

## The “Englishization” of the Algerian University through Intensive Language Teaching Centers: Teachers’ Perspectives The Case Study of Khenchela University, Algeria

YOUSFI Nabila<sup>1</sup>, BAGHIANI Amira<sup>2</sup>, CHICHOUNE Rachida<sup>3</sup>

<sup>1</sup>Department of English, University of Khenchela, Algeria.Email: [yousefi.nabila@univ-khenchela.dz](mailto:yousefi.nabila@univ-khenchela.dz)

<sup>2</sup>Department of English, University of Khenchela, Algeria.Email: [baghiani.amira@univ-khenchela.dz](mailto:baghiani.amira@univ-khenchela.dz)

<sup>3</sup>Department of English, University of Khenchela, Algeria.Email: [chichoune.rachida@univ-khenchela.dz](mailto:chichoune.rachida@univ-khenchela.dz)

Received: 03/04/2025; Accepted: 15/10/2025; Published: 02/01/2026

### Abstract

The Algerian universities have recently made an enormous linguistic shift in their educational and instructional practices, moving from French-medium instruction (FMI) to English-medium instruction (EMI). As an asset to the process of Englishization in Algerian Universities, the Algerian Ministry of Higher Education and Scientific Research has resorted to establishing the intensive language teaching centers (ILTCs) to equip university teachers with the linguistic background needed to start teaching in English or using the English language in scientific research. This article is an attempt to explore and analyze teachers’ perceptions about the efficacy of these centers at Khenchela University. To do so, a questionnaire was administered to 117 teachers studying English at the ILTC. The tool being selected offered details regarding the actual experiences of teachers at the center, perceived challenges and outcomes, and recommendations for improvement. Findings demonstrate that these centers could be very helpful for teachers whose English is post-intermediate or advanced - especially while producing scientific and

academic papers, but those whose level is elementary or intermediate will still need novel teaching and evaluation mechanisms. Teachers’ suggestions include extending the training period and focusing on English for specific purposes instead of general English.

**Keywords:** educational reform, English-Medium Instruction, intensive language centres, Algerian Universities, Englishization, scientific research.

### 1. INTRODUCTION

The current linguistic and instructional landscape in Algeria is the outcome of various interrelated factors that are mostly political. Decades after Algeria’s independence in 1962, French remained the de facto language in all Algerian universities due to being the language used in science and technology across the country. Despite the several attempts from the part of the Higher Education Ministry to decrease the use of French among students and instructors in Algerian universities - through adopting Modern Standard Arabic and Tamazight as official languages, French persisted to be the prime language of teaching and communication in Algeria.

However, the past decade has witnessed a significant policy shift toward English-medium instruction in Algerian universities, particularly within scientific disciplines such as medicine, engineering, and information technology. This change was motivated by the inclination to grapple with what modern technology offers. Still, and despite welcoming this transition in various institutions, the actual implementation is still meeting challenges at different levels.

The term "Englishization" refers to the growing use of English among non-English speakers, especially in academic institutions (Jenkins, 2014). This transition took place in many spots in Europe, Asia, and even recently Africa, where the Ministry of Higher Education has advocated English-medium instruction (EMI) to enhance competitiveness and internationalization (Coleman, 2006). After implementing EMI in these countries, mixed outcomes were attained. While this trend could be a good opportunity to gain global knowledge and address professional needs, it also prompted concerns regarding the use of local languages, cultural identity, and the institutions' readiness to make this transition (Phillipson, 2009). Recently, Algerian Universities have also adopted this linguistic transition depending on various language-related institutions and organizations.

Ass way to propel the process of university englishization and operationalize this transition, universities across Algeria have introduced intensive language teaching centers to help teachers improve their linguistic and communicative skills in English, which, in turn, can help them use the language in their teaching, supervision, and scientific research. Khenchela University, situated in the eastern part of Algeria, has also welcomed this initiative. However, when it comes to implementation, higher education institutions and teachers still need

knowledge pertinent to the way these centers should work and these training programs should be experienced and evaluated.

