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The challenges of using the English language in teaching horizontal standards among students of physical education and sports departments

A field study on students at Badji Mokhtar University - Annaba

تحديات استخدام اللغة الانجليزية في تدريس المقاييس الأفقية لدى طلبة قسم التربية البدنية والرياضية
دراسة ميدانية على طلبة جامعة باجي مختار - عنابة

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Abstract:

Students of the Department of Physical Education and Sports face multiple challenges when it comes to learning horizontal scales and practical applications in this field. Among these challenges, teaching some subjects in English stands out as one of the prominent difficulties that students may face. This bilingual challenge reflects the intersection between the fields of physical education and language learning, which necessitates a deeper analysis of the impact of this challenge on the academic and professional development of students. A questionnaire was

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distributed to a sample of first-year bachelor's students in the Department of Physical Education and Sports at Badji Mokhtar University - Annaba. It was estimated at 11 students. They were chosen randomly and the results yielded the following: Lack of training in the English language is among the difficulties facing new students in the physical education and sports departments. Teaching standards in English remotely is among the difficulties that prevent the acquisition of language and knowledge faster. The fact that it is not obligatory to attend school standards in English remotely prevents it from being mandatory to learn the language faster.

Keywords: English language, teaching horizontal scales remotely, students of the Department of Physical Education and Sports.

الملخص:

يواجه طلاب قسم التربية البدنية والرياضة تحديات متعددة عندما يتعلق الأمر بتعلم المقاييس الأفقية والتطبيقات العملية في هذا المجال. ومن بين هذه التحديات، يبرز تدريس هذه بعض المواد باللغة الإنجليزية كأحد الصعوبات البارزة التي قد يواجهها الطلاب. ويعكس تحدي ثنائي اللغة هذا تقاطعاً بين مجالات التربية الرياضية وتعلم اللغة، مما يستلزم تحليلاً أعمق لتأثير هذا التحدي على التطور الأكاديمي والمهني للطلاب حيث تم توزيع استمارة استبائية على عينة من طلبة السنة أولى ليسانس بقسم التربية البدنية والرياضة بجامعة باجي مختار - عنابة قدرت بـ [1] طالب، تم اختيارهم بطريقة عشوائية وقد أسفرت النتائج عما يلي:

- نقص التكوين في اللغة الانجليزية من بين الصعوبات التي تواجه الطلبة الجدد في اقسام التربية البدنية والرياضية.
- تدريس المقاييس باللغة الانجليزية عن بعد من بين الصعوبات التي تحول دون اكتساب اللغة والمعارف بشكل اسرع.
- عدم اجبارية الحضور في المقاييس المدرسة باللغة الانجليزية عن بعد يحول دون الزامية تعلم اللغة بشكل اسرع.
- الكلمات المفتاحية:** اللغة الإنجليزية / تدريس المقاييس الأفقية عن بعد / طلاب قسم التربية البدنية والرياضة.

Introduction

The shift towards using English in higher education and scientific research presents several challenges. These challenges are becoming evident, particularly concerning the availability of proficient experts who can effectively oversee scientific production, conduct thorough research evaluations, and provide sound peer review. The Ministry of Higher Education and Scientific Research has officially adopted English as the language of instruction starting this academic year across various scientific and technological disciplines, as well as in the humanities and social sciences. This decision follows extensive English language training for professors and doctoral students since late 2022, benefiting a substantial number of faculty members. Experts and academics foresee that the primary challenge lies not only in teaching in a second or third language, but also in utilizing English effectively for scholarly writing and academic publishing. Previously, researchers were accustomed to using Arabic and French exclusively, with English being limited to a few students studying abroad. Consequently, nations are increasingly integrating foreign languages alongside local languages to meet contemporary demands. English, being the most widely used global language, holds significant importance in our current era. Recognizing its global standing, the government has standardized its teaching across academic levels in Algerian universities, aiming to prepare a generation capable of engaging globally and adapting to evolving fields. To achieve this, the state has implemented various frameworks, structures, and training programs during summer breaks for high school graduates, thereby equipping them for English-medium curricula. Therefore, this study aims to explore a new initiative stirring Algerian universities: the gradual adoption of English language standards from freshman year onwards, highlighting the potential

of this initiative and addressing the challenges it may encounter in achieving its goals.

