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**Intensive English Language Teaching between  
Expectations and Reality: An Evaluation of Teaching  
Practices**

**The Case Study of Abbes Laghrou University Teachers at the Intensive**

A dissertation submitted in partial fulfillment of the requirements for the degree  
of Master in Language and Culture

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## Dedication

*This dissertation is dedicated to:*

*The one who drank the cup empty to give me a drop of love, the one who reaped the thorns on my route to pave the path of knowledge to my guardian angel in the paradise, my beloved father” **Mohammed Djemai**”, may God have mercy on his soul.*

*My beloved mother, the source of my strength and confidence in life.*

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*Last but not least, I Want thank me for believing in me to do all this hard work.*

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## **Dedication**

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## **Abstract**

The Integration of the English language as second language in Algerian universities is now witnessing huge debate among university community. This policy divides them into two views: members of the community who agree with the integration of the language at university considering it as Lingua Franca and others who oppose this idea, claiming that this step requires big efforts and considerable time and materials. To fulfill this objective, teaching intensive English emerged to depict language proficiency as being set in the common European framework of reference for languages. Thus, this study aims at evaluating the extent to which this new experience is feasible and whether the reality of teaching intensively matches the expectations being set. This study employed a mixed methods design that combines qualitative and quantitative approaches to investigate the intensive teaching of English language for the case of university teachers at ILTC. An interview was held with teachers at ILTC to uncover their expectations about the effectiveness of introducing English intensively to university teachers while a classroom observation and a questionnaire with university teachers were held with 173 university teachers to check the practicability of these expectations. The findings obtained from the three investigation tools disclosed that the future of English language in university would evolve in the coming years taking into account all the shortcomings of university teachers training at ILTC. Hence, the results obtained in this study oppose the expectations being set by decision makers at the executive level to implement the policy of the generalization use of English at university especially this is the first experience.

**Keywords:** Lingua Franca, Teaching Intensive English, Common European Framework of Reference for Languages, ILTC.

## **List of Abbreviations and Acronyms**

[**AOA**]Action-Oriented Approach

[**ASP**]Languages for specific purposes

[**ASTP**]Army Specialized Training Program

[**CEFR**]Common European Framework of Reference for languages

[**CoE**] Council of European

[**DASFR**] Development agenda for the scientific field and research

[**EFL**]English Foreign Language

[**GE**]General English

[**IAFLI**]Intercultural approach to foreign language instruction

[**IC**]International cooperation

[**ILC**]Intensive language courses

[**ILTC**]Intensive Language Teaching Center

[**L1**] First Language

[**L2**] Second Language

[**LAL**]Learning and assessment of Languages

[**MESRS**]Ministry of Higher Education and Scientific Research

[**MNE**]Ministry of Higher Education

[**MNE**]Ministry of National Education

[**NC**] National coordinator

**[RC]**Regional coordinators

**[TI]** Target language

**[TL]** Targets learners

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## **General Introduction**

### **1. Background of the Study**

The increasing interest to learn English language in the world has become one of the most discussed issues in the educational arena. English has dominated all domains and fields because it is the language of science, technology, and therefore, communication. For these reasons, many countries started to give more importance to teaching English at all levels of education. Algeria began to set a core of reforms in order to integrate English at university. Consequently, many intensive teaching centers offer accelerated courses in many languages as it is the case of Intensive Language Teaching Center at Khenchela University.

Many studies have attempted to highlight the significance of the intensive teaching language courses at ITLC. Soudani (2016) has conducted research on teaching German language at the intensive foreign language center of Algerian universities. Talibova (2019) states that intensive language teaching courses merely focus on developing the student's practical skills for communication purposes, that is, to understand others' speech and freely express views during a brief period of time while Bouziane (2020) has carried out another study about teaching English for medical purposes at the Intensive Language Teaching Center of Mostaganem. She has stated that the majority of medical learners had a great desire to learn English so they could publish medical publications according to an analysis of their particular demands. Furthermore, Chaoui (2022) has initiated a new study that crystalized the importance of evaluative practices in EFL class training at the University of Sétif, Algeria. She has stated that Assessment of the four skills is an integrated approach to language acquisition in Algeria.

Scholars in this field have not yet adequately addressed the intensive teaching English language for specialized learners in these newly-established intensive centers. Since English

language is integrated at university and the need to master the language for different teaching and learning purposes is increasing. So, joining ILTCs become more necessary than ever before.

## **2. Statement of the Problem**

Algeria sets new reforms regarding the generalization use of English at university. These reforms have positive effects on ILTCs in Algeria, especially with the decision of teaching university teachers English there. Intensive teaching English language at ILTC of Khenchela University witnessed an overall welcome among university teachers. This welcome is based on their expectations to reach the mastery of the language and meet their needs and interests. However, it is not yet known whether the intensive language teaching centers in Algeria are meeting the expectations set by the ministry since members of society generally ignore its significance and objectives along with the practices that take place there.

The investigation of teaching intensive English language for university teachers at ILTC would highlight the real picture of the center and introduce its practices. Since no previous studies attempted to study the effectiveness of teaching intensive English for university teachers, this study investigates and examines the practices delivered at ILTC. Also, it investigates the extent to which the current practices at the ILTC correspond to the expectations being set. University teachers at Abbes Laghrour University represent the case study with whom the current research is implemented to check the effectiveness of teaching intensive English at ILTC.

## **3. Research Questions**

This research addresses the following questions:

- What types of practices do teachers adopt at the Intensive teaching center?

- What are the challenges that may encounter both teachers (trainers) and EFL teachers in ILTC?
- What expectations are held about the future of ILCT regarding English teaching?
- To what extent do the current practices at the ILTC correspond to the expectations being set?

#### **4. Objectives**

This study is an attempt to fulfil the following objectives:

- Examining the different practices pertinent to the intensive teaching of English at the ILTC, Khenchela.
- Investigating the challenges that encounter both learners (university teachers) and EFL teachers at ILTC, Khenchela University
- Checking the expectations held towards the training process and its rewards.
- Investigating the relevance of the practices to the expected objectives.

#### **5. Significance of The Study**

Algerian universities are misclassified in the world because most of university teachers cannot publish their articles in English. This problem is due to difficulties related to writing skills as well as research and teaching with English because their formation is confined to Arabic and French only. The same problem encounters even students at university. Therefore, the generalization of English in university will be beneficial to improve the quality of education at university. This research is important for learners generally and university teachers specifically since it highlights the importance of intensive teaching of English language at ITLC and introduce teaching and learning strategies that would develop

their language proficiency. This study also sheds the light on the different practices and strategies delivered at ILTC to ascertain the relevance and the feasibility of this training. Teaching English language enables university teachers to meet their needs such as obtaining the authentic materials, publishing their articles, and making it possible to access communication of all different sorts.

## **6. Research Methodology**

### **6.1. Research Design**

The present study employs an exploratory sequential mixed-method design to answer this study's questions. An exploratory sequential design involves two phases where qualitative data is collected and analysed first, and then quantitative data is collected and analysed based on the qualitative results. This approach is the best way to solve and analyse the research problem by combining the two approaches to discuss the complexities that arose in the topic from multiple perspectives and obtain more applicable findings.

### **6.2. Sampling Population**

The current study is carried out at the ILTC at the University of Abbes Laghrour \_Khenchela. The gathered data was obtained from learners that belong to the ILTC. A sample of 173 teachers from different specialties representing 75% of the whole population (230 learners) was selected. Besides, some teachers from the English department of Khenchela University, who were in charge of teaching at the center, are also part of the sampling population. These educators were chosen since they are aware of the challenges that learners belonging to different fields are facing when learning the English language.

### **6.3. Investigation tools**

The study is based on using three data gathering tools to answer the previously raised

questions. A structured interview and observation method are used as a qualitative data gathering tools. A structured interview is done with ILTC teachers to check their perspectives regarding the future of the intensive English course as well as the future of ILTC. The observation method is carried out and examines the practices delivered courses at ILTC Abess Laghrour Khenchela University with university teachers and to investigate the challenges they encounter throughout the training period. Simultaneously, the quantitative data gathering tool -a questionnaire- is used to interpret university teachers' perspectives and expectations regarding the practices presented by the center while their intensive English course.

## **7. Structure of the Study**

This study is divided into three main chapters (two theoretical chapters and one practical Chapter). The first chapter tackles ITLC. Its first section revolves around the history of Intensive English language and Intensive Language Teaching Centers in Algeria and Khenchela University including its effectiveness, validation, and significance. The second chapter deals with Common European Framework of Reference for languages: Learning, teaching, and assessment. The practical part is tended to focus on a detailed description of the methodologies used in the research and the results obtained after implementing the various data gathering tools.

## **Chapter One**

### **1. English Teaching Within the Intensive Teaching Language Center**

#### **Introduction**

In light of the radical changes that the Algerian language corps has undergone over the years, particularly recently, changes in the languages used by citizens and learners took place to catch up with the development of scientific research and technological progress, which necessitated the establishment of special centers working in these fields. In order to generalize the use of English in university, decision makers (Ministry of Higher Education and Scientific Research) in Algeria opted to invite university teachers to participate in English intensive courses at the Intensive Language teaching center Khenchela University. This chapter tackles the significance of teaching intensive English throughout the history of language teaching as well as the history of intensive teaching centers in Algeria. It focused on the way they work, their objectives, as well as the framework that has been implemented for different languages, especially English. The work further elucidates how the **Common European Framework Reference** (CEFR) scales are classified in hierarchical taxonomy according to learners' proficiency level.

#### **1.1. Intensive Teaching Language Center for EFL Learners**

##### **1.1.1. Definition of Intensive English**

Intensive English can be defined as the enrichment of English language skills proficiency through offering from three to four times the number of hours of the regular programs at schools and universities. Matthew Welsh (2012) has mentioned the term

"intensive courses" to refer to a number of alternatives to the semester-based delivery of courses, in which the material is spread out across a shorter period of time.

When defining intensive courses, there is always a mentioning of the number of times courses take place. Davies (2006) identifies seven variants that might be referred to as intensive, but overall, he suggests that intensive courses are used synonymously with those he identifies as block' courses where delivery occurs in long blocks of at least a full day at a time and, often, for multiple full days in a row. Furthermore, Karaksha et al. (2013) have claimed that intensive or block mode teaching is where course materials are delivered over a shorter period of time compared to standard courses, by means of compressed teaching formats.

Many other researchers have identified the intensive courses by means of referring to the quality of teaching. Hafizhatu et al (2018) stated that intensive English class is an extracurricular conducted to facilitate the students' needs for enhancing their skills. Moreover, Crispin et al. (2017) said that the intensive mode of teaching is set of courses which are delivered for long hours per day and short period of time not more than fewer days unlike the traditional mode of teaching.

Drozdzziel (1986) has mentioned the main features that constitute intensive courses characteristics. First, it is delivered over short period of times with long hours of study per day. Basically, it involves of small size of class or section. Also, the course delivers conversational practice as well as linguistic structure. Furthermore, intensive courses focus on the colloquial spoken form of the offered languages and the main objective adult learners in this course is to produce spoken language similar to native speakers' ones.

The provision of Intensive English courses is usually supplied at Language Centre or academy. It attempts to meet learners' needs to reach English language proficiency due to the

widespread of <sup>1</sup>**lingua Franca** as language of science and technological development and communication. Pioneers of intensive courses are from all members of society with different proficiency levels such as: university students, workers, young or adult learners...Etc. Furthermore, it addresses the different pioneers' interests to improve their linguistic and cultural background. The course adopts the principles of Common European Framework of Reference for languages (CEFR) teaching, learning and assessment. It employs various techniques, methods and approaches to help learners to master the English Language for instance Projects, including speeches and presentations, are part of all levels. (Arab University Beirut, 2022).

### **1.1.2. History of Intensive English Language**

The term 'intensive - synonyms to such courses and programs today are terms like 'accelerated', 'concentrated', 'condensed', 'immersion', 'hurry-up...etc. It focuses on the importance of programs speed and the proficiency of language skills. Since the start of the twenty-first century, intensive language programs have been known to those who teach languages generally and English language in particular (Drożdżał et al. ,1986). In fact, the actual beginnings can be traced back to World War II when the term "intense" was applied to language courses provided as part of the U. S. Army Specialized Training Program (ASTP) in 1942. This course was developed at universities to be made especially for American Army due to the need for proficiency in languages to facilitate their oral communication with allies and enemies in short period of time (Thanasoulas, n.d.). It was called the informant of

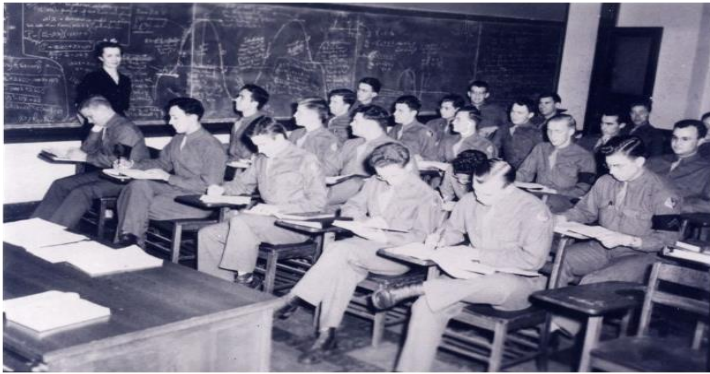
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<sup>1</sup>**Lingua Franca:** a language used for communication between two groups of people who speak different languages. (Cambridge Advanced Learners Dictionary& Thesaurus ♥ Cambridge university press)

teaching because the native speaker serves as source of language for imitation. He works as informant and due to the relation, it was labeled the Army method of teaching (Tanvir, 2013)

**Figure 1**

*Army Specialized Training Programs*



During the era of the Army Specialized Training Plan, the language teaching profession has undergone a great deal of change, and those developments have had an impact on intensive language instruction, which has since evolved for a range of audiences and purposes. Therefore, new methods of teaching occurred for the reason to meet the necessities of college and universities in USA. The number of intense courses available has increased significantly in recent years. In a short length of time, these courses guarantee that students will achieve a sufficient degree of proficiency in the target language to meet their goals and pursue their interests (travel, study, exams, work abroad, retraining, remedial courses, etc. (Richards et al., 2013).

Later on, a new born appeared on the scene as a result of the combination of these approaches like ASTP, the structural of linguistics dealt with Fries' chief works and the behaviorists' theory by (B.F. Skinner). The combination helped the emergence of a new method of teaching called the audio-lingual method of teaching. The term Audio-lingual was used the first time by the Yale professor Nelson Brooks in 1964 (Raquel et al., 2012).

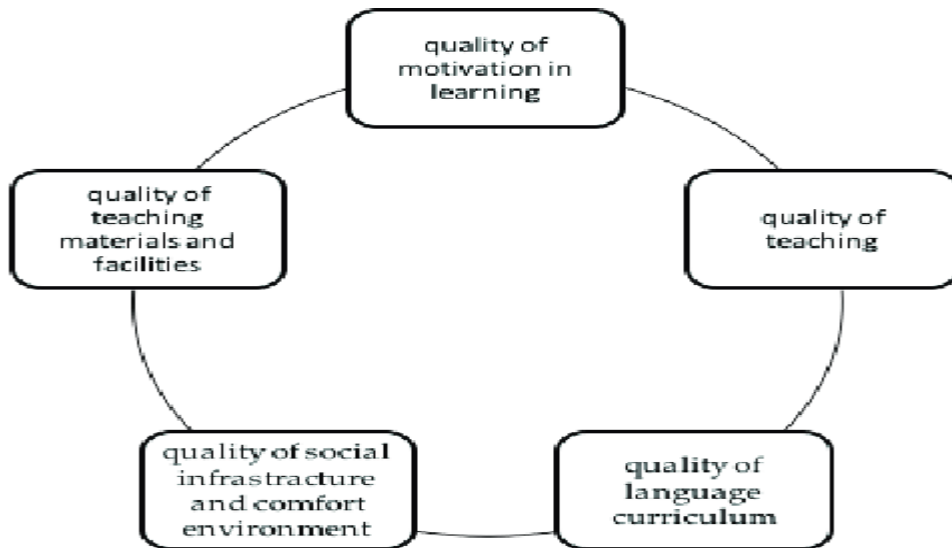
The audio-lingual method's shortcomings do not align with intensive teaching methods' primary goal of fostering language and cultural fluency. As a result, and because they have little influence over their education, learners play a passive role. It is supported by pattern repetition, drilling, memory, or excessive learning. The four fundamental skills listening, speaking, reading, and writing do not receive equal weight under this approach. It solely takes into account grammar, not meaning. This approach did not give communication skills enough consideration. Also, it gives more importance to accuracy than fluency (Rustamovna et al., 2019).

Another method that attempted to be more beneficial for learners' needs through its practices was called Suggestopedia. The suggestopedia method serves as the foundation for intense instructional strategies. It is a teaching technique that enables people to learn three times as quickly as they can under regular circumstances. It was developed in Sofia in the 1960s, making it an utterly unique method for learning intensively. It entails building a very safe environment where pupils may explore new things, but they must also feel comfortable. When people allow themselves to step a bit beyond of their comfort zone, they can learn quickly. A Suggestopedia instructor creates a setting in which everything unfavorable is prohibited, and the students receive plenty of encouragement by way of suggestions (Gold, 2019).

There are many other methods for teaching intensive English, but each method has its weaknesses. As deduction, the effectiveness of such courses does not depend on methods of teaching only; there are different factors that control the mastery of any language such as: the skilled teacher, the learner's motivation, the suggested teachings materials, and the assessment tools.

**Figure 2**

*Factors Affecting Quality of Foreign Language Learning and Teaching.*



### **1.1.3. The Intensive Teaching Language Centers in Algeria**

Teaching foreign languages in Algeria widespread in recent years. Since English language is considered the international language of communication and sciences, Algeria has begun to integrate the lingua Franca in various educational domains in order to keep up with scientific development. The Algerian government provides new strategies for teaching foreign languages in general and English language in particular, The Intensive Language centers within represent a classical example (Ghounane, 2023).

The Intensive Language Teaching Center was established by the University of Algiers in 1981. Its primary vocation was to assure the generalization of the Arabic language within the context of <sup>2</sup>**the Arabization** policy (Abu-Haider, 2000), which strengthened the national

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<sup>2</sup>**Arabization** or **Arabization** (Arabic: تعريب , ta'āb) in its broadest terms involves the promotion of Arabic languages, Arabic culture and Arab people. This also refers to the process of growing Arabic influence on non-Arab populations, causing a language shift by the latter's gradual adoption of Arabic and incorporation of Arab culture, After the Muslim conquest of the Middle East and North Africa, as well as the Arab nationalist policies

language of French-language teachers and children of expatriates who enrolled in Algerian universities to assimilate into their native community. Simultaneously, the center was tasked with offering current foreign languages education to students enrolled in post-graduate programs abroad or whose careers required knowledge of and proficiency in a foreign language. Aside from these major purposes, The Intensive Language Teaching Center has gradually opened its doors to an increasingly wide public (civil servants and private) outside of the institution in order to provide foreign language training (Al-Khatib, 2008).

Algeria's Intensive Teaching Language Centers ILTC are state-funded institutions that provide language instruction to Algerian students. These facilities, which were founded in 1998, are overseen by the Ministry of National Education (MNE), As a part of the Development Agenda for the Scientific Field and Research (DASFR). Since 2007, the center has devoted special efforts to meet the specific needs of students enrolled in science courses. In order to find solutions for these students who have suffered failures in the 1st year of university seen Arabization of all subjects from middle school to high school (Bensmaine, 2015).

In March 2007, the Ministry of Higher Education (MNE) took the initiative to implement place and/or strengthen the missions of the Centers for Intensive Language Teaching (ILTC) in universities. To support these new agreements, French cooperation has been requested by implementing new programs (Algiers ego, connections, roundabout, etc.) requested by the Council of Europe, which will serve as their tool and primary resource in all work adopting the common European framework reference of languages (Bensmaine, 2015).

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of some governments I modern Arab states toward non-Arabic speaking minorities, including Algeria, Iraq, Kuwait, and Sudan...

In October 2007, regarding redefining the missions and statutes of the ILTCs, A coordination between Algerian ILTCs, on the one hand and the French partner, on the other hand. Thus, regional conferences of universities have been established including Regional Coordinators (RC) and a National Coordinator (NC) which have been elected. Their mission was to coordinate and harmonize the activities of the centers (Bensmaine, 2015).

In November 2007, expert missions were carried out in collaboration with science and technology universities. The outcomes are the assistance programs for the restructuring of these centers in 2008 and 2009. The Algerian ILTCs have continued their course over the years and continuously working to increase the level and competency of languages in Algeria to the present day. ILTC offer English courses to promote linguistic and cultural diversity. As well as to satisfy learners needs to rich English language proficiency (Bensmaine, 2015).

#### **1.1.3.1. Objectives of the Intensive Language Teaching Centers in Algeria**

The Algeria's Intensive Teaching Language Centers are state-run institutes that offer language education and training to Algerian students and professionals. The ITLCs provide intense language courses in variety of languages. The courses are intended for Students who desire to improve their language skills in order to seek higher education, work in a multilingual setting, or travel overseas (Younesi, 2023). The ILTCs primary goals and missions are stated as follows:

- To improve language skills for academic purposes: The ILTCs mission is to offer students with the language skills they need to excel in their academic undertakings. The courses are designed to fulfill the needs of a wide spectrum of students, from beginners to expert students (Boudjema, 2020).

- The ILTC aims to provide high-quality language education that meets international standards and equips students to communicate effectively in the target language (Mostaganem ILTC, 2023).
- The ILTC offer courses in a number of languages. The ILTC strives to expand career prospects for Algerian students and professionals by delivering in-demand language training. The ITLC also collaborates with employers to design training programs that are relevant to their individual language requirements (Dahmani, 2021).
- The ITLC provides courses in a variety of languages and exposes students to various cultures. By widening This students' horizons, this adds to their professional development. (Mostaganem ILTC, 2023).
- ILTC promotes international cooperation (I.C) by provides language training to foreign students and professionals. In coordination with international institutions and organizations with the aim of improving the quality of language education and training (ILTC Ghardaia, 2023).

### **1.1.3.2.The Target Population in ILTC in Algeria**

Intensive Teaching Language Center in Algeria targets Algerian learners of all ages and educational levels, from primary school to university students and working professionals. Whoever wishes to improve their language skill and language proficiency level in a short amount of time in is welcomed in these centers (Dahmani, 2021).

The ILTC program is intended to help learners improve their ability to speak, read, write, and listen in a foreign language. It aims to give learners the language skills they need

to succeed in higher education, compete in the job market, and participate in international communication and cultural exchange (Dahmani, 2021).

The program is open to all Algerian citizens, regardless of socioeconomic status. However, due to the limited number of centers and the high demand for language instruction, admission to the ILTC program is competitive, and students must meet certain academic and language proficiency requirements in order to be accepted (Mostaganeme ILTC, 2023).

In general, intensive teaching language centers strive to provide tailored language education to assist their students in quickly and effectively achieving their language goals (Mostaganeme ILTC, 2023).

These could include:

- **Students:** Students who want to improve their language skills for academic or professional reasons, such as studying abroad or looking for international job opportunities.
- **Business professionals:** those who need to improve their language skills in order to communicate effectively with colleagues or clients from other countries.
- **Immigrants:** Those who must learn the language of their new country in order to fully integrate into their new community.
- **Travelers:** Tourists or travelers who want to improve their cultural experience by learning the language of the country they are visiting.
- **Language enthusiasts:** Individuals who have a personal interest in learning a new language for the sake of fun or personal growth.

### **1.1.3.3. The Offered Languages in Algeria's ILTC**

The offered languages in intensive teaching language centers can vary depending on the center and its location. However, some of the most commonly available languages include: English, Spanish, French, German, Italian, Chinese, Japanese, Arabic, Portuguese, and Russian. Other less commonly taught languages, such as Korean, Dutch, Swedish, or Turkish, may also be offered in some centers (Bensmaine, 2015; Boudjema, 2020).

These courses are designed to help students learn and cover all aspects of the languages including grammar, vocabulary, speaking, listening, reading, and writing. Algeria's ILTC program aims to provide Algerian students with the language and cultural skills necessary to succeed in an increasingly globalized world (Boudjema, 2020; UFMC ILTC, 2020).

### **1.1.3.4. The Training Period in Algeria's ILTC**

Intensive Teaching Language Centers (ILTCs) in Algeria are educational institutions that provide language education to students who are interested in learning a foreign language. The training period in ILTCs in Algeria varies according to the language being taught and the level of proficiency desired by the student. For instance, the training period for English language courses in ILTCs typically ranges from 6 to 12 months. Depending on the level of the course, the courses are designed to help students improve their language listening, speaking, reading, and writing skills (Bensmaine, 2015; Boudjema, 2022; Univ-Mostaganem ILTC, 2023).

In general, the training period in Algerian ILTCs is intensive and necessitates a significant amount of time and effort on the part of the students. Grammar, vocabulary, pronunciation, and conversation skills are all covered in the curriculum. Therefore, the training period in Algerian ITLCs is determined by the language being taught and the level of

proficiency desired by the student. The courses are intended to assist students in improving their language skills and preparing them for language proficiency exams (Bensmaine, 2015; Boudjemaa, 2022; Univ-Mostaganem ILTC, 2023).

