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**The reality and challenges of studying in English: A case study of Group 19
first year, University of Algiers 3.**

واقع وتحديات الدراسة بالإنجليزية؛ دراسة حالة المجموعة
19 سنة أولى جامعة الجزائر 3

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Abstract:

This study aims to highlight the reality of teaching in English-which is considered Search language- in the University of Algiers 3; in application to ministerial instruction. The topic of our article, dealt with a prospective study of a group of 19 first year. It was chosen as a model for studying in the English language, with presence in all modules; Waiting for the process to be generalized in the coming years. We used the descriptive analytical approach to evaluate the reality of studying in the English language in this group. We conducted a questionnaire for the students and teachers as well, the results obtained in this group record the great success rate in the first semester.

We also noticed some students leaving the group over the course of this year, which we consider a relative success of this process.

Keywords: English language; learning; university; descriptive approach; analysis.

الملخص

تهدف هذه الدراسة إلى تسليط الضوء على واقع التدريس باللغة الإنجليزية في الجامعات الجزائرية، ونخص بالذكر جامعة الجزائر 3؛ كلية العلوم الاقتصادية، العلوم التجارية و علوم التسيير. حيث قامت بتطبيق التعلّيم الوزارية التي تقتضي وجوب تحويل لغة الدراسة في الجامعة إلى اللغة الإنجليزية التي تعتبر لغة البحث .

موضوع مقالنا، تناول دراسة استطلاعية للمجموعة 19 سنة أولى جذع مشترك. حيث اختيرت كنموذج للدراسة فيها باللغة الإنجليزية حضوري في كل المقاييس؛ في انتظار تعميم العملية في السنوات القادمة. استعملنا المنهج الوصفي التحليلي لتقييم واقع الدراسة باللغة الإنجليزية في هذه المجموعة، حيث قمنا باستبيان للطلبة و الأساتذة كذلك و اسفرت النتائج على تحصيل هذه المجموعة على أعلى نسبة نجاح في السداسي الأول؛ كما لحضنا كذلك مغادرة بعض الطلبة للمجموعة على مدى هذه السنة. مما نعتبره نجاحا نسبي لهذه العملية.

الكلمات المفتاحية : اللغة الإنجليزية، التعليم، الجامعة، المنهج الوصفي، التحليل.

1. INTRODUCTION

The Algerian Ministry of Higher Education is preparing to replace French with English as the language of teaching at university. After the generalization, from September 2022, of its teaching from the third year of elementary school, the language of Shakespeare officially entered the university from the start of the 2023-2024 academic year .

The current approach in Algerian universities has been to teach English as a standalone subject or discipline. However, the new directive is to expand the use of English beyond just being a subject, and integrate it as a medium of instruction across other academic programs, particularly in technical and medical fields .

Research problem: To implement this policy, a set of recommendations have been developed. The aim of this study is to assess the progress of this initiative at the University of Algiers 3, in order to evaluate the current situation and answer the following question:

What are the facilitating factors and challenges to expanding English language studied for students at the University of Algiers 3?

In order to answer this question, we will first present the strategy deployed by the administration of Algiers 3, for the smooth running of English teaching for students and also the teacher training operation.

The goal is to assess the current state of studying in English language for students and identify the factors that are helping or hindering the expansion of these programs.

The importance of this research: is underlined in the novelty of the subject which deals with the application of

ministerial directives, such as teaching in English in Algerian universities; which represents a challenge which could become obligatory in the years to come; after having filled all the gaps encountered and especially prepare the teachers who represent the strong link in this challenge .

Research Objectives: the objectives of this research study go beyond just answering the central research question. The additional aims are:

- ✓ Highlight the Pivotal Role of Faculty:

Emphasize the crucial role that faculty members play in the success of transitioning to English-medium instruction. The study should examine the challenges faced by teachers and identify ways to support and empower them in this process.

- ✓ Address Student Challenges:

Identify the challenges encountered by students in adapting to English-taught courses, and explore potential solutions to help students overcome these barriers for a smoother transition.

- ✓ Incorporate Student Perspectives:

Consider the recommendations and suggestions provided by students regarding the implementation, sustainability, and expansion of the English-medium instruction directive. Their insights can provide valuable input to improve the process.

By addressing these supplementary objectives, the research can provide a more comprehensive understanding of the multifaceted aspects involved in successfully implementing the shift to greater use of English as the language of instruction in Algerian higher education.