Many studies were conducted to investigate the efficacy of intensive language centers in Algeria. Soudani (2016), for instance, attempted to explore the way German is taught at the intensive language centers across Algeria. Ould Si Bouziane (2020) has carried out another study about teaching English for medical purposes at the Intensive Language Teaching Center of Mostaganem. Using a needs' analysis, she stated that the majority of medical learners had a great desire to learn English in order to publish medical articles. Furthermore, Chaoui and Manaa (2022) have 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 at the intensive language centers of Algeria. Araiche (2022) examined the teaching of French for Specific Purposes (FOS) at the ILTC of Khenchela University. Based on questionnaire data from students and interviews with instructors, her research revealed the gap between current course content—mainly general French—and the actual professional needs of learners.

Considering the above-stated studies, research on intensive language teaching centers in Algeria is very scarce, especially when it comes to teaching English for Specific Purposes. With the process of englishizing the Algerian University, a growing need emerged to explore the teaching practices at these centers and learners' reactions to them, especially because university teachers in Algeria are now required to publish articles in English and use English in teaching. Therefore, this work aims particularly at gauging instructors' attitudes (the teachers studying

at the center) about the effectiveness of Khenchela's intensive English language training, highlighting the challenges being encountered, and suggesting implementation guidelines. Hence, three main questions are addressed in this study:

1. What are teachers' attitudes (those learning English at the center) about using intensive language centers to Englishize the Algerian University?
2. What are the prime challenges that teachers at Khenchela University encounter when learning English at the intensive language teaching center?
3. What strategies can be used to strengthen the impact of the ILTC on teachers' academic and professional career?

## **2. REVIEW OF LITERATURE**

### **• Algeria's Educational Language Policy throughout History**

The linguistic and educational landscape in Algeria is remarkably complex due to the various transitions dictated by historical and political factors. Before colonialism, schools in Algeria focused mostly on Arabic and Quranic teaching. However, with the French colonialism, whose purpose was to eradicate all the Islamic and Arabic traits of the Algerian society, the educational system in Algeria followed a policy that imposed French as the prime language of instruction, and Arabic was eventually replaced by French (Mizab, 2024 as cited in Ghouali & Haddam, 2024).

Studies pertinent to language policy in Algeria reveal a very peculiar post-colonial trajectory. Just after gaining independence, Arabization was the focal point of language planning in Algeria as way to stress national identity. However, this policy has gradually evolved into bilingualism ( using both Arabic and French); humanities were taught using Arabic while scientific and technical disciplines were taught in French,

and hence, the latter kept the position of the language dominant in technical educational domains considering its integrated academic framework (Benrabah, 2007).

Recent studies (Ghouali et al., 2024; Khenioui & Boulkroun, 2023) have highlighted the government's renewed interest in English as way to integrate with the global information economy. Various motives stood behind embracing English in educational institutions: Algerian researchers can have easier access to international research and databases, and Algerian universities can invest in global partnership opportunities. More significant still, adopting English as a global lingua franca in academic and scientific contexts can mark the beginning of diminishing the colonial imprint of the French language (Benrabah, 2007). This transition towards incorporating English in the educational system was taken by President Abdelmadjid Tebboune when he declared that English will be taught in elementary schools to third-year pupils, which encouraged recent high school graduates to put English at the top of their list of university study options (Guidoum, 2022). Therefore, English has become increasingly important in this Francophone country, competing with French. This interest can also be seen in the growing number of English-language institutions and private schools that teach English as an official language like the British Institute, which opened in 2012; it offers students credentials approved by the University of Cambridge.

Comparative studies with other non-anglophone countries that manifested a similar transition like Tunisia, Algeria's shift was more abrupt (Rezig, 2021). It is true that these shifts have approximately the same purposes, but the implementation strategies differ according to the country's readiness and resource availability. Despite the fact that Algeria's policymakers stress the need for rapid transition while recent

researches recommend a reconsideration of basic language training.

This shift, however, was not as abrupt as many researchers have described it. English spread quickly across Algerian society and among Algerian people. In recent years, this language has become associated with modernization and the idealized lifestyle depicted by the Hollywood entertainment industry. It is a strategy used by people to convey linguistic complexity, participation in an exclusive club of intellectuals and celebrities, and a contemporary, open lifestyle similar to that depicted in American TV shows and movies. Restaurants and coffee shops are also given English names today, such as "Sweety Food" in Khenchela, "Speedy Food" in Batna, and "Black and White Coffee " in Kabyle (Belmihoub, 2018).