Adjusting concepts about the English language:

1. Language Definition: The English language comprises phonetic and written symbols, alongside grammatical and morphological rules, enabling individuals to communicate and understand within society. It holds global prominence as one of the most widely spoken languages, influencing fields like science, business, and culture.

2. Linguistic Perspective: Linguistically, English is analyzed structurally, with its components-sounds, words, and sentences-studied and classified. It ranks among the most sought-after languages for learning and writing worldwide. It serves as the primary language for over 600 million people in countries like the UK, USA, Canada, Australia, New Zealand, and South Africa, and is a secondary language for most of the world's population. Moreover, it is the official language in air and maritime transport, technical sciences, economics, and international relations. This global prevalence enhances its value, particularly in the context of the information revolution and modern technology. English is integral to most software, applications, and platforms, acting as a universal gateway for international communication and connectivity.

3. Practical Use: In practical terms, English is defined procedurally by its everyday application in diverse contexts such as work, education, and leisure, facilitating global communication and interaction.

The importance of teaching English: The English language holds significant importance across societies as it serves as the language of diplomacy and politicians in international forums, the language of scholars and scientific discourse at conferences, and the primary medium of instruction in educational institutions

worldwide. It also serves as the predominant language for communication via email, the Internet, and other systems. Many disciplines and transactions rely on English, and the extent of proficiency in this language often correlates with progress and development. Societies aspiring to advance must prioritize teaching English to their citizens as it is fundamental to accessing global knowledge and resources.

In Algerian universities, the importance of teaching in English can be outlined as follows:

1. Access to global academic resources: By offering courses in English, Algerian universities enable students to access a wealth of academic resources, research papers, articles, and books available in English. This exposure provides students with broader opportunities to stay updated with the latest developments in their respective fields of study.

2. Expanding opportunities for international higher education: Teaching in English opens doors for Algerian students to pursue higher education at international universities and educational institutions. Proficiency in English allows them to apply for academic programs worldwide and benefit from diverse educational experiences.

3. Enhancing international employment opportunities: Beyond academic subjects, learning in English enhances students' language proficiency and communication skills on a global scale. This proficiency increases their prospects for securing international job opportunities and enables effective interaction in multicultural work environments.

4. Facilitating international cooperation: English-medium instruction facilitates easier communication and collaboration with universities and institutions abroad. Algerian universities can establish research partnerships and academic exchanges with international counterparts, fostering cultural and scientific exchange that enriches both students and faculty.

In summary, adopting English as a medium of instruction in Algerian universities promotes international communication, enhances student skills, and fosters academic and cultural cooperation at local and global levels. Additionally, English serves as:

- The language recognized by numerous international bodies and used in 70% of global correspondence.
- The official language for international transactions and communication across diverse cultures.
- The most widely spoken and used language globally.
- The language of technology, computers, media, and international discourse.
- The language of economics, trade, and investment in its various forms.

Teaching: The term "teaching" encompasses the processes undertaken by educators with learners across various educational levels. These processes involve a series of procedures and actions conducted by educators, with active learner participation aimed at fostering comprehensive growth. It is also defined as "a social process consisting of a series of activities and procedures through which educational content (the message) is transmitted by the educator (the sender), influencing students through specific styles and methods."

At Algerian universities, teaching refers to the educational practices carried out by faculty members in universities and educational institutions across Algeria. Teaching involves delivering lectures, conducting lessons, facilitating discussions, and organizing practical exercises for students across diverse majors and academic disciplines.

Teaching at Algerian universities aims to transfer knowledge, develop students' skills, and enhance their scientific and analytical abilities. This educational process utilizes various

methods, including interactive lectures, group discussions, practical fieldwork, and the integration of educational technologies.

