



Foreign languages as academic qualification for university student

The sociology student at the University of Relizane as a model

Sekeur Belal*

University of Oran 2, Algeria)

sekkarbilal@gmail.com

Madhkour Mustafa

University of Oran 2, (Algeria)

m_medhkour@yahoo.fr

Abstract ;

This study aimed to identify the foreign languages mastering skills for a sociology student at the University of Relizane; thus, a survey has been conducted for measuring purpose of such skills with a sample consisting of 139 students; besides, the obtained information have been handled with the SPSS Program. In the light of which, the reached results concluded that sociology students fail to master at least one foreign language, with a preferability to the capacity to write among other linguistic competences; moreover, there exists a statistically significant difference in the use of foreign languages which is imputed to the success estimation variable in the baccalaureate exam

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* Corresponding author

1. introduction

Nowadays, the degree is no longer sufficient alone for university graduates, seeing that the current time has imposed a new reality materialized under form of a group of challenges that are characterized by intensity of competition. Therefore, the student finds himself, in front of such situation, compelled to acquire as much as he can of skills and academic qualifications, along with observing the incessant brightening and development thereof, due to their positive repercussions on him, either for his academic career or for his coming future. Above and beyond, among the most influential of these skills and qualifications is the ability to work in a group, to be responsible, to have spirit of initiative, to exercise critical thinking and the ability to work under a variety of circumstances, in addition to the skills of mastering at least a foreign language alongside his own mother tongue; in virtue of which, it should be highlighted that this later has become a necessity imposed by the spirit of the age.

2. Problem statement:

The foreign languages' skill is the student's path to brilliantly perform his studious and intellectual process, whereat they can increase his academic performance and raise his level, by enriching his knowledge, making him more open-minded with other issues, and enabling him to converse with latest

- Studying a foreign language does not constitute a threat to Identity (Sari et al., 2015,: 248).

developments along with conducting incessant knowledge updating, in addition to facilitating his use of foreign references in his research, studies and alike. Moreover, foreign languages represent a gateway to enrolment in international universities, either by registering or by seizing opportunities for international scholarships and training. Nonetheless, for his own future, such skills become, after graduating with a diploma, a tool for its owner to compete for the best job offers, and the importance thereof shall surely increase in case the student professionally would practice the scientific research. Nevertheless, besides the assistance provided by the researcher and the professor during the research and teaching tasks, foreign languages present opportunities for publication in the most prestigious journals and participation in international academic forums and activities. In respect of which, both "Sari" and "Rivas" furnish four arguments whereat each lays emphasis on the necessity for each student to possess such skill:

- Partnership and cooperation with Western research centres due to globalization;
- Development and change of labour market needs, namely with the increase of both foreign investments and the activity of international organizations;
- Insufficiency of the Arabization and translation interest group;

More to the point, the returns to the foreign languages' skill are not limited to the student only, but affect as well the system of higher education and scientific

research as a whole. In addition to the facts set out above, such skill is considered a path for both the researcher and the university to disengage from delay in the various international academic classifications that rank universities based on several indicators and standards, in respect such as, most important of which, the published studies and the number of quotations therefrom. Above and beyond, "Al-Siddiqi" elucidates such a role for the foreign language in this chapter when he refers to an issue that requires attention to be paid thereto: "Although the distinction of some research projects, it still remains disappointing when talking about global rankings that take the quotation into consideration; even though this indicator is not interested in the language, however, the adoption of English and the spread thereof limit the chances of other languages in the distinction of the research materials carried out in English; hence, the first eighty positions in different ranks are occupied by English-speaking universities" (Al-Siddiqi et al., 2017: 135). More and more, it is worth noting that to the extent that the possession of such skill by any student constitutes a decisive academic qualification to be reckoned with, the absence of which shall constitute a barrier between him and its targeted results; for this reason, such deprivation can even result in constituting an academic obstacle that weighs down on him and limits his competence. Nowadays, the foreign languages' skill is no longer a mere privilege that makes difference between a given student and others, but it has become an academic

qualification that is strongly needed for today's student.

In the light of the facts highlighted above, we realise the great importance that symbolizes these days the skill of mastering a foreign language, either for student or for university. As a result, we come to a decision to study this skill by raising the question hereunder:

Does the skill of mastering foreign languages, at least for sociology student, exist in such a way to enable him benefiting from its advantages?

3. Research questions:

- What is the foreign languages' level for sociology students?
- What is the most common language proficiency among other linguistic competences for sociology students?
- What is the most common foreign language for a sociology student?
- Are there any statistically significant differences in the foreign languages' level for sociology students that are imputed to the variables of gender, age, academic level, grade repetition, baccalaureate type and the baccalaureate success assessment?

4. Research hypotheses:

To answer the questions appertaining to this research, we have the assumptions listed below:

- The first hypothesis: The sociology student lacks the skill of mastering foreign languages.
- The second hypothesis: The writing proficiency in both French and

English, as foreign languages, is the most common language proficiency among other abilities (understanding, reading and speaking) of a sociology student.

- The third hypothesis: French language is the mostly preferred foreign language for a sociology student compared to English language.
- The fourth hypothesis: There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of gender.
- The fifth hypothesis: There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of grade repetition.
- The sixth hypothesis: There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of academic level.
- The seventh hypothesis: There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of age.
- The eighth hypothesis: There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of baccalaureate type.
- The ninth hypothesis: There exist many differences of statistical

significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of the baccalaureate success assessment.

