

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
YAHIA FARES UNIVERSITY OF MEDEA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
LABORATOIRE DE TRADUCTION ET METHODOLOGIE ORAN2



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة يحيى فارس المدية
كلية الآداب و اللغات
قسم اللغات الأجنبية
مخبر الترجمة و المهجية وهران 2

Certificate of Participation

Awarded to :

Dr. LADJEL Karima, Djelfa University

In Recognition of your Presentation Entitled: A Needs Analysis Framework to Implement Language and Content Integrated Instruction in the Algerian Higher Education

In The First National Hybrid Conference On:

English for Specific Purposes or English as Medium of Instruction? The Algerian Tertiary Dilemma

held on : 3rd/4th May, 2023

Dean of the Faculty

TRANSMED Laboratory Director



Dr. Barkat TURQUI

Dr. Chafia AMMI

Yahia Fares University Of Algiers
Faculty of Letters and Foreign Languages
Laboratory of Traduction et Méthodologie
English for Specific Purposes or English As Medium
Of Instruction
in collaboration with the
Faculty of Letters and Foreign Languages
of the First National Hybrid Conference
On English for Specific Purposes or English As Medium
Of Instruction
in the Algerian Tertiary Education
Site and Online

President of the Conference

Dr. Barkat TURQUI

Dr. Quafa OUARNIKI
Dr. Chafia AMMI



Yahia Fares University of Medea
The Faculty of Letters and Foreign Languages
The Department of Foreign Languages



in collaboration with
Le Laboratoire de Traduction et Méthodologie Oran2

The Faculty of Letters and Foreign Languages
in collaboration with the
Laboratory of Translation et Méthodologie (Oran 2)
Organize The First National Hybrid Conference on:
English For Specific Purposes Or English As Medium
Of Instruction? The Algerian Tertiary Dilemma
May 3-4 - 2023

Program of the First National Hybrid Conference On:

Conference On:

**English for Specific Purposes or
English as Medium of Instruction? The
Algerian Tertiary Dilemma**

May 3-4, 2023
(On-site and Online)

Conference Presidents



Dr. Barkat TURQUI



Dr. Ouafa OUARNIKI



Dr. Chafia AMMI

Wednesday, May 3, 2023

Opening Ceremony 9:00-9:30

- ▶ Quranic Verses
- ▶ National Anthem of Algeria
- ▶ Dr. Ouafa Ouarniki, President of the Faculty of Letters and Foreign Languages
- ▶ Dr. Ammi Chafia, President of the Laboratory of Translation et Méthodologie (Oran 2)
- ▶ Dr. Turki Barkat, President of the Conference
- ▶ Prof. Dr. Nadji Chennouf, Dean of the Faculty of Letters and Foreign Languages
- ▶ Prof. Dr. Bouarouri Djaafar, Rector of Medea University

1st Plenary Session (On-site)

President of the "EMI" Session: Dr. TURQUI Barkat



9.30-9.45
Keynote Speaker 1

Dr. Fali Wafaa - Mohamed Ben Ahmed Oran2 University
Conceptualizing EMI in Teachers' Training
Curriculum: Challenges and Perspectives



9.45-10.00
Keynote Speaker 2

Dr. Mizab Manel, Dr. Daira Saleh & Dr. Tayaa Karima
-Tébessa University
Englishing Higher Education in Algeria:
Training University Teachers to Become EMI Instructors



10.00-10.15
Keynote Speaker 3

Dr. Melouah Asma -Médéa University
CLIL vs EMI: Prospects for Enhancing English Language and
Subject -Specific Learning in Algerian University Contexts



10.15-10.30
Keynote Speaker 4

Prof. Dr. OUMOUNA Mustapha -Médéa University (Faculty of Sciences) -
Implementation of EMI at University Level: Preliminary
Evaluation

Discussion

10.30-10.45

Coffee Break

2nd Plenary Session (On-site)

President of the "ESP" Session: Dr. FALI Wafaa

11.15-11.30

 Keynote Speaker 5

Dr. BOUMEDIEN Houda -Laghouat University &
Dr.Nabil Aziz HAMADI -University of Sidi Bel Abbès
 Exploring Mismatched Expectations and Demotivation in ESP Course: A Study on
 Students and Instructors & Perspectives in Computer Science Department

