



**Faculty of Letters and Languages
Department of English
Section of English**

**Managing Challenges in Higher Education (Case Study
of First Year FILA Students).**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for master's degree in Didactics of Foreign Language

Presented by

Ms. Farah Benabdellah

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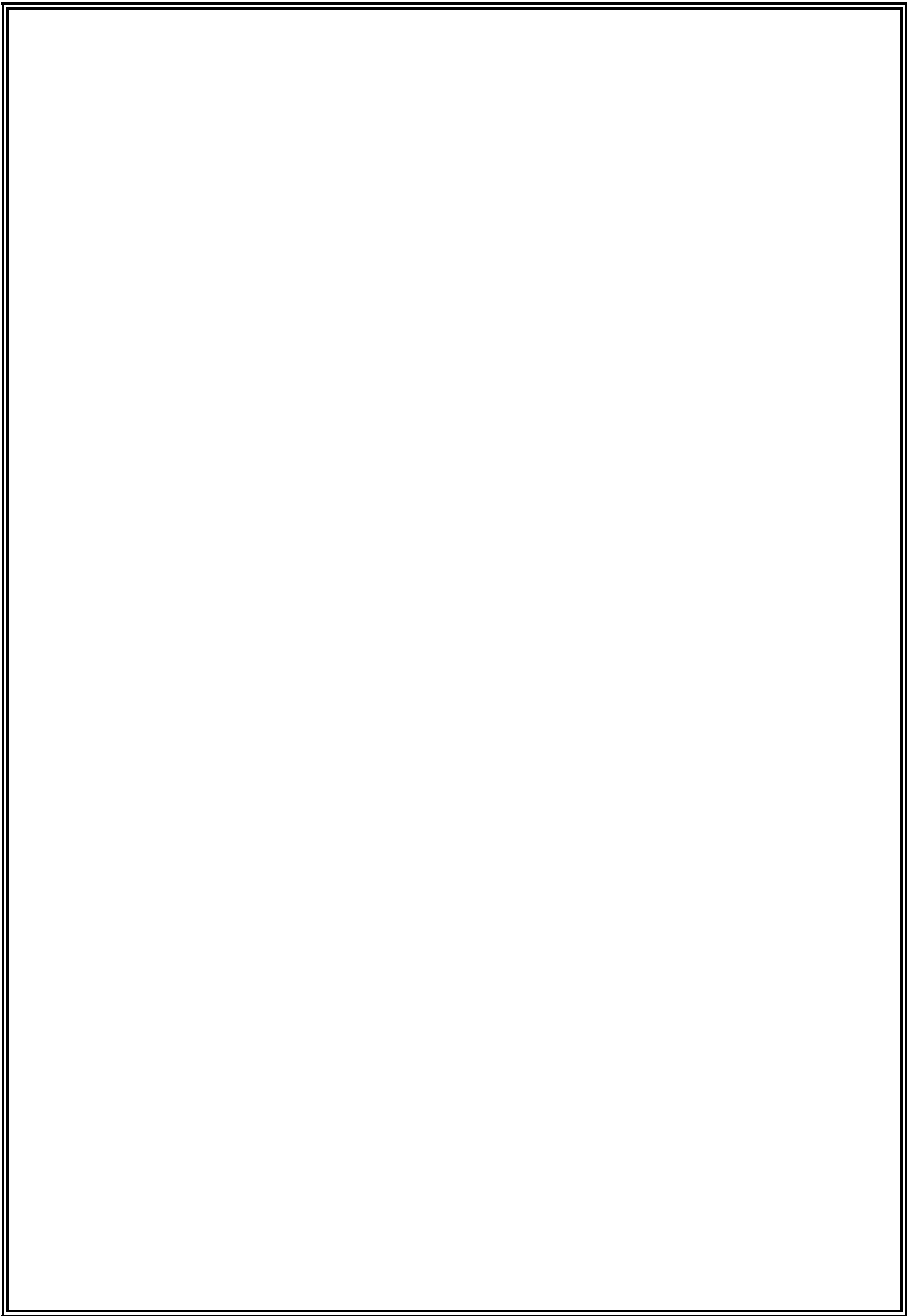
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I dedicate this work to:

My dear father, who devoted his life so that I could reach the position he wished to see me in throughout my academic journey. I thank him for all his sacrifices.

My beloved mother, who stayed up late and cared about me, wishing for me to reach what she could not. She is my sister, friend and my counselor.

Dedications for also to my brothers “Yacer” and “Youcef”, whom I cannot imagine my life without.

Finally, my dedications to all my friends, especially my partner Meriem who helped me on the realization of this work.

Farah.

Dedications 2

This work is dedicated to:

Dear parents, whose sacrifices and unwavering support have made my education and well-being possible. Your love and encouragement since my childhood mean more to me than words can express. I hope this work fulfils your dreams and honors your countless sacrifices. May Allah bless you with health, happiness, and long life.

A special greeting to my dear brother and sisters: Nadir, Rabia, Amira, Samar, and exceptional thanks to my partner 'Farah'.

Meriem.

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Abstract

In the matter of exploring English language proficiency in Algerian Higher Education, this study focuses on FILA (Finance Internationale et L'Anglais Academique) speciality at Tlemcen University, addressing challenges and opportunities in EFL (English as a Foreign Language) learning. Through classroom observation and students' and teachers' questionnaires, insights were gained into factors influencing student success. Findings reveal disparities in motivation between Finance and English subjects, emphasizing the need for tailored language strategies. Despite initial challenges, students recognize the importance of English proficiency in finance. The study advocates for a supportive learning environment and practical language practice to empower students' success. Collaborative planning and student-centered approaches are key to enhance FILA language instruction.

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List of Acronyms and Abbreviations

- **AF** : Absolute Frequency
- **EFL**: English as a Foreign Languages
- **ESP**: English for Specific Purposes
- **FILA** : Finance International et Langlais Academique
- **L1** : Level One
- **LMD**: Licence Master Doctorate
- **NGO**: Non-Governmental Organization
- **RF** : Referential Frequency
- **USA**: United States of America

General Introduction

English language competence plays a crucial role in promoting academic quality and worldwide involvement in Algerian higher education. The incorporation of teaching in educational establishments signifies a global necessity for students to effectively navigate the intricacies of an interconnected world. While several individuals view English as a means to access knowledge and facilitate academic discourse, others have misgivings and face difficulties due to historical impositions.

This research work explores the complex terrain of teaching and learning English in Algerian higher education, illuminating the challenges encountered by educators and students. This research seeks to gain a thorough understanding of the changing dynamics within the educational framework in Algeria by examining the historical context, contemporary practices, and the quality of English language proficiency.

One of the focal points of this study is the emergence of a new specialisation known as Finance International et L'Anglais Academique (FILA), which caters to the linguistic needs of professionals in the field of International Finance. This specialisation not only underscores the importance of English proficiency in professional contexts but also exemplifies Algeria's commitment to aligning with global standards and enhancing international communication in education.

Through a case study conducted at Abou Bekr Belkaid University of Tlemcen, this research seeks to delve into the intricacies of English language instruction, examining the challenges faced by teachers and students alike. By employing a holistic inquiry approach, the study aims to unravel the complexities of real-world situations and gain deeper insights into the nuances of language learning in an academic setting.

With reference to what has been already mentioned, we asked the following research questions:

- 1- What are the main challenges faced by FILA students at Tlemcen university?
- 2- What are the main reasons behind these challenges?

We then hypothesized:

H1- The challenges faced by 1st year FILA students may be Of two types:

1. Challenges related transition from secondary to higher education (from lycée to university).
2. Challenges related to FILA speciality itself (new experience in Algerian universities).

H2- Among the main reasons behind these challenges:

1. University study skills may come first.

2. Then study objectives (Professional and university graduation) variables related to students, such as personality, Anxiety, learning and expectations styles.

Furthermore, this study will explore practical strategies and recommendations for overcoming the challenges of teaching and learning English as a foreign language in Algerian higher education, with a specific focus on the FILA specialisation. By emphasising collaboration among stakeholders, enhancing teacher training, and providing ample practice opportunities for students, this research endeavours to pave the way for academic and international success in Algeria.

In essence, this dissertation serves as a scholarly exploration of the opportunities and challenges inherent in enhancing English language proficiency in Algerian higher education. By delving into the intricacies of language instruction, this research aims to contribute to the ongoing dialogue surrounding language learning and academic excellence in a globalised world.

Chapter One:

Algerian Higher Education and FILA Speciality

Chapter One: Algerian Higher Education and English Teaching/Learning.

1.1. Introduction

1.2. Algerian Higher Education.

1.2.1. General Description

1.2.2. LMD Implimentation.

1.2.3. New Specialization (2023-2024)

1.3. English Teaching / Learning

1.3.1. English as a Foreign Language

1.3.1.1. EFL learners

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1.4. Main Challenges

1.4.1. Historical context

1.4.2. Policy landscape

1.4.3. Challenges for Teachers

1.4.4. Challenges for Students

1.5. Conclusion

1.1 Introduction

This chapter explores the fundamental role of universities in promoting national development, by exploring the main challenges faced by teachers and students. The chapter deals with the importance of promoting English language proficiency in both academic and professional contexts. It provides a historical context, current practices and the quality of English language proficiency in Algeria. Additionally, it sheds light on the emergence of a new specialization, namely FILA, focusing on meeting the linguistic needs of professionals in International Finance fields. In short, this first chapter aims to present a comprehensive view of the ongoing changes in Algerian higher education and their impact on language learning mainly.

1.2 Algerian Higher Education

A university is an institution that provides higher education and academic research, typically offering undergraduate and postgraduate degrees in various field. According to some scholars such as John Henry Newman, in his work ‘The idea of a university’, emphasized the university’s role in cultivating intellectual and moral development, while others like Wilhelm von Humboldt highlighted the importance of academic freedom and the pursuit of knowledge for its own sake.

1.2.1 General Description

Teaching and learning in higher education become an essential source for the development of countries and nations. Higher education institutions (Universities) have three functions in total: education, research and contributing to society. Research makes a higher level of education possible and education in turn develops the human sources to do research recently. Contributions to society have increasingly been the demand of higher education institutions, i.e., universities need to guarantee some activities to ensure that accumulated knowledge is circulated directly back to society and that they do not become ‘Ivory Towers’ The three functions are intimately connected, and none can be separated out when considering higher education.

Algerian universities are considered among the most prominent universities visited by students, as more than 80,000 international students visit them annually. Universities in Algeria are free of any charges. There are more than forty-nine universities in Algeria, eight of which are ranked among the best universities in the world thanks to their quality teaching. Among these universities we mention: Abou Bekr Belkaid University of Tlemcen, Abou El Kacem Saadallah University of Bouzaria (Alger 2), Farhat Abbas University of (Setif1), University of Bejaya and University of Mohamed Boudiaf (Mila). Algeria grants several scholarships to its students who wish to study abroad. According to 'MERIC-net. (2019). The Higher Educational System in Algeria National Report', in 1962, Algeria had only three higher education establishments (Algiers, Oran, and Constantine) with fewer than 2,000 students of which only 1% women, and a total of 250 teaching staff. The university network represented 107 universities in 2015 and more than 1,500,000 students, 60% of whom were women for a total of 54,000 teaching staff.

