

The incorporation of English in Algerian higher education: Technopedagogical innovation versus linguistic competition.

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Abstract:

In the context of the *internationalization* of higher education, proficiency in English has become a key challenge for Algerian doctoral students. This study aims to assess the effectiveness of e-learning in English language instruction at the doctoral level, as well as its impact on learner autonomy. A quantitative approach was adopted, targeting a sample of doctoral students admitted through the 2022/2023 entrance examination at the Faculty of Economic, Commercial, and Management Sciences of Oran2 University. The findings reveal that while e-learning offers significant advantages in terms of accessibility, it remains limited as a standalone learning method. The study therefore recommends the integration of the flipped classroom model as a complementary approach to enhance learner engagement.

Keywords: Higher Education; Technopedagogical Innovation; Linguistic Competition; English; Algeria.

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1. INTRODUCTION

According to Frank Smith, "*Learning a foreign language is enriching oneself with a new culture and opening up new perspectives on the world.*" In a context of globalization, learning foreign languages is more than just a choice; it is a necessity to meet communication needs, interact with others, and especially to acquire knowledge in various fields (Klinkenberg, 2020). Mastering a foreign language is also crucial for personal and cultural development, as well as for professional and economic efficiency, particularly in the fields of international trade, tourism, and high technology.

Both French and English play crucial roles in higher education as means of access to knowledge. Proficiency in these languages, both spoken and written, is essential for university students, particularly doctoral candidates. Although English is often perceived as more accessible, especially for younger generations, with an abundance of resources available for self-learning, French retains significant importance in Algeria, particularly as an official language and in many professional fields.

However, According to Ferhani (2006) various factors, such as the emphasis on Arabic after independence in 1962 and the evolution of educational priorities focused on other subjects and the evolution of international alliances. Moreover, the promotion of local and regional languages has influenced the disinterest in teaching French in Algeria.



Higher education is an essential pillar of national strategies, increasingly seen as a driver of sustainable human potential (Assoul, 2016). Universities are called to continuously integrate into the evolution of human thought, constantly adapting their programs to meet the changing needs of society.

The necessity of language proficiency has become a priority in professional training, requiring adapted methods and pedagogical approaches. At the university, learning foreign languages requires specific skills and appropriate strategies from the authorities. In this context, English has established itself as an essential international language, used in various fields such as business, science, technology, and research. The Algerian authorities recognize this importance and seek to strengthen the English language skills of doctoral students so that they can adapt to a globalized world.

Thus, rethinking the pedagogical approach in the university context is synonymous with improving the quality of higher education (Cissé, 2024).

E-learning is emerging as an innovative educational method, disrupting traditional teaching frameworks. For this reason, we are currently offered the opportunity to debate a crucial question for the evolution of our universities: ***The modernization of foreign language teaching and learning practices.***

Distance learning programs, such as MOOCs (Massive Open Online Courses), have been around for years and represent commendable initiatives. However, persistent problems,

particularly related to assessment methods and certification, hinder their full effectiveness.

Thus, according to Ait Dahmane (2021) the introduction of a pedagogical innovation, whether in a single class or across an entire program, requires considerable efforts from the designers, both in terms of time, energy, and sometimes financial resources.

Therefore, it is legitimate and desirable to implement evaluation mechanisms to measure the impact of these innovations on the main stakeholders: ***The doctoral students.*** Very often, evaluation mechanisms focus solely on measuring the knowledge acquired and the development of learners' skills. However, the designers of pedagogical innovations aspire not only to enrich the knowledge and skills of learners but also to transform their way of learning, to increase their motivation, and to impart the essential values for their future profession.

For this question, some designers believe that their innovations naturally lead to a transformation in learners' learning, and therefore do not see the need to conduct in-depth investigations on the subject. Others cite the lack of time, while some emphasize the need for appropriate reference frameworks and tools (Ait Dahmane, 2021).

This study is part of the reflection on development and pedagogical innovation. It proposes to evaluate the potential of e-learning to integrate English language learning into the training of doctoral students at the University of Oran.

The objective is to explore how this approach can promote their autonomy, improve the quality of their research, and meet the needs of higher education in Algeria.

Therefore, we are wondering to *what extent pedagogical innovation will allow the integration of the English language into the training of PhD students at the University of Oran2 through e-learning, in order to improve the quality of higher education and scientific research in particular?*

This issue prompts us to explore the following questions:

- Are foreign languages in competition within the Algerian academic context?
- Can the integration of English for doctoral students in Algeria meet the demands of higher education and scientific research?
- What are the prospects and potential challenges of implementing e-learning (FAD) in Algerian universities?