Algeria's Ministry of Higher Education and Scientific Research decided to adopt English as the Medium of Instruction in most university programs starting from 2023, especially in scientific and technical fields like biology and computer science (Hamzaoui, 2021), which signaled officially a shift from French to English. This step contributed to keeping pace with global standards and, meanwhile, advocating national progress. Although English constitutes an integral part of the Algerian University curricula for years—through modules like writing, grammar, speaking—its rise as a teaching language started only in 2019 when Minister Bouzid Tayeb launched a Facebook survey that demonstrated huge public support for using English instead of French in educational settings. Just afterwards, English started to be used in official and administrative university papers (Khenioui & Boulkroun, 2023; Rezig, 2011). These efforts were intensified under Minister Kamel Badari in 2023, seeking particularly to improve research output and international visibility. When it comes to practical implementation, the Ministry launched a national online

training platform (Dual\_Edx) to improve teachers' and students' English proficiency, and more than 3,000 teachers and doctoral students joined this training (Ghouali & Haddam, 2024). Moreover, CEILs (language centers) are now open to provide intensive English courses and help teachers of different specialties adapt to EMI (Khenioui & Boulkroun, 2023).

- **Intensive Language Centers in Algeria**

Before introducing the intensive language centers in Algeria, it is important to highlight what intensive English teaching means. According to Welsh (2012), intensive English teaching is a group of programs designed particularly to improve proficiency in English language skills through offering around three to four times more hours compared to what a typical university course usually does, which should not, of course, be at the expense of the quality of knowledge being delivered. The prime features of an intensive course were listed by Drozdziel (1986), who highlighted that intensive courses should take place over a condensed time span; they usually mix conversational modes with grammar practice, accentuating the role of spoken, everyday language. Hence, these courses' main objective is to improve the speaking quality in a way that it becomes very similar to natives' speech and fluency.

Intensive Language Teaching Centers (ILTCs) in Algeria were not created overnight; they were rather initiated in 1998 to offer language instruction to all categories of Algerian learners. Coordinated by the Ministry of National Education (MNE), the ILTCs, since 2007, have started to support students belonging to scientific fields, especially those who were striving to comprehend French content (rarely English) in their first year at university. The educational content from middle to secondary school was taught in Arabic; using a foreign language at

university was strenuous for most students. As a solution, the Ministry of Higher Education introduced a reform initiative that dictated establishing ILTCs within universities. Afterwards, as way to encourage the workings of these centers, the ministry sought cooperation opportunities with French partners through initiating new educational programs (e.g., Connections, Roundabout, Algiers Ego), created in collaboration with the Council of Europe. These programs were based on the Common European Framework of Reference for Languages (CEFR), which constituted the prime guide for the syllabus to be taught, the approaches to be followed, and the assessment and evaluation modes to be used. Since their initiation, these centers continued to play a pivotal role in improving linguistic and communicative skills of different languages across Algeria. With the new reform that targeted the use of English as a medium of instruction, these centers started to reinforce English-related programs, especially for university teachers and students concerned with scientific fields. Hence, English became a core focus, and the center's main objective turned to be meeting teachers' and students' needs for improved English proficiency (Bensmaine, 2015).

The courses offered at the intensive language centers in Algeria have multiple objectives that differ according to the nature of the learners involved and the reason behind deciding to join these centers. Overall, ILCs are destined to learners who wish to enhance their language skills either for travelling purposes and working in multilingual settings or for seeking higher education. The ILTCs main goals are listed as follows:

- Enhancing language skills for academic purposes: The ILTCs job is to provide students with the various language skills needed to distinguish themselves in their academic undertakings. The courses are made in a way that meets the needs of

students of all levels, be they beginners, intermediate, or advanced (Boudjema, 2020).

- The ILTC seeks to meet international standards offering high-quality language education that enables students to transmit strong communication skills using the target language (Mostaganem ILTC, 2023).
- The ILTC offers instruction in different foreign languages; it puts much emphasis upon developing career prospects for Algerian students and professionals by aligning the training's courses with market needs. To do so, The ILTC also works in collaboration with employers to develop language programs that meet the targeted professional demands (Dahmani, 2021).
- ILTC supports international cooperation (I.C) by designing language training programs to foreign students and professionals, which is done in collaboration with international bodies for the sake of raising the quality of teaching and training (ILTC Ghardaia, 2023).