Research methodology: In this study, we

relied on the descriptive and analytical method based on the nature of the problem posed .

The practical aspect was based on a case study method represented by the pilot section 19 First year LMD.

Research plan: The research was divided into a theoretical part and a practical part. The first describes the theoretical concepts of teaching in English, starting from previous studies through the Algiers 3 strategy. while the second is devoted for the case study of section 19 where we sent them a questionnaire which we interpreted and analyzed the results .

Our terms include a conclusion and recommendations.

2. Previous studies

This chapter presents a review of the most significant previous studies that have addressed the topic of learning in english. The aim is to provide an overview of the existing research and knowledge within this field.

2.1 Foreign Language Learning, Classroom Interaction and Lack of Motivation:the Case of First Year Students of English at the University of Bejaia:

The study investigated the relationship between Foreign Language Learning (FLL), class interaction, and lack of motivation among first-year LMD (Licence, Master, Doctorat) students at the University of Abderrahmane Mira in Béjaia during the second semester examinations of the 2005 academic year. The researchers aimed to achieve four objectives and established two hypotheses.

The results showed that the hypotheses were partially verified, although most students did not express negative attitudes towards their

teachers' personalities.

However, there was significant criticism of the teaching methods and curriculum. Some participants criticized the group they belonged to, while others criticized the teachers, but the rate of criticism was low compared to that directed at the curriculum. The study concluded that teaching methods, course content, teachers' personalities and attitudes, and student interaction (group dynamics) were the main factors that could either enhance or impede students' motivation (Idri, Juin 2011).

1-2Teaching-english-for-medical-purposes-at-the-intensive-language-teaching-center-of-mostaganem :

This article identifies the main needs of learners in medical English and proposes the design of a course to meet these needs and examines the teaching of English for medical purposes at the Mostaganem Intensive Language Teaching Center. It focuses on analyzing the needs of learners in medical English and highlights the importance of English in the medical field and the challenges faced by teachers of medical English .

The main needs of learners regarding medical English identified in the article are as follows: learners feel the need to learn English because:

- ✓ It is crucial for their work, especially when travelling abroad;
- ✓ And for communication with other health professionals.

The course spans 20 weeks with 4 hours per week, focusing on listening, speaking, writing, and reading skills. Specialized vocabulary and expressions are taught to improve fluency and confidence in using English within medical settings (Sabria, 2020).

2.3 Teaching / learning of specialized english in the department of information and communication sciences, university Algiers 3

This study is based on the specific situation of learning journalistic English. It questions the conditions under which foreign languages are taught at university:

Firstly, the lack of qualified teaching staff; their heterogeneous linguistic and pedagogical skills; and a lack of supervision. These are all sources of instability for a discipline that requires great continuity. Also:

- ✓ The light schedules ;
- ✓ The insufficient frequency of sessions;
- ✓ and the absence of evaluation.

All of which are essential to the poor functioning of this type of teaching. But it is above all the absence of a real program that lies at the heart of the problem. The interviewees showed that such a situation is also the result of shortcomings often accumulated since secondary school.

As a result of these findings, the study recommends, among other things:

- ✓ Increasing the number of hours;
- ✓ Improving course content to meet students' needs;
- ✓ and the need to train language teachers using TIC (AMRANI, 2015)

2.4 Challenges of Teaching English for Specific Purposes in Algeria: The Case of English in Medicine:

This paper investigates the difficulties encountered in teaching ESP in Algeria, particularly the main deficiencies faced by learners due to inadequate programs used in the faculty of medicine.

The study's findings are based on a survey conducted in an ESP classroom. The results indicate that students often struggle to negotiate meaning effectively because they lack the necessary cognitive skills, behavioral skills, and learning strategies. Consequently, the teacher's role is to provide students with the tools required to overcome their difficulties at this level.

One of the tactics suggested for teachers is to rely on students' schematic knowledge. Additionally, teachers should be psychologically prepared to teach advanced students and specialists. They should also be ready to explain any medical topic in English and demonstrate their scientific knowledge to the students.

The paper highlights the need for more effective ESP programs in the faculty of medicine to address the challenges faced by both teachers and learners. By providing students with the necessary skills and strategies, and by ensuring that teachers are well-equipped to handle the demands of teaching specialized English, the quality of ESP education in Algeria can be significantly improved (Djaileb, 2018).

