

The reality of training university professors in the English Language; An exploratory study for professors of university Algiers3

واقع تدريب الأساتذة الجامعيين على اللغة الإنجليزية؛ دراسة استكشافية لأساتذة الجامعة الجزائر 3

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Abstract

One of the most striking developments in higher education in this new era of the 21st century has been the rise of English as a medium of instruction (EMI). Algeria, in turn, is making great strides towards an ambitious transition, with its universities moving from traditional teaching in Arabic and French to a more modern mode of instruction offered by the adoption of English.

The aim of this study is to take stock of the operation to train teachers at the University of Algiers 3 in English and to try to diagnose the effective application of this directive from its inception at the end of 2022 to the present day, as well as its development.

We are going to highlight the various brakes or obstacles likely to slow down its propulsion, and thus try to propose the conditions for the success of this transition; by adopting a descriptive analytical approach to the data collected from the learner teacher.

Keywords: English as a medium of instruction (EMI); diagnosis; brakes; prospects; train; learners.

المخلص:

من أكثر التطورات اللافتة للنظر في التعليم العالي في هذه الحقبة الجديدة من القرن الحادي والعشرين هو تصدر اللغة الإنجليزية كلغة للتعليم. وتخطو الجزائر بدورها خطوات كبيرة نحو تحوّل طموح، حيث تريد أن ترى جامعاتها تنتقل من التدريس التقليدي باللغتين العربية والفرنسية إلى نمط تعليمي أكثر حداثة من خلال اعتماد اللغة الإنجليزية.

الهدف من هذه الدراسة هو تقييم عملية تدريب أساتذة جامعة الجزائر 3 في اللغة الإنجليزية ومحاولة تجسيد التطبيق الفعال لهذا التوجه منذ بدايته في نهاية عام 2022 إلى يومنا هذا، وكذلك تطويره. وسنقوم بتسليط الضوء على مختلف المعوقات أو العقبات التي من المحتمل أن

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تبطئ من وتيرته، وبالتالي محاولة اقتراح وسائل نجاح هذا الانتقال؛ وذلك من خلال اعتماد منهج تحليلي وصفي للبيانات التي تم جمعها من الأساتذة المتدربين.
الكلمات المفتاحية: اللغة الإنجليزية كوسيلة للتدريس (EMI)؛ التشخيص؛ العوائق؛ الآفاق؛ التدريب؛ المتعلمين.

Introduction

Algerian universities and major schools must respond to the challenges of globalization and changes economic, political and social events that have occurred in recent years, which make knowledge of languages and plurilingualism a key qualification of university education.

One of the most significant developments in higher education in the modern era has been the rise of “English as a Language of Instruction”, or EMI (English as Medium of Instruction). Algeria, in turn, is moving big steps towards an ambitious transition which wants to see these universities move from traditional teaching in Arabic and French, to a mode of more modern than the adoption of English can offer. It is obvious, on the other hand, that despite these clear and significant advantages, this transition could present major difficulties for all those involved in higher education and Scientific Research .

Indeed, moving from the teaching paradigm to the learning paradigm requires rigorously thought-out change management. Breaking with the “I teach, therefore you learn” model created resistance and obstacles to overcome. The decision of the Algerian authorities to introduce the IME stems from a desire to modernize higher education in the country and to make universities more efficient and more attractive to potential international students.

Thereby, by facilitating communication in a widely spoken language, the government hopes to position Algerian higher education institutions on the world stage while improving their performance at all levels. Given that the majority of academic research is done in English, it is very important that academics conform to this reality. This will allow them to be up to date with the latest research and to be able to transmit the most recent knowledge to local universities, but also to publish their own work in a language ranked first in the world, in scientific research .

In order to implement the supervisory decisions aimed at promoting the use of English in Algerian universities, a set of recommendations have been drawn up. In this respect, the aim of our study is to diagnose the progress of this operation within the University of Algiers 3, of which I am a part, in order to evaluate the situation and answer the following question:

" What are the incentives and obstacles to the expansion of English language training for teachers at Algiers 3? "

In order to answer this question, we will first present the various training methods used by the Algiers 3 administration and then give an overview of the progress of the

teacher training operation, from the launch of the training operation in September 2022 to April 2024, according to the three learning methods, namely:

- ✓ Training on the DUAL platform;
- ✓ Training at the Benaknoun intensive language center (CEIL);
- ✓ And training at the INSIGHT private school, under contract with the University of Algiers³.

Secondly, we will present the obstacles encountered by the teacher-learners, such as their teaching obligations and the overload of the training program, as well as their concerns and proposals regarding the smooth running of the training .