#### 1.1.4. The Intensive Teaching Language Centers at Abbas Laghrour University

**Figure 3**

*ILTC Abbas Laghrour Khenchela University*



Everything included in his section is summarized out of a speech delivered by

Khenchela's ILTC director, Dr. Walid Kefali 03/10/2022.

Abbas Laghrour University of Khenchela uses its Intensive Language Teaching Center to serve all university segments, whether they are students, teachers, workers, or employees, as well as all social spectrums along with members from various professional fields such as education, justice, health...etc. Furthermore, Abbas Laghrour University's Intensive Language Teaching Center welcomes socioeconomic partners and extends assistance to them in order to increase language interaction and mastery and bridge the gap. The gap caused by linguistic and cultural differences, all within a framework of instructional conventions between the center and sectors or individuals, and these agreements will be very competitive and high in quality.

#### **1.1.4.1.Presentation**

The Intensive Teaching Language Center ILTC of Abbes Laghrour university in Khenchela, Algeria begun operations in 2002. The ILTCs are dedicated language learning institutions that offer intensive language courses (ILC) to learners looking to improve their language skills. The ILTCs are an essential component of the university's language education program, offering a diverse range of language courses to students from various backgrounds and proficiency levels (Kefali, 2022).

To ensure that students receive the highest language education quality, ILTCs employ experienced and qualified language instructors who use cutting-edge teaching methods and technologies. The instructors are qualified of the languages they teach, and they give each student personalized attention to help them achieve their language learning objectives (Kefali, 2022).

ILTCs at Abbes Laghrour University in Khenchela offer students an excellent opportunity to improve their language skills and gain a deeper understanding of the language and culture under study. The centers are dedicated to providing students with high-quality language education, and they strive to assist students in achieving their language learning objectives in a supportive and engaging learning environment (Kefali, 2022).

In addition to language courses, the ILTCs provide cultural immersion programs that allow students to immerse themselves in their chosen language's language and culture. These programs give students the opportunity to interact with language experts and learn about the language's customs, traditions, and history (Kefali, 2022).

#### 1.1.4.2. Objectives of ILTC at Abbes Laghour University

**Figure 4**

*Assessment Session*



The Intensive Language Teaching Centre is a service provided by the university. It is an excellent training tool for both teachers and students. The ILTC at Abbes Laghour Khenchela University enables many students to learn and/or improve their language skills for better international communication (Kefali, 2022). ITLC at Khenchela's Abbes Laghour University has typically the following missions:

- To provide intensive language instruction to students who need to improve their language skills in foreign languages.
- To assist students in developing language proficiency, oral and written communication skills through a variety of teaching methods such as lectures, workshops, group discussions, and interactive activities.
- To prepare students for standardized language proficiency tests such as the TOEFL, TOEIC, DELF, DALF, and others.

- To help students achieve their academic and professional goals by improving their language proficiency in the target language (s).
- To encourage cultural exchange and understanding by exposing students to the customs, traditions, and practices of countries where the targeted language(s) are spoken.
- To create teaching materials and resources that are appropriate and effective for the target language(s) and the students' specific needs.
- To Collaborate with other university departments and faculties to promote interdisciplinary learning and research.

The center also offers other services such as:

- To provide basic or advanced training for various sectors in the different languages as well as languages for specific purposes (ASP).
- To train doctoral students in the field of national and foreign languages through specialized workshops.
- To organize Oral Expression workshops to improve students' communicative and interactive skills.
- Provide IT – computing - training.
- To seal agreements with sectors to train its adherents in the field of languages.

The ITLCs of Abbes Laghrour University play a vital role in assisting students in developing their language skills and achieving their academic and professional goals, as well as promoting cultural exchange and understanding. The Intensive Language Teaching Center relies primarily on a distinguished pedagogical team composed primarily of highly qualified

teachers in terms of teaching and training to ensure the proper functioning of the teaching and training process (Kefali, 2022).

To ensure the quality and performance of Center adherents, the team deploys accredited international training programs for each language (Kefali, 2022). Among the features of such programs are the following:

- English Language: *Interchange – North star – Top notch – New Headway – Cutting Edge – Tops*
- French Language: *Connexion – Reflets – Archi Lecture*
- German Language: *HueberZiel, Prima Deutsch fur Jugendliche, Sicher*
- Spanish Language: *Gente Hoy Libro de Alumnu, Libro de Trabajo*
- Russian Language: *Ялюблюрусскийязык*
- Turkish Language: *Istanbul yabancilariciintürkçe*

Teaching and training for language proficiency are done according to the Common European Framework of Reference for Languages, which is devised in seven levels that are all manifested in Table 1 below

**Table 1**

*The Common European Framework of Reference for Languages Levels*

<b>C2</b>	<b>C1</b>	<b>B2</b>	<b>B1</b>	<b>A2</b>	<b>A1</b>	<b>Pre-A1 STARTER</b>
50 Hours	50 Hours	50 Hours	50 Hours	50 Hours	50 Hours	50 Hours

Students are classified according to their language level through a written/oral exam in order to reduce individual differences during the training. On the other hand, their level will be gradually improved by face-to-face practice, which aims to improve the student's skills, in particular comprehension and production in the target language.

#### **1.1.4.3. The Target Population, The Offered Languages, and the Training Period in Khenchela ILTC**

The Intensive Teaching Language Center of Abbas Laghrour Khenchela University targets learners (TL) from various backgrounds and proficiency levels of all ages as well as University students, Baccalaureate students, Paramedical students, University employees, an employee in another sector, University teachers, Doctoral students, working professionals ...etc. All these groups are eligible to enroll in training courses at ILTC, and at the end of these cycles, they must pass an oral and written test that helps them to obtain a certificate proving their language level (Kefali, 2022).

The offered languages at the intensive language teaching center may vary from one center to another, depending on the center's location and the learners' needs. English, French, Spanish, German, Chinese, Russian, and Italian are among the languages taught at Khenchela ILTC. These courses are designed to assist students in learning and covering all aspects of the languages so that they can improve their levels. The training period of language courses at Khenchela ILTC typically lasts for three months, about 50 hours for each level. This system is made according to the common European Framework of Reference for Languages, so that the learner progresses from the beginner level until he reaches the high efficiency (Kefali, 2022).

#### **1.1.4.4. Principles of Khenchela's ILCT**

The Intensive Language Centers depend on special principles that ensure the good conduct of this training so that they help the teacher and the learner to receive information. Like all centers, ILTC at Abbas Laghrour Khenchela University operates according to specific principles during the training period (Kefali, 2022). It is based on three stages:

- Before the training: Assess the level of knowledge and evaluate the learner's level by a written/ oral test (achievable at ILTC).
- During the training:
  - Provide concrete content that meets the needs and expectations of learners.
  - Respond to the specific needs of learners.
  - Being available and adaptable.
  - Ensure administrative follow-up rigor and pedagogical quality (experienced teachers).
- At the end of the training: Give the learners:
  - A personalized linguistic profile.
  - An internship certificate mentioning the level (delivered to each learner who attended all classes).

### 1.1.4.5. Diplomas and Certificates Granted by the Center

Figure 5

*Abbes Laghrour University Teachers Test Level*

اساتذة جامعة عباس لغرور خنشلة يجتازون امتحان ترتيب المستوى تحضيريا  
للدورة التكوينية في اللغة الانجليزية المزمع اجرائها ابتداء من شهر جانفي  
على مستوى مركز التعليم المكثف للغات و هذا تحضيريا للتدريس باللغة  
الإنجليزية في الموسم الدراسي المقبل 2024 2023  
بالتوفيق لاساتذتنا الكرام  
و نتمنى أن يكون المركز عند حسن ظنكم



During this training, teachers will ensure instructional objectives based on the four skills targeted by the center, And Learners who want to improve their language level or achieve high competence will be evaluated based on the latter using a specified scale. Following successful completion of the final test (see appendix A), The ILTC awards level certificates. This certificate will be given to each learner. This attestation contains the university label and states that the candidate passed the four skills tested on the following scale:

- 25 points for oral comprehension.

- 25 points for written comprehension.
- 25 points for oral production.
- 25 points for written production.

Final rating is out of 100, while the admission rating is out of 50. Moreover, learner gets a Certificate / Diploma proving his level as follows:

- The ILTC provides diplomas and certificates to learners. After successfully completing the training cycle of each level, the student receives a level certificate.
- After passing the final C2 exam, the student receives the final proficiency certificate.
- If students fail the test, they can request a certificate of training participation.
- Furthermore, any candidate can take a placement test without studying to obtain a certificate that proves their language level (Kefali, 2022).

### **Conclusion**

Throughout this chapter, it has been demonstrated that intensive language centers are university-affiliated spaces that work to provide great assistance to learners who want to determine their linguistic level and develop their skills in foreign languages in short periods of time with the goal of obtaining a certificate at the end of the training course. This study focuses on all skills, including writing, listening, reading, and speaking in addition the fifth skill, which is culture. These centers operate according to the common European framework of references.

## **Chapter Two**

### **ILTC Common European Framework Reference**

#### **Introduction**

Recently, most of intensive English programs adopted are based on the Common European Framework of Reference in teaching, learning and assessment of Languages (LAL). They implement its standards for reaching language proficiency. Different approaches and techniques are adopted in teaching /learning process at ILTC. However, their relevance to learners 'needs and proficiency levels can be aligned only with the implementation CEFR. So, the implementation of this framework becomes a controversial issue especially with teachers' unfamiliarity about its procedures throughout the intensive course. This chapter involves one section. This section is dedicated to the Common European Framework of Reference at ILTC. It starts with a definition of CEFR, then moves to its historical background and other concepts related to CEFR.

#### **2.1. The Common European Framework of Reference for Languages (CEFR)**

##### **2.1.1. Definition of CEFR**

CEFR is an abbreviation for "The Common European Framework of Reference for Languages". The European council (E.C) states that "The CEFR is a framework, published by the European council in 2001, which describes language learners' ability in terms of speaking, reading and writing and listening at six levels" (British Council,2023). CEFR principal goal is to enhance the four skills as well as culture for better communication implementing an intercultural approach to foreign language instruction looking for strategies to improve the learners' interaction with the other in terms of language and culture.

The common European framework of reference was published in 2001 to include a detailed classification description of language proficiency in terms of language use called

illustrative descriptors (refers to set statements that the person “can do” at each band of CEFR). The CEFR’s includes descriptive scheme which has two complementary dimensions the communicative or quantity dimensions which refers to tasks that the language user/learner may need to perform; and the competence or quality dimension refers to the number of successful tasks performed (CoE,2001). Also, the illustrative scales of each dimension use <sup>3</sup>“can do” statements to describe proficiency, and each scale involves two levels as for: Basic user (A1 and A2), Independent user (B1 and B2) and Proficient user (C1 and C2). CEFR ‘s special taxonomy is based on the user or the learner’s ability to perform the task, what to perform, and which competence to rely on. Descriptions of each level are associated with the four-skill: listening, speaking, writing and reading (CoE,2022).

Council of Europe has started to update CEFR by making number of modifications. In 2020 updating, The CEFR Companion Volume was designed to enhance and expands the illustrative descriptors. Later in 2021, new scales and new descriptors are added to CEFR. This new version involved an expanded definition to mediation and other changes at phonology scale by adding new scales as well as reformulation for descriptors (CoE, 2018).

The CEFR is used for many different practical purposes. These include: teacher training programs, developing syllabuses, creating tests/exams, marking exams, evaluating language learning needs, designing courses, learning materials, describing language policies, and continuous/self-assessment (CoE, 2023).

The necessity of CEFR becomes obvious for teaching and learning because the definitions of terminology like "beginning," "intermediate' and "advanced" can vary greatly, even among language teachers who work in similar circumstances. In other languages, this variation becomes substantially greater, across several nations, with a variety of student age

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<sup>3</sup>“Can do” statements: are defined as **descriptions of the competence of an individual language user.**

groups. We can all speak more confidently and with greater understanding about language levels thanks to the CEFR (CoE, 2001).

Numerous intensive language teaching centers across the world start to implement the CEFR due to the need to learn more languages as a result of globalization. This is to know more about the other 's culture. CEFR becomes the most well-known standard for language taxonomy. This tool permits to assess language skills proficiency.

### **2.1.2. Historical Background**

The CEFR witnessed fundamental changes in language teaching during its development. It shifted from the grammar-translation method to the functional/notional approach and the communicative approach. CEFR goes back to the 1960s, when the European council takes the initiative to promote language learning for communication implementing the learner centered, action-based, and positive approach(CoE, 2023).

In the 1970s, 'Threshold Level' specifications were developed to specify objectives for language learning with a view to attaining independent communication in the target language (TL). In the 1990s, a descriptive scheme and scaled descriptions of L2 proficiency were developed to evolve a comprehensive framework for language learning, teaching and assessment (CoE, 2023).

The CEFR was developed in 1991 during a Council of Europe symposium in Rüsclikon in co-operation with Swiss authorities. Four members of the working party were chosen to be the authors of the CEFR, which was adopted in Europe and beyond. It is applicable to all languages and provides both pragmatic, real world functional objectives and the promotion of <sup>4</sup>**plurilingualism**, interculturality, and education for democratic citizenship. (CoE, 2023)

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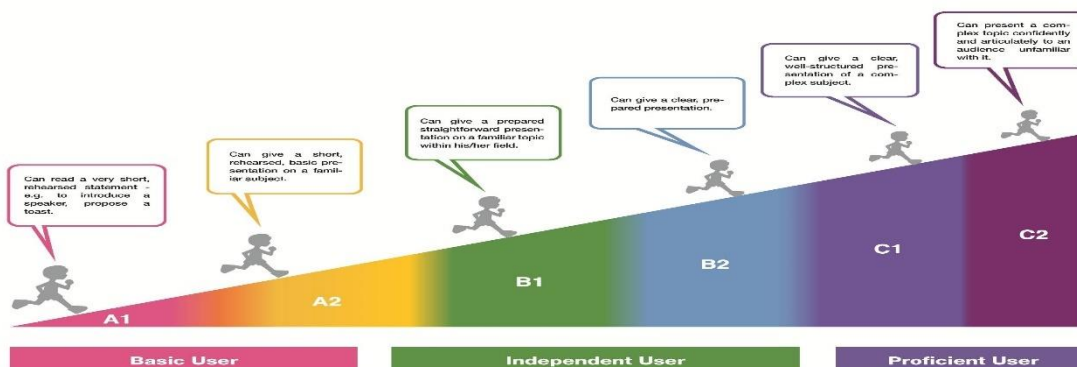
<sup>4</sup>**Plurilingualism:** is a concept introduced by council of Europe which refers to (the dynamic and developing linguistic repertoire of an individual user/learner is presented in the CEFR.(Webinar, 2021)

In 2020, the CEFR was renewed with the CEFR Companion volume. This contributed to replacing the existing scales with new scales for mediating text, mediating concepts, mediating communication, online interaction, phonology, and signing competences (CoE, 2023) (See appendix B).

### 2.1.3. Language Skills Scale in the CEFR

The European council pointed that: “the scales of CEFR refer to the theoretical model and each separate scale refers to particular aspect, element, contexts, processes distinguished from the model” as well as “the scales are interconnected in underlying hierarchy” (CoE, 2001). According to CEFR, learners are classified into three scales: Basic user, proficient user and independent user. Each scale is divided into two levels, the overall are six levels A1, A2, B1, B2, C1, C2. Each level involves many illustrative descriptors in form of “can do statement” in association with the four skills. This taxonomy makes learning, teaching and assessing easy for both teachers and learners. It aims to measure the learners’ ability to master the language. The CEFR adopts an intercultural approach to foreign language instruction (IAFLI) seeking ways to enrich the learners’ experiences “of otherness in language and culture” (CoE, 2001, p.1). The use of these scales is implemented by adopting an action – oriented approach.

**Figure 6**  
*C.E.F.R. LEVELS*



### 2.1.4. Dynamism in the Progression of Levels

CEFR has a hierarchical taxonomy to help teaching, learning and assessment. It consists of three major scales: basic user, independent, proficient user. The scales involve six levels; each level consists of an illustrative descriptor containing “to do statement” (CoE,2001).

**Table 2**

*Common Reference Levels*

Level group	Level	Description
<b>A</b> <b>Basic user</b>	<b>A1</b> <b>Breakthrough</b>	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>
	<b>A2</b> <b>Waystage</b>	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.</li> </ul>
<b>B</b> <b>Independent user</b>	<b>B1</b> <b>Threshold</b>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise while travelling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics that are familiar or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>
	<b>B2</b> <b>Vantage</b>	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including</li> </ul>

		<p>technical discussions in their field of specialization.</p> <ul style="list-style-type: none"> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>
<b>C Proficient user</b>	<b>C1 Advanced</b>	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer clauses and recognize implicit meaning.</li> <li>• Can express ideas fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul>
	<b>C2 Mastery</b>	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</li> </ul>

### 2.1.5. Implementation of the Action-Oriented Approach in ILTC

Many people who are familiar with CEFR think that it implements the communicative approach and offers scales with different levels to master the four skills. In fact, CEFR introduced new concepts that are different from the ones used in ordinary classes. These include: plurilingualism, multilingualism, and the Action oriented approach (Piccardo et al., 2019).

Learners are viewed as social agent according to Action-oriented approach (AOA). users and learners of a language primarily as 'social agents', i.e., members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur

within language activities from part of a wide social context, which alone is able to give them their full meaning. (CoE, 2001, p.50)

In CEFR, mediation refers to the interaction which occurs between the learners or users of language who considered as social agent. Learners can interact with each other under a given real-life situation using the same language or other languages (CoE, 2018). This concept goes along with the action-oriented approach principle. The action-oriented approach focuses on learners' agency. This view denotes that the users of language role complement each other under specific conditions (Foley, 2019)..

Actually, CEFR promotes interculturality by adopting the action-oriented approach. The principle of this approach focuses on using language instruction which facilitate interaction among users or learners of language. It seeks to empower users or learners to interact using language under any circumstances. This approach enables them to learn from each other smoothly which is basically the goal of teaching /learning process. Also, this approach introduces the concept of <sup>5</sup>**translanguaging** which refers to users or learners' ability to use more than one language. This concept corresponds another goal of teaching /learning process which is interaction and communication. Furthermore, the action-oriented approach emphasizes on using authentic materials and autonomy while delivering activities. (CoE, 2023)

Plurilingualism and multilingualism are two concepts introduced by council of European in the Common European Framework of Reference for languages. The two concepts focus on their interconnection rather than on differences between them (CoE, 2023). CEFR takes into consideration cultural diversity of learners while it introduced these

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<sup>5</sup>**Translanguaging:** is a term that can refer to different aspects of multilingualism. It can describe the way bilinguals and multilinguals use their linguistic resources to make sense of and interact with the world around them” wikepidea.

concepts to enable the learners who have multicultural and plurilingual backgrounds to fulfill their communicative needs (Foley, 2019).

### 2.1.6. Assessment and Evaluation

Teaching and learning process effectiveness can appear through the learner's achievement and good language performance. Assessment and evaluation of teaching and learning in foreign languages classes generally and in intensive teaching English courses specifically are based on CEFR principles.

The council of Europe has introduced within 2001 version of CEFR several types of assessment that can be practiced in the EFL classes. MİRİCİ et al (2020). Each type of assessment is introduced in contrast to another one (North, 2014). The following table includes the suggested types of assessment by Council of Europe.

**Table 3**

*Assessment types by CEFR*

<b>Type of assessment</b>	<b>Definition</b>
<b>Achievement assessment</b>	It is the assessment of learning objectives (North.b,2014)
<b>Proficiency assessment</b>	It is the assessment of level (North.b,2014)
<b>Norm-referencing</b>	It is a type of assessment which in relation to one's peers (North.b,2014)
<b>Criterion-referencing</b>	It is a type of assessment which is done in relation to a standard (North.b,2014)
<b>Mastery Learning criterion</b>	Learners are classified into master learners and non-master learners without take into consideration the level of competency in the achievement of identified goals

<b>referencing</b>	(Piccardo, Berchoud, Cignatta, Mentz & Pamula, 2011; CoE, 2001; Mirici & Şengül, 2020)
<b>Continuum criterion referencing</b>	It based on the assessment of specific ability that is linked to a continuum of all appropriate degrees of proficiency in their relevant subject Piccardo, Berchoud, Cignatta, Mentz & Pamula, 2011; CoE, 2001; Mirici & Şengül, 2020)
<b>Continuous assessment</b>	It focuses in the assessment of lecture performances, portions of work, and projects by the teacher and maybe the student throughout the course, with the final grade reflecting the full course, year, and/or semester. (Coe,2001; Mirici&Şengül, 2020)
<b>Fixed assessment points</b>	When points are awarded and decisions are made based on exams or other assessments that take place on a specific day, usually at the end of a course or before a course, and the previous event is unrelated, a fixed-point assessment is used. The assessment is typically thought of as something outside of the course that takes place at fixed points in order to make decisions. (Coe,2001; Mirici&Şengül, 2020)
<b>Formative assessment</b>	It is based on collecting data about the learning process to enable learners and teachers to identify their strengths and weaknesses (Learning, 2019; Mirici&Şengül, 2020).
<b>Summative assessment</b>	It is used to evaluate students' knowledge at the end of the course

	course. (Learning, 2019; Mirici&Şengül, 2020).
<b>Direct assessment</b>	Direct assessment uses criteria grid to assess learner performance. (Europe, 2001; Mirici&Şengül, 2020).
<b>Indirect assessment</b>	It uses a test, typically written down on paper, to evaluate assisted abilities. (Europe, 2001; Mirici&Şengül, 2020).
<b>Performance assessment</b>	Performance assessment requires learners to provide evidence of language. (Europe, 2001 ; Mirici&Şengül, 2020).
<b>Knowledge assessment</b>	As part of the knowledge assessment process, students are required to respond to questions that may consist of a variety of item kinds in order to demonstrate their level of language proficiency. (Europe, 2001; Mirici&Şengül, 2020).
<b>Subjective assessment</b>	The subjective assessment relies on the perfect performance of the assessor. (Avcı, 2019 ; Mirici&Şengül, 2020)
<b>Objective assessment</b>	The objective assessment is completely free of subjectivity. (Avcı, 2019
<b>Checklist rating</b>	It is used for checking learners needs ‘in each stage of the course (CoE, 2001; Mirici&Şengül, 2020)
<b>Performance rating</b>	It indicates learners’ performance of achievement. CoE, 2001 ;Mirici&Şengül, 2020)
<b>Impression</b>	It focuses on subjective views done by the assessor an it is based on the performance of the learners throughout the

	lecture without taking in consideration any form of criteria. (Avcı, 2019 ; Mirici&Şengül, 2020)
<b>Guided judgment</b>	It reduces personal rater subjectivity due to the emphasis on specific criteria in the aligned assessment. (Avcı, 2019 ; Mirici&Şengül, 2020)
<b>Holistic assessment</b>	It is general and synthesis evaluation and the assessor depends on several aspects intuitively (CoE, 2001; Mirici&Şengül, 2020)
<b>Analytic assessment</b>	The assessed aspects are evaluated severalty and paying attention how the proficiency level is achieved. (CoE, 2001 ;Mirici&Şengül, 2020)
<b>Series assessment</b>	whereas series assessment includes a range of separated assessment tasks that are rated with a basic holistic grade on an assorted scale of 1-4 or so on (CoE, 2001)
<b>Category assessment</b>	“Category assessment contains an individual assessment task in that achievement is judged in line with the grouping in an assessment grid” (Coe,2001; Mirici&Şengül, 2020)
<b>Assessment by others</b>	It is the assessor estimation on learners’ level of proficiency (Avcı, 2019; Mirici&Şengül, 2020)
<b>Self-assessment</b>	It is self- estimation of the person ‘level of proficiency (Avcı, 2019; Mirici&Şengül, 2020)

The CEFR introduces 34 scales for reading, listening, writing and speaking to assess language proficiency, and these are placed at the six levels within two dimensions which are general language competencies and communicative competencies (MİRİCİ et al., 2020). The

proficiency of language defined by CEFR devotes the learners' ability to use the four tasks of reading, listening, writing as well as both spoken and interaction tasks effectively.

## **Conclusion**

To conclude with the second chapter, teaching English language as foreign English still has many challenges for learners to reach language proficiency. The implementation of CEFR teaching, learning and assessment is one of the challenges that many teachers and learners encounter since they are unfamiliar with its significance. Scholars have criticized the CEFR because they saw that its content is still ambiguous. So, the designed educational programs and intensive teaching English courses should be adapted to language users.

## **Practical Chapter**

### **Chapter Three: Research Methodology**

#### **Introduction**

The ensuing chapter is dedicated to the research methodology employed in this study. It highlights the research tools of investigation used throughout this study that aims to shed the light on the different practices and strategies for in-depth understanding of the effectiveness of the intensive teaching of English language for university teachers. This chapter tries to illustrate, explain, and defend the methodology used as well as the associated research instruments. The study sample and research strategy are decided upon in methodological portion, which culminates in presenting the data being collected and presenting it through explanation and analysis.

