

English self-efficacy and attitudes toward English-medium instruction among university lecturers in Algeria: A quantitative analysis

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Abstract

English-medium instruction (EMI) has become a central strategy in the internationalisation of higher education worldwide, yet many university lecturers report limited English proficiency as a critical barrier. This limitation not only hinders effective content delivery but also raises serious concerns about its negative impact on lecturers' attitudes toward EMI and their overall professional readiness to implement it. This research examines Algerian university lecturers' attitudes toward EMI and their self-efficacy in reading, writing, speaking, and listening. It also examines how these constructs vary across academic disciplines, primary language of instruction, age, teaching experience, and gender. A quantitative research approach was adopted using a large-scale cross-sectional online survey ($N = 1080$) conducted across multiple public universities in Algeria. Descriptive and inferential statistical analyses were employed to address four research questions. The findings of this research reveal moderately positive attitudes toward EMI alongside markedly low English self-efficacy, particularly in speaking and listening. Significant differences in both constructs emerged according to academic discipline, primary language of instruction (Arabic vs. French), and gender, with science and technology lecturers and those from French-medium backgrounds exhibiting greater readiness. Furthermore, a substantial positive correlation was observed between English self-efficacy and EMI attitudes. These findings highlight the critical interplay of psychological, disciplinary, and sociolinguistic factors in shaping EMI readiness. They underscore the need for targeted, context-sensitive professional development initiatives and policy measures to enhance lecturers' linguistic competence and foster sustainable support for EMI in Algerian higher education.

Keywords: English medium instruction (EMI), higher education, perceptions, self-efficacy, lecturers, Algeria

Introduction

English has become the dominant language of global academic communication and a central medium in international higher education. In this context, English Medium Instruction (EMI), the use of English to teach academic subjects other than English, has expanded rapidly in non-Anglophone universities (Galloway & McKinley, 2022; Macaro, 2022). EMI is widely associated with internationalisation agendas, particularly efforts to enhance institutional visibility, research collaboration, and graduate mobility (Bradford & Brown, 2018; Griffiths, 2023).

Aligned with international developments, Algeria's Ministry of Higher Education and Scientific Research (MHESR) initiated a regulatory framework promoting EMI across disciplines, most notably through Decision No. 1433 in September 2022. This reform marks a major shift from longstanding linguistic practices in which Arabic has dominated the humanities and social sciences, while French has prevailed in scientific and technical fields. English, until recently, remained limited to foreign language departments despite its prominence in international scholarship.

The transition to EMI presents substantial challenges for Algerian lecturers, particularly regarding language proficiency and pedagogical readiness. Many lecturers trained and professionally active in Arabic or French are now required to teach complex disciplinary content in English, a language in which numerous staff self-report limited proficiency (Mansouri, 2025; Sahki, 2025). Similar barriers have been documented in Europe (Dearden & Macaro, 2016), Indonesia (Siregar et al., 2023), Saudi Arabia (Al-Kahtany et al., 2016), and Turkey (Karakas, 2016), where insufficient linguistic preparation and professional development have hindered EMI implementation. As Macaro and Aizawa (2022) argue, lecturers' proficiency is not merely a technical skill but a factor that strongly shapes their attitudes and classroom practices.

Despite extensive EMI scholarship (e.g., Galloway & McKinley, 2022; Macaro et al., 2018), important gaps remain. Research rarely examines how English self-efficacy, a psychological judgement of one's ability to use English effectively, relates to lecturers' attitudes toward EMI, particularly in multilingual, postcolonial systems. Existing work, such as Goh and Luen Loy (2021) on preschool teachers in Malaysia, focuses on pedagogical self-efficacy rather than lecturers' perceived language abilities, limiting its relevance for higher education. This highlights a conceptual gap: proficiency and attitudes are often treated as separate constructs, with limited theorisation of how they interact in linguistically complex settings.

The Algerian context is also underrepresented in EMI research. Algeria's postcolonial linguistic landscape, shaped by the coexistence of Arabic, French, and a rising role for English, means that the introduction of EMI "is not merely a pedagogical shift but a broader sociolinguistic and cultural transformation" (Mansouri, 2025, p. 329). Furthermore, existing Algerian studies are largely qualitative or based on small, institution-specific samples (e.g., Sahki, 2025), restricting generalisability across disciplines and lecturer profiles.

This research addresses these gaps by complementing existing qualitative and small-scale research with large-scale, quantitative investigations of EMI in Algeria. It examines how lecturers' English self-efficacy relates to their attitudes toward EMI and how these constructs vary across demographic, professional, and institutional factors commonly explored in EMI research, including discipline, primary language of instruction, age, teaching experience, and gender. Variables, such as prior EMI training, were beyond the scope of this survey. The research contributes theoretically by linking postcolonial language politics, policy reform, and lecturer psychology, and practically by informing EMI capacity-building efforts in Algeria and comparable multilingual settings.

Accordingly, the research seeks to answer the following research questions:

1. What are lecturers' attitudes toward the integration of EMI in higher education?
2. What is the level of English self-efficacy among lecturers?
3. To what extent do lecturers' attitudes toward EMI and their self-efficacy in English differ by gender, primary language of instruction, academic discipline, and other relevant factors?
4. What is the relationship between lecturers' English self-efficacy and their attitudes toward EMI implementation?

Literature Review

English Medium Instruction

English Medium Instruction (EMI) refers to the teaching of academic subjects through English in contexts where it is not the dominant societal language (Macaro et al., 2019). It has become a central feature of higher-education internationalisation (Griffiths, 2023; Macaro, 2022). Galloway and McKinley (2022) describe EMI as “the use of English to teach university subjects across various disciplines” (p. 2), emphasising its cross-disciplinary reach. Proponents argue that EMI enhances universities' global visibility and improves graduates' competitiveness in international labour markets (Bradford & Brown, 2018; Griffiths, 2023), whereas critics caution that it may reinforce global linguistic hierarchies and marginalise local languages and academic traditions (Devkota & Neupane, 2025).

EMI's expansion is closely linked to the global dominance of English and to trends in the marketisation and international benchmarking of higher education (Rose & McKinley, 2018). Institutions often adopt EMI to improve rankings, attract international students, and foster research collaboration (Hazelkorn, 2015). Yet, implementation is frequently top-down, with limited attention to lecturers' linguistic readiness or pedagogical development (Hu & Lei, 2014; Macaro et al., 2018). Because EMI blurs the boundary between content teaching and language use, it requires lecturers to integrate disciplinary knowledge with academic English rather than treating these as separate domains (Goodman et al., 2024).

These global patterns take on particular significance in the Algerian context. Algeria's postcolonial linguistic landscape, shaped by the tension between Arabisation policies after independence and the continued dominance of French in scientific and technical fields, creates unique challenges for EMI adoption. Arabic has served as the primary medium in the humanities and social sciences, while French has remained central to STEM disciplines due to its established terminology and academic infrastructure (Mansouri, 2025). Recent government initiatives to introduce EMI across higher education reflect both aspirations for global alignment and a domestic push to rebalance the linguistic hierarchy by reducing reliance on French. Although Algeria adopted aspects of the Bologna Process in 2004, large-scale EMI implementation remained limited until the early 2020s, highlighting the slow translation of policy reforms into pedagogical practice.

Language Policy in Algerian Education

Algeria's language policies reflect a complex postcolonial landscape shaped by competing historical, ideological, and global forces. After independence in 1962, Arabisation policies positioned Arabic as the sole official language to strengthen national identity and reduce reliance on French. Yet, French has remained dominant in science, technology, and higher education, where it continues to function as a marker of academic and professional prestige. Alongside

these two languages, Algeria's linguistic ecology includes widespread use of Algerian Arabic (Derja) and Berber varieties, with Tamazight gaining official status in 2016, though its presence in higher education remains limited.

English, long introduced as a second foreign language, historically played only a peripheral role. Recent policy shifts have elevated its importance, including the 2022 reform that lowered the starting age of English instruction in schools. These changes reflect both global pressures and national aspirations to diversify partnerships beyond the Francophone sphere.

At the tertiary level, the MHESR's mandate to introduce EMI across all disciplines constitutes one of the most significant policy changes since independence. Traditionally, the humanities and social sciences were taught in Arabic and STEM fields in French, with English confined to language-specialist programmes. The sudden expansion of EMI aligns with global internationalisation agendas but raises critical questions regarding lecturers' linguistic readiness, pedagogical preparation, and the wider sociolinguistic effects on Algeria's multilingual university system (Mansouri, 2025; Sahki, 2025).

International research warns that such reforms, though framed as neutral modernisation efforts, may reinforce linguistic hierarchies (Devkota & Neupane, 2025). Some scholars draw on Bourdieu's (1991) concept of linguistic capital to show how language choices in higher education reflect symbolic power relations, privileging languages associated with global visibility. In Algeria, where French retains significant economic and symbolic capital, the abrupt elevation of English may risk intensifying, not resolving, existing hierarchies. Without sustained training and curricular support, EMI may remain superficial, serving more as a symbol of modernity than a tool for meaningful learning (Goodman et al., 2024).