We also propose the following hypotheses:

H1: French and English are in constant competition within Algerian higher education, contributing to growing linguistic tensions.

H2: A shift towards greater use of English has become essential at the University of Oran 2, as in other universities across the country, driven by the aspirations of young Algerian doctoral students.

H3: Learning foreign languages, especially English, serves as a gateway to advanced education and opens new academic and professional opportunities for doctoral students.

This study aims to:

- Analyze the dynamics between French and English within Algerian higher education.
- Assess the English language proficiency of doctoral students.
- Investigate the impact of online learning platforms, such as Moodle, on their language acquisition.
- Explore the motivations for and obstacles to learning English, alongside its economic and cultural implications.

Our investigation is motivated by several factors:

- The government's initiatives to promote English while acknowledging Algerians' enduring attachment to the French language.
- The inclusion of English language training for newly enrolled doctoral students following the 2022/2023 admissions competition in Algeria.

This research employs a quantitative approach, using questionnaires to gather doctoral students' perceptions of English language integration in their academic training. The collected data will be analyzed to identify trends, challenges, and their implications for Algerian higher education.

2. Conceptual Framework of the Study:

2.1 The Rivalry Between French and English in Algeria

The introduction of foreign language education at the primary level in Algeria allows young learners to enhance their linguistic and communication skills while better preparing them for the future. Learning new languages equates to adopting new



perspectives and discovering the world from different angles.

However, the question of introducing English into higher education in Algeria raises concerns about the stability of the French language. The competition between French and English is more relevant than ever in Algeria. English increasingly overshadows French, which has lost its global prominence to English. The latter has become the dominant language of scientific research and academic publications worldwide, even surpassing national languages in Western European countries, including France.

This linguistic rivalry reflects a cultural, national, and social conflict, where languages are no longer merely tools for communication but have become instruments in these broader struggles.

2.2 The Integration of English in Higher Education in Algeria

The Algerian government recently announced an ambitious plan to reform the education system, led by the former Minister of Higher Education, Tayeb BOUZID. This reform aims to integrate the English language as the main language of instruction in scientific subjects, such as medicine and other related disciplines, replacing French (Benboulaid, 2019). This transition is considered a crucial step to modernize the educational system in Algeria and make it more competitive on the international stage.

According to the writer and researcher Chems Eddine Chitour (2020), *"Our country is full of talents waiting to be*

propelled." The Algerian university contains treasures. Teaching in English will contribute to their emergence in a universal context.

To strengthen this approach, Algeria also encourages the writing of doctoral theses in English, aiming to increase the recognition of its universities both nationally and internationally (Benboulaid, 2019).

One year after the introduction of English in primary education, the Algerian government has decided to extend this transition to higher education starting from the 2022-2023 academic year. This decision was officially announced by the Minister of Higher Education, Kamel BADDARI, through a directive addressed to all university institutions in the country. They were invited to implement the necessary arrangements for this transition before the start of the summer holidays.

Furthermore, Minister Kamel Baddari has launched an English language training program for doctoral students admitted for the 2022-2023 academic year. This initiative aims to complement the efforts made to train teachers and new doctoral students in this language, in order to ensure an effective transition to English-language teaching in Algerian universities.

Starting from the 2023-2024 academic year, English will officially replace French as the language of instruction in all fields in Algeria (Aomar, 2023). The universities were tasked with training their teachers for this transition, with the aim of forming multidisciplinary educational teams. English training was offered to more than 30,000 university teachers, with the help of a digital tele-education platform developed in collaboration with the American university MIT.



Indeed, the spread of English in the training of new doctoral students in Algeria presents numerous advantages, including access to more academic resources, better international scientific communication, and greater attractiveness for foreign partnerships. However, this requires efforts to train teachers and overcome linguistic and cultural barriers for doctoral students.

Ultimately, this integration could improve the quality of research and higher education in Algeria, thereby strengthening its presence in the global scientific community.

2.3 What pedagogical innovations are practiced in the teaching of the English language in Algeria?

Over the years, Algeria has adopted various innovative pedagogical approaches in its university education, aiming to improve learners' skills in: collaboration, creativity, and problem-solving. Among these approaches are (BENSALAH & NOUADRI, 2023) : project-based learning, cooperative learning, differentiated instruction, and competency-based assessment. Rather than simply memorizing knowledge, these methods emphasize the development of essential skills, thereby promoting autonomous and effective learning.

