

Investigating Causes of Language Learning Failure Among Algerian ESP Doctoral Students: A Case Study of Arabic Department Learners at ENSB

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ABSTRACT: *The aim of this study was to investigate why first-year doctoral students from the Arabic Department at the Teacher Training College of Bouzareah (ENSB) failed to achieve the B2 level in the mandatory online English program set by the Algerian Ministry of Higher Education. The study involved 15 first-year doctoral students who took part in the program during the 2022–2023 academic year. A mixed-method approach, including a questionnaire, a semi-structured interview, and online classroom observation, was used to gather both qualitative and quantitative data. Data were analyzed through content analysis of course units, examination of online interactions, and basic statistical analysis of questionnaire responses. The results indicate that the primary cause of this failure was the online delivery format, which placed A1 and A2 level students in a frustrating situation. This frustration stemmed from their inability to follow the teacher behind the screen and from certain course units being unrelated to their specialism, making the technical vocabulary even more challenging. Furthermore, students perceived the online English course units as not entirely relevant or appropriate to their academic needs, adding to their struggle. Additionally, the study reveals that these students do not use learning strategies that promote long-term retention, which is another cause of language failure. To address these issues, it is recommended that online teaching be avoided for beginner-level students (A1 and A2), and that more personalized teaching methods be considered, such as designing lessons around topics related to students' fields of study or including simple role-play activities to practice everyday conversations.*

KEYWORDS: Arabic department, ESP proficiency, learning strategies, online learning

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Introduction

In 2022, Algeria marked a turning point in its educational system by introducing English in primary schools, reducing the longstanding dominance of French, which had been the sole foreign language taught in primary education since independence. The new policy made learning English mandatory from the second year of primary school. This change also reached higher education, where English was strongly encouraged as the medium of instruction in all technical and engineering departments, along with additional benefits such as promotions for teachers who switched to teaching in English.

These national educational reforms have also impacted higher education, particularly for doctoral students in non-English departments, like those from the Arabic Department at ENSB. Making English mandatory in primary schools has affected students who did not focus on English in their earlier studies. It became important to bridge this gap since knowing English was now necessary to move forward academically.

In light of this new situation, a policy decision was made that requires students from non-English departments to complete an online supplemental English program to enhance their English skills. This initiative highlights the increasing importance of English skills in both academic and professional settings. According to the policy, doctoral students who do not reach the B2 level cannot take their PhD viva unless they prove their English proficiency. This training was implemented in the 2022–2023 academic year. Since its introduction, there has been feedback from both students and teachers concerning its relevance and the difficulties encountered, particularly among doctoral students in the Arabic Department. To assess the program's effectiveness and address existing challenges, a national hybrid conference was scheduled for May 2024, one year later, to evaluate the online supplemental Doctoral English program, look over its results, and pinpoint areas that could use some improvement.

This small-scale study is an attempt to answer the following questions:

- 1- How do students perceive the relevance and appropriateness of the online English course units?
- 2- What are the main factors contributing to language failure among A1 and A2 level doctoral students in the Arabic department at ENSB?
- 3- What vocabulary learning strategies do students use in order to comprehend and retain new vocabulary?

Note: A1 and A2 are beginner and elementary proficiency levels according to the Common European Framework of Reference for Languages (CEFR).

1-Literature Review

1.1 Algeria Language Policy Shifts

After gaining independence in 1962, Algeria adopted the Arabization policy in its educational system. The process of Arabization encompassed not just education but also official correspondence and administration. The shift to an Arabic-focused education system did not include science fields, which continued to be taught in French. In 1979, Mohamed Cherif Kharroubi, the Minister of Primary and Secondary Education, decided to establish French as the first foreign language starting in the fourth grade of primary school and English as the second foreign language in the eighth grade of middle school (Djebbari,2020). Over the years, awareness of the importance of the English language has grown, and

“French domination was lessened due to the urgent need to use English as a means of communication in a would-be globalised Algeria” (Djebbari, 2020, p. 42).