11.30-11.45

 Keynote Speaker 6

Dr. HAMIDI Badra -Aflou-University Center &
Dr. MOUSSEDEK Sara -Oran 2 University

The Importance of LSP Practitioners' Professional Development

11.45-12.00

 Keynote Speaker 7

Dr. KERMEZLI Abdelkader -Médéa University
 Gradual Immersion in Content-Based English Teaching
 Programs

12.00-12.15

 Keynote Speaker 8

Dr. Asma DJAÏDJA -Khenchela University &
Dr.Abla AHMED KADI -Djelfa University
 Overcoming Teaching Challenges in EMI/ESP Contexts: Perspectives from
 Higher Education Teachers in a Non-Native English-Speaking Country

Discussion

12.15-12.30

Lunch Time

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Touristic Tour

Thursday, May 07
 Plenary Session
meet.google.com/xny-htht-ixu

Moderator of the Online Session : Dr.Ouafa OUARNIKI

10.00-10.15

 Prof.Dr. Fatiha Kaid -ENS (Oran)

The Shifting Attitudes of Content Faculty Teachers from Resistance to Alliance
 in the Algerian Higher Education: EMI for SMI Professional Development

10.15-10.30

 Prof.Dr. Zaghar Fatma Zohra -Oran 2 University
 Dr. Zaghar EL-ALIA WAFĀĀ -Oran 2 University

Teaching ESP in Some Algerian Universities: A Situation in Chaos

Discussion

10.30-10.45

1st Online Workshop meet.google.com/xpy-htht-ixu
 Moderator Dr. Imane TIAIBA

10.45-10.55	Dr. Wafia TIHAL -ENS Bouzareah	Breaking Barriers: Challenges of Integrating Content and Language in Algerian Higher education
10.55-11.05	Dr. BENSAAID Safia -ENS for Hydraulics Blida Prof.Dr.OUAHMICHE Ghania -& Oran 2 University	Implementation of EMI at the National Higher School for Hydraulics: Subject Specialists' Attitudes and Possible Challenges
11.05-11.15	Dr.Radia BOUGUEBS -ENS Constantine	The Implementation of EMI at the Algerian Universities: Teachers' Attitudes, Readiness and Perspectives
11.15-11.25	Dr. LATRECHE Khadidja ENS Bouzareah -Algiers	Importance of English as a Medium of Instruction in Post-graduate Studies: Attitude and Perceptions
11.25-11.35	Ms. Manel BRAHMI & Dr. Asma NESBA Eloued University	EMI Teachers' Challenges at Tebessa University
11.35-11.50		Discussion



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2nd Online Workshop meet.google.com/uos-kdjs-cym

Moderator Dr. Amira BENABELKADER

10.45-10.55	Dr. Amira BENABELKADER - Constantine 1 University	Considering the Implementation of English as a Medium of Instruction in the Algerian Higher Education: Benefits, Ambitions and Risks
10.55-11.05	Dr. BENGHALEM Boualem -Ain Temouchent University & Dr. NASRI Kamal -Saïda University	Exploring Teachers Attitudes towards the Use of English as a Medium of Instruction in the Scientific Fields
11.05-11.15	Dr. Amina ABDELHADI Tiarret University	A Preliminary Study on Algerian non EFL Teachers Needs and EMI Training
11.15-11.25	Ms. Taabli Fatma Zohra & Dr. Asma NESBA El Oued University	English as a Medium of Instruction (EMI) and English for Specific Purposes (ESP): Major Challenges and Potential Orientations.
11.25-11.35	Ms. Souad BENGUEGA ENS Ouargla	English as a Medium of Instruction (EMI) in Algerian Higher Education: Advantages and Challenges
11.35-11.50		Discussion