In summary, Algeria's evolving language-in-education policy mirrors global trends toward Englishisation while reflecting enduring local tensions between Arabic, French, and English. Yet, little empirical work explores how these macro-level dynamics are experienced by lecturers in their everyday teaching. This research addresses this gap by examining how Algerian university lecturers navigate EMI within this shifting and contested linguistic environment.

Lecturers' Self-Efficacy in English

Self-efficacy, a core construct in Bandura's (1997) Social Cognitive Theory, refers to individuals' beliefs in their capacity to carry out specific tasks successfully. In education, teacher self-efficacy is a strong predictor of instructional quality, pedagogical innovation, and student learning (Wang, 2021). Within EMI, it can be understood as lecturers' confidence in using English for academic purposes, explaining disciplinary content, interacting with students, and engaging with scholarly work. Consistent with Bandura's (1997) view that self-efficacy shapes choices and persistence, lecturers with higher English self-efficacy are more likely to view EMI as feasible, whereas those with lower self-efficacy may approach it with caution.

Ajzen's (1991) Theory of Planned Behaviour provides an additional lens for understanding EMI preparedness. Self-efficacy, conceptualised as perceived behavioural control, alongside attitudes, contributes to lecturers' readiness to adopt EMI. While other affective variables, such as language anxiety (Horwitz et al., 1986), also influence perceptions, self-efficacy is particularly important because it reflects lecturers' perceived ability to manage EMI-related linguistic demands. Accordingly, this research hypothesises that higher English self-efficacy is associated with more favourable EMI attitudes.

Research on EMI teacher self-efficacy has predominantly focused on lecturers' perceived ability to deliver content through English (e.g., Lasagabaster, 2022; Wang, 2021), highlighting the dual linguistic and pedagogical demands involved. In contexts with limited exposure to academic English, linguistic self-efficacy often becomes a prerequisite for developing pedagogical

self-efficacy. Evidence from various non-Anglophone settings shows that lecturers commonly report difficulties with speaking, understanding, and using English accurately in disciplinary instruction (Hu & Lei, 2014; Macaro et al., 2018). Such challenges are frequently identified as obstacles to EMI implementation, combined with insufficient training and institutional support (Faez & Karas, 2017). Their meta-analysis further demonstrates that teachers’ self-efficacy beliefs strongly influence instructional behaviour, underscoring the role of perceived linguistic competence in shaping practice.

Much of what is known about English teacher self-efficacy derives from EFL contexts (e.g., Karas et al., 2024, Mansouri et al., 2024), where English proficiency is central to teaching expertise. EMI contexts differ in that lecturers are typically content specialists rather than language teachers. Their English self-efficacy is therefore influenced by informal learning histories, uneven exposure to academic English, and perceived proficiency across the four core language skills. This underscores the importance of examining associations between language-based self-efficacy and lecturers’ EMI readiness without presuming direct causality.

In Algeria, to the best of our knowledge, research on lecturers’ English self-efficacy remains scarce despite rapid shifts toward EMI. Existing work (Mansouri, 2025; Sahki, 2025) suggests that lecturers frequently request discipline-specific English training and opportunities for international exposure to enhance their linguistic confidence. However, little is known about how self-efficacy varies across academic disciplines, primary instructional languages (Arabic vs. French), or demographic variables such as gender or academic rank. Moreover, no studies have investigated how English self-efficacy relates to lecturers’ EMI attitudes or perceived teaching effectiveness.

Against this backdrop, the present research examines Algerian lecturers’ English self-efficacy as a key, yet underexplored factor in EMI adoption. It investigates their self-ratings across core language skills and explores whether these ratings correlate with EMI attitudes and relevant demographic and contextual variables.

Hypothesised Model

Figure 1 presents the conceptual framework guiding this research, combining exploratory and relational perspectives. Demographic and contextual variables, academic discipline and rank, primary language of instruction, gender, age, and teaching experience, are hypothesised

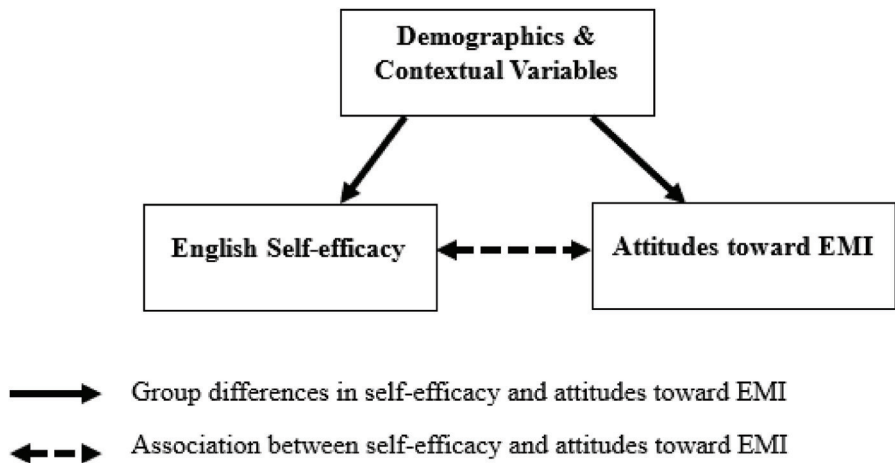


Figure 1. Conceptual framework of the research

to influence lecturers’ English self-efficacy and attitudes toward EMI. These variables were examined via group comparisons to identify significant differences. Drawing on Bandura’s (1997) Social Cognitive Theory, the model also proposes a positive association between English self-efficacy and EMI attitudes, suggesting that lecturers who perceive themselves as more competent in English are likely to hold more favourable views of EMI. Overall, the framework illustrates hypothesised relationships while maintaining a correlational, non-causal focus.

Methodology

Participants

The research involved 1,080 lecturers from public universities across Algeria. A post-hoc sample adequacy check using Raosoft, based on an estimated population of 70,000, a 95% confidence level, and a 3% margin of error, indicated a required sample of 1,052; the achieved sample exceeds this threshold and is considered representative. The sample included 556 females (51.5%) and 524 males (48.5%), with 81% aged between 30 and 50. Participants spanned a range of academic disciplines, ranks, teaching experience, and linguistic backgrounds, having completed prior academic training in either Arabic or French, with none educated in English-speaking institutions. Detailed demographic and contextual characteristics are presented in Table 1.

Table 1. Lecturers’ demographic information

Category		n	(%)
Gender	Male	524	48.5
	Female	556	51.5
Age	30–40	368	34.1
	41–50	506	46.8
	> 50	206	19.1
Field	Humanities and Social Science	288	26.7
	Science and Technology	381	35.3
	Economics	149	13.8
	Architecture	145	13.4
	Law	117	10.8
Language of instruction	Arabic	571	52.9
	French	509	47.1
Academic rank	Assistant Professor	309	28.7
	Associate Professor	601	55.6
	Professor	170	15.7
Teaching experience	0–10 yrs.	337	31.2
	11–20 yrs.	568	52.6
	> 20 yrs.	175	16.2

Data Collection

Data were collected shortly after the Algerian MHESR mandated EMI across all academic disciplines in 2022, capturing lecturers' perceptions during the early implementation phase. A cross-sectional online survey was administered to lecturers from multiple universities and disciplines via institutional mailing lists and academic social media groups (Facebook, LinkedIn). The survey remained open for four months to maximise participation while limiting potential temporal shifts in perceptions. Due to the use of open posts and forwarded invitations, the exact number of recipients is unknown. After removing incomplete or duplicate responses, 1080 submissions were retained. Participation was voluntary, which may introduce self-selection bias (Bethlehem, 2010), and all participants provided informed consent.

The survey was available in Arabic and French, Algeria's primary languages of academic instruction. Translations were prepared by the author, a bilingual applied linguistics researcher, using a forward-translation approach and reviewed by an independent translation expert to ensure semantic and conceptual equivalence. The questionnaire was pre-tested with 20 lecturers representing Arabic-medium, French-medium, and bilingual backgrounds to identify issues in clarity and cross-language equivalence. Feedback led to minor refinements; pilot participants were excluded from the main research.

The survey comprised two main instruments. The first assessed lecturers' attitudes toward EMI (cognitive, affective, and behavioural components) (see Appendix A) using 19 items on a six-point Likert scale (1 = strongly disagree to 6 = strongly agree). Exploratory Factor Analysis (Principal Axis Factoring, oblique rotation) yielded a four-factor solution (see Appendix C, Table F & Figure A): (1) perceived benefits, (2) teaching challenges, (3) willingness to use English, and (4) perceived language requirements. Internal consistency was strong (Cronbach's $\alpha = .87$).

The second instrument measured English self-efficacy across four academic language skills (listening, speaking, reading, writing) (see Appendix B) with 16 items rated from 0% ("I absolutely can't do that") to 100% ("I absolutely can do that"). Adapted from established frameworks (e.g., National Capital Language Resource Center, 2000) and contextualised for Algeria (Mansouri et al., 2024); the scale demonstrated excellent reliability ($\alpha = .99$). Despite potential item redundancy, all items were retained for their conceptual relevance to distinct skill domains.

Data Analysis

Data were analysed using IBM SPSS Statistics (Version 28) in two stages: descriptive and inferential.