Recently, in June 2022, Abdelmadjid Tebboune, the president of Algeria, announced that English would be taught in elementary schools, marking a significant advancement in the field of education (Ennahar TV, 2022). This shift is undoubtedly due to “the linguistic requirements of the new world” (Assassi, 2020, p. 440), as Algeria progressively adopts English as the primary foreign language. A prior attempt to replace French with English in primary schools was made 15 years ago by Ali Ben Mohamed, Algeria's former Minister of Education. In 1993, Ben Mohamed attempted to introduce English in primary schools as a replacement for French. Parents were given the option to choose between French and English for their children’s primary education. However, the plan was eventually abandoned due to strong political opposition (Al Jazeera, 2015). It is worth noting that the minister’s efforts were part of a broader vision to shift Algeria’s linguistic orientation in education, but due to political and social factors, the initiative did not succeed (Ben Mohamed, 2015). It is also worth mentioning that the Ministry of Higher Education began preparations to introduce English as a teaching language at universities soon after President Tebboune gave the order. This shift towards English has been welcomed by parents and stakeholders but also raises questions about its potential success.

While the historical and policy context highlights Algeria's gradual adoption of English as a key educational language, there is a lack of research specifically examining the language learning challenges faced by doctoral students in non-English departments, such as the Arabic Department at ENSB. These students often struggle to meet the required B2 level in English due to their academic backgrounds, which traditionally do not emphasize English language skills. Identifying the factors that hinder their language proficiency is crucial to understanding how national language policies impact academic success at the doctoral level. This gap in the literature underlines the need for research that explores the specific difficulties faced by these students, as well as the effectiveness of the online supplemental English program introduced to address this issue.

To address this new situation, a policy was introduced requiring PhD students from non-English departments to complete an online supplementary English program to enhance their English proficiency. Students who did not reach the B2 level would not be permitted to take their PhD viva unless they demonstrated adequate proficiency in English (see Article 4, Appendix 1).

1-2 Teaching ESP in Algeria

English for Specific Purposes (ESP) is a branch of English teaching that is interested in developing students’ linguistic and academic skills in a particular domain. Unlike general English, ESP aims to help learners understand and communicate effectively within their specialized field. In Algeria, higher education institutions have recognized the necessity of fostering ESP courses across various fields (science, technology, economics, and tourism).

In the 1980s, the Algerian ESP project was created through discussions between the Ministry of Higher Education and several well-known British universities, such as Manchester, Glasgow, Leeds, Sheffield, Nottingham, and Salford. The goal was to improve English teaching in Algerian universities and encourage academic cooperation. (Benyelles, 2009; Bouabdallah & Bouyacoub, 2017).

As part of this project, these British universities made special agreements with the Algerian Ministry of Higher Education. Some Algerian students were given the chance to study full-time for postgraduate degrees in Britain. In return, the British universities agreed to support collaboration in science and technology at the magister and doctoral levels. Each British university was linked to a specific Algerian university to strengthen this partnership, notably:

- The University of Blida worked with Salford University to focus on mechanical engineering.
- The University of Constantine partnered with Glasgow University to improve computing studies.
- The University of Oran teamed up with Nottingham University to support electronics.
- INELEC (National Institute of Electricity and Electronics) and the University of Sheffield worked together on electricity, electronics, and electro-techniques. (Bouabdellah, 2017)

It is important to mention that the British Council provided Algerian institutions with the necessary teaching equipment to help them carry out their work properly. These collaborations aimed to ensure that students could benefit from the expertise of both Algerian and British researchers. Accordingly, three ESP centers were established across Algeria and began operating in February 1988: the first in Oran, the second in Algiers, and the third in Constantine (Bouabdellah & Bouyacoub, 2017).

It should also be noted that these university partnerships have paved the way for the establishment of private institutions. For instance, the Berlitz Algiers center was founded in 2001 in the district of Hydra. In partnership with the U.S. Embassy, it currently contributes to the improvement of English for Specific Purposes (ESP). In addition to general English, Berlitz offers specialized courses for professionals in various fields. However, it remains unclear to what extent doctoral students from non-English departments, such as those from the Arabic Department at ENSB, actually use these programs to improve their English proficiency. Unlike university-based ESP initiatives that are primarily academic, Berlitz focuses on practical, professional English skills, which may not directly address the specific language challenges faced by doctoral students preparing for academic requirements like the B2 level in English. Clarifying this distinction could help in understanding the role of private ESP centers in supporting students' language learning needs. This partnership, along with the expertise of both Algerian and British researchers, has contributed to the success and strong reputation of Berlitz Algiers, leading to the establishment of another center in Oran.