This shift towards a competency-based education requires the commitment of both teachers and learners. Its practical application can help modernize the Algerian higher education system and better prepare learners for their future. In particular for the teaching of English, learner empowerment is a key objective.

2.4 The empowerment of English learning through new

pedagogies:

In the theory of language teaching/learning, the empowerment of language learning is considered an increased necessity that makes the learner responsible for their learning, by developing various skills within them. Furthermore, this empowerment of learning can also offer numerous advantages for learners, encouraging them to take ownership of their own English language learning process and become active and engaged learners.

The question of empowerment arises because hybridization is considered (Barbot, 2003), as well as more broadly the integration of digital technology, as a means to rethink the educational paradigm and to promote learner-centeredness, also with a view to empowerment.

To promote this autonomy, an innovative educational framework where the learner feels responsible and autonomous is necessary, allowing learners to individualize their learning and benefit from personalized support tailored to their needs, which can enhance the effectiveness of active engagement in language learning.

Finally, many consider that autonomy constitutes the ultimate goal of all learning, like (Little, 1994), for whom "all genuinely successful learning is in the end autonomous." This goal encourages us to adopt an innovative pedagogical model called "Technopedagogy."

2.5 What is Technopedagogy:

The Center for Study and Development for Technopedagogical Innovation (CEDIT) defines technopedagogy



as a judicious coupling between pedagogy and technology. It refers to practical actions that are both technological and pedagogical, where the pedagogical aspect focuses on teaching and learning methods, motivation, skills to be developed in students, etc. As for the technological aspect, it relates to the use of computers, the web, interactive whiteboards, etc.

In this vision and according to Lietart (2015), the technological tools used by teachers must be part of an active pedagogy whose main goal is to improve the quality of learners' education.

The scientific literature indicates that the concept of technopedagogical innovation is also linked to the emergence of hybrid training systems. These are technopedagogical environments supported by remote digital platforms. Whose teaching is characterized by two phases, one in-person and the other remote. Where ***the innovative dimension is related to the distance part*** (Charlier, Deschryver, & Peraya, 2006).

2.6 What is e-learning?

E-Learning, which means "learning through electronic means," is considered by the Anglo-Saxons to be the most dynamic and popular sector in the education and higher education market. It refers to the use of the web and new distributed learning technology applications to improve the process of acquiring new knowledge or updating existing knowledge.

E-learning is used in higher education programs, corporate training programs, and continuing education programs. While e-

Learning can take the form of fully online courses, or hybrid courses with part of the instruction online and part in the classroom, e-Learning does not always require Internet access as it can also be conducted on university campuses. According to Saidia (2023), we can distinguish three forms of online courses :

- **Synchronous online courses with an instructor:** these courses are delivered in real-time. The tools used are chatrooms and videoconferences. Teaching and interaction between participants take place in real-time and without any time lag.
- **Asynchronous online courses without an instructor:** these courses are delivered at flexible times. The educational activities are not conducted in real-time and the teaching is often guided by didactic software.
- **Asynchronous online courses with an instructor:** in these courses, the teaching is directed by an instructor who designs the educational activities, structures the learning, and evaluates the learner's performance.

The interactivity between students and the teacher is not in real-time but is deferred. The teacher plans the educational activities and designs the site in advance; then, they give the learners a period of time to complete their assignments and educational tasks.

2.7 Why e-Learning in the integration of English for new doctoral students in particular?

The choice of this mode of learning in the training of new doctoral students in Algeria is mainly due to the advantages it brings. Thus, According to Saidia (2023) its advantages revolve around four concepts :

Accessibility: E-learning makes access to knowledge, information, multimedia resources, and educational software available on the Internet.

Flexibility: E-learning provides flexibility to learners who can now choose the time and place of their learning, as well as the pace and rhythm of their progress.

Deployment: E-learning allows for the rapid deployment of training strategies in multinational companies.

Cost control in training: E-learning reduces training costs and allows the State to address the educational needs of doctoral students far from urban centers.

3. The effectiveness of applying the Moodle platform in the dissemination of the English language for new doctoral students (survey):

3.1 Presentation of the survey methodology:

In order to achieve the objectives of our research and rigorously assess the effectiveness of distance learning via e-learning in English language acquisition among doctoral students, we adopted a quantitative approach. This methodological choice is based on several considerations. First, it allows for an objective measurement of doctoral students' perceptions through standardized and quantifiable data. Second, it is particularly well-suited for testing specific hypotheses regarding the impact of e-learning on learners' autonomy and the quality of language acquisition. Finally, the quantitative nature of the study facilitates the generalization of results to similar populations in other academic institutions.