We will conclude with suggestions and prospects for making this transition a success. we have used a descriptive-analytical approach, based on data collected from learners in different forms of training, where we have carried out an inventory. To conclude, we will attempt to propose actions likely to promote this operation, which should be undertaken by the state and the university.

1.Previous studies

Within the bounds of reading, this chapter includes a presentation of the most important previous studies that dealt with the topic.

1.1Towards-teaching-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)

1.2 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 ,

1.3 Challenges of Teaching English for specific purposes in Algeria: the case of English in medicine

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

The findings of this study are based on the survey conducted in an ESP classroom; usually students can not negotiate meaning because they need the required skills such as the cognitive skills, behavioural skills and learning strategies. Therefore, the role of the teacher is to provide them with the necessary tools to overcome their difficulties at this level. One of the tactics provided by the teacher is to rely on their schematic knowledge and he should be prepared psychologically to teach advanced students and specialists; other prescription is that he should be ready to explain any medical topic in English, and show to the students that he or she possesses the scientific knowledge. (Djaileb, 2018)

1.4 Culture teaching in foreign language education: theoretical foundations and pedagogical implication.

The article discusses the importance of integrating culture in foreign language education, focusing on English language teaching. It explores definitions of culture, its relationship with language, and strategies for incorporating cultural content in language classes. The study emphasizes the need to develop intercultural competence among language learners to enhance communication skills and understanding of different cultures.

Questions you may be interested: What are the main strategies suggested in the article for integrating cultural components in English language teaching?

How does the study emphasize the importance of developing intercultural competence among language learners and teachers in the foreign language classroom?
)Brahim, March 2022(

2. The language learning assessment system

When learning a language, an assessment is made of the level acquired, to check the degree of assimilation of the learners and take the appropriate measures in their interest .

There are several forms of assessment, three of which are detailed here: diagnostic assessment, formative assessment and summative assessment.

2.1 Diagnostic assessment

Diagnostic assessment is the first assessment to be carried out, like the test we took at the beginning of the year to determine which level group our children would be placed in .The purpose of this tool is to assess students' perceptions, knowledge and needs, and the adjustments we need to make to our program to help them progress .

It shouldn't just be carried out at the start of the year, but at the beginning of any new subject or notion.

To implement it, you need to target precise objectives, the results of which can be interpreted. It's also important to use instructions that are clear to the student, including action verbs, and to inform the student of the expected competencies.

Language learning assessment fulfils one of two functions: either to measure learners' skills without reference to a language course, or to measure the extent to which they have achieved the objectives of a particular learning program .

Within the latter function, it is customary to distinguish between formative and summative evaluation.

2.2 Formative assessment

It takes place during the learning process, to provide learners with feedback on their progress and alert the teacher to any aspects of the course that may need adjustment; sometimes referred to as "**assessment for learning** ."

2.3 Summative assessment

It takes place at the end of the course and is designed to measure overall learning achievement; it is sometimes referred to as "**learning assessment**" (Poteaux, 2013)

3. The strategy of the University of Algiers 3

To cope with the challenges of the transition to teaching in English at university, and to implement the government's decisions, University of Algiers 3 and all its executives have put in place, support measures to facilitate this transition. Training programs have been set up, an e-learning platform has been introduced in collaboration with the Massachusetts Institute of Technology (MIT), a dedicated intensive language center has been created, and an agreement has been signed with the private language school "**insight**" for the benefit of a number of teachers.

These initiatives are designed to enhance teachers' English language skills and provide them with the resources they need to succeed in this challenge.

To help increase its competitiveness on the international scene and prepare its teachers for a globalized future, the managers of Algiers 3 University have adopted a strategy, which is being implemented in stages.

3.1 e-Learning platforms

Are called upon to contribute in various ways, offering educational initiatives focused on learning English and providing interactive resources and quality teaching tools.

An e-learning platform in collaboration with the Massachusetts Institute of Technology (MIT) has been introduced by the Ministry of Higher Education and Scientific Research under the supervision of the National Commission for Distance Higher Education (NCDHE), where each teacher at 1486 is allocated an account on the platform to follow the online training.

3.1.1 Benefits of a training platform

A training platform makes it possible to :

- ✓ Increase autonomy;
- ✓ Test the learner's level before and after the course;

- ✓ Monitor progress throughout the learning process;
- ✓ Prepare for various language certifications;
- ✓ Make revision more fun with gamification*.

3.1.2 Learning plan through the platform

This learning platform has been made available to all teachers at Algiers 3 with its four(4) faculties in November 2022.

a.Steps for accessing the platform:

- ✓ Teachers use their personal email address to register through the next link sent by the NCDHE;

https://dual-mesrs.dz/register?next=%2Fcourses%2Fcourse-v1%3AMESRS%2BPT200%2B2023_T1%2Fabout 

- ✓ The teacher receives a message on his email to activate his account after having created it;
- ✓ Access to the platform is only possible after the registration account has been activated.
- ✓ The pedagogical platform is under the supervision of the NCDHE;
- ✓ E-mail is the only means for communication.