3.The benefits of studying in English

Studying in English offers numerous advantages that extend far beyond the academic realm. Some of the key benefits include (Wilkes, 2000):

- ✓ **Increased Labor Market Mobility and Earning Potential** : Proficiency in English enhances one's competitiveness in the international labor market, leading to increased job opportunities and higher wages. Individuals who study in English often self-select into more lucrative job sectors, further maximizing their earning potential.

✓ **Cultural Understanding and Global Engagement:** As the most widely spoken language globally, English facilitates cultural understanding and enhances travel experiences. It provides access to a wealth of literature, music, and entertainment from around the world, broadening one's horizons and fostering a deeper appreciation for diverse cultures .

✓ **Enhanced Job Prospects and Social Respect:** Mastering English can lead to better job prospects, social respect, and opportunities for international relations and travel. In many parts of the world, proficiency in English is seen as a mark of education and sophistication, opening doors to new experiences and networks .

✓ **Intercultural Competence and Competitive Edge:** Learning a foreign language, such as English, not only improves communication skills and understanding of grammar but also fosters intercultural competence. This skill is increasingly essential in a globalized world, providing a competitive edge in the job market and enhancing one's overall personal and professional development .

✓ **Critical Analysis and Communication Skills:** Studying English in academic settings, such as the English Department at Dixie State University, equips students with critical analysis skills, aesthetic appreciation, and effective communication abilities. These skills are highly valued in various professional and personal contexts, further underscoring the multifaceted advantages of studying in English .

✓ **In conclusion,** the benefits of studying in English extend far beyond the classroom, positively impacting one's career prospects, cultural understanding, and personal growth. As the world

becomes increasingly interconnected, proficiency in English has become a valuable asset that can open doors to new opportunities and experiences.

4.University of Algiers 3's Strategy for Transitioning to English-Medium Instruction:

To address the challenges of transitioning to English-medium instruction (EMI) at the university and implement the government's decisions, the University of Algiers 3 and its administration have put in place several support measures.

4.1 Training Programs and Resources

The university has established training programs to enhance teachers' English language proficiency and provide them with the necessary resources to succeed in this transition. These initiatives include:

- ✓ Setting up an e-learning platform in collaboration with the Massachusetts Institute of Technology (MIT);
- ✓ Creating a dedicated Intensive Language Teaching Center;
- ✓ Signing an agreement with a private language school to benefit a number of teachers.

4.2 Enhancing International Competitiveness

To increase its competitiveness on the international stage and prepare its teachers and students for a globalized future, the University of Algiers 3 has adopted a phased implementation strategy. This approach aims to gradually introduce EMI while providing the necessary support and resources to ensure a smooth transition for both teachers and students.

The university's efforts demonstrate its commitment to adapting to the changing educational landscape and equipping its faculty with the skills and tools required to

deliver high-quality instruction in English. By investing in training programs, leveraging technology, and collaborating with external partners, the University of Algiers 3 is positioning itself to meet the challenges of EMI and enhance its global standing.

4.3 Online Learning Platforms Enhance English Education

Online learning platforms are playing a crucial role in improving English education in Algeria. These platforms offer various educational initiatives focused on learning English, providing interactive resources and high-quality teaching tools.

The Ministry of Higher Education and Scientific Research, under the supervision of the National Commission for Distance Higher Education (NCDHE), has introduced an e-learning platform in collaboration with **the Massachusetts Institute of Technology (MIT)**.

4.3.1 Benefits of Training Platforms:

Online training platforms offer several advantages:

- ✓ **Increased autonomy:** Learners can study at their own pace and take control of their learning process.
- ✓ **Pre- and post-course level assessment:** Platforms allow learners to test their proficiency before and after the course, helping them track their progress.
- ✓ **Continuous progress monitoring:** The platform enables teachers to monitor students' progress throughout the learning journey.
- ✓ **Preparation for language certifications:** Learners can use the platform to prepare for various language proficiency exams.

✓ **Engaging revision with**

gamification: Platforms incorporate gamification elements, making revision more enjoyable and interactive for students. These online learning platforms are revolutionizing English education in Algeria by providing accessible, flexible, and engaging learning experiences. By leveraging technology and offering a range of interactive resources, these platforms are helping students improve their English proficiency and achieve their language learning goals.