5. Research targets:

The research targets have been identified as follows:

- Recognizing the role and importance appertaining to the mastering skills of foreign languages for university student during his academic path and after obtaining his own diploma.
- Submitting the skills of mastering foreign languages (French and English), for sociology students, to measurement.
- Recognizing the largely preferred foreign language for sociology student, between French and English, in addition to determining the most common language proficiency among the four linguistic competences (reading, writing, understanding and speaking).
- Knowing the effect relative to the variables of gender, age, academic level, grade repetition, baccalaureate type and the baccalaureate success assessment, in terms of foreign languages' level among students..

6. Research importance:

This research acquires its importance from three main points:

- Firstly: In the fact that it falls within the framework of studies

concerned with the system of higher education and scientific research, which is alike one of the efforts aiming to detecting defects for remedy purpose thereof, dealing with them and upgrading, subsequent to which, the university to its looked-for position.

- Secondly: It highlights one of the problems and obstacles that weigh down on the university student.
- Thirdly: The research is an endeavour to provide a surplus value. According to the knowledge acquired by researchers, the issue of foreign languages has yet to be dealt with by university students in such a manner of handling by the present research.

7. Definition of concepts:

7.1 The Student language-wise:

“He is the pupil from the intermediate, secondary and higher education phases, whose plural is “Students”; besides, Student term is given to anyone who seeks to reach something”. In addition, Prophet Mohamed said in his Sacred Hadith “*The seekers of two concerns are never satisfied: the seeker of knowledge and the seeker of the world*” (Bin Hadia et al. 1991: 258). Furthermore, “Altbach” and “Salem” consider that the student is a central element in the university, as his enrolment therein is all the way made through the merit that distinguishes him from the other peers of his in society, and he has to assume many responsibilities, in respect such as commitment to achieving the university academic goals; therefore, he is required to achieve privileged performance (Altbach & Jamil, 2011: 16).

Theoretical definition of the University Student:

The students concerned by this research are the sociology students from the four levels of Bachelor Degree and Master, from the second year Bachelor Degree to the second year Master at the University of Ahmed ZABANA Relizane, who are enrolled in the academic year 2019/2020.

7.2 Academic qualification:

It represents the efficiency, the group of knowledge, competences, general qualities, academic diplomas and trainings that an individual has acquired and which qualify him for study (Mukhtar, 2008: 136). Further, the linguistic definition of the qualification demonstrates that the classic definition corresponding to the university degree alone is no longer sufficient; however, it rather goes beyond the inclusion of both skills and competences alongside Diplomas, which shall all of them be considered as academic qualifications.

Theoretical definition of Academic Qualification:

Both “Ali” and “Gedeon” believe that a university student is compelled to possess, in addition to the university degree, a group of skills, among which the most important are listed below:

- The extensive knowledge in the domain of competence.
- The scientific studies and research viewing.
- The capability to skilfully deal with the computer.
- The competency of mastering the foreign language alongside the mother

tongue (“Ali” and “Gedeon”, 2009: 11). Moreover, the centre of concern of this research is the skill of mastering the foreign language as it is considered the most important academic qualification.

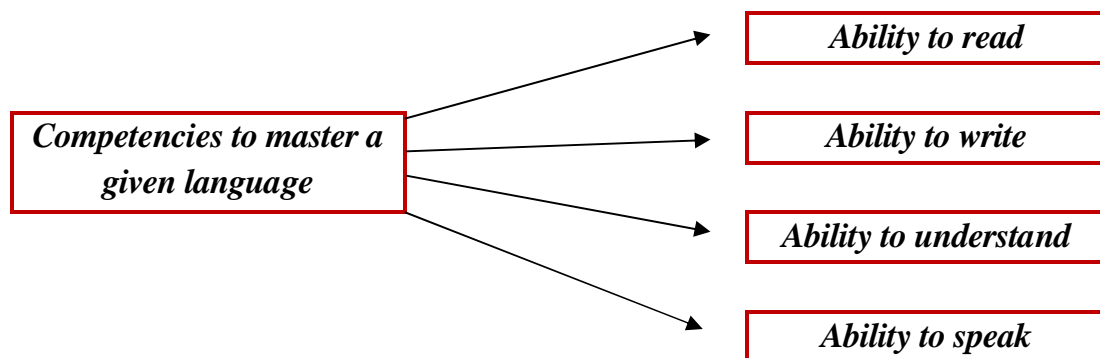
7.3 The skill of mastering foreign languages:

The Skill language-wise:

“It represents a confined group of competencies that comes out in effective behaviours and results, in general, from learning; likewise, such competencies would eventually have been encouraged through precedent innate judgments” (“Doron” & “Barrow”, 2012: 316). In addition, it is a term used for denotation purpose of a systematic and coordinated model of the mental or physical activities, which alike includes, more often than not, sensory processes; however, skills may possibly be perceptual, kinaesthetic, manual, mental or social as well. More and more “the skill is fundamental to master a specific topic; for instance, addition and subtraction competencies are essential to the science of arithmetic” (“Al-Atibi”, 2010: 370).

The skill of mastering a given language:

Figure No.1: Competencies required for mastering a given language



It represents the acquisition of a good level in the four linguistic competences combined together (reading, writing, understanding and speaking), as “Taimeh” says:

Reading: Is the understanding of texts and ideas along with the capability to grasp meanings.