The adopted research strategy involved conducting a questionnaire-based survey. This methodological choice is justified by its ability to quickly gather a large volume of standardized data, while also being well-suited to a geographically dispersed population. Given that the targeted doctoral students are familiar with digital tools, an online survey was deemed a relevant and efficient means of data collection.

The target population for this study consists of the 45 doctoral students admitted to the 2022/2023 competitive examination of the Faculty of Economics, Business, and Management at the University of Oran 2. A purposive (non-probability) sampling method was employed, based on the direct accessibility of participants and the aim of ensuring functional representativeness of the group. At the end of the data collection process, 39 responses were received, of which 25 valid questionnaires were retained, forming our final sample.

Data were collected through a digital questionnaire designed using Google Forms. The instrument comprises seven sections addressing several dimensions: students' motivations, their use of e-learning, their perceptions of learning English at a distance, encountered difficulties, the degree of autonomy developed, as well as their expectations and suggestions. Most questions were presented in multiple-choice format, facilitating both respondents' understanding and statistical analysis. Moreover, the objectives of the study and the intended use of the collected data were clearly stated in the introduction of the questionnaire. The primary aim of this survey was to test our hypotheses on the impact of e-learning in the Algerian doctoral context and to identify perceived challenges and potential levers

to enhance English language learning through this pedagogical modality.

The questionnaire was distributed in March 2024 via email using the researcher's personal account. This method of dissemination was chosen for its practicality and to establish direct contact with the targeted doctoral students. Ethical safeguards were implemented: participation was entirely voluntary, responses were treated anonymously, and data confidentiality was strictly observed.

The collected responses were analyzed using descriptive statistics, processed through SPSS and Excel software. The analysis mainly involved calculating response frequencies and percentages to identify significant trends. These results were then interpreted in light of the research hypotheses and the study's central problem.

While this study provides valuable insights, it also presents certain limitations. First, the small sample size (25 respondents out of 39) restricts the generalizability of the findings at a national level. Second, the questionnaire does not encompass all pedagogical and linguistic aspects related to online English learning. Lastly, the absence of a control group (doctoral students not using e-learning) limits the comparative scope of the study.

3.2 Analysis and interpretation of the questionnaire results

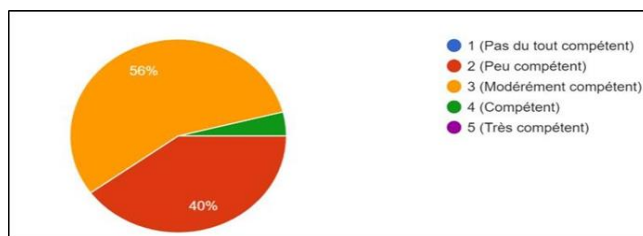
Section (1): Research Population:

The first series of questions aims to identify our target audience; our population consists of doctoral students who

passed the doctoral competition for the 2022-2023 academic year at the Faculty of Economic, Commercial, and Management Sciences at Mohamed Ben Ahmed University of Oran². Our sample consists of 25 new doctoral students, including 16 women, which corresponds to 64% of the respondents, and 9 men, corresponding to 36% of the sample. Their age ranges from 31 years to over 35 years, which means that the majority of the surveyed doctoral students are over 31 years old. This indicates that this population consists of young doctoral students with the ability to adapt to the logistics of distance learning with e-learning.

Section (2): English Language Proficiency

Fig.1. The English language skills of doctoral students before using Moodle.

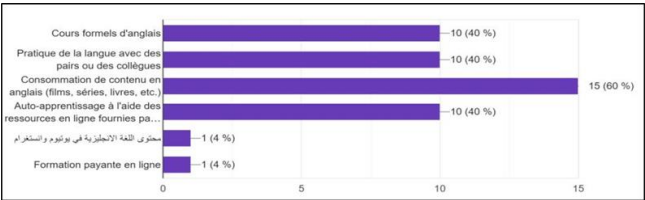


Source: prepared by us.

The responses given by the doctoral students regarding their English language skills tend to vary between low and moderate proficiency. A category of doctoral students considers their English language skills to be average, with the highest percentage being 56%. In second place, other doctoral students consider their English language skills to be weak, with a percentage of 40%. A percentage of 4% claims that their skills in English are excellent.