Descriptive statistics (means and standard deviations) were calculated to summarise the overall lecturers' attitudes toward EMI, scale (6-point Likert), its four subscales, and their overall English self-efficacy scores (0–100%), and the four skill-specific subscales (listening, speaking, reading, writing). Following Karas et al. (2024), self-efficacy scores below 70% were categorised as low perceived English proficiency.

Inferential analyses addressed Research Questions 3 and 4. One-way between-subjects ANOVAs examined differences in attitudes toward EMI and English self-efficacy across categorical variables: gender, primary language of instruction (Arabic, French), academic discipline (Humanities & Social Sciences, Science & Technology, Economics, Architecture, Law), teaching experience (0–10, 11–20, >20 years), age (30–40, 41–50, >50), and academic rank (Assistant, Associate, Full Professor). Assumptions of normality (Shapiro–Wilk test, Q-Q plots) (see Appendix C, Tables G–H & Figures B–C) and independence were satisfied. Where Levene's test indicated unequal variances (e.g., academic rank), Welch ANOVAs were used; otherwise, standard ANOVAs with Bonferroni-adjusted post-hoc tests were applied. Effect sizes were reported

as eta-squared (η^2) for standard ANOVAs and epsilon-squared (ϵ^2) for Welch ANOVAs, interpreted using Cohen’s (1988) benchmarks. Significant post-hoc pairwise comparisons were further quantified using Cohen’s *d*.

The association between English self-efficacy and attitudes toward EMI (Research Question 4) was examined using Pearson’s correlation coefficient (*r*), with effect sizes interpreted according to Cohen (1988). The significance threshold for all tests was $p < .05$. This analytical strategy enabled a rigorous and transparent examination of group differences and the hypothesised relationship between lecturers’ self-efficacy and EMI attitudes.

Findings

The findings are presented in alignment with the research questions, starting with descriptive statistics outlining lecturers’ attitudes toward EMI and their English self-efficacy, followed by inferential analyses examining group differences and relationships between variables.

RQ1: Lecturers’ Attitudes toward EMI

This section presents the descriptive findings for RQ1, which examines lecturers’ overall attitudes toward EMI (see Appendix C, Table A).

Overall, lecturers expressed moderate agreement with the integration of EMI in Algerian higher education ($M = 3.74$, $SD = 0.93$), reflecting cautious optimism rather than strong endorsement (see Figure 2). Participants acknowledged EMI’s potential benefits but also highlighted concerns regarding their own and their students’ linguistic readiness. Lecturers reported moderate personal challenges with using English ($M = 3.68$, after reversing negatively worded items), with the most pressing concern being that a focus on language might distract from content learning ($M = 2.89$). Regarding English use in their work, lecturers were more willing to develop their own English proficiency ($M = 5.03$) than to incorporate English into their teaching ($M = 2.53$), indicating that motivation to improve does not yet translate into confidence for classroom implementation. Participants rated English as important for their academic fields ($M = 4.31$) but were slightly less convinced of its broader benefits for Algerian higher education ($M = 3.61$).

On the perceived benefits of EMI, lecturers moderately agreed that it could enhance Algeria’s international academic profile ($M = 4.26$) but were less certain about its impact on teaching

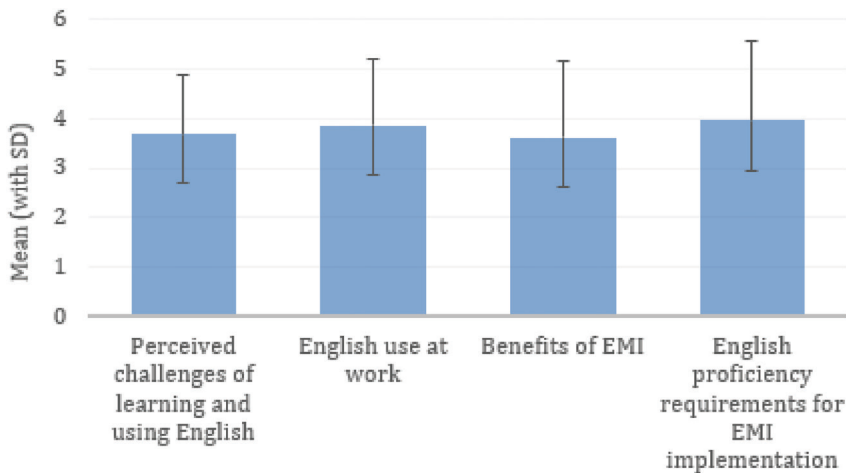


Figure 2. Lecturers’ attitudes about EMI by scale

quality ($M = 3.32$) or student outcomes ($M = 3.35$), suggesting that EMI is viewed more as an institutional branding strategy than as a pedagogical improvement. Finally, lecturers recognised the importance of English proficiency for EMI success ($M = 3.96$), rating it slightly higher for students ($M = 4.06$) than for themselves ($M = 3.87$). This reflects a shared perception that EMI readiness involves both teacher competence and student preparedness.

RQ2: Lecturers’ English Self-Efficacy

This section addresses RQ2 by presenting descriptive findings of lecturers’ English self-efficacy levels across skills (see Appendix C, Table C).

Lecturers reported low overall English self-efficacy ($M = 43.74\%$, $SD = 24.83$), which, according to Karas et al. (2024), falls below the 70% threshold indicative of adequate self-efficacy. This finding suggests that the majority of Algerian lecturers do not feel sufficiently prepared to use English in teaching, highlighting a critical readiness gap for EMI implementation (see Figure 3). Across the four language skills, speaking ($M = 38.68\%$) and listening ($M = 42.04\%$) emerged as the weakest areas. Reading ($M = 49.46\%$) and writing ($M = 44.92\%$) were comparatively higher but still fell within the “low” range. A closer look at item-level responses revealed further nuances. For example, lecturers reported stronger confidence in spelling ($M = 58.96\%$) and persisting through reading difficulties ($M = 54.34\%$), but much lower confidence in writing coherent paragraphs ($M = 40.51\%$) and speaking clearly ($M = 35.58\%$). These patterns suggest that while passive and mechanical language skills (e.g., spelling, gist reading) are moderately developed, productive and meaning-making skills, essential for EMI teaching, remain particularly challenging.

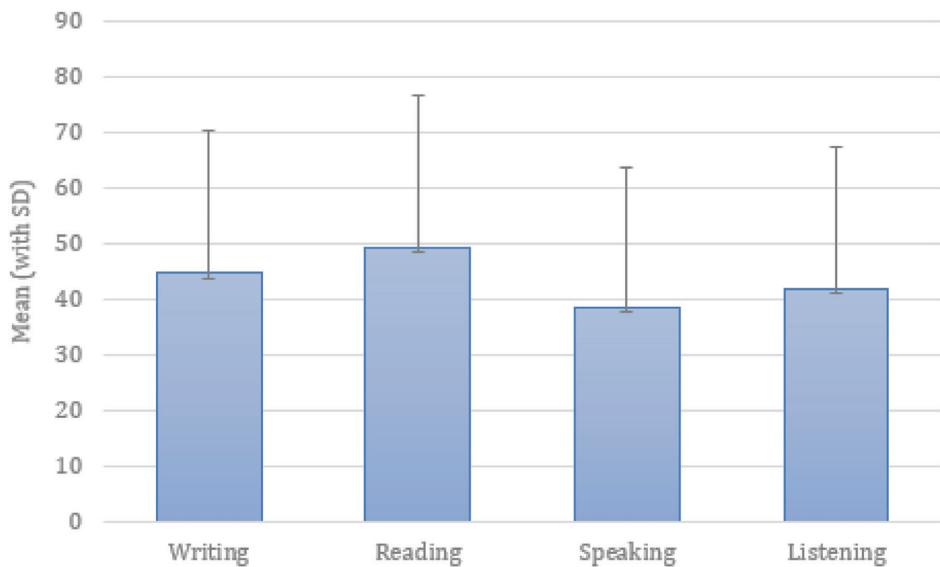


Figure 3. Lecturers’ self-efficacy levels by skill

RQ3: Group Differences in English Self-Efficacy and EMI Attitudes

This section presents the inferential findings addressing RQ3, focusing on the extent to which lecturers’ overall attitudes toward EMI (see Appendix C, Table B) and their self-efficacy (see Appendix C, Table D) vary across selected variables.

Group Differences in Lecturers' EMI Attitudes (Inferential Analysis)

Gender: A small but statistically significant gender difference was observed, with male lecturers reporting slightly more positive attitudes than female lecturers ($F(1, 1078) = 5.01, p = .02, \eta^2 = .01$) (see Figure 4). The small effect size suggests that gender plays a relatively minor role in shaping EMI attitudes.