Writing: Is the capability to visualize, organize and write ideas in consistent paragraphs; nonetheless, it has never the meaning of the ability to redraw words.

Understanding (listening): Is the assimilation and digestion of ideas through a mixture of forms of speeches.

Speech: Is such a practice through which speeches are performed (“Taimeh”, 2004: 68-69). In addition, it was brought up in the dictionary of meanings “Al Maany” that linguistic competences represent the acquaintance of the four linguistic competences that are required for a language use; likewise, it represents the full capability to understand, speak, read and write (dictionary of meanings “Al Maany”). In addition, Figure No.01 illustrates the four competencies that must be acquired by a student for mastering purpose of a given foreign language.

7.4 The Language:

Language is: Every means use for exchanging ideas and feelings; for instance, signs, voices and words, through which human beings express their needs (“Haddad” and “Jaafar”, 2011: 1233). Moreover, it is defined by “Dortier”, function-wise, as: “the group of words interconnected among themselves to form a sentence that helps in exchanging ideas and correspondences” (“Dortier” and “Khatura”, 2009: 915). In addition, “the mother tongue is the first language that a person acquires since his birth; therefore, it constitutes his tool for speaking and thinking” (“Al-Ghazali”, 1983: 11). More to the point, “Taimeh” believes that the mother tongue or the first language is the official language approved by laws to be as such (“Taimeh” and “Manaa”, 2000: 33). However, Arabic is considered the first and official language in our country, in addition to the Tamazight, which are alike both considered as mother language being learned through the various educational institutions.

Foreign language:

Both “Qoq” and “Gruca” consider every language other than the mother tongue as foreign language; whilst “Pierre Martinez” believes that the appellation of second language refers to every language system that is chronologically acquired after the mother tongue (“Qoq” & “Gruca”, 2005: 39.95).

Indeed, the educational system in our country has paid great attention to the teaching of foreign languages; whereat it

has been stated, in the post-compulsory education reform document, that among the general objectives of secondary, general and technological education is to control the basic languages represented in the national language in addition to at least two foreign languages (Ministry of National Education, 2005: 7); more and more, the French language is considered the first foreign language, as education thereof begins from the third year of primary school, followed by English as a second foreign language, starting from the first intermediate year.

7.5 The procedural definition of the skill of mastering a foreign language for students:

The competency of mastering foreign languages (French and English), for students, can be reached when the sample members achieve the high, or very high, level of response on the whole themes of the questionnaire presented by this research.

8. Research approach:

The research adopted the descriptive analytical method since it is the most appropriate and suitable to the nature of this research.

9. Research tool:

The two researchers prepared a questionnaire consisting of a unit of four themes; each them constitutes one of the four linguistic competences (reading, writing, speaking and understanding) that revealed to be necessary for mastering the French and English languages. Above and

beyond, each theme includes four phrases, placed on a five-tiered Likert scale, in addition to items pertaining to the demographic data of the research examined persons, their level and the grade repetition, in addition to the type and their baccalaureate success

assessment. More and more, Table No.01 hereinafter shows the distribution of themes and paragraphs in the questionnaire, whilst Table No.02 shows the level of response on the five-tiered Likert scale.

Table No.01: Distribution of themes and paragraphs in the questionnaire

<i>Themes</i>	<i>Number of paragraphs</i>
<i>01st Theme: Reading ability</i>	<i>4</i>
<i>02nd Theme: Writing ability</i>	<i>4</i>
<i>03rd Theme: Speaking ability</i>	<i>4</i>
<i>04th Theme: Understanding ability</i>	<i>4</i>
<i>Total</i>	<i>16</i>

Prepared by researchers

Table No.02: Level of response on the five-tiered Likert scale

<i>Grades</i>	<i>Response</i>	<i>Average</i>	<i>Period length</i>	<i>Response level</i>
<i>1</i>	<i>I strongly disagree</i>	<i>1.00 – 1.79</i>	<i>0.79</i>	<i>Very low</i>
<i>2</i>	<i>I disagree</i>	<i>1.80 – 2.59</i>	<i>0.79</i>	<i>Low</i>
<i>3</i>	<i>Neutral</i>	<i>2.60 – 3.39</i>	<i>0.79</i>	<i>Average</i>
<i>4</i>	<i>I agree</i>	<i>3.40 – 4.19</i>	<i>0.79</i>	<i>High</i>
<i>5</i>	<i>I strongly agree</i>	<i>4.20 – 5.00</i>	<i>0.80</i>	<i>Very high</i>

(Pimentel, 2010: 111)

10. Instrument trueness:

The questionnaire was exposed to a number of experienced and specialized arbitrators, and upon making relevant amendments based on their observations and instructions; they confirmed the validity of the instrument for this research.

11. Tool stability:

For measurement purpose of research instrument stability (the questionnaire), the two researchers used the “Alpha Cronbach” equation so as to ensure the research instrument stability as per tabulated hereinafter in Table No.03.