Along similar lines, Bouabdallah & Bouyacoub (2017), Boudersa (2018), and Assassi (2020) conducted studies on ESP, revealing that Algerian universities have invested heavily in incorporating ESP courses as a primary tool for equipping students with the language most relevant to their specialized fields. Their findings confirmed that ESP courses promote both academic and professional skills.

Building on these efforts, in 2021, the Algerian Ministry of Higher Education and Scientific Research launched the Professional Development Program on Teaching Integrated Content and Language in Higher Education to strengthen English language instruction in Algerian universities and Teacher Training Schools (Les Écoles Normales Supérieures). This collaborative initiative involved the Algerian government, the United States Department of State, and Teachers College, Columbia University, aiming to address the complexities of language integration within the Algerian context. Rooted in extensive discussions on

teaching practices following the LMD Reform in 2004 and building on earlier efforts, the program is actively progressing and is now in its third cohort (Tihal, 2023).

Methodology

Context: This study was conducted within the framework of a mandatory Online Complementary Doctorate English Module (2022/2023) that was meant to help doctoral students improve their English language skills. The course highlights the importance of reaching the B2 level, a condition without which, students would not be allowed to have their viva. It should be mentioned that this decision has been taken by the Algerian ministry of higher education within the broader context of Algeria's language policy shift from French to English. Despite completing the course, many students failed to achieve the expected B2 level. To understand the reasons behind this, the study looked into students' experiences, their engagement with the course material, the strategies they used for vocabulary learning, and the main factors that contributed to their language learning failure.

Participants: The study included all 15 first-year doctoral students from the Arabic Department who were enrolled in the mandatory online English program during the 2022–2023 academic year but did not achieve the B2 proficiency level. Before starting the course, all the students took a placement test, which placed them at A1 and A2 levels. After completing the course, they took another placement test, which showed that they still had not reached the necessary B2 level. A purposive sampling technique was used to gather detailed insights into the challenges they faced. The participants, both male and female, had varying levels of prior English exposure and came from different universities, with ages ranging from 26 to 33.

Procedure: To understand why students did not reach a higher level in English, this study used a straightforward approach with different methods to gather information. First, semi-structured interviews were conducted with all students. These interviews were chosen because they allow for guided questions while giving students the chance to share their experiences and thoughts in more detail. This gave them a chance to share their thoughts about the course, their experiences, and the challenges they faced. The interviews took place at the end of the course to hear their reflections after finishing the program. Later, a follow-up interview was conducted to explore the reasons why students struggled to reach the required level. This helped identify issues that had not come up in the first interview. The interview data was analyzed using thematic analysis, and key themes were identified through repeated coding.

In addition to interviews virtual classroom sessions were observed and recorded to see how students interacted, participated, and responded during the lessons. In total, around 15 hours of recorded sessions were analyzed throughout the course.

To learn about the vocabulary strategies students use, a questionnaire was administered to them. The questions were based on models by Oxford (1990) and Schmitt (1997). The aim was to find out how students learned new words and how often they used different strategies. The study focused on vocabulary learning strategies because they are key for language learning, especially for beginners (A1 and A2). The goal was to find out what problems doctoral students had when trying to reach the B2 level.

For data analysis, online interactions were carefully examined to evaluate students' participation levels, and a content analysis of the course units was conducted to identify concerns related to course design. A

thematic analysis was also applied to the questionnaire responses to identify patterns in vocabulary strategy use. Finally, the answers from the questionnaire were organized using simple statistics to understand which vocabulary learning strategies students used the most. By following this process, the study gathered important information about students' difficulties, learning habits, and engagement with the course. This helped to better understand why they could not reach the B2 level.

Results

The analysis begins by examining students' perceptions of the online English course, specifically its relevance and appropriateness, followed by key factors contributing to language failure among A1 and A2 level doctoral students, and finally, the strategies students use to learn and retain new vocabulary.