#### **3.1. Research Design**

Validity in research can be only achieved through the appropriate and precise choice of research design. A research design is a process that involves research methodologies, tools, and techniques to carry out the research. According to Emeritus (2023, p.72), “research design is a blueprint of a scientific study. It includes research methodologies, tools, and techniques to conduct the research. It helps to identify and address the problem that may rise during the process of research and analysis. «A good research design outline ensures that the research methods go hand in hand with the study objectives.

This research paper implemented a mixed methods design. The mixed methods design increases the necessity to combine two data gathering tools of different nature: structured interview and observation method as qualitative design and questionnaire with university teachers for the quantitative design). The chosen design also mitigates the bias of qualitative research and offsets weaknesses of quantitative research by the integration of both designs.

### **3.1.1. Qualitative Method**

Research methodology is divided into three main categories. Each category collects, analyzes, and interprets data differently. The qualitative research is a sub category in-which the collected and analyzed data are in form of words from interviews, observation or texts. It aims to describe and interpret social phenomena (emotions, behaviours ...) from different perspectives for in-depth understanding of the problem.

Scholars disagree about qualitative research definition. Leavy (,2014, p.2) states that:

*“Many researchers define qualitative research by comparing it to quantitative research. I myself have done this. However, instead of describing what something is by explaining what it isn't, I focus on a discussion of the qualitative tradition as understood on its own merits. One way of understanding qualitative research is by considering the key dimensions of any research practice and discussing them in terms of qualitative practice”.*

Qualitative research differs from quantitative research at many levels including: purpose, data collection, and data analysis as well as data interpretations. However, the essence of this difference lies in depending on personal attitudes in the qualitative approach while relying on numbers in the quantitative research.

### **3.1.2. Quantitative Method**

As far as data collection throughout research can take the form of words (spoken, written, texts, documents ...) using different data gathering tools, one can refer to this procedure as qualitative research. However, when data can be collected in numerical forms with proper data gathering tools of investigation, it is referred to as quantitative research. The researchers employ experiments, questionnaires and so on in order to test the relation between variables. The analysis of the data collected must be in done statistically. Creswell defines quantitative research as:

“A means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion”. (2009, pp.23,24)

**Table 4**

*The Difference Between Qualitative and Quantitative Research Design*

<b>Levels Of Difference</b>	<b>Qualitative Research Design</b>	<b>Quantitative Research Design</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To explore the unknown</li> <li>• To find a blank spot</li> <li>• To formulate hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>• To describe</li> <li>• To measure</li> <li>• To test hypothesis</li> </ul>
<b>Research questions</b>	<ul style="list-style-type: none"> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-ended questions</li> </ul>
<b>Data gathering tools</b>	<ul style="list-style-type: none"> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments</li> </ul>
<b>The sampling</b>	<ul style="list-style-type: none"> <li>• Non-probability sampling</li> </ul>	<ul style="list-style-type: none"> <li>• Probability sampling</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Words</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and statistics</li> </ul>
<b>interpretations</b>	<ul style="list-style-type: none"> <li>• Induction</li> </ul>	<ul style="list-style-type: none"> <li>• deduction</li> </ul>
<b>Research perspectives</b>	<ul style="list-style-type: none"> <li>• Subjective</li> </ul>	<ul style="list-style-type: none"> <li>• Objective</li> </ul>

### **3.1.4. Mixed Methods Research**

In this investigation, researchers used mixed method design to offset weaknesses of quantitative research and mitigate the bias of qualitative research when they stand alone. Creswell (2015) defines mixed methods as a method of conducting research in the social,

behavioral, and health sciences in which the researcher collects both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then interprets the results using the strengths of both sets of data. This method's core premise is that when an investigator mixes quantitative statistical patterns with qualitative anecdotes and personal experiences, the resultant strength offers a greater comprehension of the study subject than either type of data alone (Creswell, 2015).

Creswell stated that mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. This inquiry strategy combines elements of both quantitative and qualitative approaches, requiring data to be collected, interpreted, and analyzed using procedures appropriate to each approach. To carry out any research topic through a mixed-method study, the researcher should decide which method has the priority to answer the research questions. For this reason, various strategies derive from mixed method design including convergent parallel, explanatory sequential, exploratory sequential, embedded design, transformative, and multiphase design (Creswell, 2015).

In the current study, the researcher used an exploratory sequential design to fit the study's questions. Creswell define this design as “those in which the researcher seeks to elaborate on or expand on the findings of one method with another method. This may involve beginning with a qualitative interview for exploratory purposes and following up with a quantitative, survey method with a large sample so that the researcher can generalize results to a population (2003, p.31). This research is carried out in two phases. First, it involves

collection and analysis of qualitative data to formulate a theory to be tested later through quantitative then the integration of the main findings of the two separate phases.

### **3.2. The Sampling Population**

The current study is carried out at ILTC khenchela University. The data collected throughout the study involve university teachers as sampling population from various fields. The sample size of the population is 173 university teachers studying English at ILTC. They represent 75% of the whole population estimated at 230 university teachers. The participants are chosen due to their involvement into the intensive language course of English language at ILTC. The selection of this population was made because of the integration of the English language in university. As a result, the compulsory decision regarding learning English language for university teachers came from the Minister of Higher Education for the generalization use of English language next year. The study employed a random selection to obtain a sample of 173 participants, which is equivalent to 75% of the target population that is supposed to answer the questionnaire. The researchers tried to work with the whole population, but they decided to select only 173 learners due to the large number of the whole population. In this case, the researchers choose only 75% of the whole number of university teachers belonging to 4 levels (A1, A2, B1, B2) within 7 levels (A0, A1, A2, B1, B2, C1, C2) according to the Common European Framework of Reference. Along with their English teachers at ILTC, these teachers were observed using an observation grid to ascertain the effectiveness of intensive teaching of English language to achieve language proficiency. Besides, an interview with six (6) English teachers was held to investigate their teaching methods, techniques and materials as well as their attitudes and the challenges they usually encounter. The questionnaire is used to investigate learners' attitudes and challenges throughout the training period.

### **3.3. Research Instruments**

This study involves three primary research instruments that were explicitly chosen to address the research questions introduced above and meet the overall research objectives to demonstrate the relevance of intensive teaching to improving teachers' language proficiency and disclosing the extent to which the expectations set for this program are realistic.

The three instruments chosen are as follows:

- Structured interview
- Observation method
- A questionnaire

#### **3.3.1. Structured Interview**

Interviews are data gathering tools designed for qualitative research and used to collect data in form of spoken and written words about a social phenomenon. In this study, the researchers employed the structured interview. "A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic. It is one of four types of interviews"(Tegan et al.,2022). The interviewees receive the same open-ended questions from the researchers, often use closed-ended questions in order to reduce the bias and increase the validity of the study.

##### **3.3.1.1. Description of the Interview**

The researchers have conducted an interview with six teachers who are part of the teaching staff at the ILTC and the English department at Abbes Laghrour University of Khenchela. The interview was done for the purpose of eliciting teachers' perspectives concerning the practices delivered at ILTC and the set of challenges that they encounter there. The ensuing subsequent section spotlights the teachers' responses to the interview questions (see appendicesC1, C2, C3, C4, C5, C6).

The interview embodies eight (08) questions assigned to three main sections. The researchers have used a structured form of the interview wherein the questions are predesigned and distributed to the interviewees in the same order. The researchers met each teacher individually in order to guarantee that none of their answers would influence another's answers. Each interview took between 20 to 25 minutes. All the questions were open ended permitting the participants to provide free answers. All the participants' answers were recorded. The structured interview was implemented to ensure the respondents' internal 'reliability. It starts with general questions about teachers' teaching experience and challenges. Then, the interviewees were asked about their attitudes and perspectives regarding the difference between teaching university teachers and teaching the other categories. It then traced the different challenges of teaching intensive English language at ITLC as well as teachers' prospects about teaching intensive English and ESP in the future.

The first section titled "Teaching Experience and challenges" consists of two questions centered on teachers' experience at ILTC as well as the set of challenges which the educational staff faces during the training period (see appendix C). The first interrogation delves into teachers' years of work experience. It aims at obtaining variant opinions from teachers with different teaching experiences. The second one emphasizes the teachers' opinion about teaching intensive English language for university teachers and other categories that attend the ILTC. This question leads to investigate the main teachers' points of view about intensive English teaching, especially for university teachers. The third question focuses on the different challenges that teachers at ILTC may encounter when teaching intensive English. The purpose behind this question is to check the problems and obstacles that teachers face during the process of teaching English.

The second section labeled "Teaching Practices at ILTC" comprises three questions (see appendix C). It is a trial to examine the practices that teachers adopt when delivering lessons

for university teachers. The first question emphasizes the teachers' practices and the possible approaches, strategies, and techniques applied in the teaching process to develop learners' proficiency (methods, techniques, approaches) as well as the assessment and evaluation tools they employ to evaluate the learners' improvements at each level. The purpose behind this question is to examine the materials and tools that teachers employ to realize their practices effectively and successfully. The other remaining question within this section deals with the teachers' expectations regarding whether there is an improvement when learners move from one level to another. The previously mentioned question aims at questioning teachers' prospects of improvement for their learners when moving from one level to another.

The third section is entitled "Prospects of Teaching Intensive English for University Teachers at ILTC". With four questions, it is designed to look into the teachers' prospects and suggestions to improve teaching intensive English at ILTC as well as focusing on the sufficiency of the period for language proficiency (see appendix C ). These questions seek new strategies and policies for improving the productivity of the center in general and the learners' proficiency in particular. The remaining question, which is number eight (8) in the interview, attempts to disclose the teachers' expectations and perspectives about the future of ESP training as a way to enhance the university teacher language (vocabulary) in their fields. Its purpose is enquiring about whether the teachers support offering ESP courses or not.

The researchers have conducted an interview with six teachers who are teaching ILTC at Abbas Laghrour University of Khenchela. The interview was done for the purpose of eliciting teachers' perspectives concerning the practices delivered at ILTC and set of challenges that they encounter there. It consists of 8 questions that address the aim of the investigation. The ensuing subsequent paragraphs spotlight the teachers' responses to the interview questions (see appendix C1/C2/C3/C4/C5/C6).

#### **1. 3.3.1.2. Analysis and Interpretation of Interview**

- **Interviewee A** (see appendix C.1)

### **Section One: Teaching Experience and Challenges**

Interviewee A, who has an experience of one year and half in teaching English at ILTC argues that teaching English for anyone is a difficult task whether the learner is a university teacher or belongs to any other category due to some factors like motivation and obligation. According to interviewee A, the case of university teachers is quite different especially when learning English is imposed not upon their wish. As a result, many challenges will make the task at some extent hard to achieve.

### **Section Two: Teaching Practices at ILTC**

Concerning the practices delivered at ILTC, the interviewee A added that he depends in his teaching process on using different materials from British institutions such as books titled "new interchange" the 4th edition for both learners and teachers. These books are supplied for each level from elementary to advanced level according to CEFR for teaching languages generally and English specifically. Interviewee A mentioned that he uses audios and videos of native speakers and other materials to enhance the four skills up the level which he is teaching. The assessment and evaluation tools stand mainly on using a course labeled "*the New Headway Course*". The interviewee A state "It is a complete course it involves testing; it involves audio-visual test. It involves lot of other resources needed for this process of teaching English and testing in English and assessing in English". Additionally, he expected an improvement at the communicative level if university teachers have the motivation to learn.

### **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

As for interviewee A's expectations regarding the future of ILTC, he stated that the future of the center is vague and not clear especially for university teachers' training. Furthermore, Concerning the suggestions which may improve the ILTC practices in the future, the interviewee A added: «well, providing let's say of the right of features, right of courses to the adherence of this institutions visa their field of interest not only in language but in computing in IT in journalism software videography, filmography and other feature. weare responding to the needs of society simply". To conclude, the interviewee A saw that the center will flourish if the decision makers supply the center with new sessions that serve the members of society interests. Concerning opening an ESP course in the future, the interviewee A said that it is possible to plan an ESP course but after the university teachers' training and if their proficiency level reaches the required conditions.

●**Interviewee B** (see appendix C.2)

### **Section One: Teaching Experience and Challenges**

The interviewee B has a six- month teaching experience at ILTC. His view about the difference between teaching English for university and other categories is peculiar. He added that teaching English to university teachers may be different from teaching English to other learners in several ways. University teachers according to him may have a different motivation for learning English than other learners. University teachers need to improve their English language skills to publish research articles, attend international conferences, or teach courses in English. Therefore, their focus may be more on academic and professional English than everyday language use. Concerning the challenges that encounter interviewee B, the latter said that university teachers may have limited time available for learning English, as they may have other professional responsibilities and commitments. Therefore, teaching methods that are efficient and effective, such as online learning or blended learning may be more suitable for them. Furthermore, he stated that university teachers may have different

levels of motivation for learning English, depending on their individual goals and needs. It can be challenging to keep them engaged and motivated over the course of a language course.

## **Section Two: Teaching Practices at ILTC**

According to interviewee B 'statements, the delivered lessons are based on materials and sources like the textbook, audios, videos, and worksheets. As for evaluation and assessment tools, the interviewee B uses tests and quizzes to assess students' knowledge of grammar, vocabulary, and other language concepts. In the other hand, speaking, listening, and writing assessments are used to evaluate students' ability to communicate effectively in English. Interviewee B expects several improvements in university teachers' performance, including increased knowledge, greater flexibility and adaptability, improved communication skills, and ongoing professional development. However, sufficiency of training period may hinder university teachers to reach such level that makes them able to deliver their lectures in English in the future.

## **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

Speaking of interviewee B' expectations and objectives, the teacher added that learners will improve their language proficiency and will be even ready for teaching in English. Also, interviewee B did not ignore that the center suffers from a number of shortcomings like the number of qualified teachers. The ESP sessions according to him will add value to their professional career as it can enhance their linguistic and scientific knowledge.

●**Interviewee C** (see appendix C.3)

## **Section One: Teaching Experience and Challenges**

Interviewee C has been a teacher at ILTC for two sessions. He has an experience in teaching two levels (A1, A2). He added -regarding the difference between teaching English

language for university teacher and other types of learners- that there is no big difference. However, he believed that young learners are still related to English language unlike university teachers who prefer to dig deeper into their academic fields. Also, learning English language for university teachers is compulsory unlike the other categories which are considered as volunteers. According to interviewee C, the precedent statements are some of the challenges that university teachers encounter while learning intensive English at ILTC.

### **Section Two: Teaching Practices at ILTC**

Interviewee C focuses in his courses on using books that are made from British institutions like *New Exchange*. They adopt CEFR in teaching and learning English language. The implementation of CEFR is adapted up to learners' level as he stated. The interchange book is considered as source of knowledge for teaching and learning processes. Interviewee C used tests as evaluation and assessment tools for the four skills. The expectations of interviewee C about university teachers' progression revolve around the considerable improvement of the four skills and as a result the learners' proficiency level will increase. However, the training period does not permit to achieve this objective in the future because it is not sufficient.

### **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

Interviewee C stated that the LTC has several missing parts to improve the quality of language proficiency, especially when it comes to the laboratories and the staff (qualified teachers). The interviewee C welcomed the idea of opening an ESP course instead to teach them general English. According to this teacher, this training will improve communication skills and make learners able to deliver their courses next years. Additionally, ESP permits to master skills relevant to their professional fields.

**Interviewee D** (see appendix C 4)

### **Section One: Teaching Experience and Challenges**

The interviewee D has been a teacher at ILTC for three sessions. He has an experience in teaching B1, A2 and C1. According to interviewee D, teaching English language to university teachers is controlled by their motivation. University teachers are quite different because they are forced to learn English. Code switching is the most remarkable problem that university teachers have while learning along with some difficulties related to speaking skills.

### **Section Two: Teaching Practices at ILTC**

The availability of materials and sources such as books for both learners and teachers facilitate the teaching/learning process. Actions and strategies that interviewee D employed while teaching are based on exercises that require them to produce sentences, filling in gaps, listening to records to transcribe them later or think how to match words. Assessment and evaluation tools that teacher D relies on to assess learners' performance are tests for language skills. Interviewee D expects that learners' performance will increase at the communicative level. The insufficiency of the training period will be a challenge for university teachers to achieve language proficiency.

### **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

According to interviewee D, ILTC's reputation has increased after it was in disastrous status four years ago. The ILTC shortcomings are confined to deficiency of staff (teachers and workers). The planning for ESP training for university teachers received a wide welcome from the interviewee D. This is because ESP addresses needs of university teachers up to their fields of study.

●**Interviewee E** (see appendix C.5)

### **Section One: Teaching Experience and Challenges**

The interviewee E has a short teaching experience in addition to other previous experiences in 2009. Teaching English for university teacher is very interesting to this teacher because it addresses their needs well as improves their individual language development. However, the diverse classroom (mixed-ability group of learners) in each level itself is a big challenge as interviewee E stated. He added: “Teaching general English is not that easy”.

### **Section Two: Teaching Practices at ILTC**

Interviewee E stated that teaching and learning materials are supplied for university teachers to reach language proficiency. The availability of materials includes CDs, the teacher’s book, and the student’s book on classroom platforms. For the assessment and evaluation tools, the teacher relies on planning tests relevant to real-life situations as extra activities. This makes learners able to move from accuracy to fluency. However, the insufficiency of the training period and learners’ motivation may obstruct the achievement of this objective.

### **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

There was a positive attitude of interviewee E regarding university teachers’ proficiency level after the training. Moreover, Interviewee E suggestions to improve the quality of learning at ILTC are providing the center with special equipment such as laboratories and supplying adequate classroom free from defects. Opening ESP courses in the future would enhance learners’ abilities in their subject-matter fields. It improves the relevance of what university teachers have and use it with English language.

•**Interviewee F** (see appendix C.6)

### **Section One: Teaching Experience and Challenges**

Interviewee F has been a teacher at ILTC for one year and a half. Teaching English for university teachers seems different due to the age factor. Therefore, the used approaches, methods, and techniques should be adapted for them. A positive attitude of interviewee F was demonstrated towards the challenges that may encounter while teaching university teachers.

### **Section Two: Teaching Practices at ILTC**

The teacher attempts to exert practices that touch every aspect of language as well as ones that enhance the four skills. Learners' performance is assessed through several tools such as tests for speaking and listening skills. Regarding the sufficiency of period to achieve this goal, the interviewee F states: "I don't think that it is sufficient because language is unlimited phenomenon and we can never reach the point and say we have learned everything". ILTC objectives in the future regarding teaching university teachers are pledged with providing human and material equipment.

### **Section Three: Prospects of Teaching Intensive English for University Teachers at ILTC**

Interviewee F expects improvement at the communicative level of learners, which makes them able to deliver their lessons in English language. Moreover, he suggests supplying the center with equipment's that serve the teaching-learning process such as laboratories and online sessions. Organizing ESP course would help university teachers while teaching because it addresses their needs.

#### **3.3.1.3. The Main Findings**

Based on interviewees' reports above, these are the ensuing points which can be extracted:

- The interviewed teachers have a limited teaching experience at ILTC. Most of them are familiar with CEFR but its implementation is adapted to learning circumstances. That is why, a set of challenges face them while teaching learners.
- Total agreement of teachers at ILTC about the set of challenges that encounter them while teaching university teachers such as: code-switching, age, lack of motivation, lack of equipment. Only one teacher who demonstrated that he did not face any challenges when teaching university teachers.
- They have all agreed upon their use of effective teaching practices to enhance learners' language skills according to learners' levels. They set objectives for the learning/ teaching process and for assessment and instructional activities adopting the CEFR for teaching English language.
- They have all agreed upon the use of interchange books for the teaching /learning process as a good method to enhance university teachers' language proficiency, and they have considered the teaching English language by adopting the CEFR as the most suitable way to gain mastery in the four skills.
- All teachers demonstrated that the materials and tools which are supplied to deliver lectures for university teachers are available through interchange books, CDs, audios, worksheets. They asserted that these books are source of knowledge for teaching, learning and assessment.
- All teachers agreed upon an expected improvement regarding university teachers' language proficiency. They all expected university teachers to communicate accurately and fluently with English language by the end of the treatment.
- All the teachers have agreed that the training duration is insufficient to enable university teachers to deliver their lectures in English unless they make extra efforts to develop themselves.

- Two teachers had positive attitude towards the future of ILTC regarding teaching English language for university teachers. They expect a mass turnout of learners from different categories. However, the other teachers see that ILTC' future is intangible due to the unexpected decisions of decision makers.
- The interviewed teachers have suggested providing the center with equipment that would help to achieve the held objectives such as: a specialized language laboratory, qualified staff and adequate learning environment.
- The six teachers had positive attitudes towards opening ESP course in the future; they considered learning English for specific purposes a tool to address university teachers' needs.

### **3.3.2. The Observation Method**

The observation method is considered one of the most common data gathering tools in qualitative research. "Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent". (Kothari, 1990, p.96). The observation which is related to research must be scientific (it means the researchers must be objective throughout their observation), purposive (the observation of research must be intentional not arbitrary) and systematic (it means that the observations must follow a specific plan).

The actual observation method was employed to examine the practices that teachers exert for learners throughout the intensive teaching English course at ILTC. Also, it investigates the challenges that both teachers and learners at ILTC encounter during the training period. The purpose behind using the observation method is to collect all sorts of knowledge concerned the participants' interaction and behavior. Furthermore, it gains data about the

different practices used by teachers to address their training objective (learners 'language proficiency). The researchers implemented the observation method with the university teachers involved in teaching at the Intensive Language Center. The observation sessions lasted for about 8 sessions, each two sessions devoted for one level, and each session lasted for three hours.

### **3.3.2.1. Description of the Observation Grid**

The researchers used the observation grid for better understanding of the delivered practices and challenges those teachers face throughout university teachers 'training. Furthermore, they attempt to gain more reliability and validity to study.

The overall observation grids that are used in this study are eight grids. The researchers suggested an observation grid with three columns to observe both teachers and learners' interaction and motivation. Each column consists of 10 criteria that revolve around teaching intensive English, implementing the CEFR as well as following the action- oriented approach. Furthermore, the observation grid involves criteria about the different practices delivered by the teacher during the course. The researchers' task is to tick the appropriate criterion if it is available. The observation grid was applied with four levels, two observation sessions per level.

Concerning the observation grid, the selected criteria are made in the form of statements. The first criterion is about whether teachers follow the CEFR or not. The next one revolves around the implementation of the action-oriented approach. The third one is about whether the content is suitable to the students' level or not. The fourth, the fifth the sixth and the seventh criteria are used to examine the delivered practices by teachers. The eighth criterion is linked to the relationship between the English course and the target skill in the aligned

level according to CEFR. The two last criteria revolve around Learners' motivation and classroom interaction.

### **3.3.2.2. Analysis and Interpretation of the Observation Grid**

Four levels of university teachers (A1, A2, B1, and B2) were observed during two courses. Each course lasted three hours. University teachers are informed that the researchers are collecting data. Also, ILTC teachers are aware of the topic being carried out. In this way, the staff and the learners behaved in spontaneous way and thus the researchers' remarks would not offend them. The training took place at ILTC- Khenchela University. Therefore, the researchers attempted to observe and examine the practices delivered at ILTC as well as to check the challenges encountered throughout the training period. Finally, the researchers carried out this topic to show whether the course is effective or not to improve university teachers' language proficiency level as first step in the policy of generalizing the use of English at university.

#### **A1 Level**

The first observation session took place with A1 level. The teacher seemed unfamiliar with CEFR. The teacher presented the course following a traditional method of teaching despite the availability of materials which are designed to meet the CEFR proficiency levels. The teacher asked the learners to introduce themselves as a part of the lecture content. Most of learners were less motivated because of age and unfamiliarity of English language. As a result, the teacher faced challenges such as: code- switching (the learners shift from English to Arabic or French). The activities suggested by the teacher were quizzes where learners are required to fill in the gaps with appropriate words. The used tasks are designed to accomplish learners' knowledge.

#### **Table 5**

*The Observation Grid of A1 Level*

Criteria	Yes	No	Comments
Implementation of the CFER		✓	the teacher does not aware with CEFR
Implementation of the action-oriented approach		✓	Teacher considers as source of knowledge and does not use real life situation
Suitability of the Content to the Students' Level	✓		<ul style="list-style-type: none"> <li>The content is appropriate to A1 level despite the non-implementation of the CEFR.</li> </ul>
the appropriateness of The Teaching Methods and Techniques		✓	<ul style="list-style-type: none"> <li>The teachers are not familiar with teaching techniques and methods due to the lack of experience</li> </ul>
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>Producing sentences</li> <li>exercises related to the lesson</li> </ul>
Availability of tools and Materials during the lesson		✓	The teacher does not use any tools during the course despite their availability
The appropriateness assessment and evaluation Tools	✓		➤ Quizzes
Relationship between the English Course and the target skill in the		✓	➤ The teacher main objective to make the learners communicate with

aligned level according to CEFR			simple words
Learners 'motivation	✓		➤ learners 'motivation is fair due to their weak proficiency level
Classroom interaction	✓		➤ Learners interact somehow with teacher.