Table No.03: “Alpha Cronbach” parameter to measure the instrument stability

<i>Themes</i>	<i>Number of paragraphs</i>	<i>“Alpha Cronbach” constancy coefficient</i>
<i>01st Theme: Reading ability</i>	<i>4</i>	<i>0. 804</i>
<i>02nd Theme: Writing ability</i>	<i>4</i>	<i>0. 747</i>
<i>03rd Theme: Speaking ability</i>	<i>4</i>	<i>0. 725</i>
<i>04th Theme: Understanding ability</i>	<i>4</i>	<i>0. 725</i>
<i>Total constancy coefficient</i>	<i>16</i>	<i>0. 904</i>

Prepared by researchers

It has become clear to us from Table No.03 that the general constancy coefficient for the research themes is high, as it reached a total of (0. 904) for the entire questionnaire paragraphs; while the constancy of themes ranged between (0.725) as a minimum and (0.804) as a maximum, the fact of which points out that the questionnaire is of a high constancy level that can be relied upon in the field application of this research according to the “Nunnally” scale (1994: 265) which adopted (0. 70) as the minimum limit of constancy.

12. Internal consistency of the questionnaire paragraphs:

In order to ensure the internal consistency, the “Pearson” conjunction coefficient has been calculated among each of the questionnaire paragraphs and the total score. Besides, the conjunction coefficients ranged between (0. 617) as a minimum and (0. 693) as a maximum for the reading theme, and between (0. 557) as a minimum and (0. 647) as a maximum for writing; in addition, the conjunction coefficients ranged between (0. 601) as a minimum and (0. 694) as a maximum for the speech theme, whilst the conjunction coefficients ranged between (0. 551) as a minimum and (0. 709) as a maximum for

the understanding theme. Subsequent to which, all the conjunction coefficients for the paragraphs and the total score are statistically significant at the significance level 0. 01; whereat the conjunction coefficients were 0.0557 as a minimum and 0.709 as a maximum. In virtue of which, this fact confirms that all the paragraphs of the themes are internally consistent with the theme to which they belong; thus, this proves the validity of the internal consistency of the paragraphs relating to the themes.

In the course of the stability results of and the internal consistency, it has shown to us that the research instrument stability (the questionnaire) is of a high degree, in addition to the validity of the internal consistency thereof.

13. Research limits:

Chronology-wise, the research was conducted during the academic year 2019/2020 at the Sociology Department of the Institute of Social Sciences at the University of Ahmed ZABANA, Relizane; which included sociology students from the second year Bachelor Degree to the second year Master.

14. Research community:

It concerns the sociology students, who are divided into the four levels (second and third years Bachelor Degree in addition to the first and second years Master) enrolled for the academic year 2019/2020, their total number is assessed to 646 students.

15. Research sample:

The study sample is not probable using the portions method, formed from a group of each academic level of the sociology students (second and third years Bachelor Degree in addition to the first and second years Master) enrolled for the academic year 2019/2020 as tabulated hereinafter in Table No.04.

Table No.04: Distribution of the research sample according to the academic level variable

<i>Academic level</i>	<i>Repetition</i>	<i>Percentage</i>
<i>Second year</i>	<i>36</i>	<i>25. 9%</i>
<i>Third year</i>	<i>38</i>	<i>27. 3%</i>
<i>First year Master</i>	<i>35</i>	<i>25. 2%</i>
<i>Second year Master</i>	<i>30</i>	<i>21. 6%</i>
<i>Total</i>	<i>139</i>	<i>100%</i>

Prepared by researchers

It has shown evident from Table No.04 that the representation percentages of the four academic levels in the sample are relatively close, in which the students of third-year Bachelor Degree occupied the highest representation percentage of the total sample, with 27. 3%, whilst the

lowest representation percentage reached 21. 6% of the second year Master students. In virtue of which, this signifies a good representation that allows studying the differences imputed to the academic level.

Table No.05: Distribution of the study sample according to the gender and age variables

<i>Age of researched</i>	<i>Age of researched</i>				<i>Total</i>	<i>Rate %</i>
	<i>18 – 23</i>	<i>24 – 29</i>	<i>30 – 35</i>	<i>36 and over</i>		
<i>Male</i>	<i>13</i>	<i>16</i>	<i>4</i>	<i>4</i>	<i>37</i>	<i>26. 61%</i>
<i>Female</i>	<i>83</i>	<i>17</i>	<i>1</i>	<i>1</i>	<i>102</i>	<i>73. 38%</i>
<i>Total</i>	<i>96</i>	<i>33</i>	<i>5</i>	<i>5</i>	<i>139</i>	<i>100 %</i>

Prepared by researchers

It has shown evident from Table No.05 that the females' percentage constitutes more than two-thirds (2/3) of the research sample, whereat it reaches 73. 38%, whilst the males' percentage reaches 26. 61%.

Therefore, it can at this juncture be noted that sociology is among the university specialities that clearly witness a trend towards feminization.

16. Statistical data processing:

In order to test the assumptions, the obtained data have been processed by the SPSS Program (*Statistical Package for the Social Sciences*). Besides, the tests hereunder have been adopted: Repetitions, arithmetic averages, standard deviations,

elementary analysis of variation “ANOVA” and the post test “TUKEY”.