3rd Online Workshop meet.google.com/aae-amcy-ffc

Moderator Dr. Soumia HADDAOUI

10.45-10.55	Dr. Soumia Haddaoui Sétif 2 University	A probe into EMI Policy and Implementation in Chinese Higher Education: What Can We Learn?
10.55-11.05	Dr. Fouad Boulkroun Mila University Center	Hitting Two Birds with One Stone: Integrating Language and Content in CLIL Instruction
11.05-11.15	Dr. Imane FERSAOUI ENS Bouzareah- Algiers	English as Medium of Instruction in Algerian Universities: Challenges and Prospects
11.15-11.25	Mr. Abdelwahab Kouider Mostaganam University	ESP vs EMI in Algerian Tertiary Level: Impacts on Teaching/Learning English
11.25-11.35	Ms. Zineb KERROUM Tlemcen University	Teaching Challenges and Strategies Used by ESP and EMI Teachers at the English Department of Tlemcen University: A Qualitative Study
11.35-11.50		Discussion

4th Online Workshop meet.google.com/ywtp-kzw

Moderator Dr. Abla AHMED KADI

10.45-10.55	Dr. BENCHENNANE Djamilia University of Mascara	Collaboration in ESP for a better Class Enjoyment
10.55-11.05	Dr. Abderrazak BEDDIAF & Dr. Abdelkader BEDDIAF Khenchela University	ESP training at university and business English in Algeria
11.05-11.15	Dr. Meriem OTHMANE University Center of Barik	Teaching ESP in Algeria: An Urgent Need for a Unified Program
11.15-11.25	Dr. Ouided SEKHRI Constantine 1 University	Integration of ESP Texts in Translation Courses to Foster the Learning of Translation as a Language Skill in First-year Master Degree
11.25-11.35	Dr. Asma MERINE Naama University Center	Why Vocabulary Matters in ESP?
11.35-11.50		Discussion

5th Online Workshop meet.google.com/fjx-ddvg-aeb

Moderator Dr. Saïda TOBBI

10.45-10.55	Dr. Saïda TOBBI Batna 2 University	Teaching Business English to Students of Economics and Commerce in Algeria: An Eye on Course Content and Conduct, Assessment, and Needs Analysis
10.55-11.05	Dr. Lina SABBAAH Centre for Research in Amazigh Language and Culture, Bejaia	Challenges and Constraints in Teaching Business English in the Faculty of Economic Sciences, Management, and Commerce, University of Bejaia
11.05-11.15	Dr. Houda FADEL Sétif 2 University	The Role of Action Research in Improving ESP Teaching in the Flipped Classroom: Teachers and Learners' Perceptions.
11.15-11.25	Ms. Khawla LAJEL -Chlef University & Dr. Karima LAJEL -Djelfa University	A Needs Analysis Framework to Implement Language and Content Integrated Instruction in the Algerian Higher Education
11.25-11.35	Dr. Walid MOKHTARI Tiarret University	On the search for an ESP Valid Material Development and Course Designs
11.35-11.50		Discussion

6th Online Workshop meet.google.com/tya-avi-wzys

Moderator **Dr. Fatima SAHLI**

10.45-10.55	Dr. Fatima SAHLI Constantine 1 University	Englishization in Higher Education
10.55-11.05	Dr. Asma Bouderbala Batna 2 University	Teaching English to Doctoral Students: General English or ESP?
11.05-11.15	Dr. Salah-Eddine BENSALÉM Centre de Développement des Energies Renouvelables, CDER, 16340, Algiers	Challenges in teaching English for Scientific and Technical Purposes in Algerian Universities
11.15-11.25	Mrs. Ouided ARAB Constantine 1 University	Teaching Scientific Specialties Via English: Perspectives and Challenges
11.25-11.35	Mr. Aïssa BERREGUI Prof. Dr. NOUA Mohammed Eloued University	Investigating the Challenges faced by General English Teachers in Teaching ESP in Algerian Higher Education
11.35-11.45	Mrs. Karima ABDELLAOUI Saïda University	An Investigation on the Major English Language Needs of Political Sciences Students: The Case of Political Sciences Students at D.Moulay Tahar
11.45-11.55		Discussion

Closing Ceremony

- Recommendations
- Dr. Turqui Barkat
- Dr. Ouarniki Ouafa
- Dr. Ammi Chafia

ended 12:00

meet.google.com/tya-avi-wzys
in collaboration with the IQC
Laboratory of Studies and Research in Applied Linguistics
University of Algiers 1 (Faculty of Letters, Sciences
and Languages) / The Algerian Teachers' Institute
May 3-4, 2023
Online and Offline
The Department of English