5. Method and Tools:

For this research, we used a descriptive-analytical method. This approach is well-suited for this type of study as it allows us to describe the phenomenon being studied in theoretical terms; provide a scientific analysis of the practical aspects.

Our research methods involved a rigorous approach to build up knowledge that can be shared widely with the academic community and across institutions. To achieve this, we utilized the following data collection techniques:

5.1 Questionnaires: We administered questionnaires to gather relevant data and insights from participants.

5.2 Interviews: We conducted interviews to obtain more in-depth information and perspectives from the stakeholders involved, namely the administration and a range of teachers.

By employing this combination of descriptive-analytical methods and diverse data collection tools, we aimed to develop a comprehensive understanding of the topic that can be effectively communicated and exchanged within the academic sphere.

5.3 Results of the questionnaire for students :

In addition to standard demographic questions (gender, age, specialty, qualifications), our questionnaire included a series of targeted questions to gain insight into the reality of studying in the English language with its various challenges.

5.4 Data analysis : We processed the collected data and selected specific responses from the questionnaires to further explore and delve into their meaning.

The students did not hesitate to make all sorts of criticisms and comments. We identified nuances in their responses regarding the implementation and delivery of training programs.

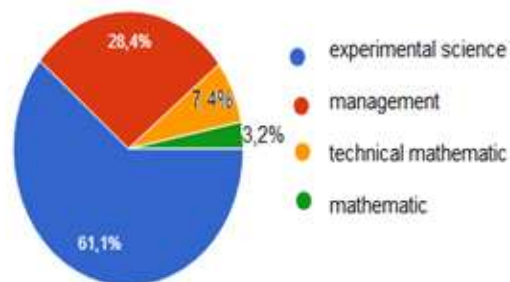
By integrating quantitative and qualitative data collection methods and analyzing responses in depth, we were able to collect a comprehensive set of information from participants. This has allowed us to develop a comprehensive understanding of English language study initiatives and areas that require further attention and improvement.

5.5 Study sample:

The study sample was represented by a set of students from section 19 exactly 95 students, which represent nearly the half.

Table 1 Descriptive analysis of personal information

age	total	%
18	39	40,00%
19	45	47,37%
20	5	5,26%
21	5	5,26%
22	1	1,05%
33	1	1,05%
Total	96	100%
Male	Female	
27,4%	72,6%	



We note that the students' baccalaureate speciality varies between the 4 specialities, with a high rate for experimental sciences, followed by management.

5.5.1 Questions about learning the English language

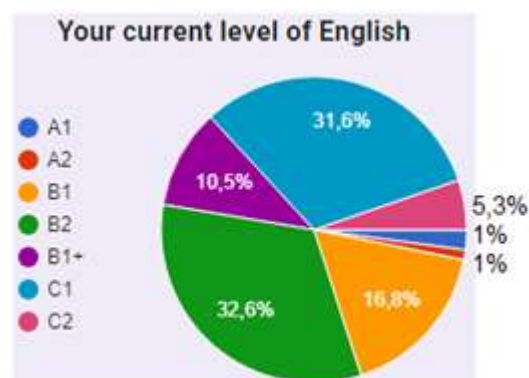
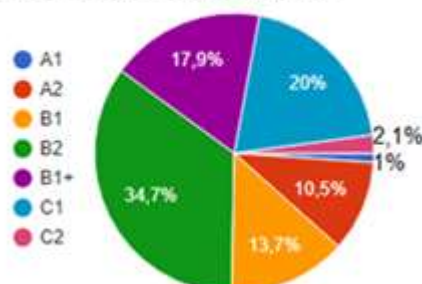
-Have you taken English classes?

Only 26,3% yes

And 73,7% NO

-About the students' english level

level of English when you took the floor level test on September 23



We note that the level of students has increased, the percentage of students with C2 level has risen from 2% to 5.3% and also

C1 level has risen from 20% to 31.6%.

-Choose from this list the reasons that prompted you to study in English?