17. Presentation of results and analysis of the research:

17.1 First hypothesis test:

Table No.06: The repetitions and percentages of the responses related to the sample members on the first theme: Writing ability

n.	Phrase		I strongly agree	I agree	Neutral	I disagree	I strongly disagree	Average	Response
01	I can write in French language	Repetition	19	70	7	25	18	3.33	3
		%	13.7	50.4	5	18	12.9		
02	I can do researches with French language	Repetition	10	41	6	60	22	2.69	3
		%	7.2	29.5	4.3	43.2	15.8		
03	I can write in English language	Repetition	16	55	3	42	23	2.99	3
		%	11.5	39.6	2.2	30.2	16.5		
04	I can do researches with English language	Repetition	16	34	3	56	30	2.64	3
		%	11.5	24.5	2.2	40.3	21.6		
First theme: Writing ability								2.91	3

Prepared by researchers

It has shown clear from Table No.06 and through the repetitions and the percentages of the responses related to the sample members on the first theme (writing ability), that phrase No.01 (**I can write in French language**) came in the first place with an arithmetic average of 3.33, and the total responses (I strongly agree) and (I agree) reached 89 respondents out of 139; as for phrase No.03 (**I can write in English language**), it came in second place with an arithmetic

average of 2.99, and the total responses (I agree) and (I strongly agree) reached 71 respondents out of 139. On the other side, the likely average of the weights for the theme (**Writing ability**) reached a value of 2.91, which corresponds to neutral (**Neutral 3**) according to the “Likert” scale shown in Table No.01; which implies that **the students’ level of writing ability in both French and English languages is considered average.**

Table No.07: The repetitions and percentages of the responses related to the sample members on the second theme: Reading ability

No.	Phrase		I strongly agree	I agree	Neutral	I disagree	I strongly disagree	Average	Response
05	I read books in French language	Repetition	12	20	7	50	20	2.88	3
		%	8.6	36	5	36	14.4		
06	I use references in French language to prepare researches	Repetition	11	36	7	57	28	2.60	3
		%	7.9	25.9	5	41	20.1		
07	I read books in English language	Repetition	11	42	6	55	25	2.70	3
		%	7.9	30.2	4.3	39.6	18		
08	I use references in English language to prepare researches	Repetition	13	24	6	64	32	2.43	2
		%	9.4	17.3	4.3	46	23		
Second theme: Reading ability								2.65	3

Prepared by researchers

It has shown clear from Table No.07 and through the repetitions and the percentages of the responses related to the sample members on the Reading ability theme, that phrase No.05 (**I read books in French language**) came in the first place with an arithmetic average of 2.88, and the total responses (I strongly agree) and (I agree) reached 42 respondents out of 139; however, we find that phrase No.07 (**I read books in English language**) came

in second place with an arithmetic average of 2.70, and the total responses (I agree) and (I strongly agree) reached 53 respondents out of 139. On the other side, the likely average of the weights for the Reading ability theme reached a value of 2.65, which corresponds to neutral, according to Table No.01; which implies that **the students' level of reading in both French and English languages is considered average.**

Table No.08: The repetitions and percentages of the responses related to the sample members on the third theme: Speaking ability

No.	Phrase		I strongly agree	I agree	Neutral	I disagree	strongly disagree	Average	Response
09	I can speak with others in French language	Repetition	19	48	12	37	23	3.02	3
		%	13.7	34.5	8.6	26.6	16.5		
10	I can expose my research in my speciality in French language	Repetition	11	46	6	53	23	2.77	3
		%	7.9	33.1	4.3	38.1	16.5		
11	I can speak with others in English language	Repetition	16	32	11	56	24	2.71	3
		%	11.5	23	7.9	40.3	17.3		
12	I can expose my research in my speciality in English language	Repetition	15	27	6	62	29	2.54	2
		%	10.8	19.4	4.3	44.6	20.9		
Third theme: Speaking ability								2.76	3

Prepared by researchers

It has shown clear from Table No.08 and through the repetitions and the percentages, that phrase No.09 (**I can speak with others in French language**) came in the first place with an arithmetic average of 3.02, and the total responses (I strongly agree) and (I agree) reached 67 respondents out of 139; as for phrase No.10 (**I can expose my research in my speciality in French language**), it came in second place with an arithmetic average

of 2.77, and the total responses (I agree) and (I strongly agree) reached 57 respondents out of 139. On the other side, the likely average of the weights for the third theme (**Reading ability**) reached a value of 2.76, which corresponds to neutral according to Table No.01; which implies that **the student's speaking ability in both French and English languages is considered average.**

Table No.09: The repetitions and percentages of the responses related to the sample members on the forth theme: Understanding ability

No.	Phrase		<i>I strongly agree</i>	<i>I agree</i>	<i>Neutral</i>	<i>I disagree</i>	<i>I strongly disagree</i>	Average	Response
13	<i>I can understand speech in French language</i>	Repetition	25	63	6	26	19	3.35	3
		%	18	45.3	4.3	18.7	13.7		
14	<i>I can understand a lecture in sociology in French language</i>	Repetition	11	38	11	55	24	2.69	3
		%	7.9	27.3	7.9	39.6	17.3		
15	<i>I can understand speech in English language</i>	Repetition	17	28	9	56	29	2.62	3
		%	12.2	20.1	6.5	40.3	20.9		
16	<i>I can understand a lecture in sociology in English language</i>	Repetition	15	25	5	58	36	2.46	2
		%	10.8	18	3.6	41.7	25.9		
Forth theme: Understanding ability								2.78	3

Prepared by researchers

It has shown clear from Table No.09 and through the repetitions and the percentages, that phrase No.13 (**I can understand speech in French language**) came in the first place with an arithmetic average of 3.35, and the total responses (I strongly agree) and (I agree) reached 88 respondents out of 139; as for phrase No.14 (**I can understand a lecture in sociology in French language**), it came in second place with an arithmetic average of 2.69, and the total responses (I agree) and (I strongly agree) reached 49 respondents out of 139. On the other side, the likely average of the weights for the forth theme (**Understanding ability**) reached a value of 2.78, which corresponds to neutral according to Table No.01; which implies that **the student's understanding ability**

in both French and English languages is considered average.