Then the teacher takes a test to be classified in one of the levels starting from elementary to advanced. A1.....C2.

Learning through the platform has offered training courses for levels A1 to C1, and a workshop on "**Developing strategic reading in higher education**" has been introduced for teachers who have **A2** level.

Teachers who have passed the "A2" level exam are invited to sign up for the first "B1" level training courses, which aim to develop reading skills, according to their specialisations "**Business English**"

A second intensive open distance learning course at 'B2' level, entitled '**Academic Writing Course**', open to teachers who have successfully completed the first open course '**Developing Strategic Reading in Higher Education**'.

Intensive online courses have also been scheduled, aimed at achieving 'A2' and 'A1' levels for teachers who have not passed the 'A2' level exam.

3.1.3 Limitations of learning through the platform

This method of learning did not suit the majority of teachers because the interactive aspect was almost absent and did not meet teachers' requirements, as they did not see any improvement in their level of learning.

The limitations of e-learning will be detailed in the practical part of this study. But it remains a method used by newly recruited teachers, where they continue their training at the rate of one lesson a week.

This teaching method was soon abandoned in favour of other forms such as the creation of an intensive language center and the use of private establishments.

* A marketing strategy that consists of improving the process, services, companies and their activities by creating experiences similar to those experienced when we play a video game.

Following guidelines from the authorities to speed up, the process of learning English to teachers, so that they can start using it as soon as possible; University of Algiers 3 is inaugurating its intensive language center at the ITFC Benaknoun (CEIL).

3.2 Intensive Language Centre (CEIL)

After having noticed that the interactive method of the learning platform was not sufficient, and following, the recommendations of teachers to attend face-to-face classes and the government's directives to speed up the process of learning English to teachers in order to start using it as soon as possible, university of Algiers 3 turned to internal solutions and finally inaugurated its intensive language center at the ITFC Benaknoun (CEIL), following the example of other universities such as Algiers 2 and Algiers 1.

3.2.1 Presentation of the CEIL

The intensive language center (CEIL) at the University of Algiers 3 is the result of the efforts and determination of the university's managers to implement the decisions taken by the authorities to promote the use of English in Algerian universities .

The CEIL is at the service of all the university's teachers and students, as well as the university's employees and managers, who wish to enlarge their cultural perceptions in order to fulfil their scientific and professional aspirations.

The training at CEIL is based on the latest foreign language teaching programmes and tools, and the center also works with his best internal teachers in this field, with the aim of training an elite capable of communicating and exchanging with the outside world, and adapting to the demands of the local and international employment market.

3.2.2 Achievements

A. As part of the strategy to introduce the English language and its teaching at higher education level, a questionnaire and a test were organised online by the University of Algiers3, to determine the level of English language for the benefit of all the university's 1486 teachers, for the period from 7 May 2023 to 12 May 2023 including its 4 faculties namely:

- ✓ Faculty of Economics, commercial and Management Sciences;
- ✓ Faculty of Information and Communication Sciences.
- ✓ Faculty of Political Science and International Relations.
- ✓ Institute of Physical Education and Sport.

The test covered the areas shown in the table below; the total time allotted was 60 minutes, broken down by subject as follows:

Topic	Timing(min)	%
Listening	10	16,67%
Reading	10	16,67%
Vocabulary	10	16,67%
Grammar	30	50,00%
Total	60	100,00%

Made by reseach

An extension period of 3 days was provided to cover all teachers who failed to attend. On June 03 2023, the CEIL started its first class, training 160 teachers from

University of Algiers 3 at levels A1, A2, B1, B2 and B1+. These teachers were selected according to two criteria:

- ✓ Teachers who have expressed a wish to teach in English in response to the university's questionnaire.
- ✓ Teachers who take charge of the horizontal modules for 1st year students, given that this is the group that will be concerned by studying in English in the first instance. I quote some of the modules concerned :
 - Computer Science1.
 - An Introduction to Law.
 - Sociology.
 - Sports Psychology.
 - Introduction to Physical Activity and Sport Science and Technology.
 - History and Philosophy of Physical Education and Sport.
 - Sociology of Sport.

Following requests from other teachers to join the courses, the CEIL satisfied all the requests by reducing the course schedule - which was twice a week for 3 hours each session - to once a week, which would prove insufficient to do all the topics.