Students Perceptions of the Relevance and Appropriateness of the Online English Course

In response to Research Question 1, "*How do students perceive the relevance and appropriateness of the online English course units?*", students' views on the course's relevance and appropriateness reveal the following:

All the Participants in this study voiced their dissatisfaction of the course content. Despite covering general and technical English, the course did not address specific terminology or concepts related to Arab linguistics and literature. They unanimously stated that certain units within the course are completely irrelevant and do not understand the relationship between these units and their major. They specifically pointed to units, such as "*The World Around Us*" and "*Health Matters*", which they considered unsuitable for their specific major. These units were described as both '*unengaging*' and '*challenging*', containing difficult technical *vocabulary* (such as "fossil fuels," "wind turbine," "fluctuation," and "CO2 emission") which students felt were '*irrelevant*', '*not needed*' and '*hard to memorize*'.

Additionally, the participants asked the researcher (in Arabic dialect) if experts from the Arabic department were invited in designing the course. The students believe that no expert from their department contributed to the course content design because, according to them, their teachers' input would have made a difference, as they understand their needs well. The teacher affirmed that the same course content is designed to all non-EFL departments which confirmed the students' claim and asserts that no needs analysis was conducted in this context; an essential step before designing any course content.

Key Factors Contributing to Language Failure Among A1 and A2 Level Doctoral Students

In response to Research Question 2, "*What are the main factors contributing to language failure among A1 and A2 level doctoral students in the Arabic department at ENSB?*", the findings reveal three key factors contributing to language failure among A1 and A2 level doctoral students in the Arabic department at ENSB. To provide a clear overview, these factors are summarized in the table below. This summary highlights the main issues reported by students, which are further analyzed in the sections that follow.

Factors	Students' Perceptions and Challenges
Shift to Online Learning	-Preference for in-person learning due to teacher-student interaction, eye contact, and bodylanguage. - Moodle platform is new, and students lack training on how to use it. - Online learning feels isolating, reducing engagement and motivation.
Lack of Specialized Content	- Course content is not tailored to students' academic interests. - Lack of relevance decreases motivation and participation.
Vocabulary Overload & Academic Demands	- Large amounts of new vocabulary make learning difficult. - Students rely on ineffective strategies like rote memorization. - Lack of awareness of deeper learning techniques such as semantic mapping and spaced practice.

Table1: Main Factors Contributing to Language Failure Among A1 and A2 Students

As displayed in table 1, the main and major factor is the shift to *the online learning*. All the participants expressed their preference for the in-person learning. Students at A1 and A2 levels reported that online learning negatively impacted their academic performance and contributed to their struggle with language learning. They indicated that they strongly prefer in-person classes, citing the importance of teacher-student eye contact for a more supportive and interactive learning experience. They asserted that body language, mimicking, and their peers' reactions are very important in the first steps of learning a foreign language. They criticized the abrupt switch to online learning, arguing that they were not yet prepared for this new way of learning. Five students emphasized this issue by stating that the school policy obliges them to study English language course via Moodle platform, yet this platform has been newly incorporated in their learning and are not well- trained on using it. Most students likened online learning environment to studying in isolation, which they felt led to lower engagement and diminished motivation. They found it difficult to stay focused and connected without the in-person dynamics that promote a more collaborative atmosphere. Previously, teachers used to use Google Meet and Google Classroom, but the school has now enforced a shift to Moodle to enhance online learning. Students in the Arabic department disfavor the use of this platform claiming they need more time to get used to the new system.

Another factor contributing to language failure is related to *the lack of specialized content*. Students revealed that the lack of specialized content has led to a noticeable decline in their engagement and motivation. They advocate that the course is not tailored to their academic interests, which reduced their motivation to participate actively in the learning process. It goes without saying that motivation in education is a key to success as it highly correlates to the learners' learning achievement, and no learning goal can be achieved if students' engagement and motivation are lacking. (Gardner,1985; Chang,2005).

A third notable factor is *vocabulary overload and competing academic demands*. In every lesson, students encounter numerous new words that are difficult to learn and even harder to remember.

Additionally, they have multiple assignments from other courses, making it even more challenging to keep up and manage their learning effectively. The virtual classroom observation revealed that they do not know how to learn new vocabulary when they encounter it.