### 3. METHODS

#### • Research Design and Investigation Tool

In order to answer the questions addressed in this article, a descriptive approach by means of a quantitative-qualitative analysis of a questionnaire was employed. This investigation tool was particularly selected to align with the aim underlined in this paper, which is to gauge teachers' attitudes about the efficacy of intensive language centers in providing university teachers at Khenchela University with the linguistic skills required to start teaching in English or using the English language in scientific research.

#### • Study Population

The current study is carried out at the ILTC of Khenchela University. The data collected throughout the study involve Khenchela university teachers who are

actually learning English at the ILTC. The sample size of the population is 117 university teachers, which represents 50.87% of the whole population estimated at 230 teachers. The selection of the sampling is purposive in nature because the researchers excluded teachers belonging to A0, A1, A2 levels and worked only with teachers whose levels are B1, B2, C1, and C2. The reason behind that is that teachers belonging to elementary levels were not well informed about the teaching and evaluation procedures used at the center; they still need more time to form a comprehensive idea about the workings and objectives of the center.

- **Description of the Questionnaire**

Since this study's questionnaire was designed to gather different types of data, the questions being included are of different types: open-ended, close-ended, multiple choice, and Likert scale. The questionnaire incorporates 12 questions distributed across three sections: Background information, Teaching and Evaluation Practices at the ILTC, and the challenges faced along with the possible improvements (See Appendix). The first section is dedicated to general information about the teachers' expertise, English level, and motives behind studying English at the ILTC. Section two is more about the teaching practices at the ILTC, including the quality of teaching materials, the adequacy of evaluation modes, and the extent to which the lessons being included are relevant to teachers' professional and academic career. The last section, however, is related to the problems encountered while studying English at the center and the solutions that can improve the circumstances of teaching English to teachers of Khenchela University.

- **Questionnaire Administration and Analysis Procedure**

The questionnaire was administered to teachers in May, 2025 while having their courses at the center. However, and since

some teachers were absent due to exams' preparations, the questionnaire was rather answered at the teachers' corresponding faculties. Despite having a relatively good level in English, some teachers struggled to understand some questions, and a considerable number of them (especially those belonging to B1 level) could not formulate complete sentences when answering open-ended questions. Hence, some questions were explicated, exemplified, and even sometimes translated into French or Arabic. Respondents took around 30 to 45 minutes to answer the questions.

Depending on the type of the question and the required data, teachers' responses were analyzed either quantitatively or qualitatively. The frequency of each option was provided then interpreted depending on the questions raised in this paper (except for the open-ended questions whose analysis was purely qualitative and thematic). Teachers' answers to the second and third sections were also sometimes compared to the information they provided in the background section to ascertain whether their level or interest area could influence their attitude and performance at the center. Answers were analyzed using Excel, and the findings were represented in the form of tables.

## **4. RESULTS**

### **Section 1: Background Information**

#### **Q 1. What is your field of specialization?**

The analysis of teachers' responses to the first section indicates that most of the teachers to whom the questionnaire was administered belong either to the department of biology (32), the department of Mathematics (20), or the department of computer sciences (29) while only few teachers (09) selected the option "other" (represented by teachers of human and social sciences and teachers of political sciences). This reflects the country's priority to use EMI first with scientific and

technical disciplines, seeking international collaboration and publication.

## Q2. Which level are you currently studying at the ILTC?

The most represented level is B1 (37.61%), followed by B2 (32.48%), C1 (17.09%), then C2 (12.82%). One can, therefore, anticipate that teachers belonging to A0, A1, And A2 are more common than

teachers belonging to any other level. These results are quite plausible in the sense that the country's initiative is still fresh, so it is very hard for teachers who spent years using French to cope directly with a language that they have long considered foreign. Table 1 summarizes the statistical data pertinent to teachers' background.