1.2.2 LMD Implementation

At the level of university, the LMD system (Licence, Master, Doctorate). As a new organizational framework for university courses has been implemented in all European countries including France, Italy, Germany, and Great Britain. In Algeria the LMD was adopted in September 2004, and it is made of: Licence (3years):180 credits-for 30 credits a semester (2semesters a year). Master(2years):120 credits for 30 credits a semester (2years) and Doctorate, at least 3 years of research. The educational landscape in Algeria has undergone major changes with the introduction of the LMD reform. In this revision, the education system has been divided into three levels: Licence, Master's degree, and Doctorates. It includes two semesters in the year academic divided in two sessions for a total of about 400 hours a year, (or 25 hours per week). This structural change was aimed at increasing flexibility and agility by introducing continuous assessment, verification criteria, and transferability of credits. A continuous assessment approach using methods such as exams, quizzes, homework's, oral presentations, and essays is built into the educational structure. Validation occurs when learners achieve a total score of 10/20 or higher, creating a dynamic learning environment. Additionally, LMD reforms led to a redefinition of teaching and assessment practices.

The traditional roles of teachers and students have changed significantly. Teachers emerged as leaders and knowledge brokers, promoting a learner centered approach. Each semester, learners are exposed to four major teaching units: fundamental, methodology, discovery, and transversal, creating a comprehensive educational experience that transcended disciplinary boundaries.

Last and not least, the LMD reform has undoubtedly brought about major changes in Algerian education, especially in teaching and learning practices. The purpose of this system is to meet the needs of the 21th century and the globalized context. However, ongoing challenges such as inadequate teacher training and overcrowded classrooms are hindering the achievement of quality education. As Algeria continues this path of transformation, addressing these challenges is critical to the lasting success of the LMD reform.

1.2.3 New Specialization (2023-2024)

The double diploma program, initiated in Algeria on 07th, January, 2023 by Mrs Kamel Beddari (Minister of Higher Education and Scientific Research), has garnered significant interest among baccalaureate graduates. Students engage in dual specializations from their first year, culminating in two certificates upon completion of third-year licence. Across various Algerian universities, diverse double diploma combinations have emerged, as it is illustrated in the table below:

Table 1: Available Dual Diplomas by Wilaya.

Double Diploma	University
Mathematics Computer Science+Economics, Management and Commercial Science.	Laghouat
Law and Political Science+Computer Mathematics,Economic, Management and commercial Science+Literature and Foreign Languages.	Msila
Mathematic Computer Science+Science Economic Management and Commercial.	Oran 1
Literature and Foreign Languages+Economic, Management and Commercial Sciences.	Tlemcen
Mathematics Computer Science+Science and Technologies.	Annaba

Notably, Tlemcen University offers a unique speciality, FILA (Finance International et L'anglais Academic), where students study a blend of English Language modules, as it is illustrated in the Appendix A&B. The FILA class at Tlemcen University comprises of 23 students from different regions of Algeria [Chlef, Ghilizan, Batna, Saida, Djelfa, Tipaza, Tyaret, Ain defla, Jijel, Annaba, Cherchel, Al bayadh, Bejaya and Tlemcen.] for creating a culturally diverse learning environment.

Indeed, the establishment of FILA speciality at the university represents a proactive approach to addressing the English language needs of Finance professionals in an international context. By integrating key strategies for enhancing English language skills and emphasizing the importance of effective communication in the Finance industry, FILA speciality can play a pivotal role in preparing students for successful careers in Finance international. Through a comprehensive and tailored approach to language learning, FILA speciality can empower students to navigate the complexities of global finance with confidence and proficiency.

1.3. English teaching/learning

Learning English as a foreign language at the university is challenging and not easy as many people think, “EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling, activities to an English-speaking country or for business purposes” (Camenson, 2007, p.02). He further states that EFL students only spend few hours per week studying English, have a little exposure to English outside the classroom, have a little opportunity to practice their newly acquired language skills and have a native background in the classroom. In the same concern Gabhard (2006, p.39) claims that EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. This section aims at investigating methodologies for teaching English within the Algerian university context, and examining the importance of English proficiency in academic and professional domains. It also focuses on historical background and existing landscape of the English language.

English in Algeria is considered as the second foreign language next to French, the English language is not an important part of the Algerian historical cultural identity, and it is not relied upon in daily intellectual and economic life. Although it is present in school curricula; it is largely absent from students' lives outside the classroom. Despite its spread in the media and social networks, English teachers and school subjects are the main sources of English learning. Indeed, it is huge thanks to political and educational efforts that the status of English in the Algerian educational system has improved, increasing the awareness of students and their parents of its importance as an International Language.

The EFL curriculum in Algerian universities generally includes the main modules of Grammar, Writing, Speaking, Listening and Reading comprehension. In addition, Study Skills, Phonetics, Linguistics, Literature and Civilization. (Appendix A)

English language proficiency is crucial for success in both academic and professional context. In the academic realm, it enables to comprehend course materials, participate in discussions, and produce high-quality written assignments, thereby directly impacting their academic performance. In the professional context, English proficiency facilitates effective communication, career advancement, access to global markets and

professional networking. We will discuss the importance of language proficiency of both contexts as follows:

In the academic context, mastering the English language is important for understanding academic courses, classroom, interact participating in dialogues, writing papers and communicating with professors and students, all of these enables them to excel in their studies and reach their goals in learning English as an academic language.

- Understanding course materials: There are many academic educational resources including Textbooks, research, and an online resource in English language, so the English language mainly helps students understand these resources effectively and correctly.
- Participation in discussions: Mastering the English language allows students to interact actively within the classroom by expressing their ideas and asking questions, so these helps students in developing their critical thinking.
- Writing skills: academic writing focuses on accuracy, clarity and consistency and students can master the English language through effective written assignments and research, which leads to better academic performance.
- Access to opportunities: proficiency in English is required for many academic opportunities, including research internships, study abroad programs and international conferences. Gaining proficiency in the language increases students' access to these possibilities, extending their horizons academically and improving their education.

In the professional proficiency, English language is necessary, and important to communicate between working personal and enhancing employment opportunities for international cooperation and through fluency in speech to be able to provide seminars lectures in English language from various background:

- Effective communication: during these recent years, the English language has become dominant in all fields, and it is the most widely spoken language in the workplaces today,

especially in multinational companies and industries with international clientele, the language masterpiece can communicate fluent with each other and with foreign companies.

- Career advancement: Language proficiency is basic condition for career progression because it facilitates professional development opportunities in English language.
- Access to global markets: English is a key focus of expansion within global companies and markets, through this language can develop workers from marketing strategies.
- Professional networking: The impact of proficiency in the English language on professional communication is the ability to effectively communicate with colleagues and international specialists, whether through conferences, industrial events or online platforms and to build professional relationships in exchanging knowledge and resources and providing guidance and provide opportunities in various fields of work.

Moller and Catalano (2015, p.327) mentioned that “The study of another language allows the individual to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself.” They believe that a language is considered as a foreign language when it is in the educational institutions in a certain country while people in that area do not use it in their daily life for communication purposes.

1.3.1 English as a Foreign Language

The English language, a global language with widespread use in international communication is viewed as a foreign language in many regions worldwide, where it is taught in educational institutions but not commonly used in everyday interactions outside of the classroom. According to Broughton *et al* (1987, p.6) the English language is regarded as foreign language in many areas around the world. The English language in an international language that is included as a course in the educational institutions in various nations. However, it is not used as a means of interaction outside of classroom. For instance, in Spain, Brazil and Japan, the first language for daily interaction there are Spanish, Brazilian and Japanese. Therefore, people in these countries do not need another language to communicate

because they have their language and the status of the English language in such countries is a foreign language.

1.3.1.1 EFL Learners

English as a Foreign Language (EFL) is vital aspect of language learning for individuals who do not use it as their primary means of communication in daily life. For instance, learners from Algeria where English is not the native language, must gain a deep understanding of the English language which includes its Grammar, vocabulary and syntax. This understanding is crucial for learners to enhance their skills, build confidence and become proficient communicators. To achieve fluency and become active users of language, learners as a foreign must engage in a continuous process of learning and self-improvement.

Learning the English language is mostly practised in a nation where people do not use it as means of communication. Thus, English is considered as a foreign language or a second language when it is not the mother tongue of the person who is using it. Algerian learners are regarded as foreign learners of English. Who should look for a deep understanding about the various characteristics of English, which is a foreign language for them.

Learners of English as a foreign language (EFL Learners) must learn everything related to this language to raise their skills and competences, as well as to enhance their self-confidence and be active. In other words, learners must research and develop their thinking in English language without stopping and thus they become able to speak fluently in the English language. (Boukerkour, 2016, p.14).

1.3.2 English as a Global Language

According to Crystal (2003, p.120-121) one of the dominant languages of the British colonial power, during the seventeenth and eighteenth centuries was the English language. Moreover, English is not related only to Britain, it is also related to another major economic power in the world, which is the United States of America. In the same era, there was a technological boom, where English was used as a major language in the society, the

media, motion pictures, advertisement, audio records, transportation and communication. Accordingly, the globe turned into a web of worldwide alliances that urgently required the use of a lingua-franca and the initial option was the English language. Rao (2019, p.66) cited that "English is a lingua-franca that is used as a tool of interaction by both native and non-native speakers".

The English language has witnessed tremendous development in the world of business and has an essential role in communication between countries of the world and is also used in research, science, technology, medicine, and commercial exchange.

The Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language, because of the technical and economic exchanges all over the world. English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language par excellence.

Nowadays, English is becoming an International Language of technology, education, aviation, global business and international diplomacy. All people over the world used English for both sending and receiving messages. English is the world 's most widely spoken language after Chinese. Most people who use English these days are not English and were not born in an English country. English is not only attracting people notice, but it has gained access to both their hearts and minds as well. The numbers of speakers of English as a second/foreign language is increasing every year, because there is a growing importance towards that language as an international language and as a lingua-franca.

According to (Reddy,2016, p.182) "the English language is very important in our lives, and it is used by over than 340 million individuals". Most of famous companies request to master the English language when applying for job. Moreover, Putra (2020, p.02) stated that "the English language is a common language around the world, which means when two people from different areas meet together, for example: a Mexican and a Sri Lankan, they both utilize the English language as a common language to communicate together. Therefore this shows how important is the English language, which would help individuals to connect with the whole world and not only with native speakers".