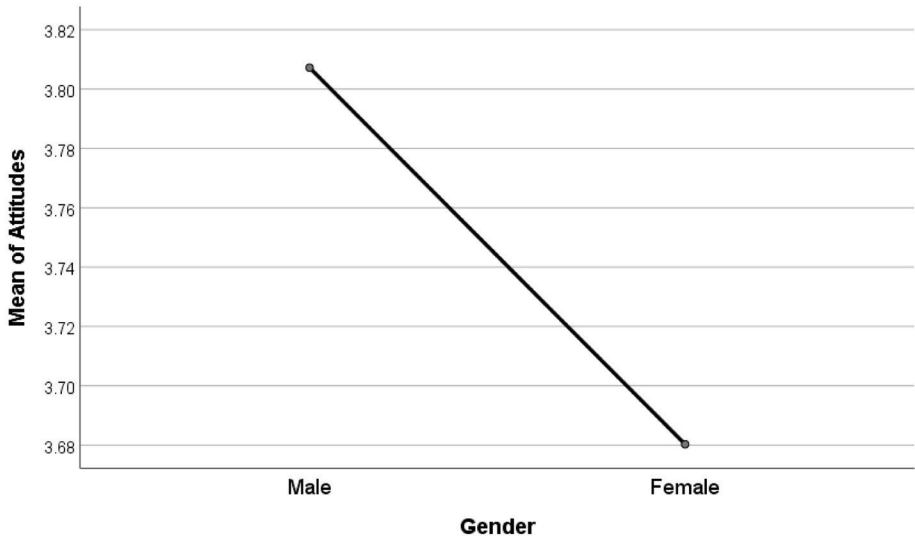


Figure 4. Mean of lecturers' attitudes scores based on gender

Primary Language of Instruction: Lecturers' primary language of instruction had a substantial influence on EMI attitudes ($F(1, 1078) = 165.86, p < .001, \eta^2 = .13$) (see Figure 5). Specifically, French-medium lecturers reported significantly more positive attitudes than Arabic-medium lecturers, reflecting the impact of prior linguistic exposure on EMI receptivity.

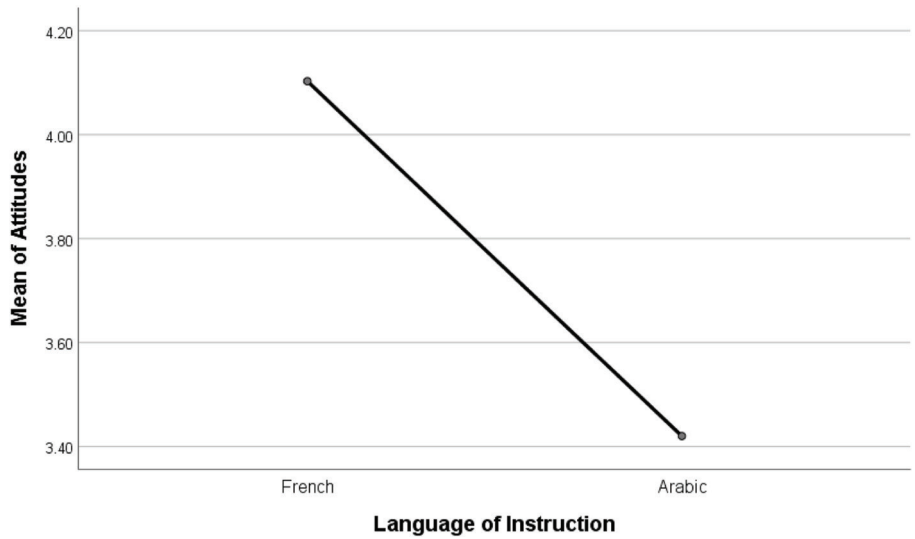


Figure 5. Mean of lecturers' attitudes scores based on language of instruction

Academic Discipline: Academic discipline emerged as the strongest predictor of EMI attitudes ($F(4, 1075) = 66.84, p < .001, \eta^2 = .20$) (see Figure 6). Post hoc Bonferroni tests indicated that Science and Technology lecturers held the most favourable attitudes, significantly exceeding those of colleagues in Humanities and Social Sciences ($p < .001, d = .91$), Economics ($p < .001, d = 1.16$), Law ($p < .001, d = 1.24$), and Architecture ($p < .001, d = .43$). Architecture lecturers also reported more positive perceptions than those in Humanities, Economics, and Law, with medium to large effect sizes ($d = .51$ to $.85$). No significant differences were observed among Humanities, Economics, and Law disciplines, suggesting shared scepticism toward EMI in these fields.

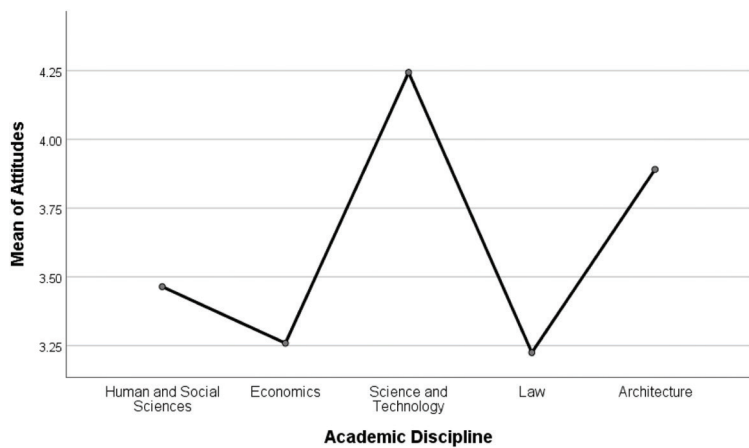


Figure 6. Mean of lecturers’ attitudes scores based on the academic discipline

Teaching Experience. A small but significant effect of teaching experience was identified ($F(2, 1077) = 5.52, p = .004, \eta^2 = .01$) (see Figure 7). Post hoc comparisons revealed that mid-career lecturers (11–20 years of experience) expressed slightly more positive attitudes than both early-career (0–10 years; $p = .04, d = .16$) and senior lecturers (> 20 years; $p = .01, d = .24$). No significant difference emerged between early-career and senior groups. This suggests that EMI receptivity may peak during the mid-career stage, when lecturers balance teaching experience with ongoing professional engagement.



Figure 7. Mean of lecturers’ attitudes scores based on teaching experience

Age and Academic Rank: No statistically significant differences were observed across age groups ($F(2, 1077) = 1.49, p = .22, \eta^2 = .00$) or academic ranks (Welch ANOVA: ($F(2, 1077) = 2.63, p = .07, \varepsilon^2 = .01$). Descriptive trends indicated minor variations, but these did not reach significance.

Taken together, these findings suggest that lecturers’ attitudes toward EMI are more closely associated with linguistic background and disciplinary affiliations than with their academic rank or seniority.

Group Differences in Lecturers’ English Self-Efficacy (Inferential Analysis)

Gender: Male lecturers reported slightly higher English self-efficacy than their female counterparts ($F(1, 1078) = 6.66, p = .01, \eta^2 = .01$) (see Figure 8). Although statistically significant, the small effect size indicates that gender plays a limited role in shaping lecturers’ self-efficacy.

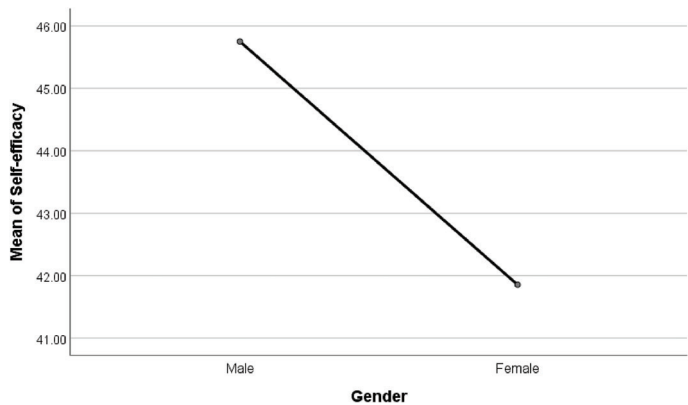


Figure 8. Mean of lecturers’ self-efficacy levels based on gender

Primary Language of Instruction: Language background exerted the strongest influence on English self-efficacy. French-medium lecturers reported substantially higher levels of self-efficacy than Arabic-medium lecturers ($F(1, 1078) = 106.46, p < .001, \eta^2 = .09$) (see Figure 9). This medium-sized effect suggests that prior experience using French as a medium of academic instruction may provide transferable linguistic and pedagogical resources that facilitate adaptation to EMI.

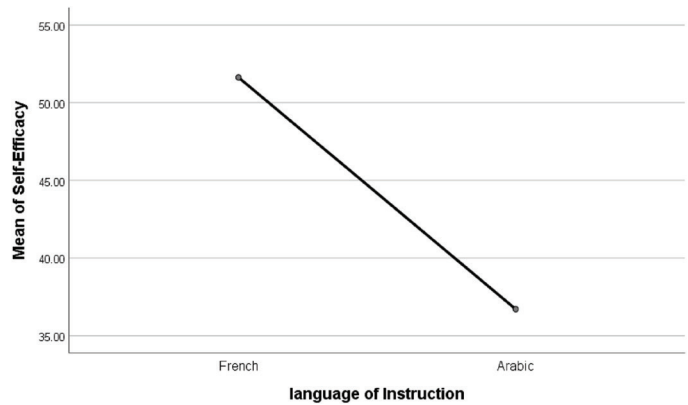


Figure 9. Mean of lecturers’ self-efficacy levels based on primary language of instruction

Academic Discipline: Discipline also significantly influenced English self-efficacy ($F(4, 1075) = 23.93, p < .001, \eta^2 = .08$) (see Figure 10). Post hoc Bonferroni comparisons indicated that Science and Technology lecturers reported higher self-efficacy than those in Humanities and Social Sciences ($p < .001, d = .42$), Economics ($p < .001, d = .67$), and Law ($p < .001, d = .86$). Law lecturers reported lower self-efficacy than both Humanities ($p = .003, d = .41$) and Architecture ($p < .001, d = .67$). No significant differences emerged among Humanities, Economics, and Architecture or between Science and Technology and Architecture.