Strategies Used by Students to Learn and Retain New Vocabulary

In response to RQ3, “*What vocabulary learning strategies do students use to comprehend and retain new vocabulary?*”, the findings show that students lack appropriate vocabulary learning strategies and are unsure of the best techniques to retain new words and retrieve them when needed. The results indicate that students primarily rely on superficial vocabulary learning strategies, such as rote memorization and surface-level recall. They often neglect deeper processing strategies, such as contextual learning, semantic mapping, and association techniques, that enhance long-term retention and retrieval of vocabulary (Schmitt, 1997).

At a *Receptive, Comprehension Level*, the results showed that students rely on shallow strategies, such as “*asking classmates*” and “*asking the teacher.*” These findings align with Schmitt’s (1997) study with Japanese EFL learners, who similarly used these non-effective strategies to understand new words. This suggests a broader pattern among EFL learners, who often use similar, surface-level methods to grasp word meanings.

In contrast, *at the Productive Level*, students were found not to use strategies that are known to improve long-term retention. Techniques like “*semantic mapping*” and “*spaced word practice*” are noticeably unknown, revealing a gap in the strategies that could help them retain vocabulary more effectively.

The participants reported that they have never used the following strategies known to foster retention:

No	Strategies	Type
1	Using rhymes to remember the new word	MEM
2	Using the Key Word Method	MEM
3	Using spaced word practice	MEM
4	Repeating the new word several times	COG
5	Working in group to practise the meaning of words	SOC
6	Using new English words in a sentence to remember them	MEM

Discussion

The findings related to RQ1 indicate that the course content fails to meet the explicit needs and requirements of the students. Students voiced their concerns about the relevance of the content, stating that it is not adequately aligned with their needs and lacks suitable units. Additionally, they highlighted the necessity for technical vocabulary that is specific to their field of study. This indicates that, while the government’s initiative to make English mandatory for doctoral students is a positive step, the course, comprising five units, seems to be designed without conducting a needs analysis to identify the needs of the students which may be explained by the urgent need of the country to switch to English for some educational, social, political and economic reasons.

Needs analysis is a crucial component and it is emphasized by Axmedovna et al.(2019), who state that “Needs analysis aims to present learners’ wants, needs, and lacks prior to organizing a course” (p. 205). As Lee (2016) asserts, needs analysis is now a fundamental and necessary condition in any course design.

This study also found three main reasons why A1 and A2 level doctoral students in the Arabic department at ENSB struggle with learning English. These are *online learning*, *lack of suitable course content*, and *difficulties with learning vocabulary*. Comparing these findings to other studies shows some similarities and differences: One of the biggest problems students faced was the move to online learning. They preferred in-person classes because they found teacher-student interaction, eye contact, and body language very helpful in learning a new language. Students were not sufficiently prepared for online learning, as the transition was too abrupt. Having never been taught a foreign language online before, they found the shift particularly challenging and struggled with the Moodle platform. This matches findings by Sun and Chen (2016), who showed that online learning can make it harder for students to stay engaged and motivated. Similarly, Almahasees, Mohsen, and Amin (2021) found that students who switched to online learning during the COVID-19 pandemic struggled to adjust to it. The findings also indicate that online instruction reduces student engagement and has significantly diminished motivation. This supports Dyrud (2000), who notes that the absence of physical interaction in online teaching can lead to various issues, including extreme isolation and burnout. On the same line, Shah Zaki (2022, p. 7) observes, “For some students who prefer in-person contact with all the verbal and non-verbal cues, online communication might be frustrating.”

Another important factor is the students’ prior educational background in English. Many of them come from areas where English teachers were scarce or absent, resulting in limited exposure to English before entering higher education. This background significantly impacted their ability to adapt to the course.

A further issue was that the course content did not match students’ academic interests. They felt that the lessons were not relevant to their studies, which made them less motivated to participate in class. Motivation is important for learning success, as Gardner (1985) and Chang (2005) have pointed out. Gardner (1985) differentiates between intrinsic and extrinsic motivation, emphasizing that students driven by intrinsic motivation tend to adopt more effective vocabulary learning habits. In contrast, those motivated extrinsically might rely more on rote memorization, which is less effective in the long term. Other studies suggest that learning a language is easier when the content is connected to the students’ main field of study (Brinton, Snow, & Wesche, 1989). Snow (2006) also found that students learn better when lessons relate to their academic interests. The results of this study suggest that changing course content to fit students’ needs could help them stay more engaged.