Learning the English language is a very common practice in various countries as it gives many benefits to its users. English has 380 million native users and 300 million speakers of English as a second language. English is the most used language in various major fields of life, for instance it can be found in the scientific research, technology, tourism, travelling, politics. EFL learning helps learners to know and understand the culture of people from different countries (Mazara & Bounab, 2021)

1.3.2.1. FILA Speciality

The emergence of FILA speciality, a new branch focusing on Finance International et L'Anglais Academic, at the university signifies a significant step towards addressing the specific language needs of Finance professionals in an increasingly globalized world. This section aims to provide a comprehensive overview of the importance of enhancing English language skills for finance professionals within the context of FILA speciality, drawing insights from recent research findings and key strategies outlined in the preceding sections.

Finance professionals operating in international context require strong English language skills to effectively communicate with clients, partners and colleagues across borders. The ability to articulate financial concepts, engage in business conversations, and deliver presentations in English is crucial for building successful relationships and navigating the complexities of the global finance landscape.

The study highlighted in the previous sections emphasizes several key strategies for enhancing English language skills tailored to the specific needs of Finance professionals. These strategies include prioritizing speaking-related courses to improve oral communication, promoting self-directed learning to support independent language acquisition, fostering collaboration among professionals from diverse disciplines, and adopting a user-oriented approach in the development of assessment systems.

As FILA speciality aims to bridge the gap between Finance International and Academic English, incorporating these key strategies can significantly enhance the learning experience and outcomes for students pursuing a career in International Finance.

By offering specialized courses that focus on business conversation, presentation skills and financial news reading, FILA speciality can equip students with the language proficiency needed to excel in the Finance industry.

Furthermore, fostering collaboration among language teaching experts, Finance professionals and domain specialists within the FILA speciality program can ensure that course materials and assessments are not only linguistically sound but also relevant and practical for real-world applications in international Finance settings.

1.4 Main Challenges

Teaching and learning of English as a foreign language in Algeria faces significant challenges due to the country's linguistic diversity, educational reforms and cultural tensions. The Algerian education system, particularly at university level, operates within a complex historical context shaped by colonial heritage and national identity struggles. Over the years, the system has undergone changes in language policies and curriculum design to address these challenges and improve students' language skills. However, EFL teachers and students still encounter obstacles in achieving proficiency and meeting global standards in university education.

Algeria stands at a crossroads of linguistic diversity, educational reforms, and cultural tensions, the landscape of English language learning at the university level, with a complex historical context marked by colonial legacies and national identity struggles, the Algerian education system has undergone significant changes in language policies and curriculum design over the years. These reforms have aimed to address challenges in language instruction, enhance students' language skills, and modernize university education to meet global standards.

1.4.1 Historical Context

Algeria's historical backdrop is intricately woven with linguistic complexities, echoing the legacy of French colonization and the subsequent struggle for national identity. The imposition of French as a colonial language and the redefinition of Arabic as a foreign

language in 1938 underscore the linguistic tensions that have shaped Algeria's educational narrative. Arabic and various dialects, symbolic of identity and nationalism, were not initially taught in schools, perpetuating a linguistic dichotomy that would influence educational policies for decades.

As Algeria gained independence in 1962, the nation faced the formidable task of constructing an educational system that would reflect its newfound autonomy. Mohamed Benabach's three-phase divisions of Algerian history emphasizes the dominance of French colonization, followed by the implementation of an Arabization policy until the 1990s. The third phase, starting in the early 2000s, marked a transition to globalized pedagogy and free market economy.

1.4.2 Policy Landscape

Educational reforms in Algeria have been dynamic, responding to linguistic, cultural, and global imperatives. The Arabization policy implemented post-independence sought to reclaim linguistic identity but, in turn, created a language crisis, with debates over Arabization, French-Arabic bilingualism, and the role of English reaching a consensus. The 2002 national education law reintroduced French into the primary school curriculum and advancing the teaching of English to the sixth grade, aimed to tackle these linguistic challenges.

The higher education system adapted the (LMD) reform in 2004-2005, aligning with global standards. Originating in Anglo-Saxon countries, the LMD system aimed to enhance student's mobility, degree recognition, and reduce the length of studies. This shift reflected a strategic move towards emphasizing technical and scientific branches, with substantial budgets dedicated to scientific research. However, challenges arose in implementation, particularly concerning the readiness of educators and the impact of previous Arabization policies on language proficiency.

In Algeria, where linguistic and cultural identity intertwine with the educational narrative, the role of English at the university level becomes a focal point in navigating these complexities. English becomes a symbol of international citizenship, global communication and academic engagement, reflecting the nation's aspiration for international integration and

relevance. While some students embrace English to access global knowledge and opportunities, others may approach it cautiously due to the historical imposition of colonial language. This duality adds a layer of intricacy to the role of English, making it not just an academic subject but a representation of Algeria's historical struggles and aspirations.

As Algeria strives to modernize its education system and align with global standards, the challenges, and opportunities in the real; of English language learning at the university level encapsulate the broader dynamics of a nation in Transition. The interplay of historical context, policy landscape, and the evolving role of English in Algeria higher education creates a tapestry of complexities that educators, policy makers, and students must navigate to shape a future that is both linguistically diverse and globally connected.

English's centrality in Algeria higher education reflects a global imperative for students to engage internationally. While some view it as a gateway to knowledge, historical impositions have left others with reservation. The global significance of English fosters academic exchange and participation in the international arena.

Teaching and Learning English as a foreign language in Algeria may present broader academic challenges and specific language-related challenges, as it will be detailed in the subsequent part of this work.

1.4.3 Challenges for Teachers

There are several challenges faced by teachers these are presented as follow:

- Intellectual integrity: Balancing strict instruction with academic integrity may cause a real ongoing challenge for educators.
- Time management: Effectively managing class time and handling curriculum objectives requires strategic planning for comprehensive language instruction.
- Administering weaknesses and multilevel students: Varying levels of language proficiency, with each student struggling in different areas of language skills in one class, it presents a

considerable challenge for educators to ensure consistent achievement across all skills for each learner.

- Shortage of authentic materials: Limited access to authentic English materials stops the creation of diverse and engaging learning experiences.
- Large Class Sizes: Dealing with problems associated with crowded classes is not an easy task for both educators and learners, it may impact teaching and learning quality due to disruption, increasing teachers stress and less time to focus on individual students, making it difficult to address unique learning needs.
- Lack of Training: Inadequate training opportunities for educators to adapt to developing language policies involve ongoing professional growth.
- Motivation and Engagement: Raising student motivation and active engagement in language learning activities is crucial for improving productivity.
- Assessment Methods: Enhancing fair and effective evaluation methods aligned with learning targets promotes continuous improvement.
- Orthography Variations: Addressing variations in orthography and directivity between Arabic and English demands targeted focus.
- Cultural Conflicts: Browsing cultural conflicts within the classroom setting is critical for creating an inclusive and supportive learning environment.
- Advanced Knowledge: Managing varying levels of knowledge and basic language skills among learners is essential for effective instruction. However, addressing it poses a hard challenge as well.
- Pedagogical Approaches: Adapting pedagogical approaches to serve to diverse learner needs and promotes language proficiency is vital to effective teaching.

- **Curriculum Development:** Aligning curriculum with language proficiency goals and adapting to ongoing reforms ensures relevance in language education.
- **Staying Updated:** Keeping informed of language trends, educational reforms, and encouraging critical thinking among students ensures teachers remain effective in their roles.

Dealing with attention-seeking students who disrupt the learning process by engaging in unexpected activities or disturbing their peers during lessons.

- **Managing time effectively** within the constraints of the curriculum, especially when faced with limited meeting times or unexpected events.
- **Addressing different learning styles and preferences** among students, such as individualist students who prefer working alone or students who rely on their peers' work.
- **Student Behavior:** Managing student behavior and addressing learner attitudes can be a significant challenge for new teachers.

Understanding and responding to student needs, motivation and potential language barriers require skill and experience.

1.4.4 Challenges for Students

There are numerous challenges that confront students in the learning process. These include the following:

- **Translation Difficulties:** Students may face challenges translating from French to English or Arabic to English due to linguistic differences.
- **Limited Vocabulary:** Exposure to a predominantly Arabic and French-speaking environment may result in a difficulty in communicating as well.

- Grammar Issues: Comprehending English grammar, causing from differences between Arabic or French grammar structures, requires targeted instructional guidance.
- Pronunciation difficulties or speech mistakes may not pose a significant issue as long as the intended meaning is clear.

However, this problem is often perceived by students as major challenging obstacle, potentially causing embarrassment and reduced self-confidence which can lead to reduced classroom participation and other related effects.

- Low Motivation: Motivation is crucial factor that influences students' success in learning English, Motivated students are more likely to actively engage in the learning process, leading to improved language acquisition and proficiency. Lack of students' motivation may cause hard task to both educators and learners due to the low engagement, negative attitude, limited focus...etc.
- Language Policy Changes: Students may face the challenge of adapting to shifts in language policies within the educational system and understanding the implications for language learning.
- Transition Challenges: the transition from secondary school to academic education generally and from basic English to advanced English particularly, poses unique challenges, higher education involves different teaching styles and requires a higher level of academic asperity, besides students may struggle with it higher education.
- Fear and Shyness among students can prove to be a significant challenge, overcoming or eliminating these psychological barriers' results in a fundamental shift for most students, as they represent formidable obstacles to both the decline in academic performance and the influence on future prospects. Moreover, they have the potential to deprive students of opportunities to exhibit their skills and manifest their genuine potential.
- Anxiety and Lack of confidence results by fear of public speaking, fear of negative evaluation, performance pressure and lack of preparation. Managing anxiety related to

language use and boosting students 'confidence in expressing themselves in English is essential for effective language acquisition.

- Negative attitudes and lack of motivation: Students were found to have resistance, lack motivation and self-awareness in the foreign language learning process, which hinders their progress.
- Examination-oriented focus: Students may face problems in their examination systems, they may find it not directed towards their needs and may prioritize passing exams over acquiring language proficiency.
- Insufficient awareness of the importance of proficiency in English: Some learners may not be fully aware of the importance of proficiency in English and may focus solely on passing classes or obtaining high marks rather than acquiring language skills.
- Limited Practice Opportunities: Limited opportunities for English communication: EFL students in non-English speaking country may face difficulties in finding chances to practice English in real-life situations, hindering their language development.

1.5 Conclusion

This chapter emphasized the importance of English at the level of Higher Education. In Algerian despite ongoing challenges such as a shortage of teacher training and limited student practice opportunities, Algeria remains committed to adapting to global standards and strengthening international communication in education. The establishment of FILA specialization reflects the country's commitment to meeting the specific linguistic needs of finance professionals on a global scale. By focusing on key strategies for developing English language skills and enhancing collaboration among stakeholders, the FILA specialization empowers students to achieve success in international finance with confidence and efficiency. Consequently, they contribute to achieving academic and international success for Algerian universities.

Chapter Two: Case Study of 1st Year FILA Students.

2.1 Introduction

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2.1. Introduction

The objective of this second practical chapter is to emphasize on the practical aspect of this study. It consists of two parts: the first part includes the research design, sampling, and instrumentation and the second part includes the analysis and interpretation of the data collected, the discussion of results as well as the researchers' recommendations regarding the challenges of teaching and learning English as a foreign language in Algerian higher education, with focus on FILA speciality.