B. CEIL's future prospects

CEIL's objectives are not limited to encouraging and promoting the use of English and extending the circle of learners. CEIL aims to allow intellectuals, especially teachers and students, to learn other equally important foreign languages, and is in the process of introducing these into its program and implementing them from September 23; training in the following languages:

- ✓ Korean;
- ✓ German;
- ✓ Turkish;
- ✓ Italian;
- ✓ Spanish;
- ✓ And others in the project, such as Russian.

C. The center carried out training programming in specialized English targeting the different specialties found in the University of Algiers 3 and which was applied from September 23, namely:

Faculty	The Major
✓ Finance English	Teachers and students at the Faculty of Economics, Commercial and Management sciences.
✓ Business English ;	Teachers and students at the Faculty of Economics, Commercial and Management sciences.
✓ Journalism English ;	Teachers and students from the Faculty of Information and Communication Sciences.

✓ Sport English.	Teachers and students at the Institute of Physical Education and Sport..
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- ✓ A training course in conversational English has been created, starting in September 2023 for learners who have at least a B1+ level.

3.2.3 System of passage and acquisition of learning levels at the CEIL :

The type of assessment used at the intensive center CEIL is summative assessment or learning assessment. The system for evaluating learning outcomes for each language level depends on the learner's test of the following skills: grammar, vocabulary, reading, listening, writing and speaking (oral expression or discussion skills) Each learning level is divided into two sub-levels 1 and 2 according to the following grid:

learning level	A1		A2		B1		B1 ⁺		B2		C1	
learning sub-levels	A1.2	A1.1	A2.2	A2.1	B1.2	B1.1	B1 ⁺ .2	B1 ⁺ .1	B2.2	B2.1	C1.2	C1.1

The Move on (passage) and acquisition of learning levels are organized according to the learner's results in the end-of-sub-level test according to the following organization:

Mark	The result and the mechanism for re-registration
[0-50[	-It is mandatory to re-learn the relevant sub-level.
[50-70[	-Possibility of re-learning the relevant sub-level. -The possibility of continuing to learn the next sub-level on the condition of obtaining an average in the two levels equal to or greater than 70 (A compensation system between the two sub-levels to acquire them). -In the event that the next level is acquired only, without replacing the previous level, the learner is obliged to re-test the previous sub-level, and the certificate for the next sub-level is not granted until after the previous sub-level is acquired. -If the previous sublevel is not acquired after retaking the test, the learner is obligated to relearn this level -If the two levels - the previous and next - are not acquired, the learner is obligated to relearn them, -The compensation system is applied between the two sub-levels of the same main level only.
[70-100]	-Move on to learn the next level.

Remark

- ✓ This organization does not adopt the “rescue system” for moving through educational levels

- ✓ Granting a proof of level certificate at the last acquired sub-level at which learning at the center is stopped.

Participation in the training was free at the beginning, then a mandate was required of 500 DZD and for the 2nd sub-level the price is raised to 1000 DZD, which remains symbolic, in order to contribute to cover the expenses of the center.

3.3 Conventions with private schools

To offer additional training programs, University of Algiers 3 has established partnerships with private schools at local level. Their expertise and engagement can help fill existing gaps and strengthen the higher education infrastructure.

3.3.1 Private training institution “Insight”

The University of Algiers 3 has signed a convention with the **Insight English Academy**, a private language school based in Cheraga, to train a group of teachers from the 4 faculties of Algiers 3. A total of 50 teachers have been selected from among those in charge of horizontal modules such as IT, Business Law and Sociology, and who have expressed a wish to teach in English.

Insight Insures all levels:

Starter :A1.1

Elementary :A1.2/A2.1

Pre-intermediate A2.2/B1.1/B1.2

Intermediate B1.3/B1+1

Upper B1+2/B2.1/B2.2

Advanced C1.1/C1.2

4. Method and Tools

We used the descriptive-analytical method because it is the most appropriate method for this type of research and it relies on describing the phenomenon studied theoretically and then providing a scientific analysis in the practical side.

Our methods of investigation required a rigorous approach in order to build up knowledge that could be shared with as many academics as possible, as well as exchanged within institutions. To do this, we used data collection methods such as questionnaires and interviews.

4.1 Interviews

We conducted several interviews with the director of the intensive language center (CEIL), the responsables of training at university of Algiers 3 and a group of learner teachers, including myself; using open-ended questions; we discussed the state of the process of training English and the factors contributing to its success.

3.2 Data collection (questionnaire)

was carried out using three (3) questionnaires administered online, using google form and in paper form; intended for teacher-learners, all titles combined, in the different forms of learning, namely: the DUAL platform, the intensive centre (CEIL) and the private school (Insight). The information gathered from learners was crucial to their interpretation and analysis.

3.3 Results of the questionnaire for learners

In addition to the standard identification questions (gender, age, faculty of affiliation, qualifications), a series of questions was designed to provide an overview of English language training. The data was processed and we took some of the answers from the questionnaire to deepen their meaning.