Students also found it hard to learn and remember new vocabulary because they were introduced to too many new words at once. At the same time, they had many other academic tasks to complete. Most students used rote memorization instead of deeper learning strategies like using words in context or creating word associations. This aligns with Schmitt (1997), who found that memorization alone is not the most effective way to learn vocabulary. Nation (2001) also suggests that students need to see words in different contexts and use them in different ways to remember them well. Unlike some learners in Schmitt’s study, the students in this research did not seem to know how to use effective vocabulary learning techniques. This suggests that they need more support in learning how to remember and use new words.

Additionally, the findings show that students at both receptive and productive levels primarily depend on asking the teacher or classmates for assistance, overlooking deeper processing strategies that would help them retain new vocabulary over the long term and use it more autonomously. Undoubtedly, the amount of mental effort that learners put into understanding an unknown word positively influences their chances of retaining its meaning (Read, 2000). This reliance suggests they may not realize the importance of developing effective vocabulary strategies for easy recall, as language learning is about more than just memorizing words; it is about being able to retain and retrieve them. This is confirmed by Thornbury (2002) who states that to learn means nothing but to remember. Research by Craik and Tulving (1975) also

underscores that vocabulary retention is tied to the depth of word processing. Quality encoding, achieved through deep semantic analysis rather than superficial structural analysis, significantly improves memory. Thus, it is critical for students to urgently adopt effective vocabulary strategies to resist vocabulary attrition, as Ellis (2004, p. 546) emphasizes that “learning strategies have proved a golden mine to which many researchers have rushed.”

Recommendations

This small-scale study identifies the reasons behind language failure among Arabic Department students at ENSB who did not reach the B2 level in the mandatory online English program set by the Algerian Ministry of Higher Education. Based on these findings, a set of recommendations is provided to help students develop effective learning strategies, guide teachers, and assist textbook designers in creating materials that better align with learners’ linguistic needs and proficiency levels.

-Textbook designers and instructors are strongly required to conduct needs analysis from various departments in order to align course content with students’ academic needs. The needs analysis should involve both students and teachers, as they can provide valuable insights from different perspectives.

-Language teachers need to collaborate with content teachers to design and develop course units that are directly related to the students' field of study. They ought to avoid overly technical or specialized vocabulary that students are unlikely to encounter in their academic work.

- More in-person classes should be scheduled to facilitate direct interaction between students and teachers as A1& A2 struggle with independent online learning. For language learners in their early stages, this will largely generate opportunities for face-to-face conversations, group learning, and instant feedback. Actually, in order to help students understand difficult course content and reinforce learning through practical exercises, language instructors are expected to provide organized in-person tutoring sessions. At the same time, since online education continues to be important in higher education, it should be integrated gradually to help students adapt. Online courses should use interactive tools, blended learning approaches, and live sessions to keep students engaged. Activities like real-time discussions, group work, and digital storytelling can also boost involvement.

-Create mentorship programs that allow more experienced students (B1 and B2 levels) to offer more in-person assistance.

-Introduce and train ESP students on the use of deeper cognitive strategies such as Semantic mapping, and the Spaced Word Practice strategy which proved their efficiency in lexical retention.

-Encourage students to use context clues for understanding new words rather than relying solely on asking teachers or classmates, and highlight the importance of the spaced word practice strategy in their language learning.

-Finally, teachers and curriculum designers are strongly encouraged to address existing design flaws. regularly update and adjust course materials to maintain accuracy and relevance.

Conclusion

In conclusion, this study emphasizes the need for personalized English course units and targeted vocabulary instruction to improve academic language success among doctoral students. The findings reveal that challenges arise largely due to a misalignment between course content and students' specific academic needs, along with a preference for in-person learning over online formats. By addressing these gaps, educators can

better support students in overcoming obstacles to effective vocabulary acquisition and practical language use.