Section (3): English Learning Experience.

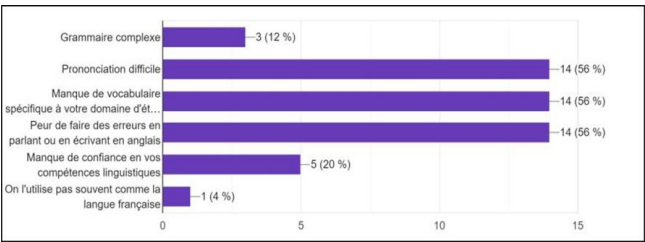
Fig.2. The tools/methods primarily used by doctoral students to learn English.



Source: prepared by us.

The consumption of content in English, such as movies, series, and books, is the most popular learning approach among the surveyed doctoral students, with 60% of them choosing it. Next, formal English courses, practicing the language with peers or colleagues, and self-learning using online resources provided by the university, such as the Moodle platform, are also methods appreciated by about 40% of the respondents each. Moreover, a minority use methods such as English content on YouTube and Instagram, as well as paid online courses. This shows a diversity of approaches to learning the English language among doctoral students.

Fig.3. The difficulties faced by doctoral students when learning English.



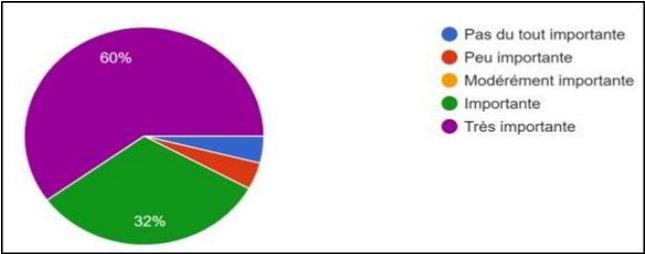
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According to the responses obtained from the respondents, we notice that 56% of the difficulties lie in difficult pronunciation,

the lack of vocabulary specific to the field of study, and the fear of making mistakes when speaking or writing in English. Also, we found that approximately 20% of the respondents believe that the lack of confidence in language skills also represents a major obstacle in learning the language, while 12% of the respondents cited the complexity of grammar. Although less frequently, one person also noted that English is not used as frequently as French, which can also pose challenges in learning and practicing the language. By understanding these specific difficulties, English learning programs must be adapted to meet the needs of learners, focusing on pronunciation practice, the acquisition of specialized vocabulary, the creation of a supportive environment to encourage speaking and writing, building confidence, and clarifying complex grammatical concepts.

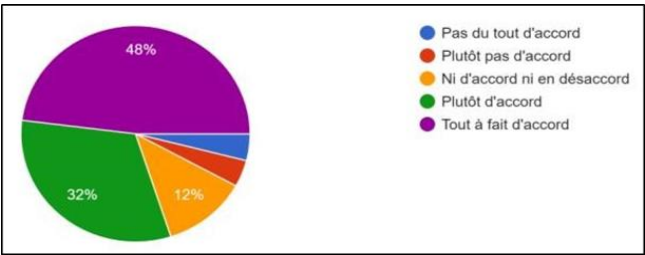
Section (04): Importance of English in Doctoral Training

Fig.4. The Measurement of English Proficiency and Its Importance for Doctoral Training.



Source: prepared by us.

Fig.5. Evaluation of the statement: "English should be integrated into all aspects of doctoral training in Algeria."

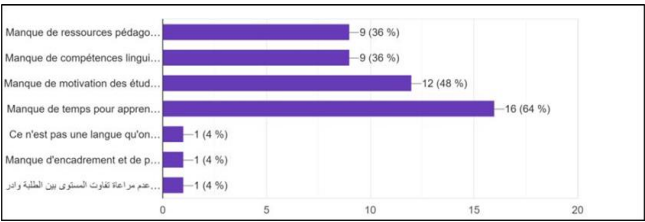


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We preferred to combine question 9 and question 10 into a single analysis, as one concludes the analysis of the other. A very high percentage of doctoral students in economic, commercial, and management sciences, reaching 80% of respondents, consider that proficiency in English is very important or important, and nearly 80% either completely agree or somewhat agree with the idea that English should be integrated into all aspects of their training. This suggests a strong consensus among doctoral students on the crucial role of English in their academic and professional journey. Integrating English into all aspects of training could therefore be seen as a necessary measure to address this recognition of its growing importance in the field of research.