**Table1: Teachers' Level and Field of Specialization**

Question	Options	Responses (n)	%
Q1	Biology	32	27.35%
	Computer Science	29	24.79%
	Mathematics	20	17.09%
	Electronic	12	10.26%
	Engineering	15	12.82%
	Electrical	9	7.69%
	Engineering Other (please specify)		
Q2	B1	44	37.61%
	B2	38	32.48%
	C1	20	17.09%
	C2	15	12.82%

## Q3. Why did you decide to join English training at the ILTC?

The motives behind deciding to join the intensive language center were numerous; most of which were academic and professional rather than personal. Interestingly enough, the prime reason to join the center was not to teach different fields and subjects in English but to publish internationally. This is presumably due to the ministry decision to reward teachers who publish in English, for doing so can maximize teachers' opportunities to have a training abroad or promotions at work. A good number of teachers opted for teaching in English as a motive, for teachers started to observe that the new generation is more attached to English than French, which can be a source of motivation for students. Besides, most of the materials that teachers

need in their classes are written in English, so using English can ease the whole teaching-learning process.

## SECTION 2: ILTC's Training, Feedback, and Impact

### Q 4. How satisfied are you with the overall training at CEIL?

More than half of the respondents (55.5%) have demonstrated overall satisfaction with the center and the type of training being received. This is the outcome of categorizing teachers into different levels, depending on the results their attain in the proficiency test administered before the commencement of the training, which helps the center to address teachers' needs and interests. There is, however, a considerable number of teachers (17.9%) who were neutral regarding the training

quality, which means that they still need some time to understand the workings of the center on one hand and their needs and interests on the other.

**Q 5. Do you feel more confident now to teach your subject in English?**

Despite the overall satisfaction that teachers demonstrated about their training at the center, most of them (44.4%) have also indicated that they are still unready to teach in English, which means that teachers' general linguistic proficiency is actually improving, but not in a way that enables them to teach discipline-specific subjects. Hence, more contextualized teaching is required.

**Q 6. To what extent has the training improved your academic writing and research skills?**

A good number of respondents (41.9%) have claimed that their academic writing has significantly improved while other teachers (17.9%) have reported that they saw only moderate gains, probably because they have not yet tested their writing skills through writing research papers in English. These findings demonstrate that the center is prioritizing writing as way to help teachers publish universally.

**Q 7. In which language area (s) have you perceived improvement?**

This question was meant to double-check the results of the previous question. As expected, teachers have referred to grammar (70.9%), writing (63.2%), and speaking (52.1%) as the most commonly improved areas, which highlights the center's inclination to focus on the productive skills. There is, however, according to teachers, a complete marginalization of the receptive skills (listening (40.2%) and reading (36.8%)), which means that the four skills are not handled equally. The two other components of language (vocabulary (32.5%) and

pronunciation (46.2%)) are also neglected due to the overemphasis on grammar.

**Q 8. Are you satisfied with the evaluation and testing methods used at the center?**

Most of the teachers (50.4%) were not satisfied with the evaluation methods being employed at the center, which is probably due to being evaluated only through summative tests without considering students' continuous progress, which makes it hard for teachers studying at the center to track their strengths and weaknesses. A large population of the respondents (31.6%) claimed being unsure about the efficacy and appropriateness of the evaluation tools, which shows again lack, inconsistency, and ambiguity of the assessment tools used at the center.

**Q 9. How useful do you find the learning materials used at the ILTC?**

As for the materials used at the center, a good number of teachers claimed that they are either very good (20.5%) or good (47.9%) and that they fit their level perfectly; they are not very easy nor very challenging. They are also, according to teachers, very diverse in the sense that they delve into multiple topics, and each time one feature of language is highlighted: Grammar, vocabulary, or pronunciation. The topics that these materials tackle are also thought-provoking, for they grant teachers' the opportunity to argue and express their ideas freely and openly. The very few teachers who reported the reverse have claimed that these materials do not contain anything related to teaching or to scientific research, which makes the whole learning process aimless. These teachers have also complained about the lack of some audio-visual materials that should accompany and support the selected materials.