In addition to knowledge dissemination, faculty members at Algerian universities are dedicated to guiding students, fostering critical thinking skills, and inspiring them to conduct research and explore their academic fields. The teaching process is designed to achieve specific learning objectives for each course and prepare students to effectively enter the workforce or pursue further academic endeavors.

The Algerian University is a prominent higher educational institution dedicated to offering advanced education and conducting scientific research across various disciplines. It comprises colleges, institutes, and research centers that provide academic programs spanning a wide range of fields.

The goals of the Algerian University include:

1. Providing high-quality higher education across diverse specializations to students.
2. Advancing scientific research and fostering innovation through research activities conducted within university departments.
3. Contributing to societal development by offering scientific and technical services and consultations.
4. Equipping students with academic and professional skills to meet the demands of the job market.

Algerian universities serve as pivotal hubs for education and research in the country, striving to elevate the standards of higher education and scientific research while delivering academic and research services to the local and national community.

The role of digital technology in enhancing the use of English in teaching is crucial for creating a supportive and engaging learning environment for language acquisition. Here are several ways it contributes:

- 1. Online Teaching Resources:** Professors can utilize online resources like videos, educational websites, and apps to enhance students' English skills.
- 2. Virtual Communication:** Students can engage with native English speakers through email, chats, and online forums, which enhances their language proficiency.
- 3. Virtual Learning Platforms:** These platforms provide an interactive space for teaching and learning English, offering access to educational content, assignments, and tests online, thus promoting independent skill development.
- 4. Educational Applications:** Various apps support English language learning by improving vocabulary, listening, pronunciation, and reading/writing skills.
- 5. Distance Education:** Digital technologies facilitate effective remote delivery of lessons and lectures, enabling easy access to academic content and enhancing English language learning opportunities.

By leveraging these digital tools, professors can innovate teaching methods effectively, stimulating the use of English in teaching and improving students' language proficiency and comprehension.

Horizontal standards at Algerian universities encompass a set of criteria and benchmarks evaluating the quality and effectiveness of education, research, and service across departments, colleges, and educational institutions.

Key components of horizontal standards typically include:

- 1. Academic Analysis:** Evaluating the quality of academic programs, curricula, and teaching methods, along with assessing faculty performance.
- 2. Student Evaluation:** Gauging student satisfaction with educational and cognitive services, as well as assessing their performance and achievement of educational goals.

3. Scientific Research: Assessing the quality of research output and its impact on knowledge and technology development, including its dissemination and societal use.

4. Community Outreach: Reflecting the university's impact and involvement in serving local and national communities, including collaborations with industry, government sectors, and civil society.

5. Organization and Administration: Evaluating the effectiveness of the university's administrative structures in resource management and goal achievement.

Horizontal standards aim to elevate higher education quality, foster development and innovation at Algerian universities, and encourage institutions to enhance performance and achieve strategic goals in serving society, advancing scientific research, and attaining academic excellence.

Students enrolled in physical education and sports departments at Algerian universities undergo comprehensive training in various subjects and skills related to physical education and sports. These include sports nutrition, human kinesiology, sports performance coaching, sports management, health and fitness science, alongside other relevant academic disciplines.

The curriculum equips students with the ability to design exercise and training programs tailored for diverse groups such as children, youth, adults, and the elderly. They learn to assess physical fitness and overall health, guiding individuals towards achieving their health and athletic objectives.

In addition to theoretical coursework, the program for physical education and sports students in Algeria emphasizes practical training. This includes sports training, group exercises, and involvement in health, fitness, and sports activities within society.

The goal of the program is to prepare students for careers in various fields including sports training, education, sports management, public health, and sports development.

Students studying in English at Algerian universities encounter several challenges, including:

1. Comprehension Ability: Difficulty in understanding study materials due to differences in language proficiency and vocabulary.

