

Could Intensive Language Teaching Centers Support English  
As A Medium Of Instruction In Algeria?

هل يمكن لمراكز تعليم اللغات المكثفة دعم الإنجليزية كلغة تدريس في الجزائر؟

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ملخص:

تستكشف هذه الدراسة ضرورة تأسيس الجامعات الجزائرية كمؤسسات مهنية تعتمد أساساً على استخدام اللغة الإنجليزية في جميع أقسامها. وعلى الرغم من هذه الطموحات، تواجه الجامعات الجزائرية تحديات كبيرة على مستوى التنفيذ. يعالج هذا البحث فجوة في البحث المتعلق بالتعاون بين ممارسي اللغة الإنجليزية لأغراض خاصة (ESP) وأساتذة من تخصصات مختلفة. تتبع أهمية هذا العمل من سعيه إلى لفت الانتباه وفهم العقبات التي يواجهها المدرسون غير المتخصصين في اللغة الإنجليزية أثناء سعيهم للتعاون عبر التخصصات من أجل تعلم اللغة الإنجليزية. ويُعد فهم هذه المشكلات أمراً بالغ الأهمية من أجل معالجتها. وعليه، يتمحور الهدف الرئيسي لهذه الدراسة حول استكشاف مدى تقارب وجهات نظر وممارسات ممارسي اللغة الإنجليزية لأغراض خاصة في التعاون مقارنةً بأساتذة التخصصات الأخرى الراغبين في تعلم اللغة الإنجليزية. كما تركز الدراسة على بيانات تتعلق بأربعة أهداف فرعية رئيسية: مدى وجود تعاون بين ممارسي اللغة الإنجليزية لأغراض خاصة والمدرسين غير المتخصصين في الإنجليزية الساعين لتعلمها؛ كيفية هذا التعاون؛ المعوقات التي تعرقل التعاون والتعاون عبر الإنترنت؛ وأخيراً تصورات استخدام الأدوات التعاونية الرقمية في هذا السياق. ولتحقيق هذه الأهداف، أجاب 66 أستاذاً من ممارسي اللغة الإنجليزية لأغراض خاصة بالإضافة إلى أساتذة من تخصصات أخرى يسعون لتعلم اللغة الإنجليزية بمراكز التعليم المكثف للغات (CEIL) في خمس جامعات جزائرية على استبيان إلكتروني عبر Google Form. وقد أظهرت النتائج أنه على الرغم من المواقف الإيجابية تجاه التعاون، لا سيما عبر الإنترنت، فإن الغالبية لا يطبقونه فعلياً. وتُعد منصات Zoom و Google Meet ووسائل التواصل الاجتماعي الأكثر تفضيلاً. ومع ذلك، لا تزال العقبات مثل ضيق الوقت والمشكلات التقنية قائمة.

الكلمات المفتاحية:

ممارسو اللغة الإنجليزية لأغراض خاصة (ESP)، تعلم اللغة الإنجليزية، التعاون عبر الإنترنت، مركز التعليم المكثف للغات (CEIL).

**Abstract:**

*This study explores the necessity of establishing Algerian universities as professional entities that primarily use English across all departments. Despite these aspirations, Algerian universities face significant execution challenges. This research addresses the gap in existing literature regarding collaboration between English for Specific Purposes (ESP) practitioners and teachers from diverse fields. The importance of this work emanates from its intent of drawing attention to and comprehending the hurdles that non-English educators encounter while pursuing cross-field collaboration to learn English. Understanding the issues is critical to resolving them. Thus, the central focus of this study was to ascertain how ESP practitioners' perspectives and practices of collaboration compare to those of other teachers questing learning English; it centered on data pertaining to four key sub-aims: the extent of collaboration between ESP practitioners and non-English teachers learning English; how these educators collaborate; constraints that hinder collaboration and web-based collaboration; and finally perception of the use of online collaborative tools for collaboration. To this end, 66 ESP teachers alongside teachers from other specialisations in their pursuit to learn English at Centre d'Enseignement Intensif des Langues (CEIL) in five Algerian universities completed a Google Form questionnaire. The results show that despite their positive attitudes toward collaboration, notably online collaboration, the majority do not practice it. Zoom, Google Meet, and social media are the most preferred platforms. However, obstacles like time and technical problems persist.*