Section (05): Obstacles to the Integration of English in Doctoral Training

Fig.6. The main obstacles to the integration of English in the training of doctoral students in Algeria.

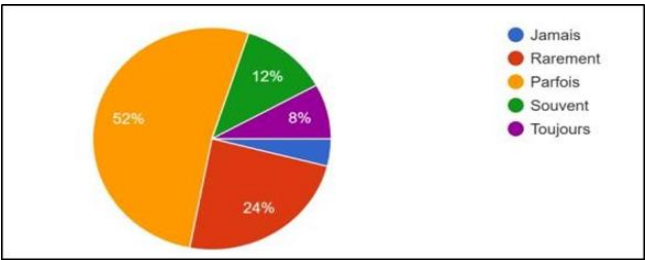


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64% of the participants identify the fourth obstacle as the already significant workload of doctoral students, which can be perceived as an additional constraint when it comes to learning a new language. Similarly, 48% report the third obstacle as being the lack of motivation to learn English, perhaps due to its non-immediate usefulness or its uncertain impact on their research. Furthermore, 36% of respondents mention the first two obstacles, namely the limited access to quality English learning resources, which complicates language learning for doctoral students. Some also point to the lack of linguistic skills among teachers, which can hinder their ability to effectively teach English to doctoral students. Furthermore, 4% of doctoral students highlight the differences in language proficiency levels, making it difficult to adapt programs to meet individual needs. Moreover, insufficient guidance and programs that do not take into account the specific needs of students can pose an additional obstacle to learning English. Finally, given that English is not widely used in the daily environment in Algeria, doctoral students may have difficulty finding opportunities to practice, which can influence their motivation to learn the language.

Section (06): Use of English in Research

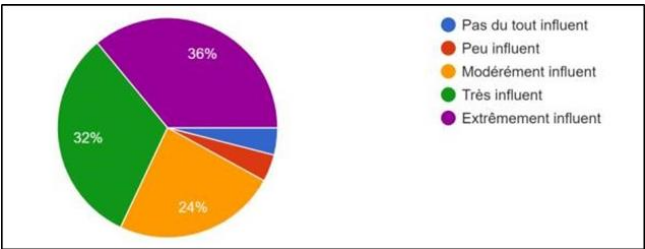
Fig.7. The frequency of English usage in doctoral students' research work.



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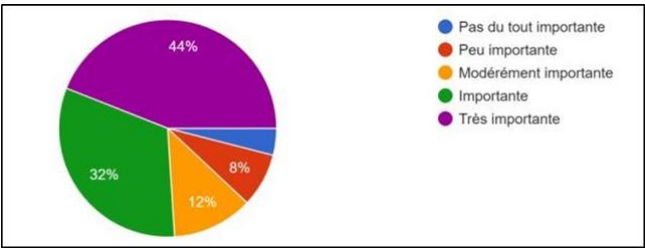
This figure shows that the majority of doctoral students use English in their research work, although this varies in terms of frequency. About 52% responded that they sometimes use English, 12% stated that they often use it, and 8% claimed that they always use it. 24% said they use it rarely. This shows that English is a significant component of research work for many doctoral students, although some use it less frequently than others.

Fig.8. Measuring the use of English in research and its influence on the professional opportunities of doctoral students in Algeria.



Source: prepared by us.

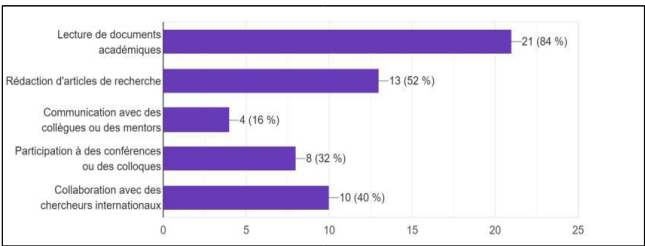
Fig.9. The ability to publish in English and its importance for the academic career of a researcher in Algeria.



Source: prepared by us.

We chose to group questions 13 and 14 for a joint analysis, as they complement each other. Hence, a significant percentage, reaching 92% of doctoral students, considers that the use of English in research and its influence on professional opportunities are either extremely influential, very influential, or moderately influential, while only 4% believe they are slightly or not at all influential. Moreover, more than 88% of doctoral students emphasize the major importance of the ability to publish in English for the academic career of researchers in Algeria. This skill offers global visibility, conforms to international standards, increases impact and citations, and opens up funding and collaboration opportunities, highlighting the necessity to publish in English-language journals and engage in international research.