2.2. Research Design

A research design is the organizing framework that explains how data will be collected and analyzed in a research project, providing a plan of action for dealing with the research questions and proposed hypotheses, the research design makes the research systematically. According to Mouton and Marias (1996), the objective of designing research is to organize and arrange a specific research project in such a way that the final validity of the research results is increased. It is also important to describe a sample population of the research.

2.3. Description of the Sample Population

Sampling is defined as a method of collecting data from an individual or a group of persons for a particular research study. According to Berndt, 2020; Singh & Masuku, 2014 and Taherdoost, 2016): "Sampling is a scientific method used in systematic studies to select units from a target population to represent the entire study population". The sample population of this research is comprised of twenty (20) 1st year FILA students (Finance International et L'Anglais Academic) students and five (5) FILA teachers from Abou Bekr Belkaid University of Tlemcen.

2.3.1. Teachers' Profile

Five FILA teachers (4 females and one male) from the university of Abou Bekr Belkaid (Tlemcen) take part in the ongoing study. Those teachers have substantial teaching experience and expertise, with a focus on English as a Foreign Language. We selected this sample because they are completely aware of the challenges and barriers that this group of students faces, in their studied speciality (FILA) which is a first experience in Algeria and in Tlemcen University.

2.3.2. Learners' Profile

Twenty first-year FILA students were randomly selected to participate in the case study. These students came from different willayas such as Tlemcen, Ghilizan, Batna, Saida, Djelfa, Tipaza, Tyaret, Ain Defla, Jijel, Annaba, Cherchel, Al bayadh, Bejaya. They represent various secondary school branches, so these students should be aware of the importance of English in their education.

2.4 Case Study Defined

The current research is a case study organized at Abou Bekr Belkaid University of Tlemcen (Department of English). A case study is a type of research methodology in which a particular topic, group, event, or phenomena is thoroughly and in-depth examined. This method enables researchers to investigate the subtleties and complexity of real-world situations and can be very helpful in producing hypotheses, illuminating a larger idea, or gaining a deeper comprehension of a particular problem. For Harling (2012), a case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting. According to Hyett, *et al* (2014) "case studies are designed to suit the case and research question and published case studies demonstrate wide diversity in study design". In this work, the researchers apply the case study approach because it allows reflection on the chosen sample.

2.5 Data Collection Defined

Since it enables the researcher to find answers to research questions, data gathering is one of the most crucial stages of a research study. Methods of data collection should match what the researcher wants to discover (Burns, 2010). According to Kabir (2016, p.202): "data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes."

Therefore, data is incorporated information in the form of facts or numbers that are evaluated for different calculations and finally yield a result to address the subject under investigation or test a hypothesis. There are two categories of data: Qualitative data and Quantitative data.

Qualitative data and quantitative data are two distinct types of information crucial for comprehensive research and decision-making. Below is a description of each type, their definitions, and importance.

2.5.1 Qualitative data:

Is descriptive, non- numerical and subjective. It captures the qualitative aspects of a subject, offering context and depth by revealing deeper insights into human experience and perceptions.

Qualitative data is essential for understanding the motivations, opinions, and factors behind the numbers. It facilitates an in-depth analysis by providing detailed views of a subject, including descriptions, narratives and themes. This type of data is particularly valuable for grasping customer preferences, brand perceptions or reasons behind product dissatisfaction.

2.5.2 Quantitative data:

is numerical, objective and measurable. It comprises quantifiable amounts and numerical values, enabling precise analysis and statistical inference.

Quantitative data offers a broad, macro-level perspective on what is happening in a business or research context. It is used to quantify problems by generating numerical data that can be converted into statistics. Quantitative data is crucial for identifying relationships between an independent variable and dependent variable, making it indispensable for scientific research and various other fields.

2.6 Research Instruments

There are various ways to collect data and information. They are the instruments for gathering data, such as: Observation, questionnaire and interview test think-about protocols. It is crucial for the researcher to verify that the equipment being utilized is reliable and authentic. The validity and dependability of any research investigation are significantly impacted by the instruments' suitability. According to Wilkinson and Birmingham (2003), 'research instruments are simply devices for obtaining information relevant to you research project'. In this work we used two questionnaires and classroom observation instruments. The Questionnaire was used for gathering quick, standardized answers from lots of people, while observations give rich details by directly watching behaviors in real settings. Both methods help understand things better, especially when used together.

2.6.1 Definition of Questionnaire

One definition of a questionnaire is a structured set of questions. Used to collect data from people in a survey or for research. Opinions, attitudes, behaviors, interests, and demographic data can all be gathered with this technique. The usual format for a questionnaire is a set of questions given to respondents in a predetermined sequence. To guarantee the precision and dependability of the data acquired, the questionnaire's design is critical. The efficiency of data collecting is greatly affected by factors including the language of questions, the possibilities for responses, the format of the questions (whether they are open-ended or closed-ended), and the general structure of the questionnaire. Fundamentally, a survey is a set of questions designed to direct the conversation between survey takers and researchers. Researchers can improve communication, reduce the likelihood of incorrect responses, and glean useful information from survey takers by adhering to standards in questionnaire design. Because it allows for the systematic collection and analysis of data for a variety of research purposes, a questionnaire is, in general, an essential tool in survey research. A questionnaire is defined by many scholars as follows:

- According to Kumar (1992), a questionnaire is a written document listing a series of questions pertaining to the problem under study, to which the investigator requires the answers.

- Schvaneveldt (1985) defines the questionnaire as data-gathering device that elicits from a respondent the answers or reactions to printed (pre-arranged) questions Presented in a specific order. Questionnaires are frequently used as the main data Gathering tools in surveys as it is the case in the present research.

- Brown (2001, p.06) describes the questionnaire as: “Any written instrument that Present respondent with a series of questions or statements to which they are to reach Either by writing out their answers or selecting them among existing answers.”

Question types can be categorized into several types including Closed-ended, open-ended, Likert Scale, Ranking, Matrix, multiple-choice and Demographic questions including:

- Long-form, open-ended questions encourage people to use their own words while responding. Respondents are free to think of answers that researchers might miss if they impose any limits on their options. To avoid having to choose from a limited list, answers to the race question may prefer to write “multiracial” instead.

- Questions that are closed-ended, also known as restricted-choice, provide respondents with a predetermined list of options. To get the most accurate results when measuring quantitative or categorical variables, use closed-ended questions. Ordinal and nominal types of categorical variables are both valid. There are two types of quantitative variables: interval and ratio. The ability to conduct suitable statistical analyses leading to generalizable results depends on your familiarity with the variable type and measurement level. According to Floyd J. Fowler Jr (2009) “Closed-ended questions provide a set of predefined responses, making it easier to analyze the data, while open-ended questions allow for more depth and richness in the responses. Moreover, David A. Aaker (2009):” Multiple-choice questions are versatile and easy to analyze, but the answer choices must be exhaustive and mutually exclusive to avoid ambiguity”. In addition, Brenda B. Brown () states that: “Likert scale questions are effective for measuring attitudes and opinions, as they capture the intensity of respondents’ feelings towards a given statement.”

The analysis of data collected through questionnaires leads to valuable insights and recommendations for enhancing practices in different fields. Experts consider the questionnaire a valid tool for evaluating practices, highlighting its potential for driving improvements and informing decision-making. The study demonstrates the importance of leveraging questionnaires to assess practices, guide enhancements, and ensure alignment with best practices.

Questionnaires serve as valuable instruments for evaluating practices and driving improvements in diverse contexts. By leveraging questionnaires, organizations and professionals can gather insights, guide decision-making, and facilitate continuous improvement.

2.6.2 Teachers’ Questionnaire

Teachers’ questionnaire (Appendix C) was administered to five FILA teachers and comprised eight questions of various types: open-ended, close-ended, and multiple choice. The first questions were multiple-choice. Teachers were initially asked about teachers’ methods of assessing FILA groups. The second question inquired about their comfort level when teaching FILA groups, while the third focused on the skills emphasized in teaching this branch. The fourth question is a close-ended one, addressed whether they used or planned a specific syllabus tailored to FILA. Question five pertained to how they evaluated FILA students’ English learning process from the 1st to 2nd semester. The sixth question delved into the challenges encountered while teaching FILA students, and the seventh queried their thoughts on the future of this specialization. The final question was open-ended,

prompting suggestions for adjustments or improvements to enhance both teaching effectiveness and students' engagement.

2.6.3 Students' Questionnaire

Students' questionnaire consists of ten 10 questions. It presents a blend of open-ended, close-ended and multiple-choice questions. Students were prompted to reflect on their proficiency level in English. They were also asked about their confidence in foreign languages, frequency of English interaction and comfort level during EFL lectures. Challenges encountered, specific areas of difficulty in English language learning, and intentions regarding pursuing postgraduate studies in FILA field. Finally, students were asked to consider factors that might influence their decision to continue or discontinue their studies in FILA in the future. This comprehensive questionnaire aims to get insights into students' perceptions, experiences and future aspirations within FILA speciality.

2.7 Classroom Observation

An observation, as defined by Marshall and Rossman (1989, p.79), is 'the systematic description of events, behaviors, and artifacts in the social setting chosen for study' . This definition aligns with the notion of observation as a tool employed by researchers to methodically capture and document behaviors, events, and interactions during the observation process. By utilizing various methodological tools such as field note templates, checklists, and coding schemes, researchers ensure the systematic and uniform collection of data, guaranteeing coherence, dependability, and focus on particular characteristics of the phenomenon under investigation. These observation instruments not only facilitate data collection but also enhance the precision, accuracy, and efficiency of the research process, ultimately leading to more robust and informative study findings.

Given that this research study was conducted within a classroom environment, the data collection method utilized aligns with the framework of classroom observation. Classroom observation instruments are carefully designed tools used in educational settings to thoroughly assess and evaluate many aspects of teaching practices, student learning, and classroom dynamics. These instruments are essential tools that provide valuable information about the effectiveness of teaching methods, instructor competence, and student results. This thorough framework not only defines and sets goals but also classifies and elaborates on the

use of classroom observation tools. Expanding on Johnson's (year) work on using observation as a means of gathering data, these instruments enable a detailed comprehension of English language instruction led by teachers and the behavior of learners in the classroom. They allow astute observers to identify the correlation or deviation between stated teaching methods and actual practices, as elucidated by the research of Lincoln and Guba (1985) and Kleinsasser and Savignon (1991). Therefore, through the smooth integration of theory and practice, classroom observation instruments play a crucial role in improving instructional quality and promoting student achievement.