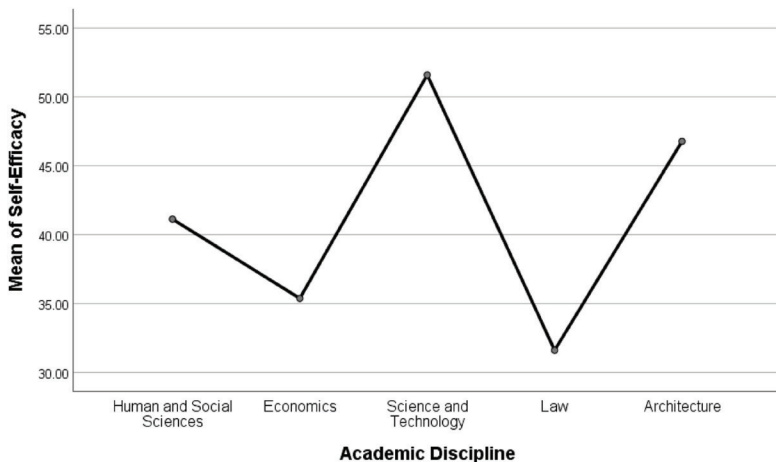


Figure 10. Mean of lecturers’ self-efficacy levels based on the academic discipline

Teaching Experience: Teaching experience had a small but significant effect ($F(2, 1077) = 6.10, p = .002, \eta^2 = .01$) (see Figure 11). Post hoc comparisons (Bonferroni) revealed a non-linear trend: mid-career lecturers (11–20 years) reported lower self-efficacy than early-career (0–10 years; $p = .03, d = .18$) and senior lecturers (> 20 years; $p = .01, d = .25$). No difference was observed between early-career and senior groups.

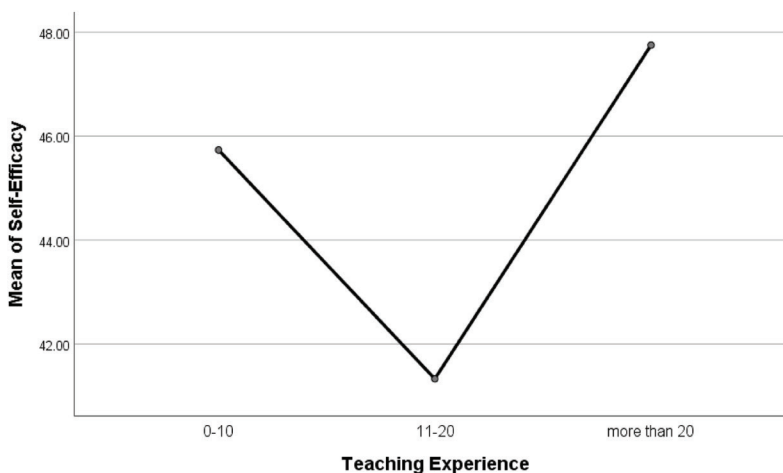


Figure 11. Mean of lecturers’ self-efficacy levels based on teaching experience

Age and Academic Rank: No significant differences were observed across age groups ($F(2, 1077) = 2.09, p = .12, \eta^2 = .00$) or academic ranks ($F(2, 1077) = 0.15, p = .85, \varepsilon^2 = .00$), indicating that chronological age and formal rank do not meaningfully account for variations in English self-efficacy.

Overall, lecturers' English self-efficacy is low, particularly in speaking and listening, with variation primarily associated with the primary language of instruction and academic discipline, rather than age and academic rank. Mid-career lecturers may be a particularly vulnerable group in terms of EMI readiness.

RQ4: Relationship between Lecturers' Attitudes toward EMI and their English Self-Efficacy

To examine the association between lecturers' attitudes toward EMI implementation and their English self-efficacy, Pearson correlation analysis was conducted. This test assessed the strength and direction of the linear relationship between the two continuous variables (see Appendix C, Table E).

The findings indicated a moderate to strong positive correlation ($r = .62, p < .001$), suggesting that lecturers who feel more confident in their English abilities are also more likely to hold favourable attitudes toward EMI adoption. According to Cohen's (1988) benchmarks, this represents a substantial relationship, highlighting the critical relationship between linguistic confidence and openness to EMI pedagogical practices. The scatterplot (see Figure 12) illustrates this association, showing that higher English self-efficacy scores generally correspond to more positive attitudes toward EMI, although some variability remains. This variability indicates that additional factors, such as institutional support and disciplinary norms, may also be associated with lecturers' attitudes toward EMI.

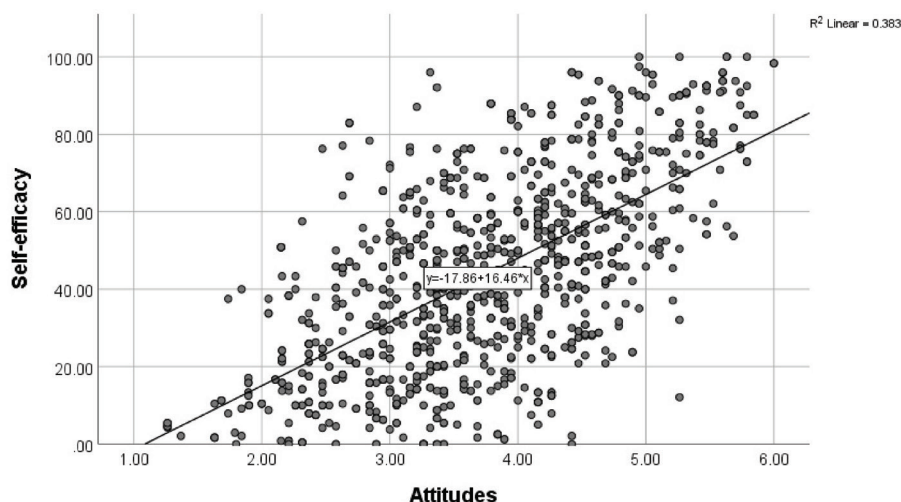


Figure 12. Scatterplot of the relationship between lecturers' attitudes and self-efficacy levels

Discussion

This research examined Algerian university lecturers' English self-efficacy and their attitudes toward EMI implementation, considering variations across disciplines, primary language of instruction, gender, and other contextual factors, as well as the relationship between self-efficacy and EMI attitudes. Situated within Algeria's postcolonial multilingual context and the rapid

implementation of EMI policy, the findings provide novel insights into the interplay of psychological, disciplinary, and socio-political factors in shaping lecturers' EMI readiness. This discussion interprets the findings according to the research questions.

Lecturers' Attitudes to EMI Implementation (RQ1)

Lecturers in this research reported moderately positive attitudes toward EMI, reflecting a complex interplay of optimism and caution. On the one hand, many recognised EMI as a strategic pathway to enhance the international visibility of Algerian universities and improve graduates' employability in global academic and professional markets. These aspirations resonate with broader international trends, where EMI is framed as a mechanism for increasing academic competitiveness and fostering global integration (Griffiths, 2023; Macaro et al., 2018). On the other hand, lecturers expressed considerable reservations regarding both linguistic readiness and pedagogical feasibility. Concerns included the capacity of staff and students to engage with disciplinary content in English, the adequacy of instructional support, and the risk that EMI might be implemented superficially, prioritising symbolic alignment with international trends rather than meaningful educational reform. This duality of attitudes underscores the tension between global aspirations and local realities, a recurring theme in EMI research across non-Anglophone contexts.

These findings align with Mansouri's (2025), showing that lecturers supported EMI's goals but questioned the top-down, premature implementation. Qualitative evidence from that research indicated that lecturers viewed EMI reforms as politically driven, serving as markers of modernisation and globalisation rather than reflecting the linguistic and pedagogical realities of Algerian classrooms. Comparable patterns have been documented in other postcolonial settings such as Tunisia and Vietnam, where EMI is similarly perceived as a political and symbolic project lacking sufficient grassroots preparation (Marii, 2023; Nguyen, 2022).

Taken together, these findings suggest that lecturers' attitudes toward EMI vary across linguistic and disciplinary dimensions, rather than reflecting simple support or resistance. They reflect an ongoing negotiation among global imperatives, pedagogical constraints, and the historical and sociolinguistic complexities of Algeria's postcolonial multilingual landscape. Addressing this ambivalence requires interventions that go beyond generic language training: inclusive policy dialogue, context-specific professional development, and recognition of lecturers' expertise are essential to ensure that EMI adoption is pedagogically effective, socially responsive, and sustainably implemented.