In virtue of which, it revealed from Tables No.06, No.07, No.08 and No.09, that the student's level in foreign languages is average on all themes; hence, this implies that he is unable to possess any of the four language competences, either in French or in English; however, this fact indicates, on its side, that **the sociology students' competences in French and English foreign languages has shown to fall below the required level.**

17.2 Second hypothesis test:

It came out through the likely average of the weights for each theme, as per tabulated in Tables No.06, No.07, No.08 and No.09, that the preferability was dedicated to Writing theme with an

average of 2. 76; which implies that **the Writing ability is the preferred linguistic competence among the other students' linguistic competences.**

17.3 Third hypothesis test:

Among the classification of arithmetic averages for each phrase, the phrases pertaining to the French language were in the first position compared to the whole themes, as follows:

It has shown evident from Table No.06 and through the repetitions and the percentages of the responses related to the sample members on the first theme (Writing ability theme), that phrase No.01 (**I can write in French language**) came in the first place with an arithmetic average of 3. 33, and the total responses (I strongly agree) and (I agree) reached 89 respondents out of 139; further, it revealed clear from Table No.07 and through the repetitions and the percentages of the responses related to the sample members on the second theme (Reading ability theme), that phrase No.05 (**I read books in French language**) came in the first place with an arithmetic average of 2. 88, and the total responses (I strongly agree) and (I agree) reached 42 respondents out

of 139; in addition, it figured out obvious from Table No.08 and through the repetitions and the percentages, that phrase No.09 (**I can speak with others in French language**) came in the first place with an arithmetic average of 3. 02, and the total responses (I strongly agree) and (I agree) reached 67 respondents out of 139; more and more, it has shown apparent from Table No.09 and through the repetitions and the percentages, that phrase No.13 (**I can understand speech in French language**) came in the first place with an arithmetic average of 3. 35, and the total responses (I strongly agree) and (I agree) reached 88 respondents out of 139. In the light of such facts set out above, it revealed from classification of phrases, according to the averages, that the preferability among the Writing, Reading, Understanding and Speaking abilities, came in favour of French language; subsequently, we have come to the point that **French language is the most common foreign language for sociology students.**

17.4 Forth hypothesis test:

Table No.10: Tests' results for differences among the average of responses related to students, according to the gender variable

<i>Gender</i>	<i>Number</i>	<i>Average</i>	<i>Standard deviation</i>	<i>T-value</i>	<i>Significance value</i>	<i>Statistical significance</i>
<i>Male</i>	<i>37</i>	<i>43.78</i>	<i>15.14</i>	<i>- 0. 36</i>	<i>0. 71</i>	<i>Non-significant</i>
<i>Female</i>	<i>102</i>	<i>44.73</i>	<i>12.78</i>			

Prepared by researchers

Through the data contained in Table No.10, it figured out that there exist no differences of statistical significance in the

average responses of male students, whereat the "T- value" was (- 0. 36) with a significance value of (0. 71), which is

statistically non-significant at the level of ($\alpha \leq 0.05$).

17.5 Fifth hypothesis test:

Table No.11: Tests' results for differences among the average of responses related to students, according to the grade repetition variable

Grade repetition	Number	Average	Standard deviation	T-value	Significance value	Statistical significance
Repeated	19	46.15	15.03	0.66	0.50	Non-significant
Non-repeated	119	43.98	15.98			

Prepared by researchers

Through the data contained in Table No.11, it figured out that there exist no differences of statistical significance in the average responses of students, whereat the "T- value" was (0.66) with a significance

value of (0.05), which is statistically non-significant at the level of ($\alpha \leq 0.05$).

17.6 Sixth hypothesis test:

Table No.12: Tests' results of the elementary analysis of variation "ANOVA" for differences among the average of responses related to students, according to the academic level variable

Level	Number	Average	Standard deviation	F-value	Significance value	Statistical significance
First year	36	45.22	14.34	1.69	0.17	Non-significant
Second year	38	47.07	14.58			
First year Master	35	40.31	10.87			
Second year Master	30	45.16	12.86			

Prepared by researchers

Through the data contained in Table No.12, it figured out that there exist no differences of statistical significance in the average responses of students according to academic level, whereat the "F- value" was (1.69) with a significance value of (0.17), which is statistically non-significant at the level of ($\alpha \leq 0.05$).