There are several types of observation:

- Direct observation refers to the act of closely observing and monitoring events, processes, or behaviors as they unfold in real-time. For instance, the act of witnessing a teacher's lesson to assess if they are delivering it faithfully and accurately.
- Indirect observation involves the observer monitoring the outcomes of events, processes, or behaviors instead of directly observing them. One example is to measure the quantity of uneaten food left by kids in a school cafeteria in order to assess the suitability of a new food item.
- Naturalistic observation is a form of research that involves recording observations in natural settings without interference or manipulation, focusing on people's behavior in their natural habitats.
- Case-control observation are systematic, structured observations of research participants in remote locations, similar to experiments, used to determine the cause of an event.
- Covert observation in psychology study lowers demand features and natural behavior, yet it is immoral because participants did not provide consent. It is normally acceptable to observe people in public locations, however recording without their consent is severely illegal.
- Over observation (in plain sight) Participants possess knowledge of the fact that they are under observation. This approach is evidently more ethical, but it can result in demand characteristics, as exemplified by the noticeable changes in teachers' behavior while they are being observed by an Of sated inspector.

- Participant observation is a method that allows researchers to observe and participate in the daily activities of cultural members in their natural setting, providing insights that may not be accessible through other data collection techniques.
- Non-participant observation is a research method where the researcher observes activities without actively participating, providing a detached and objective perspective on behaviors and interactions. It's useful for maintaining distance and objectivity in environmental dynamics.

In the present research work the researchers used natural and participants observation to observe and collect the data needed.

2.8 Data analysis and Results' Interpretation

Following the comprehensive analysis of the data collected from the students' questionnaire, the subsequence section delves into the interpretation of these findings, providing insight into the evolving landscape of Algerian higher education and its implications for language education, particularly within the context of the emerging FILA specialization.

2.8.1 Teachers' Questionnaire Results

The questionnaire presented in this work was addressed to five (5) FILA teachers who teach different modules at Tlemcen University (Department of English). Teachers, with various experience in EFL teaching at the university, were asked to answer several questions about FILA students. The questionnaire contains eight (8) questions. (an example is provided in Appendix E).

- **Question One: How do you assess FILA group in using English?**

-Good - Weak -Average

In this question, two (2) teachers answered by 'good' that representing (40%), One (1) teacher answered by 'weak' (20%), and two (2) teachers answered by 'average' (40%).

- **Question Two: How comfortable are you in teaching FILA group?**

The aim of this question is to assess the level of comfort and confidence that teachers feel when teaching FILA group. Two (2) teachers (40%) feeling 'very comfortable' and three (3) teachers (60%) feeling 'somehow comfortable'.

- **Question Three: What skill(s) do you focus on when teaching FILA group?**

Concerning this question, none of the teachers chose 'listening skill', one (1) teacher answered by 'speaking skill', one (1) teacher answered by 'reading skill', one (1) teacher answered by 'writing skill' and two (2) teachers answered by 'all'. The following table illustrate the results:

Table 2:Skill(s) Focus in Teaching FILA Group.

Options	Frequency (AF)	Percentages (RF)
Listening	0	0
Speaking	1	20%
Reading	1	20%
Writing	1	20%
All	2	40%

- **Question Four: Do you use or plan to use a specific syllabus designed to FILA?**

In this question two (2) teachers answered by ‘Yes’ that represents (40%) and justify as follows:

- I use a specific syllabus for FILA, based on my own experience.
- This is mainly for the second year of English studies especially to adjust what they receive in Finance to English contents so that students benefit more and will be also more engaged in English studies.

And two (2) teachers answered by ‘No’ represented by (40%), they justify by the following answers:

- Teaching writing expression is no different from L1, EFL syllabus. (The same syllabus used on EFL & FILA).
- Because FILA students are English language learners and the materials provided to them are the same of English foreign language learner.

and one (1) teacher didn’t answer.

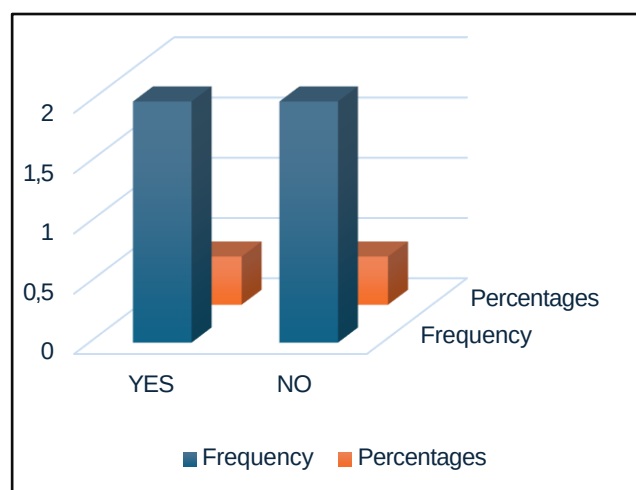


Figure 1:Teacher’s Utilization of a Specific Syllabus Designed for the FILA.

- **Question Five: How do you evaluate FILA students in learning English 1st to 2nd semester studies?**

Question five aimed to determine the effectiveness and the development of FILA students over the two semesters. Two (2) teachers answered by first choice ‘improved’, two (2) other teachers answered by second choice ‘fixed’, and one (1) teacher answered by third choice ‘decline’.

Table 3:Students’ Evaluation From 1st to 2nd Semesters

Options	Frequency (AF)	Percentages (RF)
Improved	2	40%
Fixed	2	40%
Decline	1	20%

- **Question Six: What do you think will be the future of FILA speciality?**

In this question, (0) teachers did not answer by ‘very successful’, no teacher answered by ‘moderately successful’, three (3) teachers answered by ‘uncertain’, two (2) teachers answered by ‘challenging with opportunities’ and no one answered by ‘failure’. As illustrated in the following:

Table 4: FILA Speciality Predictions about Future.

Options	Frequency	Percentages
Very successful	0	0
Moderately successful	0	0
Uncertain	3	60%
Challenging with opportunities	2	40%
Failure	0	0

- **Question Seven: Based on the challenges you experienced in teaching FILA, what adjustment or improvement would you suggest to enhance both teaching effectiveness and students' engagement?**

This is an open-ended question, four (4) out of five teachers answered that representing (80%), while one did not respond. Presented in the following table:

Table 5: Teachers Recommendations for Enhancing FILA Students' English Learning Experience.

Teachers' suggestions
➤ Design special syllabus that supports FILA interests in learning English, that links between the two diplomas English & Finance.
➤ Teamwork and collaboration between FILA teachers.
➤ Teachers are doing their best to make their teaching sessions effective, but its 'up to students to develop a sense of learning autonomy and motivation.
➤ The focus on speaking and writing skills with reading in second place but listening there is no tools for practice it.
➤ In other boomt FILA students' performance, they must be exposed to other settings in which they can interact with non-FILA English language learners. This shall reflect positively on their learning development.

- **Question Eight: What challenges do you face teaching FILA students?**

This last question also is an open-ended question, two (2) teachers (40%) answered and three of teachers did not answer. So, the majority suggested the following answers:

- They have a busy timetable. Hence, they have less time to practice.
- English language (average to weak) and students not showing interest.
- Students show more interest and engagement to study Finance compared to English (a confirmation from student's themselves).

2.8.2 Students’ Questionnaire Results

In this part of the investigation, the researcher analyzed the result of the obtained data both quantitatively and qualitatively, with the aim of discovering complementarily findings that shading light on the ongoing changes in Algerian higher education and their impact on language education and the emergence of FILA specialization in the academic year 2023-2024 at the Department of English.

The first questionnaire was given to twenty 1st year students, who were asked to answer the following (10) questions: (an example is provided in Appendix F).

- **Question One: How do you judge your level in English?**

In this question, students were asked about their level in English. Eleven (11) students answer by ‘good’; Three (3) students answer by ‘weak’, and six (6) students answer by ‘average’:

Table 6:English language Level of 1st year FILA students.

Options	Frequency (AF)	Percentages (RF)
Good	11	55%
Weak	3	15%
Average	6	30%

The results are illustrated in the graph below:

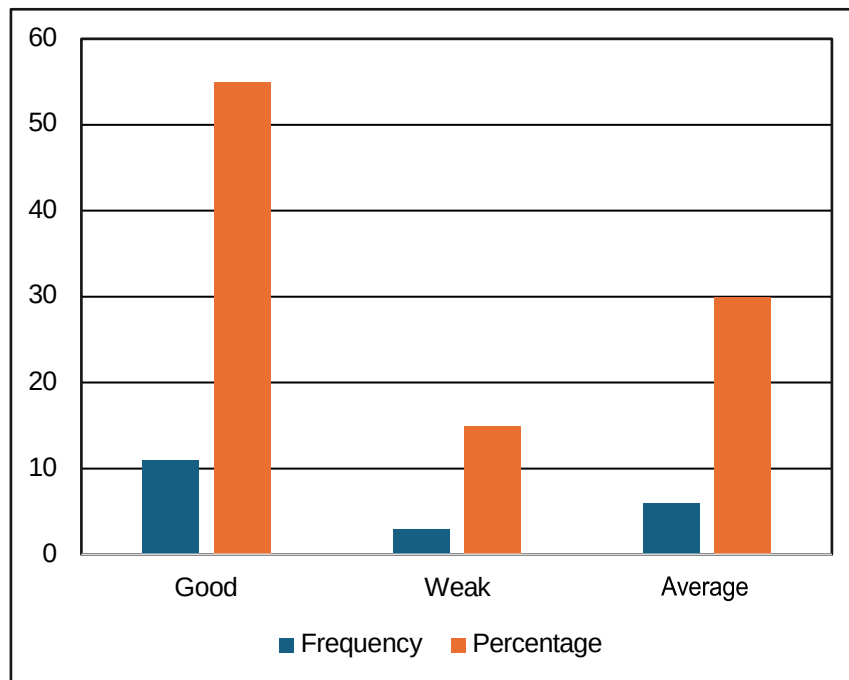


Figure 2:English language level of FILA students.

- Question Two: How do you judge your level in Finance?**

In this question, students were asked about their level in Finance. Ten (10) students answered by 'good', two (2) students answered by 'weak', and eight (8) students answered by 'average'.

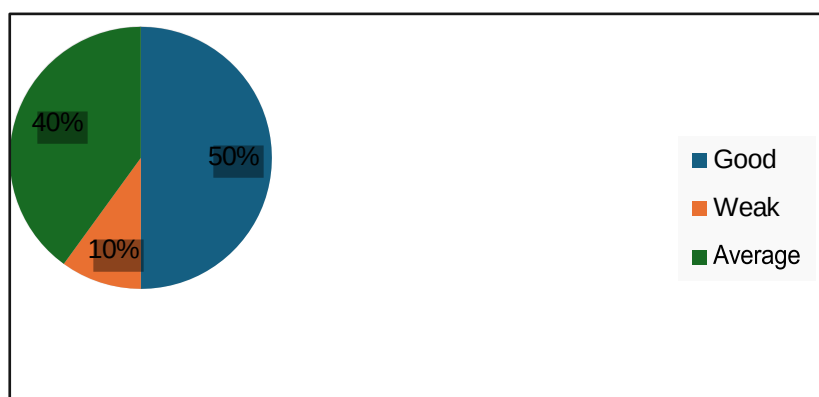


Figure 3:FILA students' level in Finance.