Lecturers' English Self-Efficacy (RQ2)

This research revealed low overall English self-efficacy among Algerian lecturers, with higher confidence in reading and writing than in speaking and listening. This pattern aligns with established trajectories in EFL learning, where receptive and literacy-based skills tend to develop earlier due to classroom-focused instruction, while productive oral skills often lag because of limited opportunities for authentic spoken interaction (Mansouri, 2020; Richards & Rodgers, 2014). Qualitative evidence from Mansouri (2025) further supports this pattern, highlighting lecturers' challenges with spontaneous classroom communication, limited practice in spoken English, and the lack of EMI-specific pedagogical preparation as key barriers to confident EMI implementation.

These findings support Bandura's (1997) principle of domain-specific self-efficacy: mastery or confidence in one skill domain (e.g., reading academic texts) does not automatically transfer to another domain (e.g., oral communication during lectures). In Algeria, lecturers may read and write English well but feel unprepared for the oral and interactive tasks of EMI teaching,

which involve processing student input, managing classroom dynamics, and responding in real time.

The observed disconnection between literacy and oracy has important implications for EMI policy and practice. Implementing EMI without first addressing oral language gaps can place lecturers in situations where their limited oral English proficiency hinders instructional effectiveness. Faced with the pressure to deliver content in a language in which they lack spontaneous fluency, lecturers may resort to compensatory strategies, such as excessive code-switching or simplification of content that compromise pedagogical quality. Algeria's experience thus exemplifies the broader challenges of technocratic EMI implementation, where policy emphasises alignment with global academic trends but insufficiently accounts for the linguistic and pedagogical realities of local educators (Doiz et al., 2013; Macaro et al., 2018).

These findings underscore the necessity of targeted professional development that explicitly strengthens oral English skills, integrates EMI-focused teaching strategies, and provides structured opportunities for authentic classroom practice. By addressing these skill-specific gaps, policymakers and institutions can enhance lecturers' overall self-efficacy, thereby supporting more confident, effective, and sustainable EMI adoption in Algeria and comparable multilingual, postcolonial contexts.

Group Differences in EMI Perceptions and Self-Efficacy (RQ3)

Disciplinary Differences

Academic discipline was a significant determinant of lecturers' EMI readiness, with Science and Technology (STEM) lecturers reporting higher English self-efficacy and more favourable EMI attitudes than their Humanities and Social Sciences (HSS) colleagues. This pattern mirrors global EMI trends, where STEM academics are often more embedded in international English-dominated research networks, attending conferences, publishing in international journals, and collaborating across borders (Dearden, 2014; Macaro et al., 2018). In Algeria, Mansouri (2025) likewise observed that many STEM lecturers view EMI as a continuation of existing practices, reading literature and communicating internationally, rather than a disruptive change. For them, English primarily serves as a tool for accessing disciplinary knowledge and global academic discourse.

Disciplinary differences also reflect deeper epistemic and cultural concerns. HSS lecturers often perceived EMI as potentially undermining the cultural and linguistic foundations of their disciplines, echoing findings from Italy (Pulcini & Campagna, 2015) and China (Li, 2013). Using Bourdieu's (1991) concept of linguistic capital, disciplines embedded in English-medium research networks (e.g., STEM) accrue greater symbolic legitimacy, mobility, and institutional rewards, whereas disciplines tied to local languages face fewer advantages. Ignoring these asymmetries can risk privileging STEM faculties while limiting EMI adoption in HSS fields.

Primary Medium of Instruction

Lecturers' primary instructional language significantly shaped EMI attitudes and English self-efficacy. French-medium lecturers reported higher self-efficacy and more positive perceptions of EMI than their Arabic-medium counterparts, consistent with findings from multilingual contexts such as Cambodia and Belgium, where prior cross-language experience facilitates EMI adjustment (Bolton et al., 2023; Guimarães & Kremer, 2020). In Algeria, French-medium lecturers may benefit from lexical and terminological overlap with English, especially in scientific and technical disciplines (Ringbom, 2007), and classroom strategies such as translanguaging and code-switching help clarify meaning, explain complex concepts, and maintain

instructional flow, thereby reducing linguistic strain during EMI implementation (Lau, 2020; Salimi et al., 2024).

Nonetheless, this relative advantage does not make EMI straightforward. EMI remains challenging, requiring advanced discourse skills, pedagogical adaptation, and intercultural competence (Doiz et al., 2013; Macaro et al., 2018). This raises a fairness concern: Arabic-medium lecturers, who have had fewer opportunities to use international languages in academia, may face greater difficulty adapting to EMI. Without targeted support, French-medium lecturers may adjust more easily, leading to uneven teaching conditions and unequal participation in EMI-related academic work.

Gender Differences

Gender differences in English self-efficacy and EMI attitudes were statistically significant but modest, with male lecturers reporting slightly higher scores. This pattern aligns with research on professional self-efficacy, which shows that men, across occupational domains, often report higher self-evaluations of competence (Tschannen-Moran & Hoy, 2001). Importantly, such differences are widely attributed to structural and contextual factors, such as unequal access to professional development rather than inherent ability (Pajares, 2003).

Evidence from EMI research is more limited, particularly among lecturers. Studies conducted with student populations have sometimes shown more positive EMI attitudes among female learners (Hengsadeekul et al., 2014; Macaro & Akincioglu, 2017), while others report no significant gender effects (Lasagabaster, 2015). Research focusing specifically on lecturers remains scarce; however, Mansouri (2025) notes that female academics in Algeria often face constraints on international engagement, which may indirectly affect linguistic confidence.

The Relationship Between English Self-Efficacy and EMI Attitudes (RQ4)

A significant positive relationship emerged between lecturers' English self-efficacy and their attitudes toward EMI. This is consistent with Bandura's (1997) Social Cognitive Theory, which links self-efficacy to individuals' choices, motivation, and persistence when confronted with demanding tasks. Lecturers who perceived themselves as more capable of using English were correspondingly more open to adopting EMI as a viable pedagogical practice, suggesting that psychological readiness is a key determinant of EMI acceptance.

While previous EMI research has predominantly focused on student variables such as anxiety and motivation (e.g., Galván Malagón & Morera-Bañas, 2025), these findings underscore the relevance of English self-efficacy for lecturers. Specifically, lecturers with higher self-reported English self-efficacy also reported more positive attitudes toward EMI, indicating a systematic association between perceived linguistic competence and EMI orientations. This quantitative pattern is consistent with Mansouri's (2025) qualitative findings, in which lecturers who expressed confidence in their English framed EMI as an opportunity to internationalise their teaching, whereas those with lower confidence perceived it as a risk to pedagogical effectiveness and classroom interaction. The convergence of quantitative and qualitative evidence highlights the close relationship between lecturers' English self-efficacy and their interpretations of EMI demands.

However, the association between English self-efficacy and EMI attitudes should not be interpreted as a fixed or purely individual-level relationship. Lecturers' self-efficacy is shaped within institutional and policy contexts. Rapid, top-down EMI reforms in Algeria, as in Turkey and Vietnam, often exceed available support and professional development (Curle et al., 2020; Nguyen, 2022). Lecturers' perceived linguistic competence thus reflects both personal ability and access to training, guidance, and opportunities to engage with policy implementation.

The relatively low average English self-efficacy scores observed in this research may indicate a misalignment between EMI policy expectations and lecturers' self-perceived linguistic readiness. According to Bandura (1997), when task demands surpass perceived capabilities, individuals may reduce engagement or adopt avoidance strategies. In Algeria, this may manifest as reliance on code-switching or scripted teaching, potentially affecting instructional quality. Aligning policy goals with institutional support, including structured language development and practical implementation guidance, is therefore essential to foster confident, consistent EMI adoption across universities (Fullan, 2007).

Limitations and Recommendations

This research has two main limitations. First, it relies on lecturers' self-reported perceptions. Although self-report measures are appropriate for examining constructs such as attitudes and self-efficacy, they do not capture how lecturers use English in EMI classes. Future research could therefore complement survey data with classroom observations, lesson recordings, or independent evaluations of lecturers' classroom language use to enhance validity. Second, the cross-sectional design reflects views at a single point in time, which limits insight into how attitudes and self-efficacy may evolve as EMI implementation progresses. Longitudinal research would provide a more dynamic understanding of how lecturers adapt to policy changes, institutional support, and training opportunities.

Beyond these limitations, several directions for future research emerge. First, discipline-sensitive investigations are needed, particularly in Law, Economics, and the Humanities, where confidence gaps were most evident. Studies focusing on the specific linguistic, disciplinary, and pedagogical challenges of these fields would deepen understanding of uneven readiness across the sector. Second, incorporating administrative and student perspectives would offer a more holistic picture of EMI implementation, including institutional expectations, support structures, and learner experiences. Collectively, these avenues would strengthen evidence-based EMI planning, ensuring that future reforms align more closely with the realities of teaching and learning in Algeria's multilingual higher education landscape.

Conclusion

This research offers a substantial quantitative analysis of Algerian university lecturers' attitudes toward EMI and their English self-efficacy, contributing empirical evidence to a policy area that remains underexamined. By considering disciplinary background, primary medium of instruction, and professional characteristics, the research illustrates variation in lecturers' preparedness across the higher education sector. Patterns in the data suggest that lower confidence in English, particularly in oral communication, tends to accompany more cautious views of EMI, whereas French-medium and STEM lecturers reported relatively higher self-efficacy and more favourable perceptions.