2. Language Skills: Challenges in speaking, listening, reading, and writing in English, impacting their ability to comprehend materials and participate effectively in class.

3. Cultural Adaptation: Adjusting to English-speaking cultural norms and educational methodologies used in universities can be challenging for students.

4. Stress and Pressure: Feeling stressed and pressured when studying in English, which can adversely affect academic performance.

5. Limited Resources: Insufficient availability of educational resources in English, hindering access to adequate information and study materials.

6. Fear of Errors: Fear of making linguistic mistakes when communicating in English, leading to reluctance in active classroom participation.

Addressing these educational challenges necessitates universities and faculty providing essential support such as intensive English language courses, academic mentoring, and diverse teaching methods tailored to students of varying language proficiencies.

Virtual learning platforms create an interactive environment conducive to teaching and learning English. These platforms allow students to access educational content, assignments, and tests online, enabling them to enhance their skills independently.

Additionally, there are numerous educational applications designed to improve English language proficiency. These applications focus on learning vocabulary, enhancing listening and pronunciation skills, and practicing reading and writing.

Moreover, digital technologies facilitate distance education by effectively delivering lessons and lectures remotely. This accessibility enables students to easily access academic content, thereby enriching learning opportunities in the English language.

By leveraging these digital tools, educators can effectively stimulate and enhance the incorporation of English in teaching through innovative methods. This contributes significantly to enhancing students' comprehension and usage of the language.

Research methodology and field procedures

Exploratory study: It was conducted on students of the Department of Physical Education and Sports at Badji Mokhtar University - Annaba, on a sample estimated at 4 students enrolled in the first year of the bachelor's degree. The suitability of the problem for study and the suitability of the data collection tool for the goals to be achieved were confirmed. This exploratory study also enabled us to Identifying the difficulties that we may encounter during basic study.

The approach followed: descriptive as it suits the nature of the topic

The study population: represented by the students of the Department of Physical Education and Sports - first year, a common body, whose number was estimated at 129 students.

The study sample and how it was selected: It was estimated at: 11 students, and they were selected randomly. Data collection tools: Bibliographic study: Many references and sources were used: books, memoirs, doctoral and master's theses, articles, periodicals...etc.

The basic field study: A questionnaire designed by the researcher and judged by experts was used

Presenting, analyzing and discussing the results of the study sample's answers to the questionnaire statements

The first axis

Table No. (01) shows the answers of the study sample to the statements of Axis No. 01

Axes	Phrases	Answers	frequencies	percentages
Evaluating the lack of English language training for new students in the Department of Physical Education and Sports	What is your level of understanding of the English language?	excellent		
		good		
		middle	4	36.36%
		Weak	7	63.63 %
	Do you have difficulties understanding the technical terms used in English language learning and courses?	Yes	9	81.81%
		No	2	18.18%
	Do English language difficulties affect your ability to participate and interact in lessons and lectures?	Yes, pretty much	7	63.63%
		Yes, to a moderate degree	4	36.36%
		No, it doesn't affect it at all		
		No, it doesn't affect much		
	Do you think that improving your English level will contribute to improving your academic performance in the Physical Education and Sports Department?	Yes, significantly	8	72.72%
		Yes, to some extent	2	18.18%
		No, I don't think so	1	9.09%

It is clear from Table No. (01) that the lack of training in the English language for students in the Department of Physical Education and Sports is related to their level of understanding of the language, as it is clear that 36.36% have an average level,

while the answers confirmed 63.63% A significant lack of understanding and assimilation of this language, and this is evident in the difficulties faced by the student in learning terminology and academic curricula as a result of the weak basic structure of this language in the middle and secondary education stages, as a percentage of 81.81% from the study sample confirmed that these difficulties are also due to the nature of this language. The specialization or subjects chosen in the secondary education stage. Students studying in the Foreign Languages Department are more proficient and use this language, and this is consistent with what Noel Anzor found in his study related to how educational and psychological factors affect students' learning, including the relationship between the difficulty of studying university subjects in the English language and its basic formation in the education stage. Intermediate and secondary, which confirmed the close connection between them. Therefore, it can be said that the lack of training in the English language for new students in the Department of Physical Education and Sports is related to their basic training in this language.