- **Question Three: Why did you choose FILA speciality?**

In this question, the results revealed that twelve (12) students answered by ‘life career opportunities’, two (2) students answered by ‘personal development and growth’, four (4) students answered by ‘personal interests and passions’, and two (2) students answered by ‘personal interest in Finance and English’.

The results obtained are illustrated in the following table:

Table 7:Students’ Reasons for Choice FILA

Options	Frequency (AF)	Percentages (RF)
life career opportunities	12	60%
personal development and growth	2	10%
personal interests and passions	4	20%
personal interest in Finance and English	2	10%

- **Question Four: How confident are you in the foreign languages (EFL)?**

This question aims to seeks to gauge the proficiency and comfort level in using English as a Foreign Language by FILA students. Six (6) students answered by ‘very confident’ that representing (30%), Eleven (11) students answered by ‘somehow confident’ that representing (55%), three (3) students answered by ‘not confident at all’ that representing (15%).

- **Question Five: How often do you interact with English?**

In this question the researcher asked students about their contact with English language. Twelve (12) students answered by ‘daily’, six (6) students answered by ‘rarely’, two (2) students answered by ‘never’.

Table 8:Students Interaction in English language.

Options	Frequency (AF)	Percentage (RF)
Daily	12	60%
Rarely	6	30%
Never	2	10%

- **Question Six: How comfortable are you when interacting in EFL during the lectures?**

This question objective is to evaluate student's comfort level and ease when using EFL in classroom setting. Nine (9) students answered by 'very comfortable', representing (45%), ten (10) students answered by 'somehow comfortable', representing (50%), one (1) student only answered by 'not comfortable at all' representing (5%).

- **Question Seven: What do you find most challenging?**

This question, identify and understand the specific academic difficulties students face. Four (4) students answered by 'EFL studies', ten (10) students answered by 'Finance studies', six (6) students answered by 'both'.

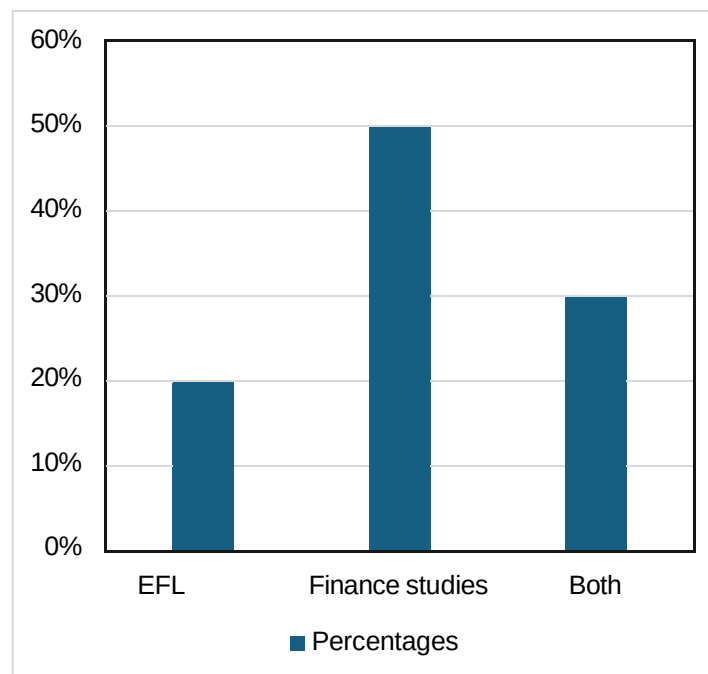


Figure 4: Student Perceptions of Academic Challenges in FILA.

- **Question Eight: Which specific areas of English language do you find most challenging?**

Speaking, listening, Reading, Writing, All

Question eight aimed at understanding which language skills find most challenging within the context of English. Ten (10) students answered by ‘speaking,’ three (3) students answered by ‘listening’, no student answer by ‘Reading’, five (5) students answered by ‘writing’, two (2) students answered by ‘All’.

Table 9: The most Challenging Areas in English language.

Options	Frequency (AF)	Percentages (RF)
Speaking	10	50%
Listening	3	15%
Reading	0	0%
Writing	5	25%
All	2	10%

- **Question Nine: Will you persue postgraduate studies in FILA?**

Table 10:Interest in Pursuing Postgraduate studies in FILA.

Options	Frequency (AF)	Percentages (RF)
Yes, sure	17	85%
No, I will not	3	15%

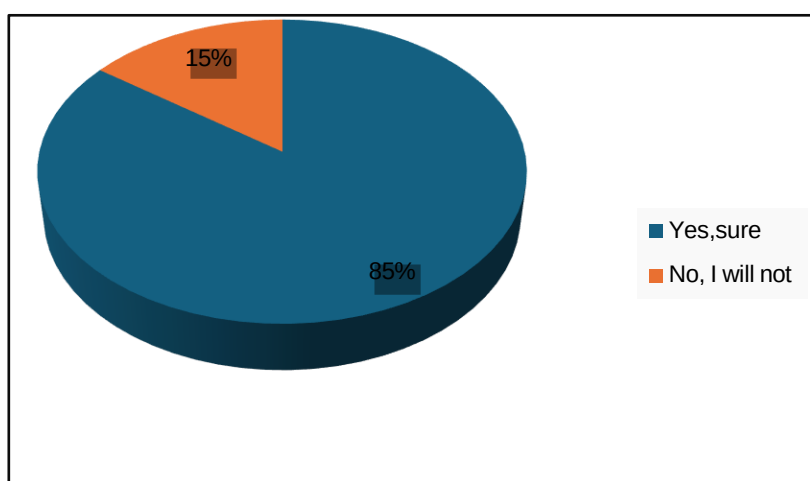


Figure 5:Students' decisions about FILA Studies.

- **Question Ten: What features may influence to continue or stop studies in FILA in future?**

The last question was an open-ended question that asked students to reflect on and share the factors that might influence their decision to either continue or discontinue FILA studies in the future. Seventeen (17) students that representing (85%), the majority of students expressed concerns due to insufficient information regarding their future specialization. They feel stressed about studying two specialties simultaneously. They require a specialized syllabuses that assist them with finance terminology in English. Despite these challenges, they believe their speciality is offers to them numerous job opportunities, and three (3) students did not answer.

2.8.3 Classroom Observation Results

The researchers utilized a semi-structured approach to classroom observation by looking at the big picture rather than focusing on individual students or tasks. Instead of preplanning what to search for in the observed situation, The researchers were able to "capture meaningful class events" because of this (Seliger and Shohamy 1989). Richards and Rodgers (1986) emphasized that "instruction here means the way the teacher delivers the course in the class," therefore the researchers focused on classroom instruction, practice, and interaction as three dimensions at the procedural level. Teachers often give their students language or language-related tasks to complete in class as practice. "Interaction" means that there is an unequal distribution of information or a knowledge gap, and that information is exchanged either between the instructor and the students or amongst the students themselves. The following discussion of the participants' learning behaviors is guided by these three dimensions in this study.

The observation occurred in the English Department, specifically in a FILA specialized class (Finance Internationale et

l'Anglais Académique) from 13:00 to 16:00. In the initial session, students participated in the study skills module, which was followed by a session specifically dedicated to reading comprehension. In order to maximize the authenticity and naturalness of the observation, The researchers strategically positioned myself in direct view of the teacher. The researchers strategically positioned themselves in direct view of the teacher diligently taking notes on

the class proceedings and carefully chronicled happenings, including the different forms of practice, the manner of interactions, and other relevant classroom activities.

The following table summarize the key findings from the observed classroom sessions, focusing on the participants, the item observed, the session details and the aims of the researchers.

❖ **Session One took place 26Feb,2024 (from 13:00 to 16:00)**

➤ **Teachers' Sequence**

At the beginning of each session, a warm-up phase ensured students' comfort. The instructor used simple English to introduce the material and encourage participation, utilizing the course manual "Study Skills in Practice: A Course for EFL University Students." Key points were illustrated on the whiteboard for clarity.

Study skills like note-taking, summarizing, and time management were developed through textbook activities. The teacher provided clear instructions and broke tasks into manageable steps, combining direct instruction with hands-on activities supported by handouts.

Students engaged in group activities on controversial topics, assuming roles such as business negotiators or customer service representatives. They analyzed cases, identified problems, proposed solutions, and presented their findings to the class, promoting hands-on learning, vocabulary improvement, and communication skills.

The consistent use of basic English ensured comprehension and facilitated interaction. The U-shaped seating arrangement allowed the teacher to move freely, make eye contact, and maintain attention. The instructor effectively motivated students, sometimes using humor to enhance engagement.

➤ **Students' Sequence**

In the first session, the class experienced a late arrival of students and noted that out of a class size of approximately 23 students, only 15 were present and 8 were absent. Most of the attendees were female, which contributed to a silent environment, and some of them got confused or disturbed by our presence at first. Overall, that session had medium to low interaction, especially among males. Students appeared tired and unmotivated due to their demanding schedule. In addition to the two English online sessions on Saturdays, students are required to attend classes at the English Department on Sundays from 8:30 to 14:30, and

Mondays from 8:30 to 16:00. Subsequently, their schedule continues with classes at the Finance Department on Tuesdays from 8:30 to 15:30, Wednesdays from 8:30 to 16:00, and Thursdays from 08:30 to 15:30. With only one day allocated for rest, this demanding schedule presents a significant challenge which affected their outcomes negatively also it is important to note that most of them are coming from far regions.

❖ **Session two took place February 28, 2024 (from 13:30 to 16:30)**

➤ **Teachers' Sequence**

The instructor begins the lesson by reviewing previous activities, focusing on study skills and reading comprehension. Their objective is to guide EFL students through a systematic learning process using content related to Alfred Bloggs' dual existence. Through a multifaceted approach, the instructor aims to engage students with a compelling narrative, enrich their vocabulary, assess comprehension, stimulate dialogue on relevant themes, and foster cultural sensitivity. The goal is to improve English proficiency while nurturing critical thinking, communication, and cultural awareness. Alfred Bloggs' story serves as a valuable resource for teaching reading comprehension and study skills. It allows students to practice analyzing passages, identifying key details, making inferences, and summarizing the narrative. Accompanying questions help assess comprehension and prompt critical thinking. Additionally, the text offers opportunities for vocabulary expansion, note-taking practice, and summarization exercises, aiding students in improving their language skills and study techniques.

➤ **Students' Sequence**

During this session, there was a noticeable improvement and meaningful interaction among students and between students and the teacher, which is a vital component of the FILA learning experience. The effective methods and activities used by the teacher, along with collaborative group work on assignments, allowed researchers to observe that most students demonstrated a better level of understanding and proficiency in English than initially expected, despite primarily acquiring their knowledge from movies, songs, and social media rather than academic sources. Students actively engaged in note-taking and participated in group activities. Additionally, students showed interest and motivation to do other activities with the same method and they tend to learn English vocabulary and took notes about new words provided by their teacher, also the majority attentively focused on the teacher and eager to develop their speaking skills, particularly during text reading.