Because the research was conducted shortly after the national EMI announcement, the findings provide a snapshot of lecturers' initial reactions during the early phase of implementation. They point to the value of sustained, context-responsive professional development. Beyond general language improvement, lecturers may benefit from discipline-sensitive EMI pedagogy and practical strategies for integrating content and language. Such support appears especially relevant for fields such as Law, Economics, and the Humanities, where confidence levels were comparatively lower. Strengthening preparation in these areas can help promote more balanced participation across disciplines and contribute to the longer-term sustainability of EMI within Algeria's multilingual higher education system.

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Appendix A

Lecturers' Attitudes toward EMI

Scale	Items	1 I strongly disagree	2	3	4	5	6 I strongly agree
Perceived challenges of learning and using English	1. It is hard to learn English at my age 2. My current level of English is weak 3. I find it difficult to speak in English 4. I find it difficult to listen to English 5. I find it difficult to write in English 6. I find it difficult to read in English 18. The use of English will divert my attention from the course content to language use						
English use at work	7. I want to develop my English 8. I want to use English in my teaching 9. English is important in my field 10. I use English in my teaching 11. I use English in my research						
Benefits of EMI	12. The inclusion of EMI is a good decision 13. The use of EMI will be beneficial for students 14. The inclusion of EMI in higher education will be successful 17. The inclusion of EMI will improve the status of Algerian universities in the world 19. The inclusion of EMI will improve the quality of education						
English proficiency requirements for EMI implementation	15. The application of EMI requires a certain level of English proficiency when recruiting teachers in my field 16. The application of EMI requires a certain level of English proficiency when enrolling students in my field						

Appendix B

Lecturers' English Self-Efficacy

Skill	Items	0% I absolutely can't do that	→	100% I absolutely can do that
Writing	1. I can spell English words correctly			
	2. I can express my ideas easily while writing			
	3. I can use English grammar correctly while writing			
	4. I can use the appropriate vocabulary while writing			
	5. I can write a coherent paragraph			
	6. I persist in writing even if I encounter difficulties			
Reading	1. I can read a text without difficulties			
	2. I can understand the gist of what I read			
	3. I can understand the details of what I read			
	4. I can understand the writers' perspectives while reading			
	5. I can understand the meaning of unfamiliar words while reading			
	6. I persist in reading even if I encounter comprehension difficulties			
Speaking	1. I can express my ideas easily while speaking			
	2. I can pronounce English words correctly when speaking			
	3. I can use the relevant vocabulary while speaking			
	4. I can use English grammar correctly while speaking			
	5. Even if I do not know the appropriate word, I can manage to find an alternative one			
	6. I can speak English clearly			
Listening	1. I can understand the gist of what I listen to			
	2. I can understand the details of what I listen to			
	3. I can understand the speakers' perspectives while listening			
	4. I can identify words while listening			
	5. I persist in listening even if I find difficulties in comprehension			
	6. I can understand the meaning of unfamiliar words			

Appendix C

Statistical Test Results

Table A. Descriptive statistics of lecturers' attitudes about EMI

Scale	Items	Mean	SD	Min	Max
Perceived challenges of learning and using English	1. It is hard to learn English at my age	4.09	1.64	1	6
	2. My current level of English is weak	3.88	1.55	1	6
	3. I find it difficult to speak in English	3.51	1.66	1	6
	4. I find it difficult to listen to English	3.65	1.59	1	6
	5. I find it difficult to write in English	3.71	1.62	1	6
	6. I find it difficult to read in English	4.08	1.49	1	6
	18. The use of English will deviate my attention from the course content to language use	2.89	1.76	1	6
	Total	3.68	1.18	1	6
English use at work	7. I want to develop my English	5.03	1.54	1	6
	8. I want to use English in my teaching	3.32	1.92	1	6
	9. English is important in my field	4.31	1.86	1	6
	10. I use English in my teaching	2.53	1.72	1	6
	11. I use English in my research	4.07	1.83	1	6
	Total	3.85	1.33	1	6
Benefits of EMI	12. The inclusion of EMI is a good decision	3.63	1.89	1	6
	13. The use of EMI will be beneficial for students	3.35	1.88	1	6
	14. The inclusion of EMI in higher education will be successful	3.53	1.72	1	6
	17. The inclusion of EMI will improve the status of Algerian universities in the world	4.26	1.73	1	6
	19. The inclusion of EMI will improve the quality of education	3.32	1.73	1	6
	Total	3.61	1.56	1	6
English proficiency requirements for EMI implementation	15. The application of EMI requires a certain level of English proficiency when recruiting teachers in my field	3.87	1.74	1	6
	16. The application of EMI requires a certain level of English proficiency when enrolling students in my field	4.06	1.82	1	6
	Total	3.96	1.62	1	6
	Overall	3.74	.93	1.26	6

Table B. ANOVA test results for lecturers’ attitudes about EMI (Group differences)

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>Levene’s Test</i>	<i>F</i>	<i>p</i>	η^2
Gender	Male	524	3.81	.94	.42	5.01	.02	.01
	Female	556	3.68	.92				
Language of instruction	French	509	4.1	.87	.66	165.86	< .001	.13
	Arabic	571	3.42	.86				
Teaching experience	0–10	337	3.81	.91	.65	5.52	.004	.01
	11–20	586	3.65	.93				
	> 20	175	3.88	.95				
Field	Human & Social Sciences	288	3.46	.86	.36	66.84	< .001	.2
	Economics	149	3.26	.83				
	Science and Technology	381	4.24	.85				
	Law	117	3.22	.78				
	Architecture	145	3.89	.77				
Age	30–40	368	3.75	.95	.64	1.49	.22	.00
	41–50	506	3.69	.92				
	> 50	206	3.82	.96				
Position	Assistant Professor	309	3.74	.82	< .001	3.21	.04	.01
	Associate Professor	601	3.69	.95				
	Professor	170	3.90	1.07				

Table C. Descriptive statistics of lecturers’ english self-efficacy levels

<i>Skill</i>	<i>Items</i>	<i>Mean (%)</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Writing	1. I can spell English words correctly	58.96	29.40	0	100
	2. I can express my ideas easily while writing	40.70	27.25	0	100
	3. I can use English grammar correctly while writing	42.12	27.35	0	100
	4. I can use the appropriate vocabulary while writing	41.49	27.14	0	100
	5. I can write a coherent paragraph	40.51	28.26	0	100
	6. I persist in writing even if I encounter difficulties	45.77	29.45	0	100
	Total	44.92	25.67	0	100

(Continued)

<i>Skill</i>	<i>Items</i>	<i>Mean (%)</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Reading	1. I can read a text without difficulties	53.63	30.39	0	100
	2. I can understand the gist of what I read	53.34	29.81	0	100
	3. I can understand the details of what I read	47.31	28.59	0	100
	4. I can understand the writers' perspectives while reading	46.81	28.91	0	100
	5. I can understand the meaning of unfamiliar words while reading	41.32	28.16	0	100
	6. I persist in reading even if I encounter comprehension difficulties	54.34	30.58	0	100
	Total	49.46	27.31	0	100
Speaking	1. I can express my ideas easily while speaking	38.51	26.75	0	100
	2. I can pronounce English words correctly when speaking	43.24	26.59	0	100
	3. I can use the relevant vocabulary while speaking	39.03	25.40	0	100
	4. I can use English grammar correctly while speaking	37.48	25.91	0	100
	5. Even if I do not know the appropriate word, I can manage to find an alternative one	38.30	27.24	0	100
	6. I can speak English clearly	35.58	26.04	0	100
	Total	38.68	25.09	0	100
Listening	1. I can understand the gist of what I listen to	44.64	27.513	0	100
	2. I can understand the details of what I listen to	40.05	26.461	0	100
	3. I can understand the speakers' perspectives while listening	40.76	26.656	0	100
	4. I can identify words while listening	41.55	25.881	0	100
	5. I persist listening even if I find difficulties in comprehension	48.52	28.852	0	100
	6. I can understand the meaning of unfamiliar words	36.78	26.028	0	100
	Total	42.04	25.48	0	100
	Overall	43.74	24.83	0	100

Table D. ANOVA test results for lecturers’ english self-efficacy (Group differences)

Variable		N	M (%)	SD	Levene’s Test	F	p	η²
Gender	Male	524	45.74	24.61	.42	6.66	.01	.01
	Female	556	41.85	24.92				
Language of instruction	French	509	51.62	23.68	.79	106.46	< .001	.09
	Arabic	571	36.71	23.72				
Teaching experience	0–10	337	45.73	25.06	.28	6.1	.002	.01
	11–20	586	41.33	24.07				
	> 20	175	47.75	26.08				
Field	Human and Social Sciences	288	41.11	24.3	.51	23.93	< .001	.08
	Economics	149	35.36	24.45				
	Science and Technology	381	51.58	23.99				
	Law	117	31.61	22.12				
	Architecture	145	46.76	23.18				
Age	30–40	368	44.57	25.42	.10	2.09	.12	.00
	41–50	506	42.19	24.94				
	> 50	206	46.06	23.36				
Position	Assistant Professor	309	44.48	25.47	.001	.18	.83	.00
	Associate Professor	601	43.42	23.56				
	Professor	170	43.75	28.36				

Table E. Pearson’s correlation for overall lecturers’ attitudes about EMI and English self-efficacy

	Mean	SD	Correlation	
			1	2
Teacher perceptions	3.74	.93	1	.62**
Teacher self-efficacy	43.74	24.83		1

Notes: ** indicates a significant level at .01.