The second observation session took place with A1 level. The researchers noticed that the teacher is unfamiliar with CEFR. Thus, his mission would be hard to achieve learners' performance and language proficiency because CEFR descriptors consider this tool as a guide for teaching, learning and assessing learners' performance. The course was rolling around the simple present statements. Despite its ease, learners found difficulties to form sentences. The teacher gave remarks and corrected mistakes as kind of assessment. The Learning environment witnessed less motivation and interaction among learners' group. These challenges may affect learners' improvement. The remaining criteria are not available because the more teacher familiarizes himself with CEFR, the more he will be able to achieve learners' proficiency of the English language.

**Table 6**

*The Observation Grid of A1 Level*

Criteria	Yes	No	Comments
Implementation of the CFER	✓		the teacher is not familiar with CEFR descriptor despite the adopts the interchange book

Implementation of the action-oriented approach		✓	Teacher does not implement the action-oriented because he is not familiar with CEFR
Suitability of the Content to the Students' Level	✓		
the appropriateness of The Teaching Methods and Techniques			<ul style="list-style-type: none"> <li>• The teacher uses the direct method</li> <li>• The teacher is centered</li> </ul>
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>• Producing sentences</li> <li>• exercises related to the lesson</li> </ul>
Availability of tools and Materials during the lesson	✓		<ul style="list-style-type: none"> <li>• the students' book</li> <li>• the teachers' book</li> </ul>
The appropriateness assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ Quizzes</li> </ul>
Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		The teacher main objective to make the learners communicate with simple words
Learners 'motivation	✓		➤ learners 'motivation is acceptable
Classroom interaction	✓		➤ Learners interact somehow with teacher.

## A2 Level

The first session took place with A2 level. In this session, the lesson was rolling around parts of speech tilted “adjective and adverb”. The teacher opts for the selection of lectures that corresponds to learners’ needs. Most of learners show less interest in the course. However, the teacher tried to motivate the whole members of the group to interact in the discussion and express themselves. The book is the most used material during the session specifically for evaluation. Additionally, the teacher asks the learners to produce sentences using simple words though the task seems difficult to them because of their weak proficiency level. The delivered tasks are related to their level according to CEFR since it improves their communicative skill. However, the teacher has challenges with the implementation of CEFR because of their age, motivation as well as their weak proficiency level. Therefore, the teacher was obliged to facilitate and adapt the content of the lecture to address learners’ needs.

**Table 7**

*The Observation Grid of A2 Level*

Criteria	YES	NO	Comments
Implementation of the CFER	✓		The teacher does not implement the CEFR as it is, he adapts it up the learners needs
Implementation of the action-oriented approach		✓	Teacher do not use real life situation to teach English
Suitability of the Content to the Students’ Level	✓		
the appropriateness of The			• Communicative approach

Teaching Methods and Techniques			
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>• Producing sentences using adverbs and adjectives</li> <li>• exercises related to the lesson</li> </ul>
Availability of tools and Materials during the lesson	✓		<ul style="list-style-type: none"> <li>• the students' book</li> <li>• the teachers' book</li> </ul>
The appropriateness assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ Quizzes</li> <li>➤ Homework</li> </ul>
Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		<ul style="list-style-type: none"> <li>➤ The teacher main objective to make the learners communicate with simple words</li> </ul>
Learners 'motivation	✓		<ul style="list-style-type: none"> <li>➤ learners 'motivation is acceptable</li> </ul>
Classroom interaction	✓		<ul style="list-style-type: none"> <li>➤ Learners interact somehow with teacher.</li> </ul>

The second observation session took place with A2 level. The researchers notice that the teacher uses the materials delivered by the center to present his course for instance books (for both teachers and learners), CDs, worksheets. In this session, the teacher selects a lecture about reading a text. He asks the learners to read aloud and the other try to catch information. The task seems very challenging to learners because many reading problems occur. The learners are less motivated due to pronunciation' difficulties and shyness. Evaluation practices are delivered as quizzes from the book to improve learners' background as well as

basics of language in the classroom. Also, the other practices are given as homework to refine their skills.

**Table 8**

*The Observation Grid of A2 Level*

Criteria	Yes	No	Comments
Implementation of the CFER	✓		the teacher does not implement the CEFR as it is, headapt it up the learners needs
Implementation of the action-oriented approach		✓	Teacher do not use real life situation to teach English
Suitability of the Content to the Students' Level	✓		➤ The learners find difficulties with pronunciation When reading the text.
The appropriateness of The Teaching Methods and Techniques			• The teacher- centered
The suitability of the suggested Activities	✓		• Meaning of the words • Scanning and skimming
Availability of tools and Materials during the lesson	✓		• the students' book • the teachers' book
The appropriateness assessment and evaluation Tools	✓		➤ ongoing assessment ➤ Quizzes
Relationship between the English	✓		➤ The teacher main objective to

Course and the target skill in the aligned level according to CEFR			make the learners pronounce English words accurately.
Learners 'motivation	✓		➤ Less interest due to course content
Classroom interaction	✓		➤ Less interaction due to the shyness.

### **B1 Level**

The first observation session took place with B1 level. The teacher follows the interchange book which is designed specifically for B1 level to present the lesson. The designers of the curriculum adopt the CEFR standards of learning and teaching and assessment in English language. However, the teacher attempts to adapt his lectures to learners 'level due to some challenges. The course was all about conversation between native speakers. In this session, the teacher requires the learners to decipher and transcribe the ongoing dialogue. The lack of specific materials for delivering the course makes it more challenging for both teacher and learners. The teacher frequently asks them questions to give more details, or to clarify their talk, and from time to time he corrects the committed mistakes. The objective of the course is to enhance their listening skills as well as speaking skills. The content of the lecture was suitable to learners' level. The learning environment is full of interaction and motivation which make the objective of teaching process easy to achieve. The teacher uses different evaluation and assessment tools, for instance he took a care for the correction of mistakes they have committed simultaneously. Also, he opts for doing activities which are related to previous lectures depending on learners 'book. The results prove that there is a variety of practices. However, there are challenges that encounter

both learners and teachers such as the non-availability of the appropriate materials and tools of teaching / learning process.

**Table 9**

*The Observation Grid of B1 Level*

Criteria	Yes	No	Comments
Implementation of the CEFER	✓		the teacher has challenges to implement the CEFER as it is, headapt it up the learners needs.
Implementation of the action-oriented approach	✓		Teacher uses real life situation to teach English to make the learners to improve their ability to speak accurately
Suitability of the Content to the Students' Level	✓		➤ The teacher follows the book to supply the learners with a suitable content up to their level.
the appropriateness of The Teaching Methods and Techniques	✓		• Communicative approach
The suitability of the suggested Activities	✓		• Decipher conversation of native speakers • exercises related to the lesson
Availability of tools and Materials		✓	• the students' book

during the lesson			<ul style="list-style-type: none"> <li>• audio record</li> <li>• lack of headphones to listen to the record</li> </ul>
The appropriateness assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ Quizzes</li> <li>➤ Homework</li> </ul>
Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		➤ The teacher opts to use the CEFR descriptors as a guide to enhance the four skills
Learners 'motivation	✓		➤ learners 'motivation is very good
Classroom interaction	✓		➤ Learners interact with teacher smoothly.

The second observation session took place with B1 level. The lecture's content producing of yes/no questions as form of conversation that discusses daily life routines. The objective of the task is improvements of speaking skills to meet the CEFR descriptors the learners have an active engagement, they interact with teacher, and they ask and answer questions for better understanding and increasing their communicative skills. The selection of the content is appropriate to learners' level where the teacher takes care to adopt the CEFR in teaching and assessment process. The teacher asks learners to work on pairs to evaluate their performance about ask and answer questions. Most of them show a high quality of performance.

**Table 10***The Observation Grid of B1 Level*

Criteria	Yes	No	Comments
Implementation of the CFER	✓		the teacher implements the CEFR as it is, but he adopt it up the learners needs .
Implementation of the action-oriented approach	✓		Teacher implements the action-oriented approach to teach English to make the learners able to deal with real life situation
Suitability of the Content to the Students' Level	✓		The content is appropriate to learners' level because the teacher tries to overcome difficulties using equivalent expressions
the appropriateness of The Teaching Methods and Techniques	✓		<ul style="list-style-type: none"> <li>• Communicative approach to make learners able communicate with English easily.</li> </ul>
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>• Producing yes/no questions using the expression how much</li> <li>• Topic to discuss</li> </ul>
Availability of tools and Materials during the lesson	✓		<ul style="list-style-type: none"> <li>• the students' book</li> <li>• the teachers' book</li> </ul>

The appropriateness of assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ group discussion</li> </ul>
Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		<ul style="list-style-type: none"> <li>➤ The teacher main objective to make the learners interact in conversations asking and answering questions using the expression how much</li> <li>➤ The course 'content enhances the learners speaking skills</li> </ul>
Learners 'motivation	✓		➤ learners 'motivation is good
Classroom interaction	✓		➤ Learners interact very well with the teacher.

## B2 Level

The first observation session took place with B2 level. The teacher starts the lesson by greeting the learners. Then, he writes a situation on the table. The teacher requires the learners to ask question on the underlined words to identify the structure of asking WH questions using different tenses. The course seems suitable to learners' level which make the learning process valuable. In this course, the teachers do not use any materials or tools despite the availability of the teachers 'book and student' book. The teacher likes to depend on his experience as teacher to present the lesson. Learners interact with the teacher in smooth way and they were able to communicate using English very well. Simultaneously, the

teacher tries to remind the learners with previous lessons to facilitate mastering asking question. the course' objective is designed to enhance their speaking skills which goes in parallel with the aligned B2 level according to CEFR. Also, the teacher assesses the learner's performance frequently using ongoing assessment to improve their ability to communicate easily. at the end of the course, the teacher opted for using quizzes to evaluate whether learners have achieved course objective or not. The observation proves the active engagement of the teacher in the teaching process. Furthermore, the teacher provided the students with positive feedback after each answer in order to motivate and encourage them to be involved in the classroom discussion and improve the four skills.

**Table 11**

*The Observation Grid of B2 Level*

Criteria	Yes	No	Comments
Implementation of the CFER	✓		the teacher do not implement the CEFR as it is, he adopt it up the learners needs.
Implementation of the action - oriented approach		✓	Teacher depends on real life situation in his lesson
Suitability of the Content to the Students' Level	✓		
the appropriateness of The Teaching Methods and Techniques			<ul style="list-style-type: none"> <li>• Communicative approach</li> </ul>
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>• Writing an email</li> <li>• exercises related to the lesson</li> </ul>

Availability of tools and Materials during the lesson	✓		<ul style="list-style-type: none"> <li>• the students' book</li> <li>• the teachers' book</li> </ul>
The appropriateness assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ Homework</li> </ul>
Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		➤ The teacher main objective to make the learners able to write emails however its purpose
Learners 'motivation	✓		➤ Active engagement of learners
Classroom interaction	✓		➤ Learners interact with teacher very well

The second observation session took place with B2 level. The second observation session took place with B2 level where the teacher selects a lecture from the book. The book as mentioned before adopts the CEFR in learning, teaching and assessment processes of the target language proficiency. The course' title is writing an email for an old friend. The teacher explains the steps of writing. The teachers require the learners to write real life situations when writing the email purpose. The objective of the course is to enhance the learners' writing skills. Researcher noticed that the learners were very interested in the lecture since they need to deal with emails in their daily and professional life. This content is chosen regarding to learner's level. However, the teacher sometimes used to adapt the content to learners' proficiency level to address their needs. The learning environment elucidates the interaction and motivation of the learners in the class activities.

**Table 12***The Observation Grid of B2 Level*

Criteria	Yes	No	Comments
Implementation of the CFER	✓		The teacher tries to implement the CEFR despite the challenges he encounters.
Implementation of the action-oriented approach		✓	Teacher uses real life situation to teach English
Suitability of the Content to the Students' Level	✓		The teacher' choice of the content serves the learners level to enhance the four skills.
the appropriateness of The Teaching Methods and Techniques			<ul style="list-style-type: none"> <li>• teacher- centered</li> </ul> The teacher successes in the choice of the methods that address the learners needs
The suitability of the suggested Activities	✓		<ul style="list-style-type: none"> <li>• Writing an email</li> </ul>
Availability of tools and Materials during the lesson	✓		<ul style="list-style-type: none"> <li>• the students' book</li> <li>• the teachers' book</li> </ul>
The appropriateness assessment and evaluation Tools	✓		<ul style="list-style-type: none"> <li>➤ ongoing assessment</li> <li>➤ Quizzes</li> <li>➤ Workshops</li> </ul>

Relationship between the English Course and the target skill in the aligned level according to CEFR	✓		➤ The teacher main objective to make the learners communicate with simple words
Learners 'motivation	✓		➤ learners 'motivation is acceptable
Classroom interaction	✓		➤ Learners interact somehow with teacher.

### 3.3.2.3. Interpretation of the Classroom Observation Data

The observation method was designed to observe and examine types of practices that teachers adopted to deliver courses of intensive English at ILTC for university teachers between reality and expectations. Also, it investigated the challenges that may encounter teachers while teaching intensive English for university teachers. The findings help the researcher gain an in-depth understanding of the problem. The results are summed up as follows:

- Familiarity of teachers with CEFR for teachers despite the challenges of implementation.
- Implementation of the action-oriented approach is correlated with the familiarity of CEFR.
- Relevance of the content to the students' level is adapted up to learners' language proficiency.
- The appropriateness of the teaching methods and techniques is controlled by teachers' teaching experience and their proficiency level.
- The relevance of the suggested activities occurs in the assessment of language performance as well as improvement of learners' communicative level.
- Availability of tools and Materials during the lesson is limited to the interchange books for teachers and learners along with some CDs.

- The appropriateness of assessment and evaluation tools is controlled by learners' achievements and performance.
- Relationship between the English course and the target skill in the aligned level according to CEFR is pledged with challenges of the implementing CEFR.
- Learners' motivation is dissimilar due to proficiency level, the age, readiness to learn English language after in-deep study in their fields and responsibility.
- Classroom interaction is correlated with learners' motivation and learning environment.

### **3.3.3. The Questionnaire**

The questionnaire is a data gathering tool used in quantitative research. It involves set of questions (closed-ended questions and open-ended questions) given to respondents in order to collect data and count them. The researchers tend to employ this method for collecting data. In order to collect data on a particular topic, the researcher decides upon the questions that need answers. These questions are grouped in some personally or rather mailed to the target population ("Questionnaire", 2000).

The questionnaire has principles to follow, among them:

- Accuracy of questions especially for respondents
- Employment of closed-ended questions as well as open-ended questions
- A questionnaire with fewer questions tends to have a higher response rate.
- Embodying simple design to facilitate answering the questions.

#### **3.3.3.1. Description of the Questionnaire**

The questionnaire was administered to university teachers to make the research clear and objective. It aims to check their attitudes, perceptions and point of view regarding teaching English at the Intensive Teaching Language center ILTC. It is

composed of 16 questions divided into four sections. Also, the researchers start the questionnaire with short introduction that introduces the aim of the study.

The first section involves four questions in the form of closed-ended questions and open-ended questions. The respondents are asked to choose the right answer to obtain their proper information. The second section consists of four questions, including two scale questions and two yes/no questions as well as an open-ended question. Learners are requested to state the problems that they encounter during their training. The third section consists of 5 questions, including three multiple choice questions, one rating question as well as one ranking question. The learners are invited to express their satisfaction about the practices delivered at ILTC. Furthermore, they are requested to assess their language proficiency before and after the intensive course. The fourth section involves 3 questions, including one scale question and question two open-ended questions. The learners are requested to cite their suggestions and prospects about teaching/learning intensive English language at ILTC.

#### **Section One: Background Knowledge (Question One to Question Four)**

The first section aims at capture learners 'backgrounds. It involves five questions. The first question attempts to collect data about learners 'backgrounds. It consists of three closed-ended questions, where learners are required to tick the appropriate answer and two open-ended questions to gain more information about them. As a result, learners were asked to identify their age in order to guess their motivation in comparison with their age. The second question aims at determine their higher degree as teachers in university to find the relationship between the results and the extent of effectiveness of intensive English course to the target population. The third question seeks to identify university teachers' specialty to show the diversity of fields studied at university which English language will

be integrated into. The fourth question requires the learners to identify their proficiency level to evaluate their progression during the course.

### **Section Two: The Intensive Teaching of English (Question Five to Question Eight)**

The second section highlights learners' attitudes towards the Intensive Learning English at ILTC. It consists of four questions, including two scale questions and two yes/no questions as well as an open-ended question. The fifth question (section two) requires learners to rate how strongly they are satisfied about the Intensive Learning English at ITLC after the instruction imposed by the Minister of Higher Education. The sixth question attempts to know whether the learners are aware with objectives underlying teaching at the center or not. If they answer with (yes) the learners are required to give some objectives to be reach in the future at ILTC. The next question requires the learners to rate to what extent they are agree with the integration of English language in all fields of scientific research. Question eight aims to identify whether learners face problems when they learn at ILTC or not. If the answer is yes, an open-ended question is followed for the learners to indicate their challenges.

### **Section Three: Practices and Challenges (Question Nine to Question Thirteen)**

The third section examines and investigates practices and challenges which encounter the learners throughout the training period. The question nine insights learners to express their opinions about the suitability of tools and material delivered at ILTC. As part of discovering learners' level progression, in question ten learners are asked to assess themselves through a percentage between (0 – 100) % to check their proficiency level improvement regarding their self-assessment. The question eleven requires the learners to determine which area they find improvement regarding their self-assessment. Question eleven needs the learners to reorder the four skills according to their importance from

their points of view. Question thirteen attempts to check learners' attitudes about the evaluation tools at the center.

#### **Section Four: Recommendations and Prospects (Question Fourteen to Question Sixteen)**

The fourth section is designed to check learners' attitudes and suggestions about intensive teaching English language at ILTC as well as express their opinions about opening an ESP session in the future. The question fourteen rates how learners are strongly agreeing with offering an ESP course at ITLC. Question fifteen insights the learners' suggestions or to improve the learning proficiency at ILTC. The ensuing question (sixteen) attempts to check learners' expectations about the future of ILTC.

#### **3.3.3.2. Data Analysis and Interpretation**

This questionnaire was addressed to university teachers who study intensive English courses at the intensive language center. The whole population was estimated at 230 university teachers, and the current study covers 75% of them representing 174 learners from the whole population. Only 133 questionnaires were responded while 41 copies were not answered due to the non-attendance of some learners. Therefore, the analyzed sample in this questionnaire is 133 out of 174 copies.

#### **Section One: Background Information**

**Q1\_How old are you?**

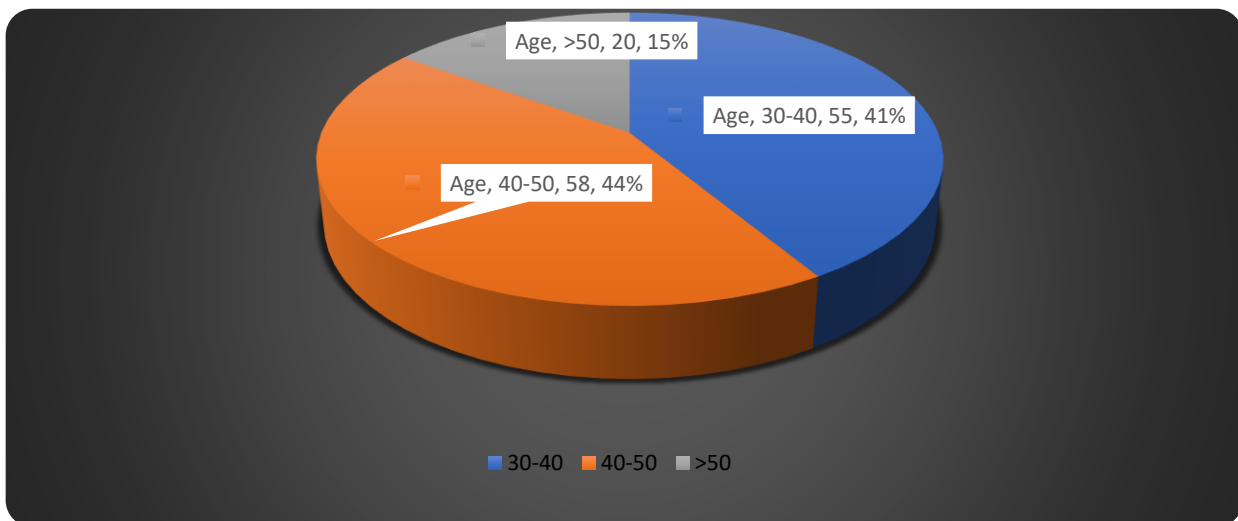
**Table 13**

*University Teachers' Age*

	<b>30-40</b>	<b>40-50</b>	<b>&gt;50</b>	<b>Total</b>
<b>Number</b>	55	58	20	133
<b>%</b>	41.35	43.61	15.04	100

**Figure 7**

*University Teachers' Age*



Out of 133 respondents, 43,61%were between 40 to 50 years old, 41,35%were between 30 to 40 years old, and 15,04%were more than 50 years old, as illustrated in figure 02. This could be an indicator that the majority of the EFL learners at ILTC are elderly.

**Q2\_ What is your employment status (specialty)?**

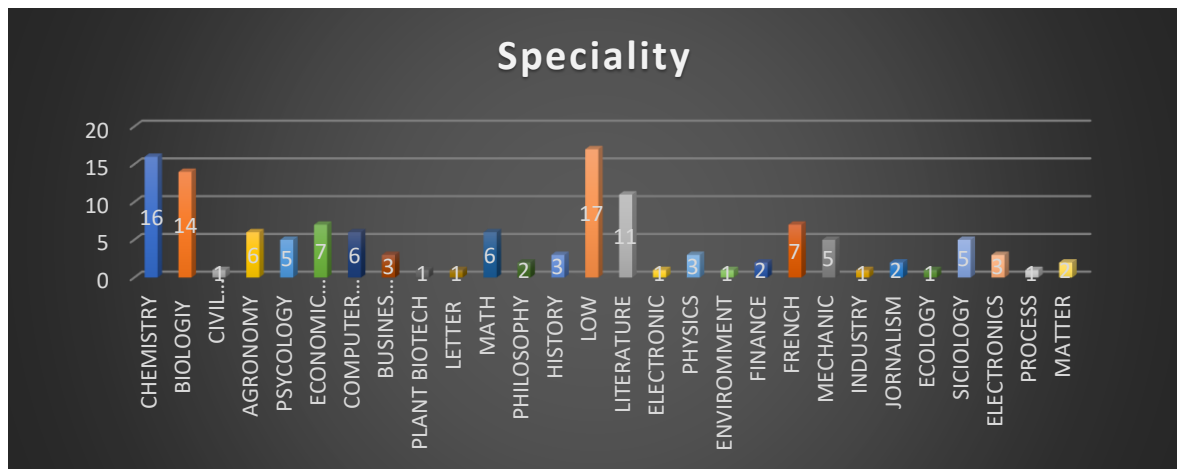
**Table 14**

*Teachers' Employment Status*

<b>Specialty</b>	<b>Number</b>
CHEMISTRY	16
BIOLOGY	14
CIVIL ENGINEERING	1
AGRONOMY	6
PSYCHOLOGY	5
ECONOMIC SCIENCES	7
COMPUTER SCIENCES	6
BUSINESS MANAGEMENT	3
PLANT BIOTECHNOLOGY	1
Dean of faculty of letter and languages	1
MATHEMATICS	6
PHILOSOPHY	2
HISTORY	3
LOW	17
LITERATURE	11
ELECTRONIC	1
PHYSICS	3
ENVIRONMENT	1
FINANCE	2
FRENCH	7
MECHANIC	5
INDUSTRY	1
JOURNALISM	2
ECOLOGY	1
SOCIOLOGY	5
ELECTRONICS	3
PROCESS ENGINEERING	1
MATERIAL SCIENCES	2

**Figure 8**

*Teachers' Employment Status*



The participants were requested to determine their employment status and to clarify their specialty as a university teacher at Abbas Laghrour University. The majority 60, 15% belong to scientific fields and are estimated at 20 specialties representing 79 learners from the whole population. According to the aforementioned order, there are 12,03% in Chemistry, 10,52% in Biology, 5,26% in Economic Sciences, 4,51% in Agronomy, 4,51% in Computer Sciences, 4,51% in Mathematics, 3,75% in Mechanical Engineering, 2,25% in Business-management, 2,25% in Physics, 2,25% in Matter Sciences, 1,50% in Finance, 1,50% in Electronics, 0,75% in Civil Engineering, 0,75% in Plant Biotechnology, 0,75% in Electrical Engineering, 0,75% in Environmental Sciences, 0,75% in Industrial Engineering, 0,75% in Ecology, and 0,75% in Process engineering. On the other hand, 39,85% belong to literary fields estimated at eight specialties representing 53 learners from the whole population as follows: 12,78% in Law, 8,27% in Literature, 5,26% in French, 3,75% in Psychology, 2,25% in History, 1,50% in Philosophy, and 1,50% in Journalism. This implies that most of the teachers who study at ILTC belong to scientific fields

**Q3\_ What is your degree?**

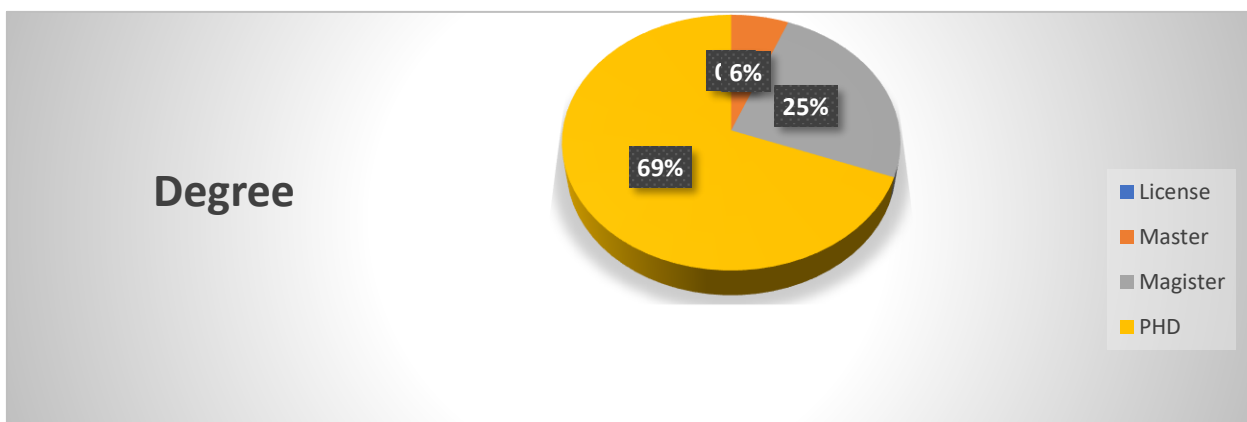
**Table 15:**

*Abbes Laghrour University Teachers' Higher Degree*

Degree	License	Master	Magister	PHD	Total
Number	0	8	33	92	133
%	0	6.02	24.81	69.17	100

**Figure 9**

*Abbes Laghrour University Teachers' Higher Degree*



Here the teachers were asked about their university degree. The results indicate that most teachers 69% have a PHD degree, representing 92 participants from the whole population. the rest were classified into magister and master degree, with an average of 25% for magister and 6% for master, and 0%for license. This implies that most teachers at Abbes Laghrour University have a PHD degree.