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Appendix 1

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

Arrêté n° 1416 du 24 DEC. 2022

fixant les modules transverses en vue de renforcer la formation
du 3ème cycle dans les établissements d'enseignement supérieur

Le Ministre de l'Enseignement Supérieur et de la Recherche Scientifique,

- Vu le décret présidentiel n°22-305 du 11 Safar 1444 correspondant au 08 septembre 2022, portant nomination des membres du Gouvernement ;
- Vu le décret exécutif n°10-231 du 23 Chaoual 1431 correspondant au 02 octobre 2010, portant statut du doctorant ;
- Vu le décret exécutif n°13-77 du 18 Rabie El Aouel 1434 correspondant au 30 janvier 2013, fixant les attributions du Ministre de l'enseignement supérieur et de la recherche scientifique ;
- Vu le décret exécutif n°22-208 du 05 Dhou El Kaada 1443 correspondant au 05 juin 2022, fixant le régime des études et de la formation en vue de l'obtention des diplômes de l'enseignement supérieur ;
- Vu l'arrêté n°991 du 1^{er} août 2022, fixant les modalités d'accès et d'organisation de la formation de troisième cycle et les conditions de préparation et de soutenance de la thèse de doctorat ;

ARRETE :

Article 1er : En application des dispositions des articles 23, 31 et 32 de l'arrêté n°991 du 1^{er} août 2022, susvisé, le présent arrêté fixe le nombre, l'intitulé, le contenu et les modalités d'application des modules transverses qui viennent en complémentarité de la formation des doctorants dans les établissements d'enseignement supérieur.

Art. 2 : Il est organisé, au niveau de chaque établissement d'enseignement supérieur, une formation complémentaire au profit du doctorant durant la première année de la formation.

Art. 3 : La formation complémentaire envisagée permettra au doctorant d'acquérir les connaissances transversales nécessaires à la préparation de sa thèse de doctorat.

Art. 4 : La formation complémentaire visée en supra permet au doctorant d'approfondir les connaissances suivantes en matière de

- Didactique dans la recherche scientifique et la pédagogie ;
- Philosophie ;
- Perfectionnement certifié en Langue Anglaise « Niveau B 2 ou C 1 » ;
- Technologies de l'Information et de la Communication « TIC » dans la recherche scientifique et la pédagogie.

Les compétences à développer ainsi que le profil des intervenants sont cités dans l'annexe n°1 du présent arrêté.



Art. 5 : Le programme de la formation complémentaire peut être dispensé, en mode présentiel ou en ligne, sous diverses formes : Cours, conférences, séminaires, ateliers... etc. Les contenus des programmes sont détaillés dans l'annexe n°2 du présent arrêté.

Art. 6 : La validation des compétences acquises s'effectue dans le carnet du doctorant sur la base d'une évaluation formative.

Art. 7 : Il est créé au sein de chaque établissement d'enseignement supérieur une cellule travaillant en coordination avec les comités de formations doctorales concernés, chargée notamment de :

- La mise en œuvre de la formation complémentaire ;
- La sélection des enseignants intervenant dans la formation ;
- La programmation des sessions de formation ;
- L'évaluation formative des doctorants.

Art. 8 : La cellule est composée du vice-recteur chargé de la post-graduation, en qualité coordonnateur, et de quatre (04) enseignants chercheurs de rang magistral désignés par le chef d'établissement à raison de :

- Un (01) enseignant-chercheur pour la didactique ;
- Un (01) enseignant-chercheur pour la philosophie ;
- Un (01) enseignant-chercheur pour la langue anglaise ;
- Un (01) enseignant-chercheur pour les TIC.

La cellule est présidée par le vice-recteur chargé de la post-graduation, et en assure la coordination des activités.

La cellule se réunit sur demande de son coordonnateur en tant que de besoin.

Art. 9 : La cellule présente son programme de travail, accompagné d'un échéancier, au conseil scientifique de l'établissement pour validation.

Art. 10 : La cellule présente le bilan annuel de la mise en œuvre de son programme de travail devant le conseil scientifique de l'établissement.

Art. 11 : Le chef d'établissement met à la disposition de la cellule tous les moyens nécessaires à l'exécution de ses tâches administratives, organisationnelles et pédagogiques.

Art. 12 : Le présent arrêté prend effet à compter de la date de sa signature.

Art. 13 : Les chefs des établissements d'enseignement supérieur sont chargés, chacun en ce qui le concerne, de l'application du présent arrêté qui sera publié sur le *bulletin Officiel* du ministère de l'enseignement supérieur et de la recherche scientifique.

Fait à Alger, le 24 DEC. 2022

Le Ministre de l'Enseignement Supérieur
et de la Recherche Scientifique