**Table 2: Teachers' Attitudes about the Experience of Learning English at the Center and Its Impacts**

Question	Options	Responses' Number	Percentage
Satisfaction with overall training	Very satisfied	21	11.1
	Satisfied	52	44.4%
	Neutral	28	17.9%
	Dissatisfied	13	23.9%
	Very dissatisfied	3	2.6%
Confidence to teach in English	Yes	41	35.0%
	To some extent	24	20.5%
	No	52	44.4%
Academic writing and research skill improvement	Significantly	49	41.9%
	Moderately	21	17.9%
	Slightly	32	27.4%
	Not at all	15	12.8%
Perceived improvement in language areas (multiple responses allowed)	Grammar	83	70.9%
	Vocabulary	38	32.5%
	Pronunciation	54	46.2%
	Speaking	61	52.1%
	Listening	47	40.2%
	Reading	43	36.8%
	Writing	74	63.2%
	None	9	7.7%
	Other	3	2.6%
Satisfaction with evaluation methods	Yes	21	17.9%
	Not sure	37	31.6%

	No	59	50.4%
Appropriateness of learning materials	Very good	24	20.5%
	Good	56	47.9%
	Fair	25	21.4%
	Poor	10	8.5%
	Very poor	2	1.7%

### SECTION 3: Challenges Encountered and Recommendations

#### Q 10. What challenges have you encountered while studying English at the center?

Teachers have referred to a number of problems faced at the center, most of which are institutional. These include the following:

- Time management: teachers complained about their inability to balance between their teaching obligations, scientific research, studying at the center, and practicing some English at home. It has been just a short period since they started learning English at the center, and they feel already overwhelmed.
- Insufficient practice: Teachers have also referred to the fact that more practice is needed for every lesson, be it grammar, vocabulary, writing...etc. It is true that this goes counter to the principles of intensive language learning, but more activities should be incorporated or suggested for teachers to be done at home.
- Mixing up French and English: Since teachers have been using English for long, the most common problem they encountered is using a French word, spelling, or pronunciation instead of an English alternative. One teacher has pinpointed the issue of false friends,

saying “it is strange how some words exist in both languages with completely different meanings”.

#### Q 11. What improvements would you suggest to enhance the ILTC training program?

**To overcome the previously—mentioned challenges, teachers have provided the following suggestions:**

- More ESP (English for Specific Purposes) courses should be included so that teachers can relate the lessons they have at the center to their own teaching and field of interest.
- Dedicating specific sessions for practicing the linguistic elements being taught, either through in-class presentations (like micro-teaching sessions or scenarios) and activities or through assignments.
- The training pace should be slower, especially for beginners and intermediate students as way to decrease the cognitive load.
- Enhanced multimedia resources should be made more accessible to increase motivation about language learning and address different aspects of the English language.
- Highlighting the differences between French and English terminology and structure.

## **Q 12. How do you envision the future role of Intensive Language Centers in Algeria?**

All teachers, including those who were not satisfied with the center's workings, admitted the usefulness of those centers across the country, especially during this linguistically transitional phase. According to teachers, within one decade, these centers would build some international partnerships that could bring more teaching opportunities. Hence, teachers expect that the impact of these centers would not be just temporary to fulfill the requirements of the englishization policy; it will be expanded to render them long-term academic institutions that provide formal certification to its learners.

### **5. DISCUSSION**

- **Teachers' attitudes regarding the role of intensive language centers in Englishizing the Algerian University?**

The findings obtained from the questionnaire indicate that teachers at Khenchela University hold positive attitudes toward the intensive language center training, especially because the majority have indicated a perceived improvement in some aspects of the English language like writing and grammar, which motivated them to write in English and publish their research papers internationally. This aligns perfectly with the findings of previous research papers about intensive language learning centers in Algeria. Ould Si Bouziane (2020) concluded that medical students at the Mostaganem Intensive Language Teaching Center demonstrated avid eagerness to learn English, mainly to ease the process of publishing research papers in their field. Similarly, Soudani's work (2016) about studying German at the center revealed that learners' positive attitudes were primarily the outcome of perceived career benefits. However, teachers have complained about

the lack of reference to discipline-related aspects, especially discipline-related and teaching-related terminology, which renders the process of teaching in English very challenging.

- **Challenges Encountered by Teachers at the Center**

Since this experience of englishizing the Algerian University is still fresh, teachers studying at the center are still facing problems like the inability to relate what is taught at the center to what they actually need in their classes or scientific research. Araiche's (2022) research on French for Specific Purposes at Khenchela's language learning center demonstrated a discrepancy between the courses being taught—mainly general language instruction—and the learners' professional and academic needs. Another challenge is time management and the inability to teach and learn at the same time; most of the teachers who study at the center are charged of more than nine teaching hours weekly, not counting administrative and research-making responsibilities, which makes studying at the center a tiresome task. Other challenges include mixing up French and English, lack of practice, and ambiguity of evaluation tools.