The learners did not hesitate to make all sorts of criticisms. We found nuances in their answers about the way the training was run.

3.4 Study sample:

The sample of study was represented by a group of teachers from the university of algiers3, with its four faculties.

The number of respondents was 63 teachers from the CEIL intensive center, 17 from the Insight private school and 9 from the DUAL platform.

Most of the questions were common and others were specific to the nature of the training.

3.5 Descriptive analysis of personal information

The three training modes are presented as follows:

Faculty of Economic, Commercial and Management Sciences : FECMS ;

Faculty of Information and Communication Sciences: FICS

Faculty of Political Sciences and International Relations: FPSIR

Institute of Physical and Sports Education : IPSE

	Platform Dual					Intensive center CEIL					Insight School				
Teacher-learner	FECMS	FICS	FPSIR	IPSE		FECMS	FICS	FPSIR	IPSE		FECMS	FICS	FPSIR	IPSE	
	100%	0%	0%	0%		71%	11,3%	14,5%	3,2%		70,6%	11,8%	5,9%	11,8%	
Gender	female		male			female		male			female		male		
	77,8%		22,2			88,7%		11,3%			52,9%		47,1%		
Degree	MAB	MAA	MCB	MCA	Professor	MAB	MAA	MCB	MCA	Professor	MAB	MAA	MCB	MCA	Professor
	88,9%	0%	0%	0%	11,1%	21%	9,7%	22,6%	33,9%	21%	0%	5,9%	35,3%	41,2%	17,6%
Age	< 30	30 -39	40- 45	46- 55	> 55	< 30	30 -39	40- 45	46- 55	> 55	< 30	30 -39	40- 45	46- 55	> 55
	0%	55,6%	33,3%	11,1%	0%	0%	27,4%	33,9%	30,6%	8,1%	5,9%	29,4%	35,3%	29,4%	0%
Professional experience	< 3	3.... 7	8....12	13..20	> 20	< 3	3..... 7	8.....12	13...20	> 20	< 3	3.....7	8....12	13..20	> 20
	44,4%	33,3%	22,2%	0%	0%	6,5%	14,5%	29%	37,1%	12,9%	11,8%	23,5%	11,8%	52,9%	0%

Made by the researcher

A high percentage of respondents came from the Faculty of Economics, commercial and Management sciences.

We note from our study sample, for the three forms of apprenticeship, that the teachers at Algiers 3 are interested in this training and have responded to the request from the supervisory authority and the university, despite their difference in title, age

and professional experience. They told us what they thought of the course and gave us their recommendations on the various aspects of it.

3.6 English Language Training: The research study we carried out on the three training methods mentioned in our article revealed an approximate similarity in the results, in terms of the priorities of the topics studied and the obstacles encountered by the learners. we are going to present the results of the ceil as an example.

Answers to questions relating to the study section:

✓ In which batch did you start? June 23, September 23, March 24 ?
45.2% in June 23, 50% in September and 4.8% in March 24.

✓ For the test taken on the platform, the majority of teachers had level A2 (43.5%) and B1 (30.6%).

✓ Did this result reflect your level of English?
Almost 45,2% ; No 25,8%; Yes 29%

✓ Your current level in English?
We note that the learner teachers have made efforts in their training despite their pedagogical and social responsibilities, such that the highest rate of 40.3% was achieved for B1; with 30.6% for A2; and even 9.7% for B2 and 8.1% for B1+
We also noted from our interviews with our colleagues, who were initially reluctant to follow this training, that they in turn joined the CEIL intensive center in March 24.

3.7 The skills taught

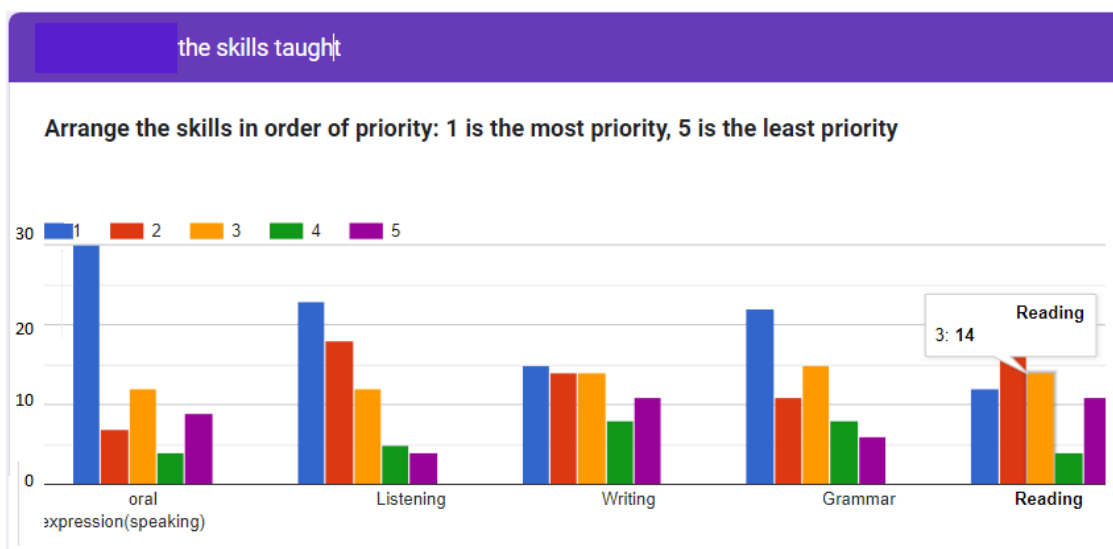
In your opinion, the following skills have been sufficiently taught ?