It was observed that while some students received positive evaluations from the teacher, motivating them to learn and attend study skills classrooms for further improvement, there was a lack of initiative from students to ask questions and engage in discussions independently. Despite positive classroom dynamics, certain challenges were noted. Female students exhibited higher participation rates compared to males, but it was noteworthy that despite the class being from different regions, they displayed a cohesive and close-knit bond, akin to familiarity with each other for an extended period.

❖ **Last sessions May,2024 Took place two weeks before exams:**

➤ **Teachers' Sequence**

The last two sessions went exactly like previous ones with the same methods of instruction and the same positive and negative observations. However, the teacher tackled an essential topic since the exams were close by 15 days. Using the "Study Skills in Practice" guide as the main course material, the teacher employs a comprehensive educational strategy to teach their students efficient tactics for preparing for exams and managing their time. She underscores the significance of early exam preparation by incorporating helpful suggestions from the handbook. This includes reading lectures, making comprehensive notes, and completing practice tasks to assess one's readiness. Further, the teacher promotes the ideas of planning work and implementing plans methodically by encouraging planned study schedules and disciplined time management. Students are instructed to discern objectives, rank tasks in order of importance, and allocate time for different study activities, promoting organization and intentionality in their academic schedule. The teacher underscores the importance of time as a crucial asset for achieving success. They offer practical advice for improving time management, including making use of breaks for recreational activities, attending lectures, dedicating time to individual study, and finding a balance between personal and social commitments. By employing this comprehensive method, students are provided with the necessary resources to perform exceptionally well in tests, efficiently organize their time, and fully utilize their academic capabilities within a nurturing and well-organized educational setting.

➤ **Students' Sequence**

During the last sessions, students opened up to the researchers and shared their thoughts, expectations, challenges, and concerns. Their feedback and opinions differed from the researchers' expectations. Since the FILA specific program is not yet fully developed, the re-

searchers expected that students might eventually change their specialty, repeat their bachelor's degree, or feel frustrated about their choice. However, students faced significant pressure and stress due to the intensive schedule, with some even saying that they sometimes couldn't find time to sleep. Many students were initially unaware of the specific demands of the FILA specialty, leading to initial shock and adjustment challenges. Despite the pressure, most students did not want to change their specialty, recognizing the importance of English in their field and hoping for improvements to better meet their needs.

Table 11: Classroom Observation.

Session Time	Participant	Observed Item	Aim
S1: From: 26 Feb 13:00to 16:00	Students: 26 students 6 males and 17 females 15 present 8 absent Tired, Unmotivated Medium to Low interaction Females interact more compared with males. Teachers: use of simple English act as a facilitator. Instructor movement freely within U shape sitting. Eye contact and attention maintaining.	Main course” Study Skills in Practice EFL university course” Use of handouts and whiteboard Group activities. U-shape setting form. Skills development exercises. Teamwork skills Not-taking.	Assess comfort, engagement and interaction among students.
S2: 28 Feb From 13:00 to 16 :00	Students: 21 attendees 2 absent Interaction developed. Participation improved. Involved in comprehension. exercises, vocabulary expansion, and discussions skill development: reading, critical thinking Lack of initiative to ask questions and engage in discussion independently. Teacher: Reviewing previous activities, Study skills and reading comprehension tasks. Using questions to evaluate comprehension and encourage critical thinking. Notable improvement in interaction among students and between students and the teacher	Narrative of ‘Alfered Bloggs’ handouts Comprehension questions Vocabulary expansion. Group work.	Evaluate teaching methods and their effectiveness. Assess the impact of narrative-based teaching.
S3: Last sessions before exams May	23 attendees Shared thoughts, expectations, challenges and concerns with researchers Students Feedback: stress and pressure, intensive schedule, lack of sleep commitment despite all the challenges. Instruction: Focus on Exams emphasized efficient exam preparation and time management tactics. Support: Guidance: reading lectures, making notes, completing practice tasks and planning study schedules.	Main course ‘Study skills in Practice’. Practical exercises on making comprehensive notes and completing practice tasks. Time management skills Exam preparation discussions.	Evaluate the effectiveness of exam preparation strategies.

2.9 Discussion of Findings

The research study aimed to investigate the challenges faced by first-year FILA students at Tlemcen University and validate hypotheses related to their academic experience. By utilizing various research instruments, including classroom observation, student questionnaires and teacher questionnaires, the study provided valuable insights into the factors influencing student success and well-being in FILA speciality.

The classroom observation highlighted that students exhibit more interest and engagement in studying Finance compared to English, indicating a disparity in motivation and performance between the two subjects. The observation emphasized the importance of effective instructional practices, students' engagement, and interacting in enhancing the learning experience for FILA students. This aligns with the hypothesis that challenges may stem from the transition to higher education and the demands of FILA specialization.

The student questionnaires revealed valuable insights into students' perceptions, challenges, and aspirations within the FILA class. Students reflected on their English proficiency, comfort levels during lectures, and intentions regarding postgraduate studies in the FILA field. The responses highlighted specific areas of difficulty in language learning and factors influencing students' decisions to continue their studies in FILA. These findings support the hypothesis that challenges faced by students may be related to various factors such as study objectives, anxiety levels and learning styles.

The teacher questionnaires provided perspectives on assessing students' English proficiency, teaching comfort levels and instructional focus. Teachers recommended designing specialized syllabus, promoting collaboration among teachers and enhancing student autonomy and motivation to improve the English learning experience for FILA students. These recommendations align with the hypothesis that challenges may arise from the transition to higher education and the unique demands of FILA.

The combined results from classroom observation, students' questionnaires and teachers' questionnaires assert that FILA students face multifaced challenges that require targeted interventions for support and success. The findings validate the hypotheses by identifying factors influencing student challenges, such as language proficiency, academic engagement and the transition to university. By understanding these challenges and implementing tailored strategies, educators can create a supportive learning environment that fosters student success well-being in the FILA program at TLEMCEN University.

2.10 Recommendations and Suggestions

To optimize the learning experience for FILA students, it is crucial to provide tailored support and resources that cater to their diverse needs and abilities. Here are some recommendations and suggestions for both teachers and learners to enhance their academic journey.

2.10.1 For Teachers

Here we will discuss some recommendations for teachers:

- Customise teaching techniques and resources to suit the varied academic backgrounds and language competency levels of FILA students. By implementing differentiated instruction methodologies, educators can effectively cater to the unique learning demands of each student, hence increasing their level of engagement and understanding.
- Foster collaborative learning by promoting group work on assignments, which will create meaningful contact among students and encourage peer learning. Engaging in group activities can improve communication skills, promote critical thinking, and develop cultural awareness, all while creating a supportive learning community.
- Enhance vocabulary acquisition by offering specific workouts and activities that promote the increase of vocabulary. Integrating vocabulary-building exercises can promote language proficiency, improve understanding, and assist students in mastering financial terminology in the English language.
- Enhance study abilities by prioritizing the significance of developing effective study techniques, such as practicing note-taking, engaging in summarization exercises, and implementing strategies for exam preparation. Providing pupils with efficient study methods can improve their academic achievement and preparedness for exams.
- Promote motivation and autonomy by cultivating a classroom climate that is both motivating and helpful, thereby encouraging students to assume responsibility for their own learning. Facilitating students' ability to cultivate a sense of independent learning and self-motivation might enhance their level of involvement and achievement in academics.

2.10.2 For Students

Here we will discuss some recommendations for students:

- **Active Participation:** Demonstrate active involvement in classroom activities, including the act of taking notes, participating in group discussions, and engaging in speaking exercises. Engaging in active involvement can improve one's language ability, foster critical thinking abilities, and promote overall learning outcomes.
- **Self-Directed Learning:** Demonstrate proactive behavior by actively seeking clarification, posing inquiries, and autonomously participating in discussions. Adopting a proactive approach to learning can enhance comprehension, encourage critical thinking, and facilitate academic development.
- **Time Management:** Employ efficient time management techniques to effectively balance academic obligations and exam readiness. Enhancing productivity and preparedness for exams can be achieved by developing study plans, allocating specific time slots for various tasks, and implementing disciplined time management strategies.
- **Enhance communication skills** by actively engaging in text reading exercises and participating in classroom discussions. Engaging in English conversation within a nurturing setting can improve one's fluency, self-assurance, and aptitude for effective communication.
- **Collaborative Learning and Support:** Participate in cooperative learning exercises with fellow students to improve communication, teamwork, and shared learning. Working together with classmates can offer supplementary assistance, varied viewpoints, and chances for enhancing one's skills.

By implementing these comprehensive suggestions, FILA teachers and students can maximize the teaching and learning experience, promote academic advancement, and create a supportive and engaging educational environment that facilitates the development of language proficiency and mastery in financial studies.

2.11 Conclusion

The current chapter was structured into distinct secessions: the initial segment focused on delineating the research design, sample selection process, and the utilization of various data collection instruments. The subsequent section delved into the meticulous analysis and interpretation of data gathered through a combination of methods, notably classroom observations and administration of two questionnaires to both teachers and students. The researchers conducted a comprehensive qualitative and quantitative analysis of the collected data, culminating in a detailed discission of the primary findings. The results underscored that first-year FILA students exhibited challenges with the transition from lycée to higher education included adapting to the university environment and managing the demanding schedule, attributing this difficulty to the complexities inherent in this aspect of language learning for language learning. Moreover, the study skills classroom emerged as a conducive environment for enhancing vocabulary proficiency and communication through language practice and study skills development. The chapter concluded by offering pertinent recommendations and suggestions derived from the key findings, aimed at benefiting both teachers and students in the educational settings.

General Conclusion

The process of improving English language skills in Algerian higher education involves various aspects and is characterised by difficulties, prospects, and a strong dedication to academic and global achievements. This dissertation has provided a detailed examination of the challenges encountered by teachers and students in the process of language acquisition. It has also highlighted the significance of specialised programmes such as FILA in addressing these challenges. Overall, this research has contributed to our understanding of the complex dynamics of language learning within a changing educational environment.

The importance of having a high level of English language skills in both academic and professional settings cannot be emphasised enough. Proficiency in the English language not only enables students to achieve in their academic pursuits, but also provides them with the required communication skills for career progression, international involvement, and professional networking. Algerian higher education institutions may prepare their students for success in a globally connected world by promoting a culture of linguistic excellence.

Educators encounter various challenges, including maintaining intellectual honesty, addressing different levels of student proficiency, and obtaining genuine learning resources. These challenges highlight the importance of strategic planning, ongoing professional development, and collaborative initiatives to improve language instruction. By directly confronting these obstacles and using inventive pedagogical approaches, educators can establish captivating and efficient learning experiences for students.

As we navigate the complexities of teaching and learning English as a foreign language in Algerian higher education, it is imperative to prioritise collaboration, innovation, and student-centred approaches. By fostering a supportive learning environment, providing ample practice opportunities, and integrating real-world applications of language skills, educators can empower students to achieve academic excellence and international success.