**Q4\_ What Level Are You Currently Studying At ILTC?**

**Table 16**

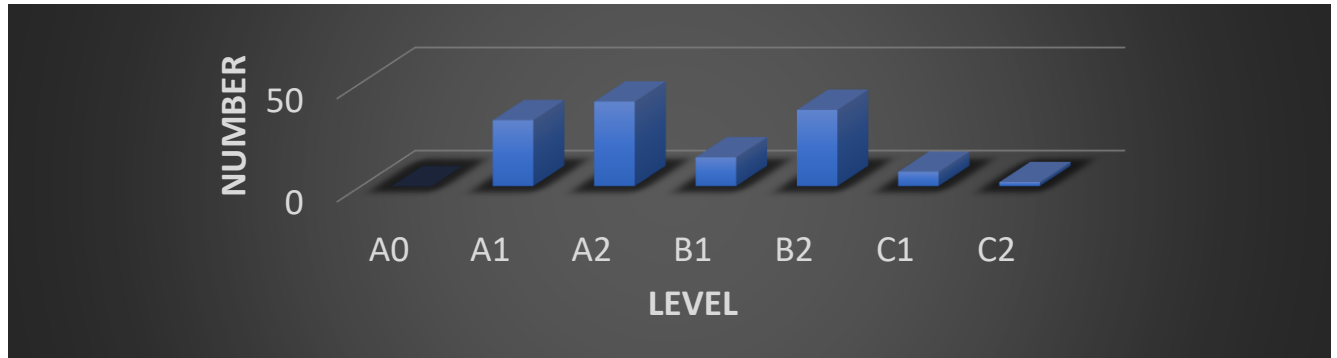
*University Teachers' Level at ILTC*

Levels	A0	A1	A2	B1	B2	C1	C2	Total
Number	0	32	41	14	37	7	2	133

%	0	24.06	30.83	10.53	27.82	5.26	1.50	100
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**Figure 10**

*University Teachers' Level at ILTC*



The participants were requested to determine their English language proficiency level at ILTC. The majority have selected the levels A2 and A1, representing 41 and 32 participants from the whole population with an average of 30, 82% and 24, 06% for beginners. The rest was classified into intermediate level B2 and B1 representing 37 and 14 participants from the whole population with an average of 27,81% and 10,52%, and C1 and C2 levels, representing seven and two participants, with an average of 5,26% and 1,50% for advanced. This implies that university teachers at ILTC are beginners.

## Section Two: Attitudes About the Intensive Teaching of English

### Q5\_ what is your overall satisfaction with learning English language at ILTC?

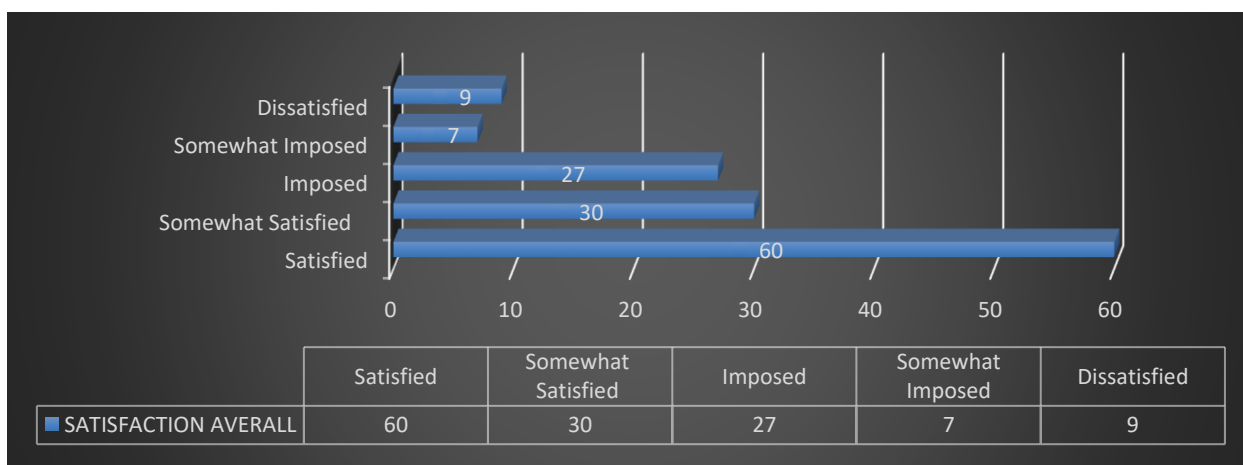
**Table 17**

*Teachers' Overall Satisfaction with Learning English Language at ILTC*

Options	Satisfied	Somewhat Satisfied	Imposed	Somewhat Imposed	Dissatisfied	Total
Number	60	30	27	7	9	133
%	45.1 1	22.56	20.30	5.26	6.77	100

**Figure 11**

*Teachers' Overall Satisfaction with Learning English Language at ILTC*



Most learners 45, 11% were satisfied with learning English language at ILTC. Furthermore, 22, 55% of learners assert that they are somewhat satisfied. Nevertheless, 20, 30% represented learners who were forced to learn English language and 5, 26% chose “somewhat imposed”. Remarkably, 6, 76% were dissatisfied with the statement. As a result, the majority of learners were satisfied with learning English language at ILTC.

**Q6\_ Are you aware of the objectives underlying teaching at the center?**

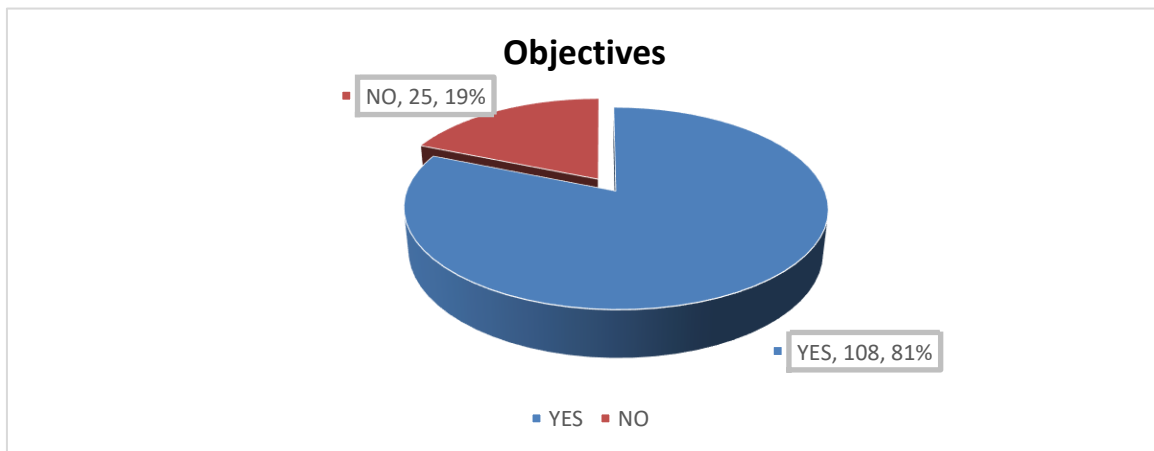
**Table 18**

*Learners' Awareness of the Objectives Underlying Teaching at ILTC*

	YES	NO	Total
<b>Number</b>	108	25	133
<b>%</b>	81.20	18.80	100

**Figure 12**

*Learners' Awareness of the Objectives Underlying Teaching at ILTC*



According to what the chart displays, the majority representing 81% confirmed that they are aware of the objectives underlying teaching at the center, however, 19% displayed that they do not have background about the objectives underlying teaching at the center.

The main objectives provided by the learners are the following:

- To provide intensive language courses to learners who need to improve their language skills.
- To assist students in developing language proficiency.
- To give the ability to learners to communicate and interact.
- To prepare learners for standardized language proficiency tests.
- To achieve the academic goals.
- To provide advanced training for various sectors (ESP).
- To develop language skills and improve employment opportunities.

The suggested objectives indicate that most learners are aware of the main goals underlying teaching at the center, and they agree on common goals aimed at improving the learner's language proficiency and ascending it towards better levels.

**Q7\_To what extent do you agree with the integration of English language in the field of scientific research?**

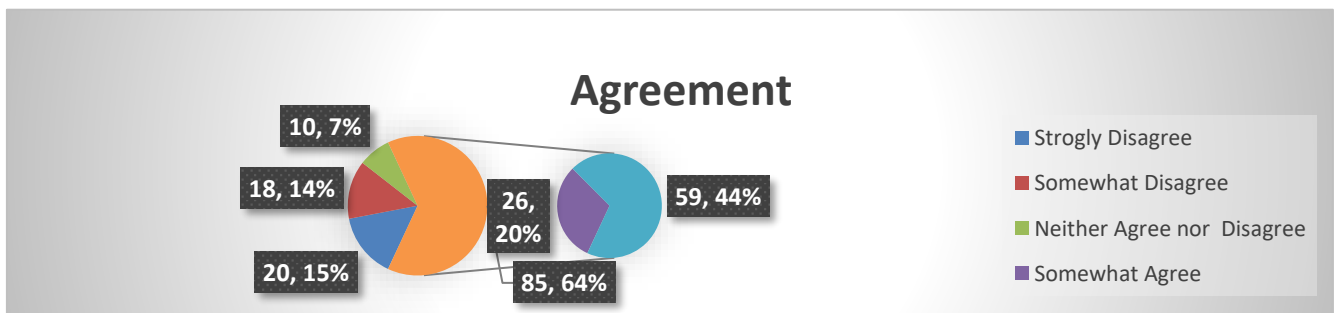
**Table 19**

*Degree of the Agreement with the Integration of English in the Field of Scientific Research*

Options	Strogly Disagree	Somewhat Disagree	Neitheragree Nor Disagree	Somewhat Agree	Strogly Agree	Total
Number	20	18	10	26	59	133
%	15.04	13.53	7.52	19.55	44.36	100

**Figure 13**

*Degree of the Agreement with the Integration of English in the Field of Scientific Research*



Most learners 44, 36%strongly agree with the integration of English language in the field of scientific research. Furthermore, 19, 55%of the learners assert that they somewhat agree with the implementation of English language at the level of higher degree. Nevertheless, 15, 03%strongly disagreed and 13, 53% somewhat disagreed. Remarkably, 7 52% were neutral

representing ten learners. As a result of the study, the majority of learners were strongly motivated about the implementation of English language in the field of scientific research.

**Q8\_ do you face problems when learning English at ILTC?**

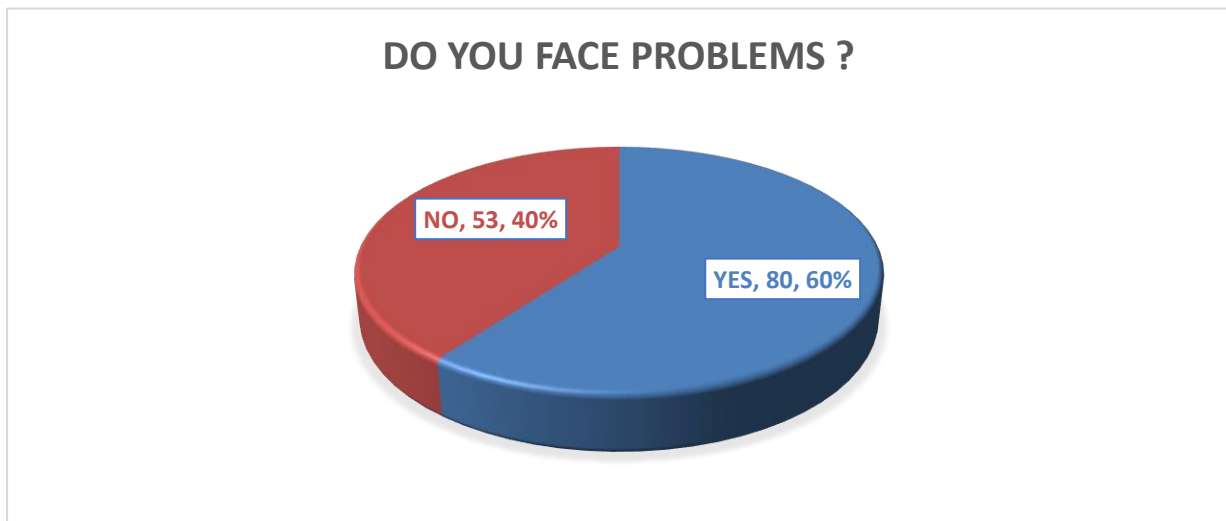
**Table 20**

*Problems Encountered When Learning English at ILTC*

	<b>YES</b>	<b>NO</b>	<b>Total</b>
<b>Number</b>	80	53	133
<b>%</b>	60.15	39.85	100

**Figure 14**

*Problems Encountered When Learning English at ILTC*



English language at ILTC. The results show that the majority 80, 60% of learners admitted that they are facing multiple problems at ILTC. In contrast, 53, 40% claimed that they did not encounter any problems.

The main problems encountered by the learners are the following:

- Converting ideas from Arabic to English (code-switching).

- Shortcoming regarding discussion sessions.
- Difficulty learning language and mastering skills.
- Equipment deficiency.
- The number of sessions programmed to learn the language is insufficient.
- Lack of teacher's mediation to more clarification of lectures by including L1 and L2 for better language development.
- Difficulties regarding language production and pronunciation.
- The methodology used in teaching at ILTC is not clear.
- Absence of modern means of technology.
- Less interaction between learners and teachers.
- A severe deficiency of audio-visual means and the absence of language laboratories.
- Time schedule is inconsistent with university teachers' commitments.
- Less confidence of university teachers regarding the future of teaching English language to improve language proficiency.
- Lack of pedagogical supervision and staff for a good conduct of the learning process at Khenchla ILTC.
- Difficulty regarding the comprehension of delivered lessons and lack of motivation
- Ambiguity regarding the objective of this training (teaching English for university teachers).
- The decision of teaching English for university teachers is not well studied and needs more time.
- Planning online sessions through platforms such as Google meet and zoom to create more opportunities to attend classes due to the fair improvement.

### **Section Three: Practices and Challenges at the ILTC**

**Q9\_ what do you think about the quality and appropriateness of the materials used by the center?**

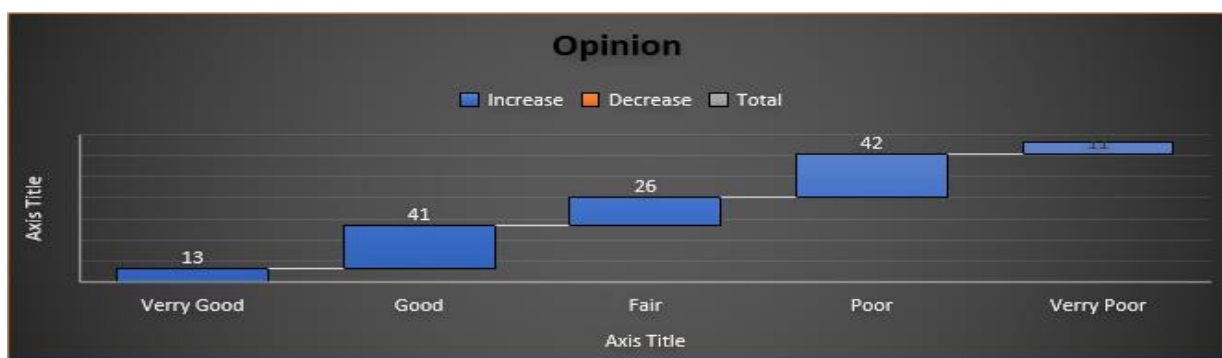
**Table 21**

*Quality and Appropriateness of the Materials Used by the Center*

Options	Numbers	%
Very Good	13	9.77
Good	41	30.83
Fair	26	19.55
Poor	42	31.58
Very Poor	11	8.27
<b>Total</b>	<b>133</b>	<b>100</b>

**Figure 15**

*The Quality and Appropriateness of The Materials Used by The Center*



The statistics show clearly that 31, 58% represent 42 learners who ticked the first choice (poor) regarding the quality and appropriateness of the materials used by the center. Furthermore, 41 learners selected the second choice “good” with an average of 30, 83%. A

less percentage 19, 55% representing 26 learners was recorded for the option “very good”. The minimal percentages were obtained for the option “very good”9, 77% and 8,27%representing 11 learners decided that the quality and appropriateness of the materials used by the center are very poor. The results demonstrate that the quality and appropriateness of the materials used by the center were of an average quality.

**Q10\_ As a self-assessment, give a rate for your level progression.**

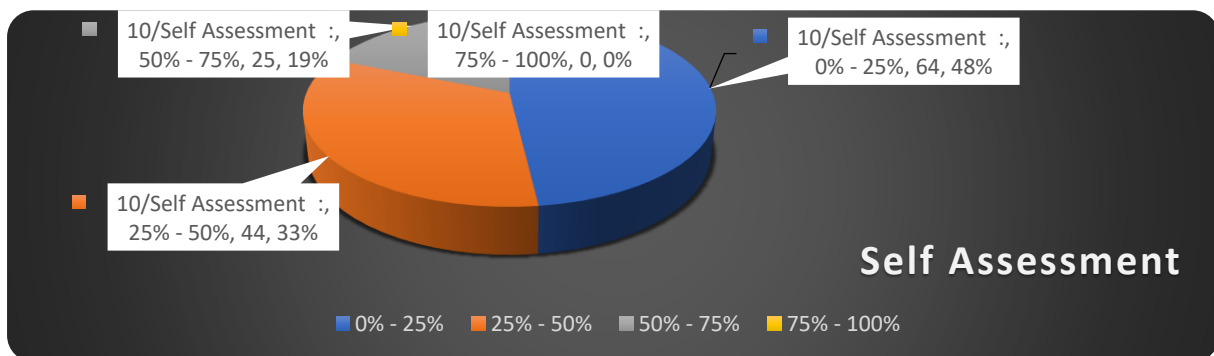
**Table 22**

*Learners’ Level Progressions*

Options	0% - 25%	25% - 50%	50% - 75%	75% - 100%	Total
Numbers	64	44	25	0	133
%	48.12	33.08	18.80	0.00	100

**Figure 16**

*learners’ Level Progressions*



This question attempts to identify the rate of improvement and progression of their language level after studying at ILTC. The majority opted to tick 0%-25% and 25%-50%, with almost 48, 12% and 33, 08%. However, a less percentage was recorded for 50%-75%, with an average rate of 18, 80%. The minimal percentages were obtained for the scale 75%-

100% of a percentage of 0%. The results demonstrate that most of the learners confirmed that their language level improved and progressed at rates ranging from Zero to 50%.

**Q11\_ In which language areas have you perceived improvement?**

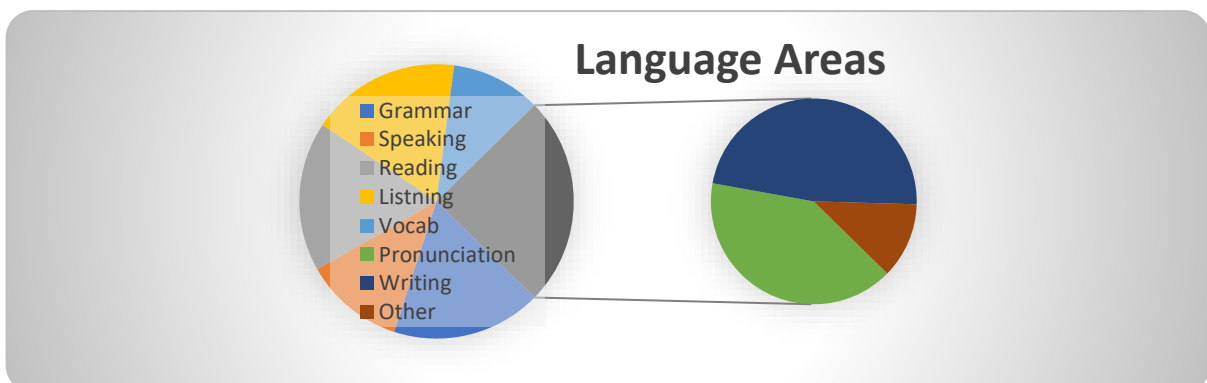
**Table 23**

*Perceived Improvement Areas*

Language Area	Number	%
Grammar	30	17.65
Speaking	20	11.76
Reading	30	17.65
Listening	30	17.65
Vocabulary	18	10.59
Pronunciation	17	10.00
Writing	20	11.76
Other	5	2.94
<b>Total</b>	<b>170</b>	<b>100</b>

**Figure 17**

*Perceived Improvement Areas*



This question was addressed to learners to inquire about the language areas wherein they perceived improvement. Results indicate that three language areas (Grammar, Reading, and Listening) have the same percentage 17,65 representing 30 learners. However, two language areas (speaking and writing) have the same rate 11, 76% representing 20 learners. However, 10, 59% stated that they perceived improvement in vocabulary representing and 10% of learners chose the sixth choice (pronunciation). The minority, however, 2% argue that they have other option, and they perceive improvement in more than one language area and skill.

**Q12\_ The four skills (listening - reading – writing – speaking) are significant reach language proficiency: reorder them according to the place they occupy at the center?**

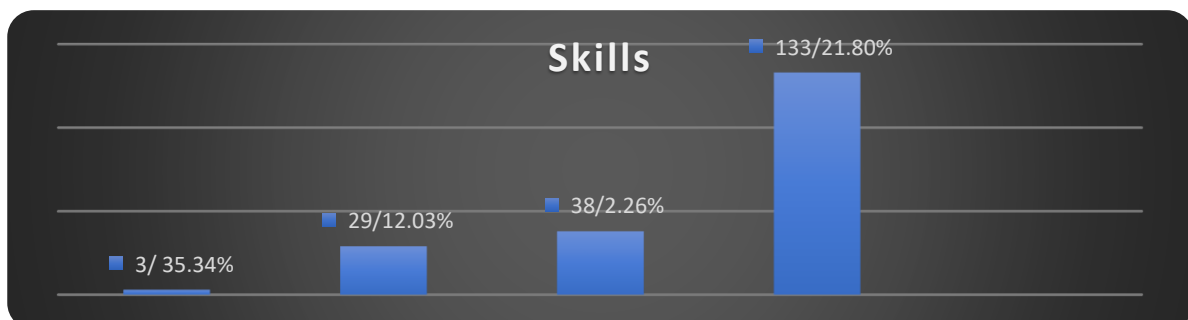
**Table 24**

*Ranking of the Four Skills*

Option	Number	%
Listening	47	35.34
Reading	16	12.03
Writing	3	2.26
Speaking	29	21.80
Equal importance	38	28.57
<b>Total</b>	<b>133</b>	<b>100</b>

**Figure 18**

*Ranking Of the Four Skills*



The respondents were asked about arranging the four skills (listening - reading – writing – speaking) which are significant to reach language proficiency according to their importance and the place they occupy in the learning process at the center. The results show that the majority 35, 34% of learners opted for selecting listening as an answer. In contrast, 28, 57% claimed that the four skills occupy an equal importance. Around 21, 80% representing 29 learners mentioned the speaking skill. However, a less percentage was recorded for Reading with almost 12, 03%. The three remaining learners that represent 2, 26% have selected the writing skill. Hence, it can be asserted that learners give importance to receptive skills, followed by productive skills. Many of them acknowledge that all skills occupy the same place at the center.

