

Rethinking English Medium of Instruction Through A CLIL Lens: A Didactic Reflection on the Algerian Higher Education Context

Naziha Settari

University Yahia Fares of Medea, Algeria

Abstract

The growing implementation of English Medium of Instruction (EMI) in Algerian higher education is seen as a strategic response to the internationalization of academia. However, this latter and in many educational settings is primarily approached as a shift in the language of instruction mainly, without adequately addressing the teaching practices and language related processes involved in foreign language instruction. This instructional approach poses significant concerns regarding students' comprehension, language development and learning outcomes. This paper aims to offer a theoretical and didactic reflection on English Medium of Instruction through a CLIL perspective. It argues that EMI has been introduced into the Algerian higher education as a simple shift of language of instruction, excluding how students learn content through a foreign language. Conversely, CLIL is presented as a more pedagogically coherent framework, as it successfully integrates content learning, linguistic development, cognition and interaction. From this perspective, effective EMI requires more than language exposure. It needs an active call for an urgent instructional design, scaffolding and teachers' informed training. This paper also reflects on technological integration in supporting CLIL-oriented practices by enhancing multimodality, students' interaction and support. Rethinking EMI through a CLIL lens is suggested as a more sustainable and pedagogically sound approach to integrate English and content along with digital literacy.

Keywords: English Medium of Instruction (EMI); Content and Language Integrated Learning (CLIL); Algerian Higher Education; Instructional Design; Content–Language Integration