- **Strategies to Strengthen the Impact of the Intensive Language Center on Teachers' Academic and Professional Career**

Analyzing teachers' responses to the questionnaire indicates that the ILTC at Khenchela University could have stronger impact on teachers' career development if ESP-oriented curricula were introduced. Each discipline has peculiar linguistic and discursive characteristics that should be taken into consideration when teaching instructors of different specialties at the center. This idea was emphasized by Araiche (2022), who suggested linking teachers' professional needs to the content introduced at the center. Another strategy

mentioned by Chaoui and Manaa (2022) is fostering continuous assessment and considering self-assessment and peer-assessment strategies so that teachers can comprehend how to proceed in their learning. Other strategies include organizing teaching workshops in English, introducing teachers to all aspects of language instead of focusing on only few of them, equipping the center with audio-visual learning tools, and conducting needs' analysis to know more about who teachers are and what they want or need to learn.

## 6. CONCLUSION

The results gained in this study reveal the pivotal role played by the ILTCs to "englishize" the Algerian University through providing university teachers with the needed linguistic, communicative, and pedagogical readiness to teach in English or to publish research papers internationally. Despite acknowledging the benefits gained from the training at the center, teachers have also highlighted the need to work more on ESP instead of general English, especially for advanced students. Hence, in order to maximize the impact of ILTCs and address the real professional needs of teachers, reconsidering the introduced content, media availability, and evaluation techniques is becoming a must.

## ETHICS STATEMENT

This research was carried out in compliance with research and publication ethics. Since Khenchela University does not provide any official ethics committee approval for this type of research, a research permit was signed and provided by the head of the Intensive Language Teaching Center at Khenchela University, and consent was obtained from all participants.

## DECLARATION OF COMPETING INTERESTS

The authors declare that they have no known competing financial interests or personal relationships that could have

appeared to influence the work reported in this paper.

## 7. REFERENCES

- Araiche, D. (2022). *L'enseignement du FOS au Centre d'Enseignement Intensif des Langues (CEIL) de Khenchela : Quel(s) contenu(s) pour quel(s) public(s)?* *Revue De El-Nas*, 8(1), 972–985. [ResearchGate](#)
- Benrabah, M. (2007). *Language-in-Education Planning in Algeria: Historical Development and Current Issues*. *Language Policy*, 6(2), 225–252. <https://doi.org/10.1007/s10993-007-9046-7>
- Belmihoub, K. (2018). *English in a multilingual Algeria*. *World Englishes*, 37(2), 207–227. <https://doi.org/10.1111/weng.12294>
- Bensmaïne, K. (2015). *Les Formations En FLE Au Centre d'Enseignement Intensif Des Langues : Besoins Et Moyens*. Mestghanem University
- Boudjema, A. (2020). Iltcbiskra.Univ-Biskra. <https://Ceil.Univ-Biskra.Dz/Fr/Groups.Php?Langue=Fran%EF%BF%Bdais>
- Centre d'Enseignement Intensif des Langues (CEIL) — Université de Ghardaïa. (2023). *Présentation / Objectifs*. CEIL — Université de Ghardaïa. Retrieved October 3, 2025, from <https://ceil.univ-ghardaia.edu.dz/fr/>
- Chaoui, L., & Manaa, G. (2022). *Pratiques évaluatives et formation en classe de FLE au CEIL. Université de Sétif Algérie*. *المخبر الشعريّة*, 7(2), 288-298.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1–14. <https://doi.org/10.1017/S026144480600320X>