**Q13\_ Are you satisfied with the evaluation techniques used at the center?**

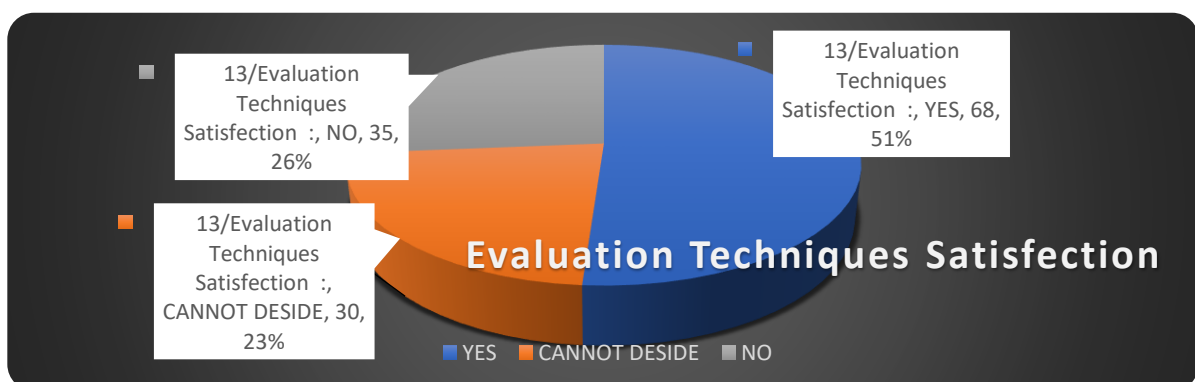
**Table 25**

*Learners’ Satisfaction with the Evaluation Techniques Used at the Center*

YES	CANNOT DECIDE	NO	Total
68	30	35	133
51.13	22.56	26.32	100

**Figure 19**

*Learners’ Satisfaction with the Evaluation Techniques Used at The Center*



The statistics show clearly that 51, 13% of learners are satisfied with the evaluation techniques used at the center. In contrast, 26, 32% claimed that they are against the evaluation techniques used there. Furthermore, 30 learners, with an average of 22, 56% indicate that they cannot decide whether these evaluation techniques used at ILTC are effective or not. This could be an indicator that most EFL learners at ILTC are aware of the effectiveness of the evaluation techniques used in assessing their language progress.

❖ Learners justified their choices in general in the following order:

- The majority of learners are satisfied with the evaluation techniques used, especially those that work according to international standards, as they affect the various learning skills.
- The learners explain their dissatisfaction with the evaluation techniques and assessment tools used at ILTC as being incompatible with the programs provided. On the other hand, they are not comprehensible compared to the time allotted for their completion.
- With regard to the category that could not decide whether these techniques were appropriate or not, the learners attributed the reason for their choice to the fact that they are not competent and are not knowledgeable about the evaluation techniques they need as learners, so they decide to remain neutral in light of their lack of experience in this field.

#### **Section Four: Recommendations and Prospects**

**Q14\_ How much do you agree with the idea of implementing ESP courses (English for Specific Purposes) in the current training for each field separately?**

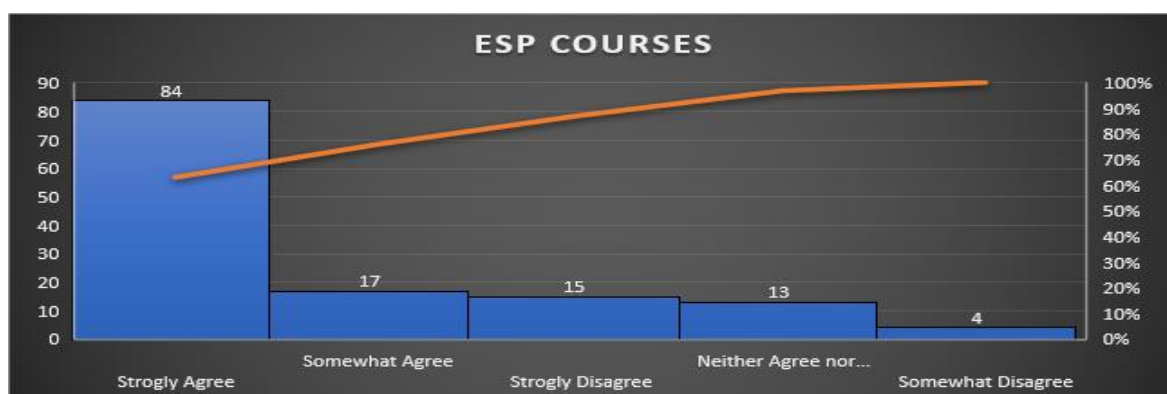
**Table 26**

*Learners' Degree of Agreement with the Idea of Implementing ESP Courses*

<b>ESP COURSES</b>	<b>Strogly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neitheragree NOR Disagree</b>	<b>Somewhat Agree</b>	<b>Strogly Agree</b>	<b>Total</b>
<b>Number</b>	15	4	13	17	84	133
<b>%</b>	11.28	3.01	9.77	12.78	63.16	100

**Figure 20**

*Learners' Degree of Agreement with the Idea of Implementing ESP Courses*



Most learners 63, 16% strongly agree with the idea of implementing ESP courses (English for specific purposes) in the current training for each field separately representing 84 learners of the whole population. Furthermore, 12, 78% of learners asserted that they somewhat agree with the idea representing. Nevertheless, 11, 28% representing 15 learner strongly disagreed with the statement. Around 9, 77% representing 13 learners mentioned that they are neutral (Neither agree, nor disagree). The four remaining learners that represent 3, 01% ticked the second choice (somewhat disagree). As a result of the study, learners strongly advocate the integration of the language of specialization as main subject in ILTC.

Learners justified their choices in general in the following order:

- The majority of learners who occupy scientific fields are satisfied with the idea of implementing ESP courses because they stated that it is very important for them to receive the appropriate competence that will help them advance their scientific research, as well as to give them the opportunity to produce and direct scientific research papers in English language.
- The second category of learners explain their dissatisfaction with the idea of implementing ESP courses because they are certain that this course is not important for them in terms of using the English language or specializing in the terminology of their literary fields.
- The minority group that chose to be neutral justified their choice by asserting that they only apply what was stipulated in the instruction of the Ministry of Higher Education and Scientific Research.

**Q15\_ As a university teacher and EFL learner, what do you expect regarding the future of Khenchela ILTC?**

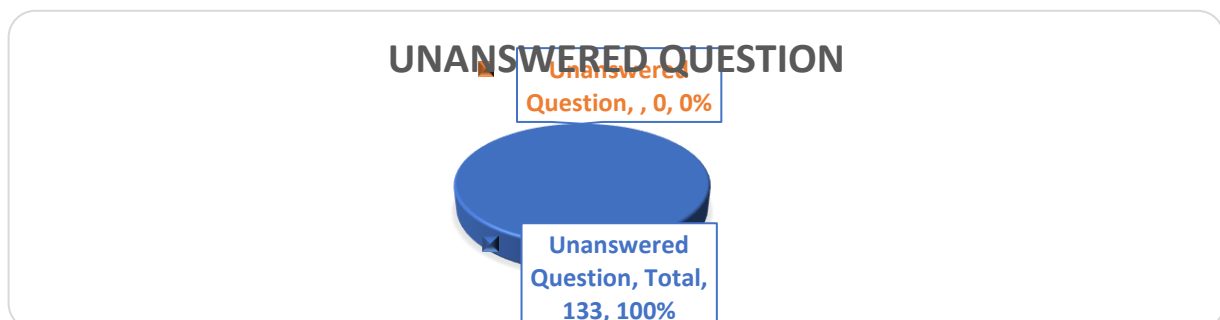
**Table 27**

*Learners' Expectations Regarding the Future of Khenchela ILTC*

<b>Answered Question</b>	114	86%
<b>Unanswered Question</b>	19	14%
<b>Total</b>	133	100%

**Figure 21**

*Learners' Expectations Regarding the Future of Khenchela ILTC*



Clearly most respondents 86% representing 114 learners chose to answer the question asked about their expectations regarding the continuity and future of Khenchela ILTC. However, 14% representing 19 learners they did not express their expectations regarding the future of the center.

The overwhelming majority agreed that Khenchela ILTC will receive more improvement and development in the coming years according to the conditions contained in the following lines:

- Supplying the ILTC with the mentioned shortcomings may enhance the quality of learning there. Thus, the center will receive more reputation and more learners.
- When eliminating problems, solutions come to a noticeable improvement.
- Discipline and continuity for success.
- Working to make the center more active than the current situation.
- Continuation of the courses for scientific fields and excluding literary fields from this training.

**Q16\_ What do you suggest as an EFL learner to improve the learning proficiency at ILTC?**

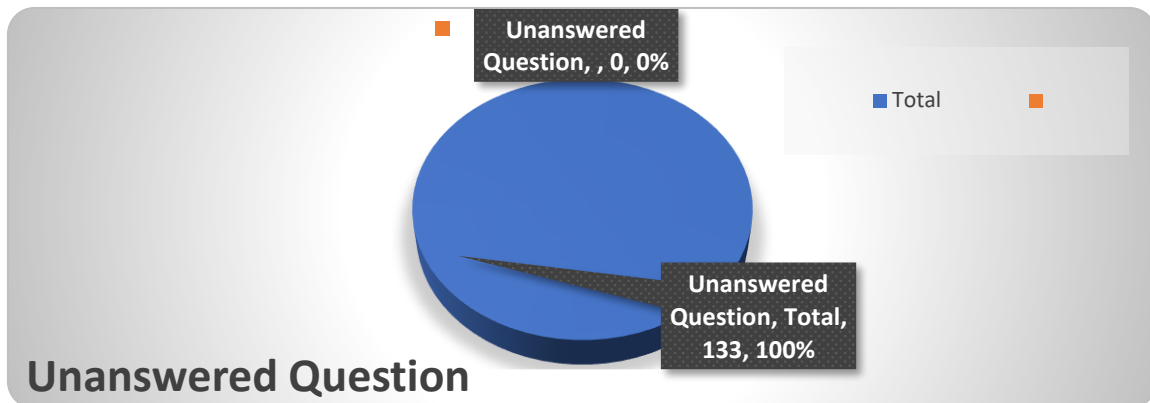
**Table 28**

*EFL Learners' Suggestions to Improve the Learning Proficiency at ILTC*

<b>Answered Question</b>	111	83.46
<b>Unanswered Question</b>	22	16.54
<b>Total</b>	133	100

**Figure 22**

*EFL Learners' Suggestions to Improve the Learning Proficiency at ILTC*



The majority of learners with an 83% rate listed a set of suggestions to improve the learning proficiency at ILTC. In contrast, 17% representing 22 learners refused to answer this question.

The main suggestions provided by the learners are the following:

- Agreements within the framework of strengthening and improving the level with institutions with expertise in the field of languages.
- Relevance regarding the curriculum delivered to learners' levels.
- Establish learning environment for discussion with more than one language.
- Creating a stimulating environment for teachers due to the age factor to help them learn the language.
- More communication sessions between the teacher and learners.
- Supplying the center with modern educational technologies and materials.
- Cancellation of the courses for literary fields.
- The course period requires additional time to better language proficiency.
- Lack of learning tools such as audio-visual aids, books and worksheets.

- Allocate laboratories fully equipped with audio-visual aids to facilitate the learning process.
- More field tests for learners to follow their language improvement.
- Supply ILTC with qualified teachers to ensure the good conduct of this course.
- Training courses should be performed according to university fields.
- Tests should be adapted to lessons' content and time answer.

The suggestions submitted by the learners-if taken into consideration- would eliminate the aforementioned problems faced by the learners at ILTC.

### **3.3.3.3. Summary of the Main Findings**

The questionnaire investigates Abbas Laghrour university teachers' attitudes towards implementing an intensive English course at Khenchela ILTC for the sake of integrating the English language in the fields of higher education and scientific research. It also investigates the practices and challenges they encountered as well as their recommendations and prospects regarding the teaching and learning process at the center. The collected results are summarized as follow:

- The majority of university teachers who study at the center are less motivated due to their commitments and to the age factor.
- The vast majority of learners belong to scientific fields; the remainder belongs to literary fields.
- The majority of teachers hold a PHD degree.
- Most of learners study a beginner level A1 and A2 while the rest were classified into intermediate level B2 and B1.
- The majority of learners were satisfied with learning English language at ILTC.

- Most learners are aware of the main goals underlying teaching at the center, and they agree on common goals aimed at improving the learner's language proficiency.
- The majority of learners strongly agreed with the implementation of English language in the field of scientific research.
- The majority of learners admitted that they are facing multiple problems at ILTC that are centered around: Language code-switching / Shortcoming regarding discussion sessions / Difficulty learning language and mastering skills / Learning time is insufficient / Problems regarding language pronunciation and production / Sessions for practice are insufficient / Absence regarding modern means of technology, materials, staff, and language laboratories / The decision of teaching English for university teachers not studied .
- The quality and appropriateness of the materials used by the center were average.
- Most of the learners at ILTC admitted that their language level improved and progressed at rates ranging from Zero to 50%.
- The majority of learners perceived improvement in three language areas: Grammar, reading, and listening.

### **3.4. Discussion of the Main Findings**

The ensuing points are devoted to the discussion of the results gathered from questionnaires handed to university teachers and structured interviews conducted with ILTC teachers along with classroom observations. The results deduced from the implementation of the three tools discussed in the second part of this chapter are:

Based on extracted results of the interview, ILTC teachers' teaching experience is limited. Thus, a challenge related to CEFR implementation arises due to this factor and other factors. Teaching experience plays a big role in the activation of the teaching/learning process and its effectiveness. All ILTC teachers face set of challenges while teaching university teachers

such as: code-switching, age, lack of motivation, lack of equipment's. These factors will hinder the feasibility of the course unless they were eliminated.

Regarding the delivered practices at ILTC, most of teachers depend on materials and tools supplied by the center in their teaching process. These materials are relevant for teaching, learning and assessment because they adopt the CEFR principles but the ambiguity of the CEFR descriptors and the weak proficiency level of learners make the teaching process more challenging task for both learners and teachers. Thus, the objectives being set for the training course are expected to be hard to achieve but not impossible. Furthermore, ILTC teachers have all agreed upon the insufficiency of the training period because language proficiency requires long durations for acquisition especially for university teachers who are less motivated due to their age. Age affects learning because it can make tasks, such as, problem-solving and decision-making more difficult.

The expectation regarding the University teachers' language proficiency in the future is dissimilar among ILTC teachers. The expectations are based on the supplied efforts and shortcomings at ILTC which hinder the achievement of the objective being set by decision makers. Furthermore, ILTC teachers suggest providing the center with equipment's and expertise staff that would add value and more effective results for the training and the ILTC as well. ILTC teachers have positive attitudes towards opening ESP course in the future, they considered learning English for specific purposes addresses university teachers' needs.

From observation method results which is designed to observe, examine types of practices that teachers adopted to deliver courses of intensive English at ILTC for university teachers between reality and prospects. Also, it investigates challenges that may encounter while teaching intensive English for university teachers. There is convergence with interview results. The existence of several challenges of CEFR implementation despite the teachers' familiarity with CFER are due to different factors Such as: teaching experience, weak

proficiency level, the ambiguity of CEFR descriptors...Etc. Other challenges related to university teachers' motivation and interaction are due to the age factor, time constraints because of professional commitments as well as the compulsory participation in this training. These barriers would hinder the feasibility of the course. The practices delivered at ILTC are appropriate though its deficiencies. Providing ILTC with modern and adequate materials and tools would improve the quality of learning/teaching process at ILTC.

The analysis of the university teacher's questionnaire provides with attitudes, prospects regarding the practices delivered at ILTC as well as the challenges they encounter while having the training. Regarding the practices delivered at the ILTC, university teachers have positive attitudes toward the suitability of learning. Furthermore, the majority of university teachers encounter the same challenges obtained from the interview and observation findings such as less motivation due to the age, professional constraints and the imposed courses. On the other hand, the course duration is insufficient according to university teachers to achieve language proficiency which enable them to deliver their lectures in English by the coming years.

The main findings obtained from the previous data gathering tools are similar to the questionnaire results concerning the implementation of ESP courses and expectations toward the future of Intensive English course and ILTC. The whole findings provide an overall satisfaction in terms of planning ESP courses just next the ongoing preparatory training. Furthermore, concerning the suggestions extracted from the results of the three tools of investigations; an agreement about the eliminations of shortcomings to improve the quality of courses at ILTC. Also, ILTC teachers as well as university teachers are strongly recommended providing the ILTC with: Professional and qualified staff, Modern education means, Online learning platforms...etc.

To sum-up the researchers notice that the findings gained from the three data gathering tools go in convergence regarding the practices, challenges and prospects for the effectiveness of Intensive Teaching course and ILTC reputation.

## **Conclusion**

As mentioned in the present chapter, the researchers have recourse to a combination of qualitative and quantitative research which displays a triangulation of tools. This method rationalizes the use of three data gathering tools that include an observation method, a hard printed version of questionnaire, and a structured interview. These instruments are ratified in accordance with the study's research questions and objectives. The chapter clearly shows the way these tools are used to examine the practices delivered for university teachers at ILTC. It investigates the challenges they encounter throughout the training period, and it checks center teachers' attitudes and prospects regarding the future of ILTC and university teachers' achievement regarding language proficiency. The results deduced from the implementation of the three tools are discussed in the second part of this chapter. The observation method discloses the relevance of the practices delivered at ILTC since it adopts CEFR principles in teaching, learning and assessment though many challenges face learners/teachers throughout its implementation. The questionnaire's statistical findings display the university teachers' positive attitudes and expectations towards the integration of English language despite the challenges they encounter to achieve language proficiency. On the other hand, the findings of the interview emphasize the significance of integrating English at university and teaching intensive English for university teachers as first step to move forward to improve university education and achieve higher ranks that catch up with the scientific development.

## General Conclusion

The present research paper tends to investigate the effectiveness of teaching intensive English for learners at ILTC in Abbess Laghrour Khenchela University. This study has been motivated by the new policy of the generalization the use of English at university as well as teaching intensive English for university teachers at ILTC to highlight the significance of the ILTC and its objectives. Its main objectives centralize the delivered practices for teaching intensive English, its challenges and the prospects regarding the future of ILTC and the effectiveness of the course. The study is a trial to highlight the significance of ILTC as well as the effectiveness of teaching intensive English for university teachers. With a view towards implementing the requirements of the present investigation, the latter has been established from the subsequent research questions:

- What types of practices do teachers adopt at the Intensive teaching center?
- What are the challenges that may encounter both teachers (trainers) and EFL teachers in ILTC?
- What are the expectations held about the future of ILCT regarding English teaching?
- To what extent do the current practices at the ILTC correspond to the expectations being set?

For the sake of providing decent answers to the aforementioned queries, the researchers started collecting the possible data that are relevant to the main concerns of this research paper through a theoretical foundation that has been represented in the theoretical chapter. The latter has opened with bringing to light the significance of teaching intensive English throughout the history of language as well as the history of intensive teaching centers in Algeria. It focused on the way they work, its objectives, its missions as well as the framework has been implemented for different languages and English specifically. The work further

elucidates how the CEFR scales are classified in hierarchical taxonomy according to learners' proficiency level.

The theoretical chapter moves forward to shed light on the relation between teaching intensive language and CEFR implementation in teaching, learning and assessment of English, examining how CEFR levels are defining the common European framework of reference, and identifying its language scales and how it progresses. It also investigates the concept of action-oriented approach and its relationship with the implementation of the CEFR teaching and learning process. It goes forward to introduce types of assessment applicable in the CEFR. The dissertation draws its path towards investigating the relation between the practices delivered at ILTC for teaching intensive English with implementing CEFR and the effectiveness of the course, its challenges and the prospects regarding its impact on the future of ILTC as well as university teachers' language proficiency which enables them to deliver their lectures next years.

The entire above-mentioned theoretical framework has been set by the researchers in order to put into context the matter of concern. On the basis thereof, in order to achieve the study's reliability, consistency, and objectivity and realize the main aim of this research, the researchers adopted a triangulation approach that accumulates both qualitative and quantitative approaches. Each of the instruments was implemented to answer each of the above stated research questions and to meet the investigation's main objectives.

The researchers conducted an observation method on university teachers Abbas Laghrour Khenchela University. A set of observation sessions with four different levels of university teachers (A1, A2, B1, B2) at ILTC. This instrument addresses the research problem on a more practical level as an attempt to examine the practices delivered at ILTC for teaching English for university teachers. Also, it investigates the challenges that face

teachers and learners at ILTC throughout the course. The results demonstrate relevance of the practices presented by ILTC despite the shortcomings and challenges they encounter. The second data gathering tool is printed questionnaire intended to check learners' attitudes towards teaching intensive English at ILTC as well as their prospects regarding the future of ILTC and their language proficiency improvement. It was administered to 175 university teachers at Abbes Laghrour University.

The findings of the questionnaire reveal that teachers have positive attitudes and prospects towards the future of ILTC reputation. For sustaining the study's objectivity and validity, a structured interview with six teachers of ILTC was also adopted as the third pillar. It aims to check teachers' attitudes towards the intensive teaching English at ILTC as well as their prospects regarding the future of ILTC and university teachers' proficiency level development. The final results have shown that the future of English language in university will evolve in the coming years if university staff takes into account all the shortcomings of university teachers training at ILTC.

### **Pedagogical Implication**

Based on the data gathered through the selected research instruments, it is assumed that teaching intensive English at ILTC is a challenging task for learners generally since the delivered courses implement CEFR principles in teaching, learning and assessment which are hard to implement for learners and teachers due to several challenges. So, teaching English for university teachers requires additional efforts to achieve the objectives being set. The following points are highly recommended to enhance the quality of education at ILTC and to obtain the goals being set for teaching English for university teachers.

## **Tips for Better Achievement Regarding the Intensive Teaching of English at ILTC**

- ILTC should be supplied with materials and tools required to improve the quality of learning to meet learners' interests.
- It is strongly recommended that teachers must be familiar with CEFR principles in teaching, learning and assessment to enhance learners' proficiency levels and to identify the deficiencies and design lessons accordingly.
- Decision makers are strongly recommended to reconsider the decision of integrating English in university by the next year to enable the teachers to improve their language proficiency to deliver their lectures confidently and smoothly.
- The ILTC should be provided with professional and experienced staff to maintain a better learning environment to eliminate the same problems as those occurred after the Arabization policy during independence period.
- ILTC should provide means of technology such as modern laboratories to facilitate teaching learning process.
- The ILTC is advised to plan online platforms to enable teachers to attend continuously their courses due to their professional commitments.
- Decision makers are strongly recommended to reconsider the decision of the compulsory of the Intensive English Course for all university Teachers' fields because the results shown in the questionnaire indicate that university teachers of scientific fields are strongly agree with the Intensive English Course rather than those of the literary fields.

## **Suggestions for Further Research**

The study furnished valuable insight into the intensive teaching of English language for university teachers between reality and prospect. The findings of this study can be helpful for future researchers to investigate some related areas. The following are some instances:

- The feasibility of integration of English language at Algerian universities.
- Challenges of implementation CEFR in teaching English language at Algerian universities.
- Students' attitudes towards the integration of English language at university.
- The impact of implementing ESP course on university teachers' language proficiency.
- Types of CEFR assessments implemented at ILTC throughout the training course.

## **Limitations of the Study**

- The newness of the topic hinders the researchers to gain accurate information.
- The study was conducted only with a limited sample. It was also done only among university teachers at Khenchela University. So, to generalize the results, further studies in wider scope should be considered with university teachers at all Algerian universities.
- This study does not show the feasibility of integrating English at university. Thus, it will be better if the next research can focus on the feasibility of integration of English at university.
- The absences made by university teachers made it very difficult to gain accurate and reliable insights in the questionnaire.
  - The final results regarding the feasibility and effectiveness of university teachers training are not fully obtained due to time constraint for dissertation submission.

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## Appendices

### Appendix A: English Language Placement Test

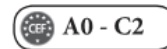


### Written test


- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.