The second axis

Table No. (02) shows the answers of the study sample to the statements of Axis No. 02

Axes	Phrases	answers	frequencies	Percentages
Teaching horizontal scales in English remotely and its impact on language learning	Do you think that teaching horizontal scales in English remotely affects the necessity of learning the language faster?	Yes	9	81.81%
		No	3	27.27%
	Do you feel that learning horizontal scales in English remotely weakens your need to learn English intensively?	Yes	6	54.54%
		No	5	45.45%
	Do you have difficulties understanding the technical terms used in horizontal scales in English?	Yes	8	72.72%
		No	3	27.27%
	Do you think that providing language support courses specifically in English can help	Yes	10	90.90%
		No	1	9.09%

**The implications of the professional difficulties of the physical education and sports teacher
on the conduct of educational classes**

	improve your experience in studying horizontal scales?			
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It is clear from Table No. (02) that teaching horizontal scales in English remotely and its impact on language learning, as the results revealed that 81.81% of the study sample confirmed this, while 54.54% they feel that horizontal scales in English Distance weakens the learner's need to learn the language intensively. 90.90% of the study sample confirmed that providing language support courses in the English language can help improve the experience of studying horizontal standards in a better way to raise the scientific and cognitive level, in order to keep pace with the current developments and reforms that the state has pursued to improve the quality of education in all its stages. Therefore, it can be said that teaching standards in English remotely is among the difficulties that prevent the acquisition of language and knowledge faster.

The third axis

Table No. (03) shows the answers of the study sample to the statements of Axis No. 03

Axes	Phrases	answers	frequencies	Percentages
Teaching horizontal scales in English remotely and the challenges of language and knowledge acquisition	Do you think that using the English language in teaching horizontal scales remotely increases the challenges that students face in understanding concepts and terminology?	Yes	7	63.63%
		No	4	36.36%
	Do you think that providing lectures and educational materials in English remotely makes it difficult for students to fully absorb knowledge?	Yes	9	81.81%
		No	2	18.18%
	Is teaching horizontal scales in English remotely considered an obstacle for students to use their language skills effectively during lessons?	Yes	6	54.54%
		No	5	45.45%
	Do you think there is a need to increase language support and assistance for students to facilitate	Yes	9	81.81%
		No	2	18.18%

	their understanding of horizontal scales in English remotely?			
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It is clear from Table No. (02) that teaching horizontal standards remotely increases the challenges faced by students in understanding and assimilating the concepts and terminology of the specialization at a rate of 63.63% out of the total study sample, while teaching various horizontal subjects at the university is considered It is an obstacle for students to use their language skills effectively during lessons at a rate of 54.54%, and despite this, it is necessary to increase language support and assistance for students to facilitate their understanding of horizontal scales in the English language remotely at a rate of 81.81%. Therefore, it can be said that the lack Compulsory attendance at school standards in English remotely prevents compulsory learning of the language faster.

Conclusion

In concluding this topic, we can note the importance of activating teaching in English in Algerian universities and its impact on the quality of university education. Developing students' English language skills is vital to enable them to interact effectively in the international academic environment and increase their opportunities in the global labor market.

Achieving this goal requires adopting innovative and advanced educational strategies that promote the use of the English language in all aspects of university life. These strategies should focus on developing the four language skills: listening, reading, writing, and speaking, as well as promoting linguistic culture and cultural interaction between students and faculty.

It is also important that Algerian universities support these efforts by providing the necessary linguistic resources and developing the appropriate technical infrastructure to support learning in English. In addition, training programs and support should be provided to faculty members to improve their English teaching skills.

Ultimately, achieving these goals could enhance the standing of Algerian universities on the international stage and provide better opportunities for students to achieve academic and professional success in a changing, multicultural world.

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