Table F. Pattern matrix for lecturers’ attitudes toward the EMI survey’s exploratory factor analysis

	Pattern Matrix ^a			
	Factor			
	1	2	3	4
Item 1	.001	.445	−.060	−.033
Item 2	−.056	.793	.020	−.042
Item 3	.057	.843	.031	.091
Item 4	−.006	.881	.038	.054
Item 5	−.030	.845	.043	−.030
Item 6	−.044	.793	.015	−.106
Item 7	.077	−.080	.116	−.418
Item 8	.400	.007	−.142	−.545
Item 9	−.061	−.010	.082	−.892
Item 10	.209	.083	−.095	−.440
Item 11	−.003	.158	.086	−.660
Item 12	.833	−.018	−.097	−.147
Item 13	.627	−.021	−.043	−.354
Item 14	.881	−.013	−.042	−.028
Item 15	.275	.066	.684	−.013
Item 16	.026	.067	.819	−.070
Item 17	.689	.010	.195	−.054
Item 18	.124	.493	−.001	.093
Item 19	.814	−.007	.130	.066

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 9 iterations.

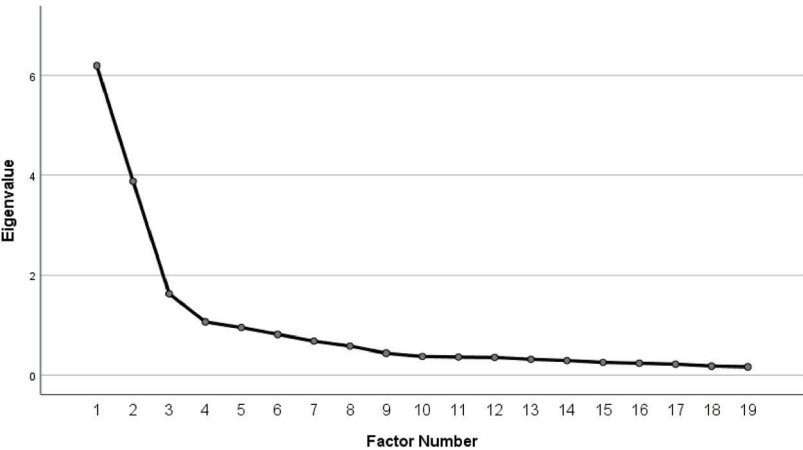


Figure A. Scree plot of the exploratory factor analysis

Table G. Normality tests and plots for lecturers’ english self-efficacy

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-efficacy	.053	1080	.000	.977	1080	.000

a. Lilliefors significance correction

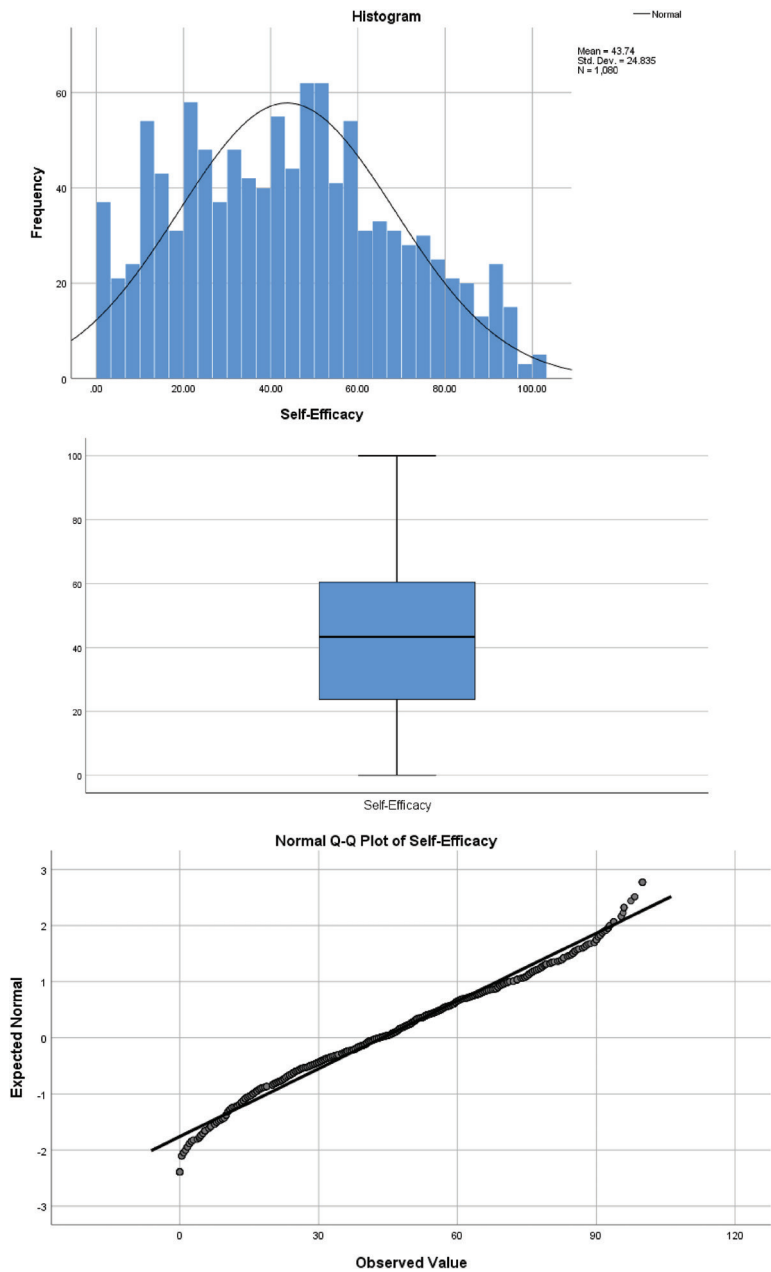


Figure B. Normality plots for lecturers’ english self-efficacy

Table H. Normality tests and plots for lecturers' attitudes toward EMI

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitudes	.042	1080	.000	.994	1080	.000

a. Lilliefors Significance Correction

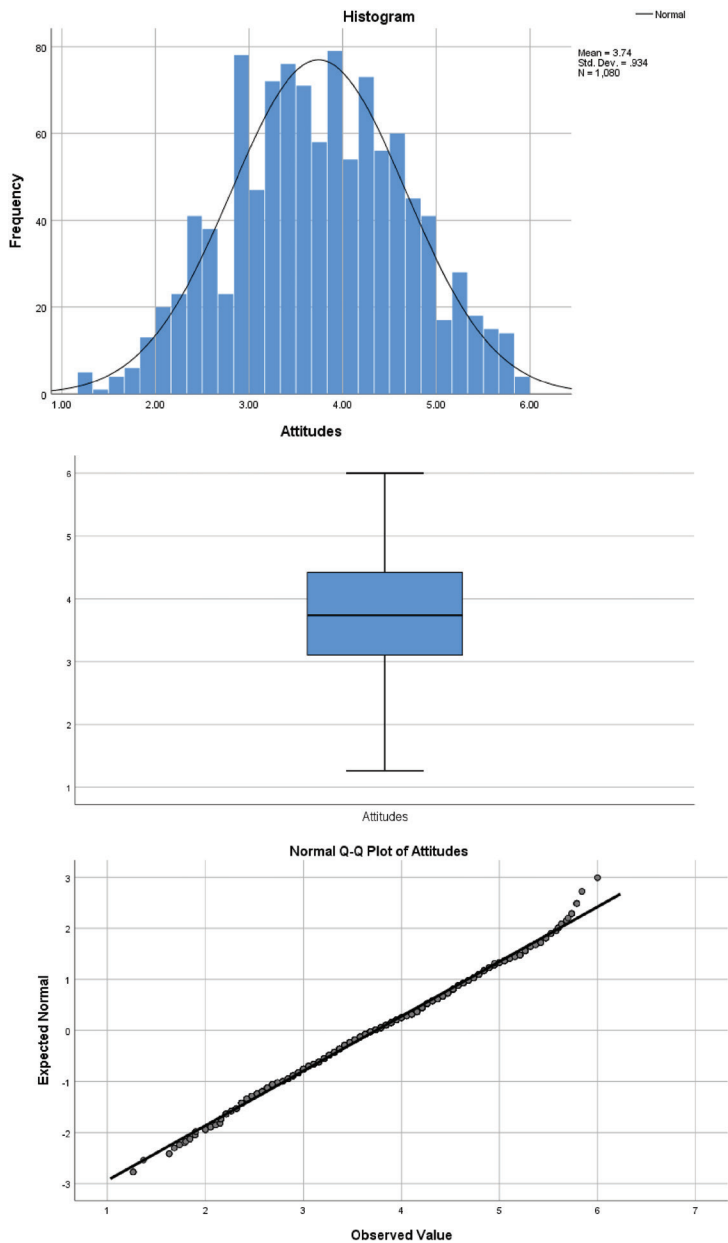


Figure C. Normality plots for lecturers' attitudes toward EMI