the success and effectiveness of EMI. It is recommended that there should be conducive environments that encourage and support students in their learning using English as a Mol, especially those with low proficiency in English. Universities should provide teachers with opportunities to take part in trainings, workshops and seminars on EMI in order to help enhance their EMI instructional skills.

Based on the findings, the following recommendations are proposed to address the identified issues:

1. Developing Specialized English Training Programs: Given the urgent need expressed by teachers for training in scientific English, it is essential to design and implement specialized English programs that focus on the technical vocabulary and linguistic skills necessary for specific fields, particularly in areas like computer science. These programs should be tailored to address the challenges faced by teachers in explaining complex concepts to students.
2. Integrate Translation Practices into Teaching: Given that many teachers resort to translation to explain complex concepts, it would be beneficial to integrate translation as a pedagogical tool in language

teaching. Teachers should be trained on how to effectively use translation as a means to facilitate understanding without over-relying on it, balancing it with other strategies to enhance language learning.

3.Align Training Content with Professional Needs: The current mismatch between general English courses and the specific needs of teachers in fields like computer science highlights the necessity for targeted content. It is recommended to collaborate with experts in various disciplines to create English courses that reflect the professional language requirements of different fields. This will ensure that teachers and students alike benefit from relevant and applicable language skills.

4.Improve the Quality of CEIL Courses: The feedback regarding the Intensive Language Teaching Center (CEIL) courses indicates dissatisfaction with the lack of focus on specialized English. It is essential for CEIL to reassess and update its curriculum to meet the specific needs of teachers, particularly in technical and scientific fields. Collaboration with technical departments members to design discipline-specific modules and professional experts in these fields would ensure that the courses are aligned with the real-world demands of the teaching community.

It is worth noting that despite initial setbacks in achieving set objectives, some countries have adjusted their plans to pave the way for successful EMI education implementation. . Moreover, some countries initially failed to receive the set objectives and further developed plans that could lead to a successful implementation of EMI education.

Despite providing valuable insights, this study was limited in that it was a small scale study, and therefore the results may not be widely generalisable. Moreover, the study targeted only teachers from one single university rather than incorporating a wider range of samples. Therefore, it could be advantageous to conduct further large case studies taking samples from the whole country.

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APPENDIX

Questionnaire:

Dear Teachers,

We are conducting an investigation on English instruction via translation in Algerian universities, aiming to unveil teachers' practices and attitudes.

You are kindly invited to complete this questionnaire honestly based on your teaching experience. It is entirely anonymous, and the information provided will be used exclusively for research purposes.

1-What is your age?

- ☐ Under 30
- ☐ 30–39
- ☐ 40–49
- ☐ 50 and above

2-How many years of teaching experience do you have?

- ☐ 1–5 years
- ☐ 6–10 years
- ☐ 11–15 years
- ☐ More than 15 years

3-What is the language you are academically most familiar with?

- ☐ Arabic
- ☐ French
- ☐ Both

4-Do you think using English as a Mol improves students' educational experience?

- ☐ Yes
- ☐ No
- ☐ To some extent

5-Do you believe using English as a Mol improves students' English proficiency?

- ☐ Yes
- ☐ No
- ☐ Not sure

6-Do you translate during your lectures when using English?

- ☐ Yes, frequently
- ☐ Yes, occasionally
- ☐ No, I do not use translation

7-Why do you use translation in your lectures?

- ☐ To help students understand complex content
- ☐ Because students ask for translation
- ☐ Because my own English fluency is limited
- ☐ To save time
- ☐ I do not use translation

8-How often do students ask for translation during EMI lectures or activities?

- ☐ Frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

9-What suggestions do you have for improving EMI practices at your department?

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Thank you for your collaboration