End of the National Conference

A Needs Analysis Framework to Implement Language and Content Integrated Instruction in the Algerian Higher Education

The Algerian higher educational system has recently shifted attention away from content-focused teaching approach to content and language integrated instruction. This shift aims to produce new mass of generations that meet the standards of globalization era. In a response to this need, the Algerian higher educational staff has accordingly encouraged the integration of content and language integrated instruction (CLIL) which is a dual-focused teaching approach aiming to teach content through an additional language (English) and teaching this additional language (English) through learning the content. In the light of this thought, the aim of this study is to implement a needs analysis framework to Algerian content teachers who will be prepared for CLIL instruction. In other words, it tends to explore the necessities, lacks, and wants that should be included in the training programs of content teachers. To collect data, a structured questionnaire is distributed to forty content teachers to find out their necessities, lacks, wants, and perspectives, and a structured interview is also carried out with forty language teachers to design a framework of the training program. The results are analyzed with the regard to the statistical elements (means, standard deviations) and the percentages presented. The findings revealed that the framework of the training program of content teachers to be content and language teachers should include features related to the structural, lexical, and discoursal levels of language (i.e., linguistic and rhetorical). As a result, a set of recommendations are provided to address the situation.

Keywords: CLIL, needs analysis, training program, structural, lexical, discoursal levels

Summary

Recent shifts in the Algerian higher education system have redirected their focus from traditional content-centered teaching approaches to a more dynamic model known as Content and Language Integrated Instruction (CLIL). This transformation seeks to prepare a new generation of individuals who can meet the evolving demands of the globalized era. In response

to this educational shift, the Algerian higher education faculty has been proactive in encouraging the adoption of CLIL, which emphasizes a dual-focused teaching approach—teaching subject matter through an additional language (English) and concurrently teaching the additional language (English) through the acquisition of content knowledge. Within this context, this study endeavors to implement a comprehensive needs analysis framework tailored to Algerian content teachers, who are primed to embrace CLIL instruction. The central objective is to unearth the specific requirements, deficits, and preferences essential for the development of training programs for content teachers.

The primary objectives of this research are rooted in the exploration of the critical requirements and expectations necessary for the preparation of content teachers in the CLIL framework. To achieve this aim, the research deploys a structured questionnaire, distributed to a sample of forty content teachers, to elicit their perspectives on the necessities, lacks, wants, and expectations regarding CLIL training programs. In parallel, structured interviews are conducted with a group of forty language teachers to collaboratively design an effective framework for CLIL training programs. These research tools, carefully designed and administered, facilitate the comprehensive collection of data that offers a well-rounded view of the teachers' perspectives and requirements.

The research findings illuminate the nuances of CLIL training programs and provide insights into the specific needs identified by content teachers. The study revealed that content teachers voiced a need for comprehensive coverage across various dimensions of language acquisition. For example, on the structural level, content teachers identified the importance of linguistic features such as vocabulary, grammar, and syntax. This finding underscores their aspiration for language proficiency that extends beyond basic communication to encompass more advanced linguistic competencies.

On the lexical level, content teachers emphasized the significance of an enriched vocabulary and terminology in the target language, which is English. This illustrates their awareness of the value of subject-specific language knowledge in the context of CLIL, as well as their expectation that training programs should equip them with a rich and specialized lexicon.

Moreover, content teachers expressed a strong desire for rhetorical skills development, a need extending to the discursal level of language. This reflects their recognition of the importance of effective communication, academic discourse, and argumentation within a CLIL framework. The findings thus indicate their aspiration for training programs to encompass the development of sophisticated rhetorical abilities and discourse strategies.

In light of the findings, a set of recommendations is provided to address the identified needs of content teachers in the CLIL framework. The training programs should encompass a comprehensive approach that addresses the structural, lexical, and discursal levels of language. This includes the incorporation of advanced linguistic features, subject-specific vocabulary development, and rhetorical and discourse skill enhancement. Additionally, training should be designed to integrate subject-specific content seamlessly with language instruction, emphasizing the reciprocal relationship between language and content in the CLIL framework. These recommendations are integral to developing robust CLIL training programs that adequately prepare content teachers to deliver effective, language-rich instruction in the higher education context.