Full Name: \_\_\_\_\_

Faculty: \_\_\_\_\_



- Where \_\_\_\_\_ from?  
I'm from Russia.  
A you are                      B you                      C are you
- We have \_\_\_\_\_ house in Moscow.  
A any                      B a                      C an
- I have two \_\_\_\_\_, a boy and a girl.  
A sons                      B daughters                      C children
- I work in a \_\_\_\_\_. I'm a doctor.  
A hospital                      B hotel                      C supermarket
- This is my brother. \_\_\_\_\_ name's Paul.  
A Her                      B His                      C He's
- \_\_\_\_\_ five people in my family.  
A They are                      B There is                      C There are
- I get up \_\_\_\_\_ 7 o'clock in the morning.  
A for                      B at                      C in
- I like apples, but I \_\_\_\_\_ bananas.  
A don't like                      B like                      C do like
- Excuse me, \_\_\_\_\_ speak French?  
A do you                      B you do                      C you
- How much are \_\_\_\_\_ shoes?  
A this                      B these                      C that

- 
- 11 Where are my glasses?  
They're \_\_\_\_\_ the table.  
A at                      B on                      C in
- 12 My sister \_\_\_\_\_ tennis very well.  
A plays                      B play                      C playing
- 13 I usually go to work \_\_\_\_\_ train.  
A on                      B with                      C by
- 14 I don't see my parents very often \_\_\_\_\_ they live in South Africa.  
A so                      B but                      C because
- 15 Rosie stayed \_\_\_\_\_ home yesterday afternoon.  
A in                      B at                      C to
- 16 Last night I \_\_\_\_\_ to the cinema.  
A went                      B did go                      C was
- 17 The \_\_\_\_\_ is quite expensive but the food there is excellent.  
A film                      B restaurant                      C book
- 18 Do you want to listen to music or \_\_\_\_\_ TV?  
A see                      B look                      C watch
- 19 \_\_\_\_\_ were you at the weekend?  
I was in Scotland.  
A When                      B Where                      C What
- 20 \_\_\_\_\_ you have a good time at the party?  
Yes, it was fun.  
A Did                      B Were                      C Had
- 21 Are you \_\_\_\_\_ English teacher?  
A Maria                      B Marias'                      C Maria's
- 22 Bob will meet \_\_\_\_\_ at the airport.  
A us                      B we                      C our
- 23 I'm going to a concert tonight. \_\_\_\_\_ you like to come?  
A Do                      B Are                      C Would

- 
- 24 \_\_\_\_\_ use your dictionary?  
Sure. Here you are.  
A Could I                      B Could you                      C Do I
- 25 I like this apartment but the \_\_\_\_\_ is too expensive for me.  
A money                      B rent                      C cost
- 26 Excuse me, how do I \_\_\_\_\_ to the bus station?  
A come                      B get                      C arrive
- 27 Do you sell stamps?  
Yes, we do. How \_\_\_\_\_ do you want?  
A any                      B many                      C much
- 28 Sorry I'm so late.  
That's \_\_\_\_\_ .  
A OK                      B great                      C right
- 29 I'd like \_\_\_\_\_ milk in my coffee, please.  
A some                      B any                      C a
- 30 \_\_\_\_\_ a bus stop near my flat.  
A It's                      B Here's                      C There's
- 31 Is this a good time to talk?  
Sorry, no. I \_\_\_\_\_ dinner.  
A cook                      B am cooking                      C cooking
- 32 I think cycling is more dangerous \_\_\_\_\_ driving.  
A as                      B like                      C than
- 33 We \_\_\_\_\_ going to the theatre next Saturday.  
A will                      B do                      C are
- 34 \_\_\_\_\_ meet for coffee some time soon.  
A Let's                      B Do you                      C Shall they
- 35 Kamal has got a holiday home near \_\_\_\_\_ sea.  
A a                      B the                      C some


- 36 If you've got a headache, you \_\_\_\_\_ go home.  
A should                      B did                      C had
- 37 \_\_\_\_\_ ever been to New York?  
A Have you                      B Are you                      C Did you
- 38 I only get about five hours' sleep a night.  
That's not \_\_\_\_\_ .  
A enough                      B lot                      C too much
- 39 Did Amina finish the report?  
No. She \_\_\_\_\_ it tomorrow.  
A finishes                      B is going to finish                      C finished
- 40 Paula \_\_\_\_\_ loves working with children.  
A very                      B really                      C much
- 41 Is Ottawa the capital of Canada?  
I think \_\_\_\_\_ .  
A is                      B yes                      C so                      D right
- 42 We never \_\_\_\_\_ a television when I was a child.  
A have had                      B hadn't                      C had                      D didn't have
- 43 We paid the restaurant bill \_\_\_\_\_ credit card.  
A to                      B with                      C on                      D by
- 44 The last time I \_\_\_\_\_ Joanna was in Paris.  
A have seen                      B saw                      C see                      D was seeing
- 45 If you \_\_\_\_\_ money from a friend, you should always pay it back promptly.  
A borrow                      B earn                      C spend                      D lend
- 46 Can I make myself a cup of coffee?  
Of course. You \_\_\_\_\_ to ask.  
A haven't                      B mustn't                      C needn't                      D don't have
- 47 I \_\_\_\_\_ a lot of sport in my free time.  
A do                      B practise                      C make                      D exercise
- 48 \_\_\_\_\_ anywhere interesting recently?  
A Do you go                      B Have you been                      C Are you going                      D Will you go

- 49 It's Walter's birthday on Friday. He \_\_\_\_\_ be 30, I think.  
A should                      B can                      C will                      D shall
- 50 Learning the piano isn't as difficult \_\_\_\_\_ learning the violin.  
A like                      B so                      C than                      D as
- 51 If the weather \_\_\_\_\_ bad tomorrow, we can go to a museum.  
A will be                      B was                      C is                      D would be
- 52 About a billion cans of Coca-Cola \_\_\_\_\_ drunk around the world every day.  
A is                      B are                      C was                      D were
- 53 My mum's not very well.  
Oh, \_\_\_\_\_ .  
A it doesn't matter                      B I do apologise                      C sorry to hear that                      D not bad, thanks.
- 54 Hans isn't here. He \_\_\_\_\_ to see his grandmother. He'll be back tomorrow.  
A has gone                      B had been                      C has been                      D had gone
- 55 Would you mind changing my appointment? \_\_\_\_\_ time on Friday is fine.  
A Next                      B All the                      C Every                      D Any
- 56 When I was a child, I \_\_\_\_\_ climb the wall and jump into our neighbours' garden.  
A would                      B did                      C have                      D used
- 57 Have you finished \_\_\_\_\_ the wall yet?  
A paint                      B to paint                      C painting                      D painted
- 58 Can you help me? I've tried \_\_\_\_\_ hotel in the city and can't find a room.  
A many                      B any                      C every                      D all
- 59 Lena used to find work boring \_\_\_\_\_ she became a nurse.  
A unless                      B until                      C if                      D since
- 60 If I \_\_\_\_\_ closer to my office, I could walk to work.  
A lived                      B would live                      C had lived                      D live
- 61 I \_\_\_\_\_ outside the cinema when suddenly a police car arrived.  
A stood                      B was standing                      C have stood                      D am standing

- 62 Shall we go to *The Riceboat* for dinner?  
It \_\_\_\_\_ be fully booked. They're sometimes busy on a Monday.  
A will                      B may                      C can                      D must
- 63 We've \_\_\_\_\_ come back from a trip to India. It was amazing.  
A already                      B yet                      C just                      D only
- 64 I've got to be at work in five minutes.  
Don't worry, I \_\_\_\_\_ you a lift if you want.  
A give                      B am giving                      C 'll give                      D 'm going to give
- 65 My doctor advised me \_\_\_\_\_ more exercise.  
A take                      B taking                      C having taken                      D to take
- 66 I couldn't \_\_\_\_\_ up with the noise in the city, so we moved to the countryside.  
A put                      B live                      C set                      D take
- 67 There's no name on this dictionary.  
It \_\_\_\_\_ be mine then. Mine's got my name on the front.  
A might not                      B mustn't                      C won't                      D can't
- 68 Julia \_\_\_\_\_ married since she was 20.  
A is                      B was                      C has been                      D is being
- 69 Don't worry if I \_\_\_\_\_ late tonight. I'm going to the gym after work.  
A am                      B will be                      C would be                      D was
- 70 I've got a terrible headache, and it won't go away.  
Have you tried \_\_\_\_\_ some aspirin?  
A to take                      B take                      C took                      D taking
- 71 Boxing is a sport \_\_\_\_\_ requires a lot of speed and fitness.  
A it                      B that                      C what                      D where
- 72 Jon \_\_\_\_\_ working on this project for a couple of months so he hasn't made much progress yet.  
A is only                      B has only been                      C was only                      D had only been
- 73 I was wondering \_\_\_\_\_ I could ask you some questions.  
Sure, go ahead.  
A what                      B if                      C that                      D how

- 74 What clothes should I pack for a trip to Boston?  
Well, it depends \_\_\_\_\_ the time of year that you go.  
A on                      B with                      C up                      D to
- 75 I've finished this salad and I'm still hungry. I \_\_\_\_\_ ordered something more filling.  
A must have              B would have              C should have              D may have
- 76 Do you ever ask your neighbours to do favours \_\_\_\_\_ you?  
A for                      B to                      C with                      D about
- 77 Some married couples seem to get more \_\_\_\_\_ over time.  
A alike                      B same                      C like                      D equal
- 78 I don't know how much this card costs. The price label's \_\_\_\_\_ off.  
A gone                      B taken                      C done                      D come
- 79 Ben got the job because he \_\_\_\_\_ a very good impression at his interview.  
A made                      B did                      C put                      D took
- 80 Salsa music always \_\_\_\_\_ me of my trip to Cuba.  
A remembers              B realises                      C recognises              D reminds
- 81 I \_\_\_\_\_ to be picking Tom up at the station but I've lost my keys.  
A am supposed              B am requested              C am intended              D am obliged
- 82 How about going to *Colours* nightclub?  
There's no \_\_\_\_\_ I'm going there. It's awful!  
A hope                      B way                      C time                      D opportunity
- 83 By the age of 18, I \_\_\_\_\_ not to go to university.  
A had decided              B decided                      C have decided              D was deciding
- 84 I'm afraid your car \_\_\_\_\_ repaired before next week.  
A hasn't been              B wasn't                      C wouldn't be              D can't be
- 85 The amount of organically grown food on sale has \_\_\_\_\_ enormously in recent years.  
A raised                      B lifted                      C increased                      D built
- 86 Can you believe it? A woman has been \_\_\_\_\_ for hacking into the computer of her online virtual husband.  
A accused                      B suspended                      C arrested                      D suspected

- 87 You may borrow my laptop \_\_\_\_\_ you promise to look after it.  
A unless                      B in case                      C as long as                      D although
- 88 It's a huge painting. It \_\_\_\_\_ taken ages to complete.  
A must have                      B can't have                      C should have                      D won't have
- 89 Pierre tends to put \_\_\_\_\_ dealing with problems, rather than dealing with them immediately.  
A down                      B off                      C over                      D away
- 90 If the taxi hadn't stopped for us, we \_\_\_\_\_ standing in the rain.  
A were still                      B would still be                      C are still                      D will still be
- 91 My mother's Italian, so \_\_\_\_\_ the language has been quite easy for me.  
A to learn                      B learn                      C having learned                      D learning
- 92 \_\_\_\_\_ I had the talent, I still wouldn't want to be a movie star.  
A In case                      B Even if                      C Provided that                      D However much
- 93 The factory workers threatened \_\_\_\_\_ on strike if they didn't get a pay rise.  
A going                      B to go                      C that they go                      D to have gone
- 94 I was about to go to sleep when it \_\_\_\_\_ to me where the missing keys might be.  
A remembered                      B happened                      C appeared                      D occurred
- 95 There's going to be a new department at work. They've asked me to \_\_\_\_\_ it up.  
A take                      B set                      C put                      D bring
- 96 If the film is a \_\_\_\_\_ success, the director will get most of the credit.  
A big                      B high                      C large                      D good
- 97 By the end of today's seminar I will \_\_\_\_\_ to each of you individually.  
A speak                      B have spoken                      C be speaking                      D have been speaking
- 98 This is a photo of my little sister \_\_\_\_\_ ice cream on the beach.  
A eat                      B eating                      C was eating                      D having eaten
- 99 Our students take their responsibilities very \_\_\_\_\_ .  
A considerably                      B thoroughly                      C seriously                      D strongly
- 100 Pia was \_\_\_\_\_ delighted with the birthday present.  
A very                      B completely                      C fairly                      D absolutely

- 
- 101 People were amazed that the burglary took place in \_\_\_\_\_ daylight.  
A wide                      B broad                      C large                      D open
- 102 She invested a lot of time \_\_\_\_\_ researching the most appropriate university course.  
A to                      B for                      C with                      D in
- 103 The police claimed that they acted in self- \_\_\_\_\_ .  
A interest                      B confidence                      C defence                      D discipline
- 104 I \_\_\_\_\_ remember putting my briefcase down on that shelf.  
A deeply                      B entirely                      C clearly                      D strongly
- 105 He turned \_\_\_\_\_ to be considerably older than I had imagined.  
A over                      B up                      C out                      D round
- 106 The windows in this house are in urgent \_\_\_\_\_ of replacement.  
A need                      B help                      C want                      D demand
- 107 Speed cameras \_\_\_\_\_ shown to reduce accidents.  
A have                      B were being                      C have been                      D are being
- 108 Life is a \_\_\_\_\_ deal easier for immigrants who can speak the local language.  
A far                      B huge                      C big                      D great
- 109 The experiment \_\_\_\_\_ testing people's responses before and after drinking coffee.  
A contained                      B incorporated                      C involved                      D consisted
- 110 We may be a bit late. We're \_\_\_\_\_ in a traffic jam.  
A buried                      B stuck                      C blocked                      D surrounded
- 111 Having \_\_\_\_\_ his driving test several times, Paul finally passed at the fourth attempt.  
A taken                      B made                      C had                      D attended
- 112 Gospel music has been a major influence \_\_\_\_\_ other musical styles, especially soul.  
A with                      B to                      C about                      D on
- 113 Maintaining an accurate balance sheet is essential, \_\_\_\_\_ business you're in.  
A however                      B wherever                      C whatever                      D whenever
- 114 It's \_\_\_\_\_ likely that this novel will win a literary prize.  
A totally                      B deeply                      C strongly                      D highly



- 115 It's no \_\_\_\_\_ for me to get Brad's phone number – I'll be seeing him tonight.  
A point                      B wonder                      C secret                      D problem
- 116 I'd lived in Australia, so I was used to \_\_\_\_\_ on the left side of the road.  
A driving                      B drive                      C having driven                      D drove
- 117 I don't think the colours in Julia's outfit \_\_\_\_\_ together.  
A fit                      B suit                      C match                      D go
- 118 Very rarely \_\_\_\_\_ here in July.  
A it rains                      B does it rain                      C is it raining                      D it is raining
- 119 I prefer to buy CDs \_\_\_\_\_ download music from my computer.  
A in contrast to                      B as opposed to                      C rather than                      D in comparison to
- 120 The number of turtles on the island \_\_\_\_\_ by 70% over the last decade.  
A has declined                      B has been declining                      C has been declined                      D is declining

## **Appendix B: CEFR Chronology**

**1991** – The symposium "Transparency and coherence in language learning in Europe. Objectives, evaluation, certification" (Rüschlikon, Switzerland, 10-16 November 1991) was the starting point of the CEFR. It was organised by the Council of Europe and the Federal Swiss authorities in collaboration with the Swiss Conference of Cantonal Directors of Education (EDK), the Eurocentres Foundation, the Migros Club Schools and the Interuniversity Commission for Applied Linguistics (CILA).

**1995** – Draft 1 of the Framework Proposal published in December

**1996** – Consultation: over 3,000 copies sent out to institutions and experts in all member states, and several hundred evaluative questionnaires returned and analyzed. (Note that at this time neither internet nor e-mail was in common use and communication was possible only by post)

**1997** – Draft 2 of the Framework proposal submitted for scrutiny to the conference Language learning for a new Europe (Strasbourg, 15-18 April 1997)

**1998** – After subsequent revision, Draft 2 printed and distributed for piloting together with the accompanying User Guide

**2001** – Official launch of the CEFR at the beginning of the European Year of Languages

**2003** – Development of the pilot version of the manual for relating examinations to the CEFR

**2007** – The intergovernmental Language Policy Forum "The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities" confirms the role of the CEFR as a stimulus for reflection and further

development of current curricula and teaching practices as well as the responsibility of member states to respect the integrity of the CEFR levels.

**2009** – Publication, after extensive piloting, of the manual Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), followed a year later by further material volume of case studies.

**2013** – A decision is made to revisit the conceptual framework of the CEFR and to update and extend the illustrative descriptors to include the areas left to one side in 2001, thus launching a 6-year project.

**2015** – The draft descriptors for the new CEFR scales for aspects of mediation, online interaction, reactions to literature, and plurilingualism and pluricultural are validated in a series of activities over 10 months in which 189 institutions and over 1300 individuals in took part. Over 80 countries and 60 languages were represented in the data.

**2018** – Following extensive piloting and consultation with member states, institutions and some 800 individuals, publication online of the CEFR Companion Volume with New Descriptors, in English and French, including descriptors for productive signing competences.

**2020** – Publication of the Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume in English, with all descriptors made modality and gender inclusive.

**2021** – Publication of the French version Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer – Volume complémentaire.

**2022** – Publication of the volume of case studies Enriching 21st century language education: The CEFR Companion volume, examples from practice

## **Appendix C: The Interview Questions**

1) How long have you been teaching at ILTC?

2) How do you think teaching English to university teachers would be different from teaching English to other learners' categories?

What challenges do you generally encounter when teaching them?

3) What types of practices do you adopt when delivering lessons to Khenchela University teachers (methods, techniques, and approaches)?

\_What are the material and the sources that you rely on in your teaching?

\_What evaluation and assessment tools do you plan to employ?

4) What improvements do you expect to find in teachers' performance when they move to the next level?

5) Do you think that the training duration is sufficient to train teachers to deliver their Lectures in English?

6) What expectations and objectives are held about the future of ILTC regarding teaching English to university teachers?

7) What suggestions can you provide to improve teaching at this center?

8) How much do you agree with the idea of implementing ESP courses (English for Specific purposes) in the current training for each field separately?

## **Appendix C1: Interviewee' C 1 Transcription**

**Q1: how long have you been teaching at ITLC?**

**A1** it is almost a year and half.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**Q:** what do you mean first by other learners' categories?

**A:** the categories that you have here.

**A2:** I think teaching English for anyone is a difficult task whether is teacher or student or any other average person but here we have different factors that they are involved in this occasion which motivation and obligation and finally passion when we speak about the other categories that approach the center to study and pay money to study. It means they are passionate about some kind of linguistic knowledge. They want to acquire being English being French or Spanish or any other language but when we speak about teachers they are obliged to study English not because a lingua franca but it is the policy of the state that compelled teachers to know the language because there let's say if some people want to deny but there is a transition from French language to English language especially the sector of higher education not to mention that the teachers really need English to make themselves visible in the academia.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** well, personally me I don't teach teachers but sometimes I go to attend and seeing what is going in the classroom .I am not so passionate about studies, it is difficult to give up the old habits as I say the old habits they had .They used to study in French , they used to speak in

French ,they used to publish in French .It is hard to shift your entire career to be a different trajectory, a different path which is English.

**Q:** It is not kind of passion it is obliged this?

**A:** Exactly, there is this factor of motivation and passion which is lack from this occasion.

**Q4: what types of practices do you adopt when delivering lessons to khenchelauniversity teachers (methods, techniques, and approaches)?**

**A4:** Well, we are following simply the new interchange method the fifth edition. let's say it is a perfect course for teachers with 6 levels from elementary to advanced. Now are in the way of introducing workshops speaking and writing. Workshops for teachers whose levels are little bit advanced.

**Q5: what are the materials and the sources that you rely on in your teaching?**

**A5:** as I said, the new interchange includes videos, audios, and pictures and so on and so on.

**Q6: what evaluation and assessment tools do you employ?**

**A6:** assessment? Well, we have tests. Again, I going back to tend, to inform you the new headway course. It is a complete course it involves testing; it involves audio-visual test. It involves lot of other resources needed for this process of teaching English and testing in English and assessing in English. So mainly we need this just as guide to assess teachers through this course.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

**Q7:** well, in the ILTC we have let's say a chart of competences based on each level from A1 to C2and each has a certain competence and I told you to check it from the internet for instance when you have someone moving from B1 to B2 there are a lot of expectations that he can speak fluently in different situations, that he can write perfectly. ok this is what we

expect and especially in advanced levels. Furthermore, we are introducing to the teachers there is a new plan. We have redesigned this course .so, we have added academic writing workshops, we add seminars, we add ESP course to teachers by visa their field of interest. So, to push their vocabulary especially when they go to teach using English it will be more efficient and more fruitful for the student or the target students.

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

**A8:** I will answer you in very bizarre language. I have been studying English since 2005 in university; I still do not master the language as I should. It is never enough

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

**A9:** I don't know it is ....it is not that clear. There is nothing to state that the target is that by 2024 most teacher can perform and teach in English and perform well using this linguistic feature of English. But I don't know what is going on because there are the human factors which can change everything in while. There are always returns in this instruction

**Q10: what suggestion can you provide to improve teaching at this center?**

**A10:** well, providing let's say of right of features, of right of courses to the adherence of this institutions visa their field of interest not only in language but in computing in IT in journalism software videography, filmography and other feature. we are responding to the needs of society simply.

**Q11: How much do you agree with the idea of implementing ESP courses (English for Specific purposes) in the current training for each field separately?**

**A11:** of course, there will be ESP training but the target will be an advanced level B2 and up. we cannot teach ESP to someone who does not speak the language we are following some listening instructions

## **Appendix C 2: interviewee' C 2 Transcription**

**Q1: how long have you been teaching at ITLC?**

**A1:** I have been teaching for 6 months.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**A2:** Teaching English to university teachers may be different from teaching English to other learners in several ways. University teachers may have a different motivation for learning English than other learners. For example, they may need to improve their English language skills to publish research articles, attend international conferences, or teach courses in English. Therefore, their focus may be more on academic and professional English than everyday language use.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** University teachers may have limited time available for learning English, as they may have other professional responsibilities and commitments. Therefore, teaching methods that are efficient and effective, such as online learning or blended learning, may be more suitable for them.

- University teachers may have different levels of motivation for learning English, depending on their individual goals and needs. It can be challenging to keep them engaged and motivated over the course of a language course.

**Q4: what types of practices do you adopt when delivering lessons to kenchela University teachers (methods, techniques, and approaches)?**

**A4:** I rely on a multimedia approach

**Q5: what are the materials and the sources that you rely on in your teaching ?**

**A5:** materials and sources: a textbook, audio, videos, and worksheets.

**Q6: what evaluation and assessment tools do you employ?**

**A6:** Tests and quizzes: These can be used to assess students' knowledge of grammar, vocabulary, and other language concepts. Speaking, listening, and writing assessments: These can be used to evaluate students' ability to communicate effectively in English.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

**A7:** When teachers move to the next level, there are several improvements that can be expected in their performance, including increased knowledge, greater flexibility and adaptability, improved communication skills, and ongoing professional development.

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

**A8:** I think it is not enough at all.

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

**A9:** To improve their language proficiency and to make them ready and able to teach in English.

**Q10: what suggestion can you provide to improve teaching at this center?**

**A10:** I suggest providing means of technology to improve quality of learning and to keep up scientific development.

**Q11: If there is a possibility to open an ESP training in the near future?**

**A11:** it's a good idea! ESP is what teachers need to enable them to address their needs up to their fields of study.

### **Appendix C 3: interviewee' C 3 Transcription**

**Q1: how long have you been teaching at ITLC?**

**A1:** you can consider accounted in sessions; you can say two sessions. I taught A2 level, A1 level.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**A2:** well, this is the remark I talked with you about when you comes to teaching young learners and you can say that the majority of those teachers are a bit look, when you comes to the difference between both ,I don't think there is a quite big difference but you know that the difference lies on one thing , the young learners they are still relating or close to English ,they haven't let the high school or secondary school long time ago alike for the teachers they are so deep and special in their fields of study. For instance, Arabic, French .....whatever. So, we can expect those they are far away from English.

**Q: since they are obliged to get this training?**

**A:** yeah! There is a difference between volunteer to do something or bring obliged to do that. There is a difference .so young learners they come to you with the will to study but for those teachers, they are obliged to come. We don't expect more from them.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** challenges! As I have said before, they are spent a long period of time away from English. From the smallest things related to English to the most complicated stuff, this is a problem. So, you can say, you started from splash you start from zero.

**Q4: what types of practices do you adopt when delivering lessons to khenchela university teachers (methods, techniques, and approaches)?**

**A4:** you know that we focus on the book that they are made from British institutions which are (new interchange), you find everything, it follows the level you teach .you have to need to have a look to this book (materials)

**Q: sir, do you apply the CEFR?**

**A:** yeah! I try not to follow it word by word but try to add other stuff especially when you see or meet learners, the book is bit over them their levels .so, I try to bring to adopt it to their level and I bring new activities and they work with them and sometimes even go back away to the simplest stuff from the simple present or even the alphabet why not. If I meet learners that do not know this thing, I need to revise.