Fig.10. The measurement of English usage in activities related to scientific research.

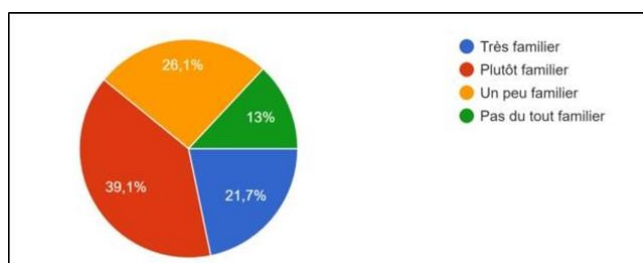


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84% of the research population probably use English when reading academic documents, and 52% of doctoral students use it to write their articles, which is consistent with the fact that the majority of academic research is published in English. Meanwhile, 40% of doctoral students use it when collaborating with international researchers, as English is often the common language of communication in the international academic field. 32% of them use it when attending international conferences or symposiums to seize research opportunities. Moreover, 16% of doctoral students probably use English when communicating with their colleagues or mentors, especially in international contexts where communication often takes place in this language.

Section (07): Evaluation of the potential effectiveness of the Moodle platform for integrating the English language for new doctoral students in Algerian universities.

Fig.11. The measurement of familiarity with the Moodle platform.

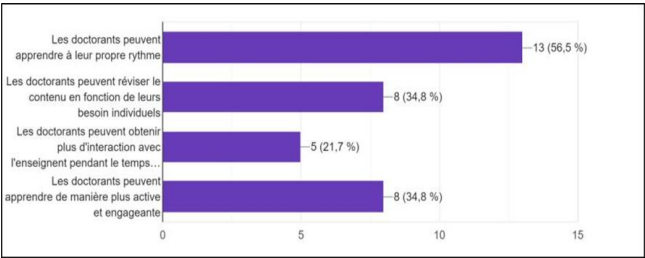


Source: prepared by us.

This figure represents a rate of 39.1% of doctoral students who selected the second choice, which means they are quite familiar with the Moodle platform. This suggests that they have some experience or knowledge of Moodle for learning English (This is

the largest group in terms of familiarity). About a quarter, 26.1, selected the third choice, indicating that they are somewhat familiar with Moodle. This shows a certain level of knowledge, although it may be limited, of the platform. While 21.7% of the doctoral students selected the fourth option, stating that they are very familiar with this new strategy, indicating that they are very comfortable with Moodle and have probably used the platform regularly and thoroughly in the context of their English learning. However, the fourth choice, which targets people who are not at all familiar, was selected by 13% of the respondents. The Moodle platform is quite widespread in this learning context, but there is also a notable lack of knowledge about this educational innovation, so it takes them time to become familiar with it.

Fig.12. The advantages of the Moodle platform compared to formal training

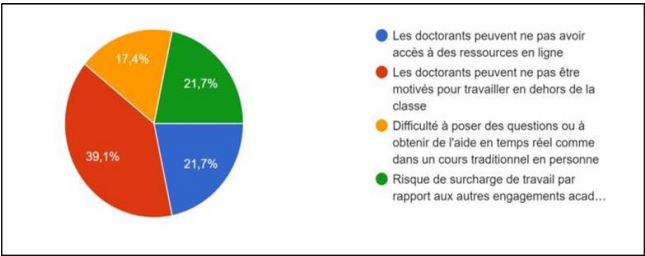


Source: prepared by us.

About 56.5% of respondents selected the first advantage, finding that learners can learn at their own pace. 34.8% chose the second option, which is that learners can review the content according to their individual needs. 21.7% of the respondents chose the 3rd advantage where learners can get more interaction with the teacher during class time. While 34.8% opted for the last option, where learners can learn in a more active and engaging manner. The data shows that the advantages of the Moodle platform are

numerous, offering temporal flexibility and content personalization that promote learner autonomy, while providing an active and engaging learning environment.

Fig.13. The main challenges encountered in learning through the Moodle platform.



Source: prepared by us.

The percentages are relatively similar, with 39.1% of respondents selecting the second option where learners may not be motivated to work outside of class, and 21.7% opting for the first option where learners may not have access to online resources, in addition to difficulties in asking questions or getting real-time help as in a traditional in-person course. While 17.4% state that doctoral students may face the risk of work overload compared to other academic commitments. This shows that the main challenge doctoral students might encounter in learning through the Moodle platform lies in the motivation of the learners. According to them, the latter cannot be motivated to work outside of class and they cannot access online resources to prepare for classes in advance, in addition to the difficulties in asking questions or getting real-time help as in a traditional in-person course.