Skills	Yes	No	Almost
Oral expression	7%	59,7%	33,9%
Reading skill	6%	43,5%	33,9%
Writing skill	4,83%	66,12%	29%
Listening skill	33,9%	21%	45,1%
Grammar skill	40,3%	30,6%	29%

Made by the researcher

We can see from this table that only the grammar topic is well taught with listening and that the other topics are not taught as they should be.

Classification of topicals by learners according to priority:



Made by the researcher using google form results

We can see from this graph that oral expression is the highest priority for the learner teachers, as it is a means of communicating and passing on information to the students. Listening and grammar are next, almost at the same level, and Reading is the least important for the teachers, as it is the simplest.

In response to a question about the capacity of teacher trainers:

Regarding the supervising professors, do you think they are trained enough to teach the English language?

49,2% Almost; 28,6% No and 22,2% Yes.

Only 22.2% of learners felt that teacher trainers were good at training teachers.

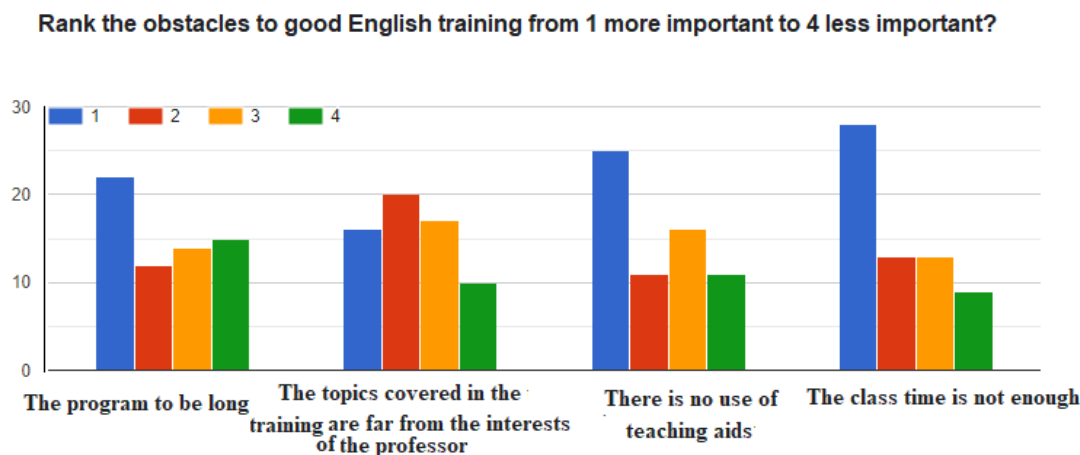
3.8 Barriers to English-language training:

We listed a number of obstacles and presented them to the learners, who gave their opinions.

Barriers	Yes	No	Almost
The program to be long?	34,9%	46%	19%
The topics covered in the training are far from the interests of the professor?	50,8%	28,6%	20,6%
The class time is not enough to fully comprehend the lesson?	57,1%	28,6%	14,3%
There is no use of teaching aids?	55,6%	28,6%	15,9%