17.7 Seventh hypothesis test:

Table No.13: Tests' results of the elementary analysis of variation "ANOVA" for differences among the average of responses related to students, according to the age variable

<i>Age</i>	<i>Number</i>	<i>Average</i>	<i>Standard deviation</i>	<i>F-value</i>	<i>Significance value</i>	<i>Statistical significance</i>
<i>From 18 – 23</i>	<i>96</i>	<i>44.59</i>	<i>13.61</i>	<i>0.15</i>	<i>0.92</i>	<i>Non-significant</i>
<i>From 24 – 29</i>	<i>33</i>	<i>44.18</i>	<i>13.59</i>			
<i>From 30 – 35</i>	<i>5</i>	<i>47.2</i>	<i>11.34</i>			
<i>From 36 and over</i>	<i>5</i>	<i>41.6</i>	<i>12.97</i>			

Prepared by researchers

Through the data contained in Table No.13, it figured out that there exist no differences of statistical significance in the average responses of students according to age, whereat the "F- value" was (0. 15)

with a significance value of (0. 92), which is statistically non-significant at the level of ($\alpha \leq 0.05$).

17.8 Eight hypothesis test:

Table No.14: Tests' results of the elementary analysis of variation "ANOVA" for differences among the average of responses related to students, according to the baccalaureate type

<i>Baccalaureate type</i>	<i>Number</i>	<i>Average</i>	<i>Standard deviation</i>	<i>F-value</i>	<i>Significance value</i>	<i>Statistical significance</i>
<i>Letters and Philosophy</i>	<i>99</i>	<i>42</i>	<i>13.27</i>	<i>1.97</i>	<i>0.10</i>	<i>Non-significant</i>
<i>Experimental Sciences</i>	<i>10</i>	<i>48.5</i>	<i>11.02</i>			
<i>Management and Economy</i>	<i>4</i>	<i>42</i>	<i>9.96</i>			
<i>Feign Languages</i>	<i>23</i>	<i>50.69</i>	<i>14.45</i>			
<i>Technical mathematics</i>	<i>3</i>	<i>41</i>	<i>8.88</i>			

Prepared by researchers

Through the data contained in Table No.14, it figured out that there exist no differences of statistical significance in the average responses of students according to baccalaureate type, whereat the "F- value" was (1. 97) with a significance value of (0. 10), which is statistically non-significant at the level of ($\alpha \leq 0.05$).

17.9 Ninth hypothesis test:

Table No.15: Tests' results of the elementary analysis of variation "ANOVA" for differences among the average of responses related to students, according to the baccalaureate assessment

<i>Baccalaureate assessment</i>	<i>Number</i>	<i>Average</i>	<i>Standard deviation</i>	<i>F-value</i>	<i>Significance value</i>	<i>Statistical significance</i>
<i>Very good</i>	3	65.66	8.50	3.55	0.016	<i>Significant at 0.05</i>
<i>Good</i>	34	47.11	16.88			
<i>Fairly good</i>	22	43.22	15.14			
<i>Acceptable</i>	80	42.91	10.43			

Prepared by researchers

Through the data contained in Table No.15, it figured out that "F- value" is significant at the level of ($\alpha \leq 0.05$), which implies that there exist differences of statistical significance in the French and

English foreign languages for students due to the baccalaureate assessment variable.

For determination purpose of the differences' significance, we conducted the post test "TUKEY" as tabulated hereinafter in Table No.16.

Table No.16: Results of the post test "TUKEY" for differences among the average of responses related to students, according to the baccalaureate assessment

<i>Baccalaureate assessment</i>	<i>Baccalaureate assessment</i>	<i>Different in the average</i>	<i>Significance value</i>	<i>Statistical significance</i>
<i>Very good</i>	<i>Good</i>	18.54	0.09	<i>Non-significant at 0.05</i>
	<i>Fairly good</i>	22.43	0.03	<i>Significant at 0.05</i>
	<i>Acceptable</i>	22.75	0.01	<i>Significant at 0.05</i>

Prepared by researchers

It has shown clear from Table No.16 as follows:

Through the data contained in Table No.15 and Table No.16, it figured out that there exist differences of statistical significance in the students' level in both French and English foreign languages at the level ($\alpha \leq 0.05$) due to the variable of the baccalaureate success assessment, and this significance is imputed to the difference existing between the average of students with (very good) grade, and both of students with (fairly good) and (acceptable) grades, in favour of the

students who obtained the baccalaureate with (very good) grade.

18. Results discussion:

18.1 Discussion of the First hypothesis results:

It has figured out that the level of the four linguistic competences (Reading, Writing, Understanding and Speaking) is average in both French and English languages, which has shown to fall below the required level to master the two languages; however, this fact points out, on its side, that sociology students are

suffering from the absence of the competency of mastering any of the French and English foreign languages. Nevertheless, the absence of such competency represents one of the most prominent academic problems and obstacles that students are nowadays suffering from and the consequences thereof as well, because of its negative impact on a mixture of aspects of his life; for instance, the inability to access to references and access to modern knowledge, as per stated in the results of research conducted by “Falouah Ahmed” (2019), in addition to the deprivation from candidacy to any job that requires mastery of a foreign language in addition to the obtained diploma. Subsequent to which, we come to the conclusion that the First hypothesis (The sociology student lacks the skill of mastering foreign languages) is achieved.

18.2 Discussion of the Second hypothesis results:

Writing ability is the most common among other language competences (Understanding, Reading and Speaking). In addition, the results of our research differ with the research performed by “Outaleb ALDJIA”, (2017), which considered the writing ability as a criterion for the success of teaching in a given language; nonetheless, although writing is the predominant language ability for students in both languages, the students’ level in foreign languages remained below the required level. In virtue of which, we consider that the second hypothesis (the writing proficiency in both French and English, as foreign languages, is the most common language proficiency among

other abilities (understanding, reading and speaking) of a sociology student) is achieved.