To join universities abroad,	63,9%
English is a language interesting and amazing,	63,9%
helps to get a job in foreign companies,	88,7%
to do postgraduate studies because The obstacles it is the language of scientific research	45,4%
against my will	0%

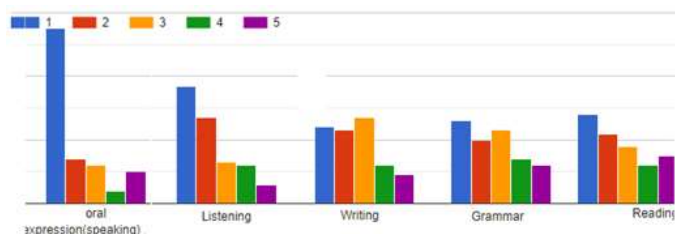
From this table 2 we can deduce that the majority of students (88.7%) want to join foreign companies, as well as wishing to continue their studies abroad. They also find the language interesting and amazing(63,9%), and nobody seems to be pushed to study in English.

The students added the following reasons:

- ✓ Broad horizons inside and outside the country.
- ✓ Obtaining a Bachelor's and Master's degrees in the English language is equivalent to two degrees in addition to the English language.
- ✓ Challenge to succeed and get out of the comfort zone.

- Arrange the skills in order of priority 1 is the most important priority;5 is the least important priority

Figure 3



We can see from this graph that oral expression skill is the highest priority for the students as it is a means of communicating

and passing on information. Listening besides is the next, a little behind the other topics are almost at the same level; as they are the simplest.

5.5.2 The obstacles to studying in English

-What are the obstacles to studying in English?

Lack of motivation on the part of students	16,5%
Students' inability to understand well,	34%
Lack of preparation and revision of the lesson,	25,8%
Lack of use of pedagogical aids,	29,9%
Reasons related to the teacher (method, personality)	67%

that hinder the process of according to this table are mainly related to teachers, where 67.4%, find that teachers do not have the appropriate method or the rich knowledge of English to pass on to students.

Frequent answers added from students In their opinion about the obstacles that prevent good study in English are:

- ✓ The lack of training of teachers for sufficient time allows them to master the English language well in their own field.
- ✓ Lack of sufficient practice of the English language, as there is a lack of communication between teachers and students in the English language,
- ✓ Lack of books and references in English.

-What do you think is the most difficult to understand?

The students' responses are similar in the percentage of modules: technical and theoretical; nevertheless they find difficulty in the statistical module due to its specificity because technical metrics often require a deep understanding of technical details and practical applications; while theoretical metrics may be more abstract and can be easier to

understand once you put some time into them.

-What are your suggestions to improve English language study at university?

We presented a number of elements that could improve the level of English among students and even teachers.

Use interactive applications such as Duolingo	33,7%
Watching films subtitled in English	81,8%
Reading stories in English	49,5%
Listening to stories in English	45,3%

We note that watching films with subtitles is the method used by the majority of students in addition to the others mentioned in this table.

The students added some tools or methods to improve their level.

- ✓ Teachers must be trained more in the English language, foreign professors must be present, and short-term training opportunities must be provided outside the country.
- ✓ Motivating students to discuss in English in the classroom.
- ✓ Creating a language laboratory.

5.5.3 Prospects for English

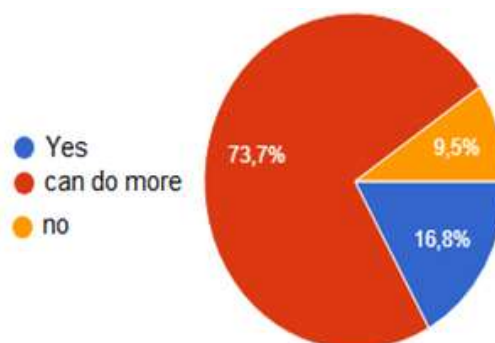
We asked questions about the future of the English language

	Yes	Almost	No
Were you disappointed after this experience?	2,1%	22,1%	75,8%
Are you ready to continue studying in English?	95,8%	4,2%	0%
Are you in favor of generalizing study in English at the university?	78,9%	13,7%	7,4%

All students are ready to continue this experience with only 7.4% not in favour of generalising teaching in English and almost all students are not disappointed by this

choice.

-As for the supervising teachers, do you think they are sufficiently trained to teach English ?



Students do not seem persuaded that teachers are sufficiently prepared to teach in English; only 9.5% of students are convinced.

6. The plan followed for the Licence cycle (2nd and 3rd year)

The Faculty of Economic Sciences, Commercial Sciences and Management Sciences at the University of Algiers 3 is the leading college at the national level in adopting the English language as a comprehensive language of instruction, whether for all standards or the number of students registered to study in this language, especially since it is the largest college at the national level in terms of the number of students.