Fig.14. Solutions proposed by doctoral students to overcome challenges.



Source: prepared by us.

This figure shows a rate of 83.3% of doctoral students who request the establishment of active discussion forums where they can ask questions and receive quick responses from their peers or instructors, which would promote peer collaboration, provide immediate support, and foster a sense of community belonging. In addition to offering additional offline resources for those with internet access issues, which would ensure that all doctoral students, even those with internet access problems, have access to the necessary resources. Finally, 50% of the doctoral students suggest scheduling training sessions on how to use Moodle effectively, with a focus on time management and motivation, which would provide them with practical skills to manage their time and stay motivated, in order to improve productivity in their studies. These results show that doctoral students have varied and specific needs. To overcome these challenges, a diversified approach would be necessary.

4. Discussion of the results:

The data analysis highlights a strong interest among doctoral students in economics, business, and management at the University of Oran 2 in learning English. This trend reflects a growing awareness of the importance of English in their academic and professional trajectories, particularly evidenced by its use in research work. However, this

marked preference for English raises concerns about the gradual marginalization of other languages, especially French and Arabic, and prompts reflection on a potential linguistic imbalance that could lead to increased dependence on the English-speaking sphere.

At the same time, the results reveal an underutilization of available digital tools, particularly the Moodle platform. Despite its pedagogical benefits, a significant proportion of doctoral students do not make use of it, due either to a lack of familiarity with the platform or to technical and pedagogical constraints (such as limited interaction, poor internet access, and low motivation). This points to a lack of support in integrating e-learning into training practices.

Doctoral students thus express concrete needs, such as the creation of interactive discussion forums, access to additional offline resources, and targeted training in the use of Moodle. These suggestions illustrate a clear willingness to engage with digital tools, provided that they are tailored to learners' real-life contexts and expectations.

5. Conclusion:

In conclusion, this study highlights a positive trend toward the adoption of English as an academic language among doctoral students, while underscoring the structural and pedagogical barriers that hinder the effective use of e-learning. Although platforms such as Moodle offer real potential for developing language skills, their impact remains contingent upon tailored support mechanisms, active pedagogical guidance, and inclusive digital learning environments.

An effective integration of digital tools into doctoral training requires not only adequate training and awareness among learners, but also institutional efforts to ensure equitable access, enhanced interactivity, and sustained academic support. E-learning should not be regarded as a panacea for integrating English into doctoral education, but rather as a strategic means to help doctoral candidates overcome linguistic barriers.

However, this study presents certain limitations. It is based on a specific institutional context and a limited sample, which may restrict the generalizability of its findings. Moreover, the focus on perceived needs and practices does not fully capture the effectiveness of digital tools in improving academic performance or language proficiency over time.

Future research could explore comparative studies across institutions or disciplines, assess the long-term impact of digital language learning on doctoral success, and investigate the role of blended learning models. Additionally, further investigation into the integration of multilingual approaches in digital environments may provide valuable insights into fostering linguistic inclusivity within doctoral education.

6. Recommendations:

Through our case study on the effectiveness of integrating English into the training of doctoral students in the Department of Economic, Commercial, and Management Sciences at Oran 2, and based on the results obtained. We recommend:

- Making efforts to ***strengthen the distance learning system***, in addition to in-person teaching, adds great value.

- To ***successfully promote the use of English*** in doctoral training



through the digital transition, it is proposed to shift from passive distance learning to *the flipped classroom*.

This offers both the teacher and the learner the freedom to alternate between digital resources and disciplinary teaching.

- *Enriched or hybrid teaching*, when *well designed*, produces more positive effects on learning.

- Proceed with *the standardization of the online learning level* to ensure the quality and effectiveness of distance education.

- Implement *a flexible training program* to enable learners to overcome skill gaps.

- University leaders must *assess the educational needs* of students interested in e-Learning, by mapping the courses likely to be offered online and providing *appropriate support*.

- Understand the particular circumstances of each learner and *continuously adjust* the online learning process accordingly, as *there is no one-size-fits-all solution*.

- *Taking into account challenges* such as the lack of learner engagement, motivation, collaboration, and interaction, which can negatively impact language learning through e-learning.

- Provide access to *pedagogical advice* to promote active learner participation.

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