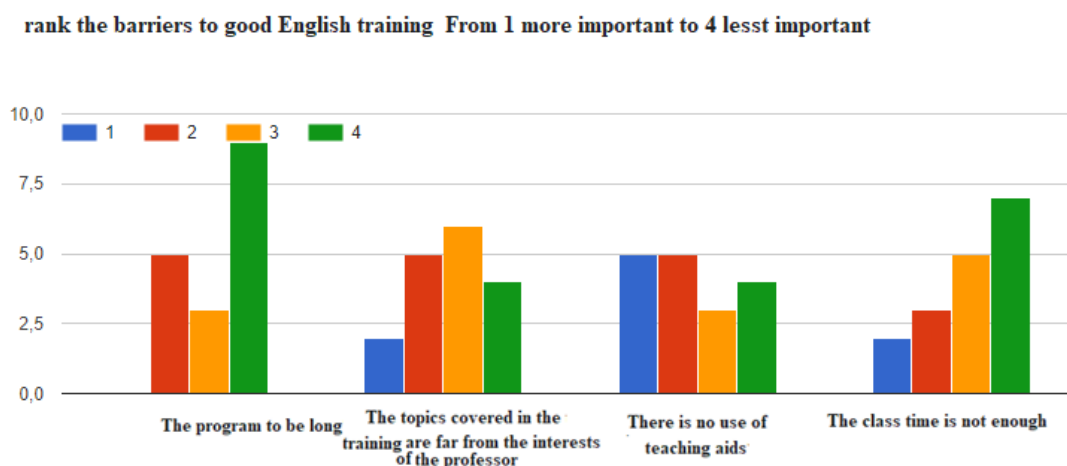
Made by the researcher

We asked learners to classify these obstacles from the most important to the least important:



Made by the researcher using google form results

We asked learners to classify these obstacles from the most important to the least important in the private school **INSIGHT**



Made by the researcher using google form results

At **INSIGHT**, learners are quite satisfied with the course, and the only barrier they find is the lack of teaching aids such as a language laboratory.

In addition to these obstacles, learners listed others in response to the question:

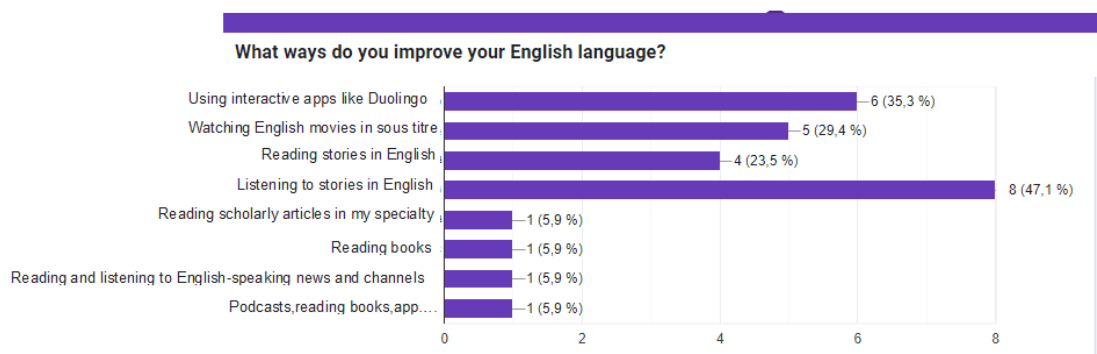
In your opinion, what are the barriers to good English-language training?

We have mentioned the most important ones.

- ✓ Too many pedagogical burdens.
- ✓ The difficulty of matching between pedagogical tasks (teaching; scientific research) and study and the difficulty of allocating time to prepare at home.
- ✓ Methodology and method of teaching.
- ✓ Lack of conversation and speed of teaching to end the program.
- ✓ The focus is more on completing the program than teaching the language and the teaching method is the same as teaching students despite the age difference and the different degree of comprehension.

- ✓ Practice first. I think it's important to use only English.
- ✓ Not much speaking. Not practicing writing.
- ✓ Overcrowded classrooms and insufficient courses .
- ✓ Lack of language laboratory;
- ✓ Unfair evaluation.
- ✓ The teaching method is ineffective, especially with the lack of grammar and focus on it, the assessment test is not organized in a way that gives credible results for the level of the learner.
- ✓ The duration is insufficient, one class per week is too little, and the program is inconsistent in selecting some professors.
- ✓ Not practicing enough, once a week does not exactly help progress in the language ,
- ✓ We don't use much listening and writing and conversation
- ✓ Lesson content aligns with Western culture.
- ✓ No environment to practice the language.
- ✓ Intensive learning requires more time and tools.
- ✓ Need to be in an English-speaking environment.