6.1 Presentation on trends in teaching English in the second and third years:

The number of students enrolled in the special group taught in English is 259 students distributed into 6 groups. In the context of strengthening this endeavor and to make a decision regarding the subjects and specializations that will be opened for study to this group during the second and third years and in the master's degree, the

committee charged with following up on the promotion of the English language at the college conducted a questionnaire for the group's students to find out their desires and directions during the coming years during the period from March 21 to 25, 2024. This is after holding an explanatory meeting for students on Thursday, March 21, 2024, about the divisions and specializations available at the college.

Of the 259 students, we selected 206 responses, i.e. 80%, which we will analyse; The results of the questionnaire were as follows:

6.1.1 the number and percentage of participating students according to the section chosen in the second year.

Division	Number of students	percentage
Management sciences	84	41%
Commercial Sciences	69	33%
Financial and accounting sciences	45	22%
Economic sciences	8	4%

We notice in this table that the majority of students interviewed chose two specialties; management sciences and commercial sciences and a finance and accounting part

6.1.2 The number of participants according to the chosen division and the first semester average

Division	0 to 6.99	7 to 9.99	10 to 11.99	12 to 13.99	>14	total
Average						
Management sciences	8	35	15	17	9	84
Commercial Sciences	2	32	19	11	5	69
Financial and accounting sciences	0	14	14	10	7	45
Economic sciences	1	5	0	1	1	8
total	11	86	48	39	22	206
Sub Total	<10		97	≥10		109
% Sub Total			47%			53%

We notice in this table that 53% passed their semester compared to 47% who did not have the average.

We note also that the percentage of students who have an average between 7 and 9.99 is the highest at 42%; nevertheless 11% have an average exceeding 14/20.

6.1.3 The number and percentage of participants according to the chosen specialization in the third year:

Specialisation	Division	Number of Students	Percentage of Total	Percentage of Division
Business Management	Management Sciences	74	36,00%	88,00%
Financial management	Management Sciences	6	3,00%	7,00%
Human Resource Management	Management Sciences	4	2,50%	5,00%
International Trade	Business Sciences	44	21,00%	63,00%
Marketing	Business Sciences	25	12,00%	37,00%
Finance and Accounting	Finance and Accounting	19	9,00%	39,00%
Accounting and auditing	Finance and Accounting	14	7,00%	32,00%
Enterprise Finance	Finance and Accounting	10	5,00%	22,00%
Accounting and taxation	Finance and Accounting	2	1,00%	5,00%
Monetary and Banking Economics	Economic Sciences	4	2,50%	50,00%
Organisational Economics and Management	Economic sciences	2	1,00%	25,00%
Quantitative economics	Economic Sciences	2	1,00%	25,00%

We observe that the majority of students who prefer to study management sciences have chosen the business management speciality (36% from total students and 88% from the division of management sciences); in second place comes the international trade speciality of business sciences with 21% of total students and 63% of the division.

Remark

Given the choice of students, the administration has decided to open **only two divisions** with the highest number of students: management sciences and commercial sciences, each with a specialism: Business Management and International Trade.

7. Conclusion

Learning and studying English at university remains a topical issue. A number of approaches are being explored. A good initiative to use English as the language of study needs time to develop, if it is not to deviate from the overall objective set by the university. It's true that it's a surprising decision, because the switch to English will have to be carefully planned, with a strategy drawn up by experts in the field, if it is not to fail.

This study, which focuses on the situation of teaching in English, summarises the main findings. It is clear that the very conditions under which English is taught at university are to blame: the lack of infrastructure, such as a language laboratory; inadequate teacher training; and the difficulty of certain technical modules, such as mathematics and statistics, are also key factors in the poor performance of this teaching. But it is above all the lack of a real programme that is at the centre of the problem. The students interviewed showed that such a situation is also the result of gaps often accumulated since secondary school.

Our study also revealed the enthusiasm of the students and, above all, their motivation to continue up to Master's level or even higher; they showed how happy they were to be part of this new programme and how proud they were that their university and their country had given them this opportunity also more than 93% are in favor of generalizing study in English at the university.

Nevertheless, the students were a little disappointed at the limited choice of future specialities, where, for pedagogical reasons, two specialities were chosen Business Management and International Trade.

We suggest that increase English teaching hours in middle and secondary schools; more training teachers.

Studying in English is essential, but it is a gradual process that starts with preparing the teacher before the student.

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