**Q: even in the advanced levels?**

**A:** of course, but you know since they are advanced level because the test devise people those who do not anything about English, and other who know couple of things.

**Q5: what are the materials and the sources that you rely on in your teaching ?**

**A5:** as I have said before new interchange ,it focuses a lot of audio recording British people speaking of American people speaking dialogues ,you know because in order to speak they need to listen and in order to write they need to read .this what I do

**Q: they cover the four skills?**

**A:** yes, because when read, this is why I advise you to take a look at these books and materials that we use. Interchange focuses on the four skills. Moving from one skill to the other one, the receptive skills and the productive skills. the ones that receive (listening and reading skills) you expected to produce based on (speaking skills and writing skills)

**Q6: what evaluation and assessment tools do you employ?**

A6: it is quite related to the four skills. we give them assessment based on the four skills .so, we test their listening skill, speaking skill, their writing and their reading skill.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

A7: again, the focus on the expectations relies on the focus because the four skills should be expected being enhanced, I expect them to be better listeners, better readers, better writers and better speakers.

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

A8:at all it isn't .it is enough at all. You know each level 50 hours two months and half to three months if you include the assessment, it will be three months .so, three months is not enough for them. If it is enough, why should it as teachers of English give to our student first, second, third year.

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

A9: as I have said before, If given enough time, more time for those teachers, more training more resources; my expectations may our teachers will be able to teach in whatever specialty teaching in English.

**Q10: what suggestion can you provide to improve teaching at this center?**

A10: we expect more things at least: the lab, the staff too (teachers). They do not have enough teachers at this center especially English teacher.

**Q11: How much do you agree with the idea of implementing ESP courses (English for**

**Specific purposes) in the current training for each field separately?**

**A11:** it is even better .so instead to teach them the base on general level, we teach them in their fields of study. We focus stuff they need in their fields of study, Arabic thing related to Arabic, French, biology and so on.

**Appendix C4:** interviewee' C 4 transcription

**Q1: how long have you been teaching at ITLC?**

**A1:** I have been teaching for 6 months.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**A2:** Teaching English to university teachers may be different from teaching English to other learners in several ways. University teachers may have a different motivation for learning English than other learners. For example, they may need to improve their English language skills to publish research articles, attend international conferences, or teach courses in English. Therefore, their focus may be more on academic and professional English than everyday language use.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** University teachers may have limited time available for learning English, as they may have other professional responsibilities and commitments. Therefore, teaching methods that are efficient and effective, such as online learning or blended learning may be more suitable for them.

- University teachers may have different levels of motivation for learning English, depending on their individual goals and needs. It can be challenging to keep them engaged and motivated over the course of a language course.

**Q4: what types of practices do you adopt when delivering lessons to khenchela**

**University teachers (methods, techniques, and approaches)?**

**A4:** I rely on a multimedia approach

**Q5: what are the materials and the sources that you rely on in your teaching ?**

**A5:** materials and sources: a textbook, audio, videos, and worksheets.

**Q6: what evaluation and assessment tools do you employ?**

**A6:** Tests and quizzes: These can be used to assess students' knowledge of grammar, vocabulary, and other language concepts. Speaking, listening, and writing assessments: These can be used to evaluate students' ability to communicate effectively in English.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

**A7:** When teachers move to the next level, there are several improvements that can be expected in their performance, including increased knowledge, greater flexibility and adaptability, improved communication skills, and ongoing professional development.

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

**A8:** I think it is not enough at all.

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

**A9:** To improve their language proficiency and to make them ready and able to teach in English.

**Q10: what suggestion can you provide to improve teaching at this center?**

**A10:** I suggest providing means of technology to improve quality of learning and to keep up scientific development.

**Q11: If there is a possibility to open an ESP training in the near future?**

**A11:** it's a good idea! ESP is what teachers need to enable them to address their needs up to their fields of study.

## **Appendix C 5: interviewee' C 5 Transcription**

**Q1: how long have you been teaching at ILTC?**

**A1:** I have started working at ILTC this year, but I have already the experience with the center in 2009.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**A2:** In fact, it is very interesting and very important not only teaching English for university teachers because they are going to teach English language, I mean their subject matters but for their personal development.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** Well, they have an entrance test but they still have different levels. It means I have to plan, I differentiated classroom, the influence of their subject matter seems very crucial. Teaching general English is not that easy. we are using materials from the center to develop the four skills.

**Q4: what types of practices do you adopt when delivering lessons to kenchela university teachers (methods, techniques, and approaches)?**

**A4:** well, my focus is developing their competences, it means not only knowledge as far as knowledge is available everywhere .In fact, developing the four skills is very important for them, meanwhile trying to develop their competences and their critical thinking skills.

**Q5: what are the materials and the sources that you rely on in your teaching ?**

**A5:** the materials and resources are supplied by the center itself; it means we have the CD's, the teacher's book, the student's book. Learners are on classroom platform; they receive their lessons and for me I used the social media as well that I can control their productive skills.

**Q6: what evaluation and assessment tools do you employ?**

**A6:** For the assessment or evaluation tools, I do my best to plan a test that target knowledge skills and attitudes, some situations and some real-life context in which they will be able to produce messages to test their knowledge from moving from accuracy to fluency.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

**A7:**I expect teacher high level of quality, sure the quality realize on ongoing assessment .it means observing them at work, and more they were participating in role play, activate their knowledge, doing homework and having extra activities and assessment as well.

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

**A8:** the training period is insufficient at all.

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

**A9:** Well, it depends on teachers themselves. We have a trial of teacher of economics who could deliver a 30 minutes lecture. it's kind of assimilation, she could present her lecture in English, it was high quality presentation.

**Q10: what suggestion can you provide to improve teaching at this center?**

**A10:** suggestions, mainly laboratory session are very necessary to produce, manage time (sometimes we spend long to organize classes, to fix electricity problems),the availability of the adequacy of the rooms, I mean learning environment itself .I would prefer two sessions one in the class and the other in the laboratory and even an additional one for practice lesson in which teachers have the opportunity to present lessons and the chance should be given to everyone .

**Q11: How much do you agree with the idea of implementing ESP courses (English for Specific purposes) in the current training for each field separately?**

**A11:**I am strongly agreeing with this idea it may add more value for this training

**Appendix C6: interviewee' C 6 Transcription**

**Q1: how long have you been teaching at ITLC?**

**A1:** I have been teaching in the Intensive Center of foreign languages for 1 year and a half.

**Q2: how do you think teaching English to university teachers would be different from teaching English to other learners' categories?**

**A2:** Teaching university teacher is very different from teaching other categories, because of the age. They are old and adults so the methods and content should be adaptable to their age, also because each one teaches a different specialty this need to be taken into account.

**Q3: what challenges do you generally encounter when teaching them?**

**A3:** Actually, personally I didn't encounter so many challenges, except in the first sessions it took me a long time to know what appeals for each one and what are their lacks and their need. Also, I encountered that so many of them are shy sometimes to express themselves but thankfully, I was able to help them

**Q4: what types of practices do you adopt when delivering lessons to khenchela university teachers (methods, techniques, and approaches)?**

**A4:** Actually, about the practices that I have a variety of practices that can touch every aspect of the English language. I mean the practices will be about all the four skills

**Q5: what are the materials and the sources that you rely on in your teaching?**

**A5:** through the teaching process I found that all of them like to see and to listen more than reading. So, I use visual aids so much and make them listen to authentic materials.

**Q6: what evaluation and assessment tools do you employ?**

**A6:** for assessment I prefer to assess the speaking and listening skill more because as you know the language serves communication and the purpose of learning is communication so those two skills need to be enhanced.

**Q7: what improvements do you expect to find in teachers' performance when they move to the next level?**

**A7:** I expect them to be more fluent in expressing themselves in English and also to be able to teach their specialty in English...

**Q8: do you think that the duration is sufficient to train teachers to deliver their lectures In English?**

**A8:** I don't think that it is sufficient because language is unlimited phenomenon and we can never reach the point and say we have learned everything. No, I think the duration is not sufficient because actually someone can study English for years and won't be able to communicate with it fluently... And since teachers are from different fields, they need first to learn Basic English and then move to more specialized English for their field which will consume a huge time. It will be sufficient Just for people who had a baggage in English before and also, I want to shed light on the matter that teaching teachers alone will never be sufficient Because students also need to have a formation in that regard otherwise the teaching learning process won't be smooth.

**Q9: what expectation and objectives are held about the future of ILTC regarding teaching English to university teachers?**

**A9:** The center is full of opportunities and I expect that it will add a lot to the future of all generation to the amazing formation it provides.

**Q10: what suggestion can you provide to improve teaching at this center?**

**A10:** I suggest supplying the center with staff because it needs workers as well teachers to provide the necessary services effective teaching learning process.

**Q11: How much do you agree with the idea of implementing ESP courses (English for Specific purposes) in the current training for each field separately?**

**A11:** Of course, there is a possibility to open ESP training because for now as you know we are teaching academic English and not specialized one.... It is really important to teach the basis of the language but it is also important to teach them the English of their specialty to serve them while teaching

## Appendix D

### Classroom Observation Checklist

**Class Observed:** .....**Lecture title**.....

**Time:** 3hours

**Category:** university teachers

Criteria	Yes	No	Comments
Implementation of the CFER			
Implementation of the action-oriented approach			
Suitability of the Content to the Students' Level			
the appropriateness of The Teaching Methods and Techniques			
The suitability of the suggested Activities			
Availability of tools and Materials during the lesson			
The appropriateness assessment and evaluation Tools			
Relationship between the English Course and the target skill in the aligned level according to CEFR			
Learners 'motivation			
Classrooms 'interaction			

## **Appendix E : Questionnaire**

Dear teachers,

You are kindly requested to answer the ensuing questionnaire. The purpose of this Study is to investigate the intensive teaching English language for university teachers between reality and prospects. We appreciate your time and effort in complementing this questionnaire. Your answers will be kept completely confidential and will be used only for research purposes.

Thank you for your valuable contribution to this research.

### **Section one: Background Information**

1- How old are you?

.....

2- What is your employment status (specialty)?

.....

3- What is your degree?

License

Master

Magister

PHD

4- What level are you currently studying at ILTC?

A0

A1

A2

B1

B2

C1

C2

## **Section Two: Attitudes about the Intensive Teaching of English**

**5- What is your overall satisfaction with learning English language at ILTC?**

Satisfied

Somewhat satisfied

Imposed

Somewhat imposed

Dissatisfied

**6- Are you aware of the objectives underlying teaching at the center?**

Yes

No

**-If your answer is Yes, Provide some objectives of ILTC (Even in Arabic).**

.....

**7- To what extent do you agree with the integration of English language in the fields of scientific research?**

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

**8- Do you face problems when learning English at ILTC?**

- Yes
- No

**If your answer is yes, list some of the problems you encountered.**

.....

**Section Three: Practices and Challenges at the ILTC**

**9- What do you think about the quality and appropriateness of the materials used by the center?**

- Very good
- Good
- Fair
- Poor
- Very poor

**10- As self-assessment, give a rate for your level Progression?**

- From 0% \_25%

From 25% \_ 50%

From 50% \_ 75%

From 75% \_ 100%

**11- In which language areas have you perceived improvement? (Skip the question if you felt no improvement)**

Grammar  Speaking  Reading  Listening

Vocab  Pronunciation  Writing

Other

Please specify.....

**12- The four skills (listening- reading- writing – speaking) are significant reach language Proficiency. Reorder them according to the place they occupy at the center.**

Listening

Reading

Writing

Speaking

Equal importance

**13. Are you satisfied with the evaluation techniques used at the center?**

Yes

Cannot decide

No

**Justify your answer.....**

**Section Four: Recommendations and Prospects**

**14- How much do you agree with the idea of implementing ESP courses (English for Specific purposes) in the current training for each field separately?**

- strongly disagree
- Somewhat disagree
- neither agree nor disagree
- somewhat agree
- strongly agree

**Justify your answer**

.....  
.....

**15- As a university teacher and EFL learner, what do you expect regarding the future of Khenchela ILTC?**

.....

**16-- What do you suggest as an EFL learner to improve the learning proficiency at ILTC**

.....

## Appendix: A2 Test Level



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific  
Research  
University of Abbes Laghrour- Khenchela  
Intensive Language Teaching Center



### A2 Pre Intermediate Exam

Time: 1 h

Full Name: .....

Read the instructions for each part of the paper carefully. Answer all the questions.

#### Part I: Listening

➤ For each question, choose the correct answer.

Listen to Paulo and Georgia talking. Check (✓) the correct answers.

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Georgia wishes she _____ . | 2. Paulo thinks she should _____ . |
| could do a better job         | write about it                     |
| had another teacher           | change schools                     |
| could be a better writer      | talk to her teacher                |

Listen to Dave and Michelle talking. Check (✓) the correct answers.

- |                                 |                                         |
|---------------------------------|-----------------------------------------|
| 1. Michelle wants _____ .       | 2. Michelle tells Dave to first _____ . |
| to plan a pool party            | cut up the chicken                      |
| to know who's bringing the food | cut up the onions and celery            |
| to eat some chicken salad       | bake, barbecue, or broil the chicken    |

Listen to Tom and Samantha talking. Check (✓) the correct answers.

- |                                                |                                  |
|------------------------------------------------|----------------------------------|
| 1. Samantha wishes her neighbors' dogs _____ . | 2. Tom thinks she should _____ . |
| liked her                                      | change her apartment             |
| slept more                                     | make more noise                  |
| were quieter                                   | talk to them                     |

Listen to Sadie and Ian talking. Check (✓) the correct answers.

- |                                     |                                               |
|-------------------------------------|-----------------------------------------------|
| 1. Ian wants _____ .                | 2. Ian tells Sadie she first needs to _____ . |
| to know how to make a birthday cake | cook the hamburger meat                       |
| Sadie to bring tacos to the party   | put salsa over the tacos                      |
| to know who's making the food       | cut up onions, tomatoes, and cheese           |

**Part II: Reading**

Read about the Winter Carnival. Then circle T (true) or F (false).

**Quebec's Winter Carnival**

Quebec's Winter Carnival is a special celebration in Canada. This holiday started about 50 years ago and lasts for 17 days each year. It celebrates the sights and sounds of winter.

The Winter Carnival has a special character called *Bonhomme Carnaval*. *Bonhomme Carnaval* looks like a snowman, but he is really a man in a snowman's costume. *Bonhomme Carnaval* is present at all of the carnival activities, and he plays an important role as the symbol of the celebration.

There are many exciting activities at the Winter Carnival. For example, there are night parades. There is also a snow sculpture display. This display is like an outdoor museum, where artists show sculptures they have made out of snow. Finally, there are many sporting events such as ski races, canoe races, and even a "snow swim." The Winter Carnival has become very popular with tourists. Now almost a million people come to this northern city to visit the carnival each year.

- |                                                           |   |                                    |
|-----------------------------------------------------------|---|------------------------------------|
| 1. Quebec's Winter Carnival started about 17 years ago.   | T | <input checked="" type="radio"/> F |
| 2. Bonhomme Carnaval is a man dressed as a snowman.       | T | F                                  |
| 3. The snow sculpture display takes place indoors.        | T | F                                  |
| 4. About a million tourists visit the carnival each year. | T | F                                  |

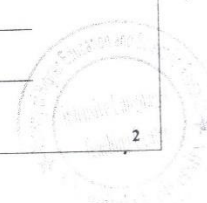
Put one of these verbs in each sentence. Use the past simple:

**eat   bring   write   buy   see   meet**

- The party was fantastic. Every guest \_\_\_\_\_ something to eat and a bottle of wine.
- I had an extravagant weekend. I \_\_\_\_\_ some clothes and a plant.
- Three weeks ago Tracy \_\_\_\_\_ her ex-husband in Mallorca. What a coincidence!
- When I lived in Italy, we \_\_\_\_\_ pasta every week.
- Shakespeare \_\_\_\_\_ a lot of plays.

Write indirect questions. Use these Wh-questions and the words given.

- Where is the nearest subway station? (Do) \_\_\_\_\_
- How much does a train ticket cost? (Could) \_\_\_\_\_
- Where is the best bookstore in town? (Do) \_\_\_\_\_
- What time do the duty-free shops close? (Can) \_\_\_\_\_
- When does the museum open? (Do) \_\_\_\_\_



**Part III: Writing**

Check (✓) the correct word or phrase to complete each sentence

1. I couldn't find a parking \_\_\_\_\_ on this street, so I had to park around the corner.  
 space     station     jam
2. I left some clean clothes on your bed. Please \_\_\_\_\_.  
 put them down     put them away     take them out
3. Even though my neighborhood is old and \_\_\_\_\_, I still love it.  
 run-down     convenient     modern
4. Do think it will be warm enough to wear \_\_\_\_\_ in California?  
 cash     hiking boots     sandals
5. I backed up the files you wanted on this flash \_\_\_\_\_.  
 slideshow     drive     file
6. John forgot to \_\_\_\_\_ his jacket again.  
 clean up     throw out     hang up

Match the answers with the questions.

- |                                                     |                               |
|-----------------------------------------------------|-------------------------------|
| 1. Where are you going on vacation next year? _____ | a. In a few hours.            |
| 2. Did you go camping last summer? _____            | b. About two weeks.           |
| 3. Have you ever been to a national park? _____     | c. Maybe I'll just stay home. |
| 4. Could you please call the travel agency? _____   | d. No, we went to the beach.  |
| 5. Can you tell me when you're arriving? _____      | e. No, I haven't.             |
| 6. How long are you going to be away? _____         | f. I'd be glad to.            |

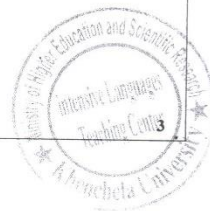
Complete the paragraph with words from the box. One word will not be used.

almost	enough	more
as	fewer	too

My city has some serious transportation problems. First, there aren't \_\_\_\_\_ buses, and  
(1) many of the buses are \_\_\_\_\_ crowded. There is a subway system, but the subways are  
(2) busy, too – they're as crowded \_\_\_\_\_ the buses. Part of the problem is there's too little of  
(3) parking downtown. There should be either \_\_\_\_\_ cars, or one or two \_\_\_\_\_  
(4) (5) parking garages.

Check (✓) the correct word or phrase to complete each sentence.

1. The city passed a new bill to build several new bike \_\_\_\_\_.  
 lanes     lights     spaces
2. Your boots are wet. \_\_\_\_\_ before you walk on my clean floor.  
 Take them out     Turn them off     Take them off



3. Molly's new apartment is amazing. It's so bright and \_\_\_\_\_.  
run-down      dingy      modern
4. When I travel, I don't usually bring a large suitcase. I use my \_\_\_\_\_ instead.  
first-aid kit      carry-on bag      vaccination
5. I only \_\_\_\_\_ free apps onto my tablet.  
download      back up      run down
6. Could you \_\_\_\_\_ the TV, please?  
turn down      take out      put down



Complete the conversation. Use the correct form of *used to* and the verbs given.

- A: \_\_\_\_\_ (go) to the playground when you were a child?  
B: Yes, I \_\_\_\_\_ to the playground every day after school.  
A: And what things \_\_\_\_\_ (collect)?  
B: Oh, I never \_\_\_\_\_ anything, but now I collect art.



## **Appendix G**

Interchange 4<sup>th</sup> Edition Books (A0-A1-A2-B1-B2-C1-C2)

English A <https://drive.google.com/.../1ETLAYD-Q2etf.../View...>

English A <https://drive.google.com/.../1vyr-Ah5nduoaznwy.../View...>

English A2 <https://drive.google.com/.../10e5nytxwvjljwbg.../View...>

English B1 [https://drive.google.com/.../1QR\\_1bd9kkguk-Py.../View...](https://drive.google.com/.../1QR_1bd9kkguk-Py.../View...)

English B2

[https://drive.google.com/.../1ahmrnp17bzf\\_V8-Hkj5.../View...](https://drive.google.com/.../1ahmrnp17bzf_V8-Hkj5.../View...)

<https://drive.google.com/.../1mjys5hf8lth3ogu3sqc.../View...>

English C1

<https://drive.google.com/.../18qefgf4b3te.../View...>

<https://drive.google.com/.../1GI5Lx6pJJ5TKd8V0Zvd.../View...>

## Appendix H: Permission Sheet for Pedagogical Training

République Algérienne Démocratique Et Populaire  
Ministre de l'enseignement supérieur  
Et de la recherche scientifique  
Université abbés khenchela  
Faculté des lettres et des langues  
Département langue et littérature



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة عباس لغرور خنشلة  
كلية الآداب واللغات  
قسم اللغة و الأدب العربي  
رقم ب.ج.د. 1/ج ع ل خ/ك أ ل ق ل ع 2023

خنشلة في: 2023/03/09

إلى السيد: مدير المركز المكثف للغات - جامعة عباس

لغرور - خنشلة

**الموضوع: طلب ترخيص بإجراء تربص بيداغوجي**

تحية طيبة وبعد:

نرجو من سيادتكم الترخيص للطالبة: طيطاو ريمان المولودة(ة): بتاريخ: 1994/02/06 خنشلة - خنشلة  
رقم التسجيل: 181834061702 ،

وكذا الطالبة: ركاب مفيدة المولودة(ة): بتاريخ: 1987/05/02 عين الطويلة - خنشلة  
رقم التسجيل: 21054111414531

المسجلتان في السنة الثانية ماستر تخصص: لغة و ثقافة بإجراء فترة تربص بيداغوجي في مؤسستكم للمدة:

من: 2023/01/22 إلى: 2023/04/20

مع العلم بأن الطالبتان تعدان بحثا حول تدريس اللغة الانجليزية لأساتذة التخصصات الأخرى ، في إطار الأعمال المكتملة لشهادة  
الماستر في اللغة والأدب الإنجليزي.

ونشكركم مسبقا على مساعدتكم، ودمتم أوفياء لخدمة العلم والمعرفة.

تقبلوا منا أسمى عبارات التقدير والاحترام

ع/رئيس القسم

جامعة عباس لغرور خنشلة  
قسم الآداب  
واللغة الإنجليزية  
خاتمة الآداب واللغات  
مساعد رئيس قسم اللغة الإنجليزية  
مكلف بالتدريس والتعليم في التدرج  
خنصري عبد المنعم

## ملخص

يشهد إدراج اللغة الإنجليزية كلغة ثانية في الجامعات الجزائرية جدلا واسعا بين أوساط المجتمع الجامعي. وكنتيجة لهذه السياسة انقسم إلى وجهتي نظر: منهم من أبدى موافقته على إدراج اللغة الإنجليزية في الجامعة لأنها لغة مشتركة بقدر ما هي لغة العلم والتنمية الشيء الذي يزيد من الوعي الثقافي وكذلك الكفاءة اللغوية لكل من الطلاب والأساتذة.

أما الجهة المعارضة ترى أن تدريس اللغة الإنجليزية بعدما كان التدريس والتعلم في الجامعة لعقود من الزمن باللغة الفرنسية صعب المنال لأنه يحتاج إلى جهود كبيرة ووقت ووسائل أيضًا من أجل التغيير. علاوة على ذلك، يتطلب تدريس اللغة الإنجليزية المكثف إتباع المعايير الدولية في تدريس اللغات الأجنبية للوصول إلى الكفاءة اللغوية كما هي محددة في الإطار الأوروبي المرجعي المشترك للغات. لهذا فإن المنهجية المستخدمة في هذه الرسالة هي المنهج المختلط حيث تقوم دمج كل من البحث النوعي والكمي لتقييم تدريس اللغة الإنجليزية المكثف لأساتذة الجامعات في مركز التعليم المكثف للغات بين الواقع والتوقعات. تهدف هذه الدراسة إلى الإجابة على أسئلة البحث التالية، ما هي أنواع الممارسات التي يتبناها الأساتذة في مركز التدريس المكثف، وما هي التحديات التي قد تواجه كل من الأساتذة (المعلمين) ومعلمي اللغة الإنجليزية كلغة أجنبية في مركز التعليم المكثف للغات، وما هي التوقعات بشأن مستقبل مركز التعليم المكثف للغات فيما يتعلق بتدريس اللغة الإنجليزية وإلى أي مدى تتوافق الممارسات الحالية في مركز التعليم المكثف للغات مع التوقعات الموسوعة. تكشف النتائج التي تم التوصل إليها باستخدام ثلاث أدوات بيانات: أن مستقبل اللغة الإنجليزية في الجامعة سيتطور في السنوات القادمة مع الأخذ في الاعتبار جميع أوجه القصور في تدريب أساتذة الجامعات في مركز التعليم المكثف للغات. ومن ثم، فإن النتائج تعطس الأهداف المسطرة للدورة خاصة بالنقائص الموجودة حاليا بمركز التعليم المكثف ولذا فان هذه النتائجستتير صانع القرار والسياسي لتحسين الظروف تطبيق سياسة تعميم استخدام اللغة الإنجليزية بشكل أفضل في الجامعة.

**الكلمات المفتاحية:** لغة مشتركة، تدريس المكثف للغة الإنجليزية، الإطار المرجعي الأوروبي المشترك للغات، مركز

التعليم المكثف للغات.