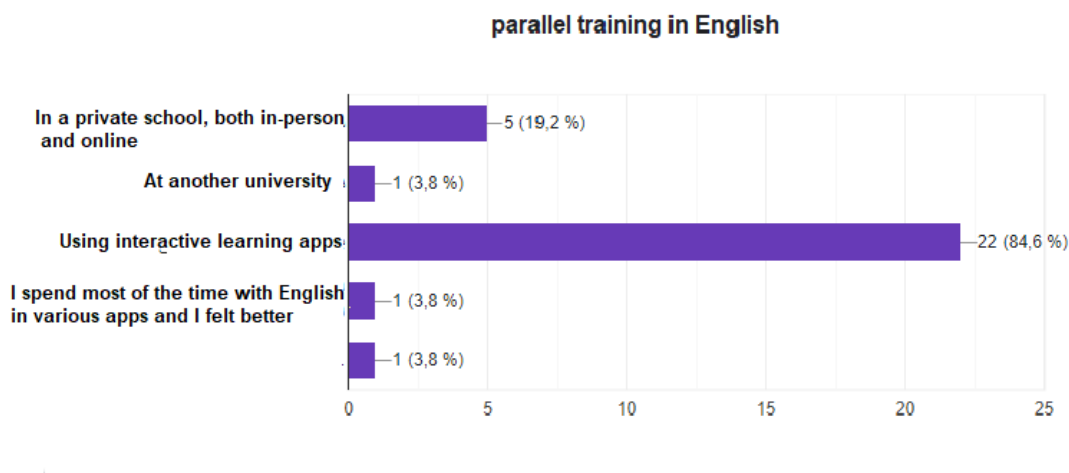
What ways do you improve your English language?



Made by the researcher using google form results

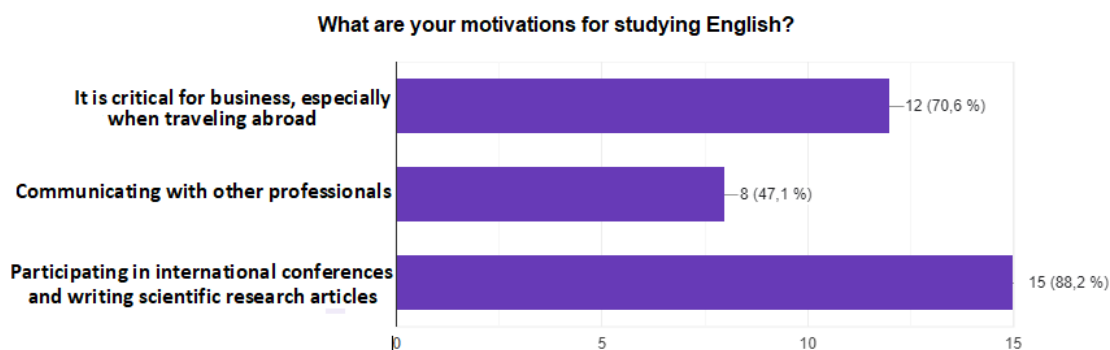
Do you follow parallel training in English?

39,7 %Yes 60,3% No
what kind of training ?



Made by the researcher using google form results

What are your motivations for studying English?



Made by the researcher using google form results

Do you support the decision to generalize teaching in English next season?

64,7% NO; 23,5% Almost and 11,8% Yes.

what are the reasons?

Most teachers are not prepared.

What are your suggestions for improving the English language training at the center?

- ✓ Increase the hourly volume in order to fulfil the activity book as well as relying on the interactive teacher does not have to be an English language graduate, but it is important that he controls the skill of teaching English language
- ✓ Practice to find out the shortcomings
- ✓ Reconsider the duration of the training, the number of students in each cohort, review the questions of the placement exam, and open as many specialised English cohorts as possible in a way that serves all disciplines.
- ✓ It is necessary to review the interests of the professor and involve him in programming, planning and giving real feedback and not to make the professor an experimenter.
- ✓ Choosing good professors and increasing the number of classes per week

- ✓ Intensify classes.
- ✓ We should have a lot of time in speaking and listening training courses
- ✓ At least two classes per week, one for grammar and one for conversation (theory + practice)
- ✓ The programme is long, and some lessons can be reduced, but the number of hours is very, very appropriate.
- ✓ Changing methods of teaching.
- ✓ Long internships for professors abroad.

Conclusion

The learning and use of the English language by learner-teachers remains a highly topical issue. A number of avenues are being explored

A good English initiative needs time so as not to deviate from the overall goal of the university. It's true that it's a surprising decision, and it's as much a political one as an academic one, because the switch to English will have to be carefully planned by a strategy drawn up by experts in the field if it's not to fail.

This study, which focuses on the specific situation of learning English, summarises the main results of the study. It is clear that the very conditions under which English is taught at the University are to blame: the short timetable, the insufficient frequency of sessions, poor assessment and the pedagogical responsibilities of the teacher are also a key factor in the poor functioning of this teaching. But it is above all the lack of a real programme 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. Based on these results, we recommend, among other things, increasing the number of hours, improving course content to meet the needs of learners and the need to train language teachers using ICT and teaching aids, such as the creation of a language laboratory.

Teachers are keen to take this training because although the university did not renew the contract with the school; and invited learners to join the CEIL center; Almost half of the learners continued to study at the private school because they are satisfied with the training and they want to improve their level.

However, all the teachers are asking to renew the contract because the training conditions are much better.

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

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