- Dahmani, M. (2021). *Blidailtc*. <https://Www.Univ-Blida.Dz/Centre-Denseignement-Intensif-Des-Langues>
- Drożdżał-Szelest, K. (1986). *Intensive language teaching: Practice, problems and prospects*. In *Linguistics across historical and geographical boundaries* (pp. 1195-1202). Mouton de Gruyter.
- Ghouali, K., & Haddam Bouabdallah, F. (2024). Englishisation of Algerian Higher Education through EMI: Expectations versus Reality. *Aleph: Langues, médias et sociétés*, 11(4-2), 629–642. <https://aleph.edinum.org/13133>
- Ghouali, A., Hamdi, Y., & Rahmouni, M. (2024). Teaching Science in English: The Algerian Experiment. *Maghreb Education Review*, 10(1), 22–39.
- Guidoum, F. (2022, September 21). *Algeria expands English lessons to primary school students*. The Associated Press. <https://apnews.com/article/africa-france-language-north-a226d1792089d6be063137a1026a13ec>
- Hamzaoui, C. (2021). *The necessity of learning English in multilingual Algeria: Belhadj Bouchaib University as a case study*. *Global Journal of Foreign Language Teaching*, 11(3), 185–194.
- Jenkins, J. (2014). *English as a lingua franca in the international university: The politics of academic English language policy*. Routledge. <https://doi.org/10.4324/9780203798157>
- Khenioui, N., & Boulkroun, M. (2023). Exploring the Implementation of English-Medium Instruction in Algerian Higher Education: Motivations, Challenges, and Strategies for Success. *إفاق للعلوم*, 8(5), 50-73.
- Ould Si Bouziane, S. (2020). *Towards Teaching English for Medical Purposes at the Intensive Language Teaching Center of Mostaganem*. *Revue Maghrébine des Langues*, 11(1), 5-13.
- Phillipson, R. (2009). *Linguistic imperialism continued*. Routledge. <https://doi.org/10.4324/9780203870730>
- Rezig, N. (2021). Language Planning in the Maghreb: A Comparative Analysis. *Journal of Post-Colonial Studies*, 17(3), 150–172.
- Soudani, F. (2016). Learning German at Algerian Intensive Language Centers: Curriculum, materials, and learner needs. *Traduction et Langues*, (2016 issue), [SciSpace](https://doi.org/10.4324/9780203870730)
- Univ-Mostaganeme.ILTC.2023. <https://Www.Univ-Mosta.Dz/Centre-D-Enseignement-Intensif-Des-Langues/>
- Welsh, M. B. (2012). *Intensive teaching modes: Benefits, drawbacks and directions forward*. Paper presented at the Australasian Association for Engineering Education Conference, Melbourne, Victoria.

## 8. Appendix: Teachers' Questionnaire

Dear teachers,

This questionnaire aims at collecting data pertinent to your experience in learning English at the Intensive Language Teaching Center at Khenchela University. The present research aims at gauging your attitudes about the current training and evaluation procedures at the center as well as the problems encountered and the possible improvements. Your answers will be kept confidential and will be used only for research purposes.

Thank you for your contribution and collaboration!

### Section 1: Background Information

#### 1. What is your field of specialization?

- ☐ Biology
- ☐ Computer Science
- ☐ Mathematics
- ☐ Electronic Engineering
- ☐ Electrical Engineering
- ☐ Other (please specify):

**2. Which level are you currently studying at CEIL?**

- ☐ B1
- ☐ B2
- ☐ C1
- ☐ C2

**3. Why did you decide to join English training at CEIL?**

.....

.....

.....

.....

.....

.....

**Section 2: ILTC's Training, Feedback, and Impact**

**4. How satisfied are you with the overall training at CEIL?**

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied

**5. Do you feel more confident now to teach your subject in English?**

- ☐ Yes
- ☐ To some extent
- ☐ No

**6. To what extent has the training improved your academic writing and research skills?**

- ☐ Significantly
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

**7. In which language area (s) have you perceived improvement?**

(you can choose more than one option)

- ☐ Grammar
- ☐ Vocabulary
- ☐ Pronunciation
- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing
- ☐ None
- ☐ Other (please specify):

.....

.....

**8. Are you satisfied with the evaluation and testing methods used at the center?**

- ☐ Yes
- ☐ Not sure
- ☐ No

**Justify**.....

.....

.....

.....

.....

**9. How useful do you find the learning materials used at the ILTC?**

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

**Justify**.....

.....

.....

.....

.....

**Section 3: Challenges Encountered and Recommendations**

**10. What challenges have you encountered while studying English at the center??**

.....

.....

.....

.....

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

**11. What improvements would you suggest to enhance the ILTC training program?**

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

**12. How do you envision the future role of Intensive Language Centers in Algeria?**

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