In essence, the journey towards enhancing English language proficiency in Algerian higher education is a collective endeavor that requires dedication, perseverance, and a shared commitment to excellence. By embracing the challenges as opportunities for growth, and leveraging the strengths of specialised programmes like FILA, Algeria can pave the way for a future where linguistic proficiency serves as a cornerstone of academic and professional achievement.

Through continuous reflection, adaptation, and collaboration, Algerian higher education institutions can chart a course towards a future where English language proficiency is not only a means of communication but a gateway to academic excellence, global engagement, and international success.

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Appendices

APPENDIX A
Timetable of First-Year FILA Students
English Department

L1 S2 Timetable

(International Finance-Applied English Language Studies Double License 2023-2024)

Timing	Online		Online	
Saturday	Civilization Dr Benamar Lab4		Terminology Prof Belachoui R27	
	UED 1.1 Cred. 2 Coef. 2		UET 1.1 Cred. 1 Coef. 1	
Timing	8 :30-10 :30	10:30-12:30	13:30-14:30	
Sunday	Grammar Dr Iles	Ling & Phon Dr Kherbache	Literature Dr Yousfi	
	R2 UEF 1.1.2 Cred. 4 Coef. 2	R2 UEF 1.1.2 Cred. 4 Coef. 2	R2 UEF 1.1.3 Cred. 2 Coef. 1	
Timing	8 :30-10 :30	10:30-12:30	13:30-14:30	14:30-16:00
Monday	Oral Expression Dr Zekri	Written Expression Dr Adder	Study Skills Dr Benettayeb	Reading Comprehension Dr Benettayeb
	Lab3 UEF 1.1.1 Cred. 4 Coef. 2	R2 UEF 1.1.1 Cred. 4 Coef. 2	R2 UEM 1.1 Cred. 4 Coef. 2	R2 UEM 1.1 Cred. 4 Coef. 2

- The week is divided between the two faculties; this is why days have to be respected
- Timing of the sessions have to be respected except if otherwise scheduled differently by the lecturer
- Lectures held online on Microsoft TEAMS or MOODLE concern ICTs and e-learning **(EcoFac) in addition of Civ and TR when programmed by teachers.**
- Students must have a professional account on the needed platforms
- The lecture entitle "Terminology" appears on the students' transcript as "Foreign Language" **(LangFac)**
- Attendance is mandatory

Finance Departement

16H30-15H00	15H00-13H30	13H00-11H30	11H30-10H00	10H00-8H30	
	القانون التجاري أ. دلال زويد	إحصاء أ. من دروي	إحصاء أ. من عواد	تسيير المؤسسة أ. شبيب بغداد	الطلاء وك. س. ح.
	تسيير المؤسسة أ. شبيب بغداد	رياضيات أ. من زرجب	رياضيات أ. من زرجب	محاسبة مالية أ. من دغم فتحي	الأرصاد وك. س. ح.
	تاريخ الفكر الاقتصادي أ. حازم فروانة	اقتصاد جزئي أ. صالفر زهير	اقتصاد جزئي أ. صالفر زهير	محاسبة مالية أ. من يحيى	الحفيس وك. س. ح.

المقاييس التي تدرس عن بعد: حصة حضورية و حصتين عن بعد.

Appendix C

FILA Teachers' Questionnaire

Dear Teachers,

You are kindly asked to answer this questionnaire. Your responses will assist in gathering data about our research on FILA challenges. Please, mark the appropriate box with an “X” or fill in your complete answer where required.

1. How do you assess FILA group in using English?

Good ☐

Weak ☐

Average ☐

2. How comfortable are you in teaching FILA group?

Very comfortable ☐

Somehow comfortable ☐

Justify, why.

.....
.....
.....

3. What skill(s) do you focus on when teaching FILA group?

Listening ☐

Speaking ☐

Reading ☐

Writing ☐

All ☐

4. Do you use or plan to use a specific syllabus designed to FILA?

Yes ☐

No ☐

Justify, please.

.....

.....

.....

.....

5. How do you evaluate FILA students 'in learning English from 1st to 2nd semester studies?

Improved ☐

Fixed ☐

Declined ☐

6. What do you think will be the future of FILA specialty?

Very Successful ☐

Moderately successful ☐

Uncertain ☐

Challenging with opportunities ☐

Failure ☐

7. Based on the challenges you have experienced in teaching FILA, what adjustment or improvement would you suggest enhancing both teaching effectiveness and student engagement? (Open-ended)

.....

.....

.....

.....

8. What challenges do you face teaching FILA students?

Thank you for your help.

Appendix D

FILA Student's Questionnaire

Dear students,

You are kindly asked to answer this questionnaire. Your responses will assist in gathering data about our research focused on the FILA branch. Please mark the appropriate box with an "X" or fill in your complete answer where required.

1. How do you judge your level in English?

Good ☐

Weak ☐

Average ☐

2. How do you judge your level in Finance?

Good ☐

Weak ☐

Average ☐

3. Why did you choose FILA speciality for?

Life career opportunities ☐

personal development and growth ☐

personal interest in Finance and English ☐

4. How confident are you in EFL?

Very confident ☐

Somehow confident ☐

Not confident at all ☐

Justify, please.

.....

.....

5. How often do you interact in English?

Daily ☐

Rarely ☐

Never ☐

Justify, please.

.....

.....

6. How comfortable are you when interacting in EFL during the lectures?

Very comfortable ☐

Somehow comfortable ☐

Not comfortable at all ☐

7. What do you find most challenging? Why ?

EFL studies ☐

Finance studies ☐

Both ☐

.....

.....

.....

8. Which specific areas of English Language do you find
most Challenging?

Speaking ☐

Listening ☐

Reading ☐

Writing ☐

All ☐

9. Will you pursue postgraduate studies in FILA?

Yes, sure.

No, I will not.

Justify.....

.....

.....

10. What challenges may influence you to continue or stop studies in FILA in future?

.....

.....

.....

.....

Thank you for your cooperation.

Appendix E

Dear Teachers,

You are kindly asked to answer this questionnaire. Your responses will assist in gathering data about our research on FILA challenges. Please, mark the appropriate box with an "X" or fill in your complete answer where required.

1. How do you assess FILA group in using English?

Good ☐

Weak ☐

Average ☒

2. How comfortable are you in teaching FILA group?

Very comfortable ☒

Somehow comfortable ☐

Justify, why.

...because FILA students are instructed
...in the same way EFL students do
.....

3. What skill(s) do you focus on when teaching FILA group?

Listening ☐

Speaking ☐

Reading ☐

Writing ☐

All ☒

4. Do you use or plan to use a specific syllabus designed to FILA?

Yes ☒

No ☐

Justify, please.

Of course this is mainly for the second year of english studies especially to adjust what they receive in finance to english context so that student benefits more and will show more engagement to study finance compare to english (a confirmation from students themselves)

5. How do you evaluate FILA students 'in learning English from 1st to 2nd semester studies?

Improved ☒

Fixed ☐

Declined ☐

6. What do you think will be the future of FILA specialty?

Very Successful ☐

Moderately successful ☐

Uncertain ☐

Challenging with opportunities ☒

Failure ☐

7. Based on the challenges you have experienced in teaching FILA, what adjustment or improvement would you suggest enhancing both teaching effectiveness and student engagement? (Open-ended)

Design special syllabus that support FILA interests in learning english

8. What challenges do you face teaching FHLA students?
English language... (average to weak)
...students not showing interest...
...students show more interest and
engagement to study finance compared to
english (students confirmation)

Thank you for your help.

Appendix F

Dear students,

You are kindly asked to answer this questionnaire. Your responses will assist in gathering data about our research focused on the FILA branch. Please mark the appropriate box with an "X" or fill in your complete answer where required.

1. How do you judge your level in English?

Good ☐

Weak ☐

Average ☒

2. How do you judge your level in Finance?

Good ☐

Weak ☐

Average ☒

3. Why did you choose FILA speciality for?

Life career opportunities ☒

personal development and growth ☐

personal interest in Finance and English ☐

4. How confident are you in EFL?

Very confident ☐

Somehow confident ☒

Not confident at all ☐

Justify, please.

I am... somehow... confident... because my... english... is weak... however, I am to... practice it.

5. How often do you interact in English?

Daily ☐

Rarely ☒

Never ☐

Justify, please.

I rarely interact in English because there is a little bit of pressure and many tasks in my daily life.

6. How comfortable are you when interacting in EFL during the lectures?

Very comfortable ☒

Somehow comfortable ☐

Not comfortable at all ☐

7. What do you find most challenging? Why?

EFL studies ☐

Finance studies ☐

Both ☒

I find most challenging is both of them because I was scientific students in high school.

8. Which specific areas of English Language do you find most Challenging?

Speaking ☒

Listening ☒

Reading ☐

Writing ☐

All ☐

9. Will you pursue postgraduate studies in FILA?

Yes, sure. ✓

No, I will not.

Justify... *due to the opportunities*

.....
.....

10. What challenges may influence you to continue or stop studies in FILA
in future?

... *Job opportunities*

.....
.....
.....

Thank you for your cooperation.

Appendix G

The Double Life of Alfred Bloggs

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are frequently referred to as 'white collar workers' for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere Corporation.

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustmen kept his secret. Alf's wife has never discovered that she married a dustman and she never will, for Alf has just found another job. He will soon be working in an office as a junior clerk. He will be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him 'Mr Bloggs', not 'Alf'.



* Comprehension and Précis

In not more than 80 words describe how Alfred Bloggs prevented his wife from finding out that he worked as a dustman. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What did Alfred Bloggs tell his wife when they got married?]
2. How did he dress each morning before he left home?]
3. Did he change into overalls or not?]
4. How did he spend the day?]
5. What did he do before going home at night?]
6. For how long did this last?]
7. Did his fellow dustmen keep his secret or not?]
8. Will his wife ever learn the truth?]
9. Where will her husband be working in future?]

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: receive (l. 2); sacrifice (l. 8); privilege (l. 9); curious (l. 11); embarrassed (l. 15); discovered (l. 21); status (l. 24).

1 A Puma at Large

Pumas are large, cat-like animals which are found in America. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat' only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and at another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes. Several people complained of 'cat-like noises' at night and a businessman on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal *was* a puma, but where had it come from? As no pumas had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape. The hunt went on for several weeks, but the puma was not caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.



Comprehension and Précis

In not more than 80 words describe how experts came to the conclusion that the animal seen by many people really was a puma. Do not include anything that is not in the passage.

Answer these questions in note form to get your points:

1. What sort of reports were received by London Zoo?
2. Were the reports similar in nature or not?
3. Who saw it first?
4. Did it stay in one place, or did it move from place to place?
5. What did it leave behind it?
6. Were paw-prints and puma fur found as well or not?
7. What was heard at night?
8. Was the animal seen up a tree or not?
9. Were experts now sure that the animal really was a puma or not?