18.3 Discussion of the Third hypothesis results:

It was found that the student’s level in foreign languages is average in both French and English languages with a preferability to French, and although the global trend towards the English language, which has turned into a language of sciences to the extent making the whole world rushing upon the same, French language is still considered the second language of the university student, even with its limitations as a global language. Subsequently, we consider that the Third hypothesis (French language is the mostly preferred foreign language for a sociology student compared to English language) is achieved.

18.4 Discussion of the Forth hypothesis results:

There exist no differences of statistical significance at the level ($\alpha \leq 0.05$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of gender. However, this is due to the fact that both genders pass the same conditions, circumstances and experiences. Consequently, we consider that the fourth hypothesis (there exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students) is not achieved.

18.5 Discussion of the Fifth hypothesis results:

There exist no differences of statistical significance at the level ($0.05 \alpha \leq$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of age. Besides, although this variable included the age group from 18 to over than 36 years, which corresponds to the stage of the reforms that have adopted for the educational system in our country since 1980, and even with all the efforts deployed in this regards so as to improve the skills and competences of students, the problem of mastering foreign languages still exists with all the consequences thereof. In virtue of which, we consider that the fifth hypothesis (There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of grade repetition) is not achieved.

18.6 Discussion of the Sixth hypothesis results:

There exist no differences of statistical significance at the level ($\alpha \leq 0.05$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of the academic level, the fact of which stands for an indication of a convergence in the foreign languages students' level at their different levels of the research. Subsequent to which, we consider that the sixth hypothesis (There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are

imputed to the variable of academic level) is not achieved.

18.7 Discussion of the Seventh hypothesis results:

There exist no differences of statistical significance at the level ($\alpha \leq 0.05$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of grade repetition. Indeed, the efforts exerted to move from one level to another have shown not to be sufficient to acquire or improve the skill of foreign languages. As a result, we consider that the seventh hypothesis (There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of age) is not achieved.

18.8 Discussion of the Eight hypothesis results:

There exist no differences of statistical significance at the level ($\alpha \leq 0.05$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of the baccalaureate type. Thus, this is a sign that the absence of foreign languages skill affects the literary, scientific and technical students in a similar way. In the light of which, we consider that the eighth hypothesis (There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of baccalaureate type) is not achieved.

18.9 Discussion of the Ninth hypothesis results:

It has figured out that there exist many differences of statistical significance at the level ($\alpha \leq 0.05$) among students in the level of linguistic competences in foreign languages that are imputed to the variable of the baccalaureate success assessment. Accordingly, this is a sign that the factors appertaining to the student, in respect such as his skills, competences and desire to learn do not play a role in his educational attainment only, but are alike reflected on his qualifications and competences, and play a role in distinguishing him from other students. As a consequence, this is consistent with the results concluded through both researches performed by “Meknasi Amira” et al. (2017) and “Ben Al-Abyad Attia” et al. (2019). In conclusion, we consider that the ninth hypothesis (There exist many differences of statistical significance in possessing the skill of mastering foreign languages, among sociology students, that are imputed to the variable of the baccalaureate success assessment) is achieved.

19. Conclusion:

Through providing answer to the problem hereto, the research reached the following results:

Sociology students fail to master at least one foreign language alongside his own mother tongue, either in French or in English; besides, French language remains the foreign language of priority for sociology students although the global trend towards the English language. More to the point, the writing ability is predominant among the other linguistic

competences, even though the student is in dire need of the reading ability since it symbolizes his path to knowledge.

Additionally, the results have alike showed that there exist no differences of statistical significance among sociology students at the level of foreign languages, that are imputed to the variables of gender, age, academic level, grade repetition, type of success in baccalaureate; whilst they have demonstrated the presence of statistically significant differences among sociology students at the level of foreign languages, that are imputed to the variable of the baccalaureate success assessment.

20. Suggestions and Recommendations:

Based on the research objectives, and the results obtained therefrom, we provide the following recommendations:

- Performing in-depth researches so as to prepare programs that unquestionably enhance the language skills of the university students.
- Updating and developing research programs and courses in the first educational stages pertaining to teaching the foreign languages, and abandoning the education by dictation.
- Giving the indispensable importance to foreign languages in the educational system, namely in the first years of education.
- Reconsidering the priority between the two foreign languages, French and English, along with giving this latter the status it deserves.
- Endeavouring to promote the students' reading ability in foreign languages as a basic solution, because of their crucial role in facilitating the use of foreign references.

- Strengthening the university academic path with standards in foreign languages, taking into account the appropriate hourly volume for development purpose of skills.
- Making references available in the university libraries in foreign languages.
- Encouraging the performance of researches and studies in foreign languages, and making their publications for the purpose of urging students to exert efforts in acquiring language skills.
- Determining the percentage of inclusion of references in foreign languages in researches and notes.
- Launching constant training programs and courses for development purpose of the students' skills in foreign language along with supervising them.
- Using the volunteer side of professors and students as a pathway to face the shortage of resources and funding.
- Supporting and adopting initiatives aiming at teaching foreign languages, in respect such as providing classrooms and pedagogical means.
- Encouraging the organization of national and international scientific events in foreign languages, so as to spread the culture of using foreign languages in scientific research.

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