**Keywords:**

*ESP practitioners, English language learning, Web-based collaboration, Non-English teachers, Centre d'Enseignement Intensif des Langues (CEIL).*

**1. INTRODUCTION:**

English has become not only a lingua franca for ubiquitous exchanges but also the dominant language of scientific research (Englander, 2013). It has dominated the bulk of publications, including journals and books, and morphed into the language of nearly all scientific disciplines (Ammon, 2006). As a result, linguistic credentials and familiarity with the English language are prerequisites for access to academic studies (Kennedy, 1983). For universities to keep pace with global advances and successfully disseminate knowledge, teaching in English has become imperative across every sphere of study.

Following the directive to instruct lectures in English, Algerian university instructors faced the challenge of identifying feasible means to efficiently learn English. Even when teachers of other specialisations regularly seek out independent English learning, it is still speculative how well they are actually acquiring the language properly. Multiple studies have demonstrated that university instructors have challenges while attempting to independently acquire proficiency in the English language within the Algerian educational setting (Khenioui & Boulkroun, 2023). Despite achieving success in various settings, their experiences ultimately failed to meet their expectations and fulfill their needs. Given that those educators are specialised in particular disciplines, they require domain-specific vocabulary in addition to general English (Messeded, 2023).

Owing to the tremendous present escalation of globalisation, English language proficiency and the strategic use of diverse array of technological resources have become essential for university lecturers hoping to thrive in the digital age. Therefore, no facet of the stated objective is more momentous than that of espousing the ability of ESP educators and teachers of other specialties seeking learning English to collaborate using online collaborative tools. This collaboration aims to ensure high-quality education and continuously enhance the institution. Ultimately, it helps materialise the governmental aspiration of pervasive English usage among all university teachers across all specialisations.

The fundamental tenet of collaborative learning is that, even with individual learners' autonomy over their education, knowledge is collectively generated. Learning is increasingly viewed not only as a personal cognitive and emotional process but also as one shaped by interaction with the environment, including other learners and educators (Kalogiannakis et al., 2009). University educators around the globe have employed a variety of online collaborative tools to impart knowledge, much in developing nations where online collaborative learning is prevalent (Qureshi & Qureshi, 2021). That stems from the sweeping embrace of information and communication technologies (ICT) in this modern era, which has wrought a new direction in higher education where online instructional tools have high importance (Mohammed, 2022). ICTs have even made online collaboration across university teachers themselves easy and possible (García-Valcárcel & Mena, 2021).

Although a large body of research on teachers' collaboration in various fields and across disciplines has demonstrated its significance in the realm of education, a lack of research offering a more comprehensive picture of teacher collaboration to learn English, clearly describing and discriminating between various tools of teacher collaboration, was readily apparent. This study stands out by aiming to fill such a conspicuous gap in the body of research. Furthermore, while numerous studies have examined benefits and successful methods of learning English for university teachers using artificial intelligence and technology, little attention—if any—has been given to the potential advantages of a collaboration between the intensive language centers known as CEIL that are already in place in many Algerian universities and non-English professors who are struggling to learn English on their own. It seemed necessary to look into the connection between cross-disciplinary teacher collaboration and non-English teachers' learning of English both general and for specific purposes, expanding the research's focus and filling a significant void in the literature.

The aim of the study is to examine collaboration, conventional and web-based, between ESP practitioners at CEIL and non-English teachers who have an interest in learning English. Since the likelihood of such collaboration is presumably influenced by the views of both non-English instructors and ESP educators, this study also explores their perspectives on collaborating online seeking to determine whether their perceptions and practices conform. More broadly, this study intends to

document ESP teachers' and non-English instructors' take on and involvement in face-to-face collaboration jointly with online collaborative tools as they learn and teach English. The focus of the current study is on the question of whether ESP specialists and non-English academics who are pursuing English language learning realistically collaborate in person or otherwise. It is this research's aim to give as thorough as possible a probe into the means by which those professors collaborate, should they do so. The study additionally investigates the challenges that teachers' perceptions of impediments to collaboration and web-based collaboration bring about.

Therefore, the present study intends to address the following research questions:

1. To what extent and in what ways are non-English affiliated teachers seeking to learn English collaborating with ESP practitioners at CEIL?
2. What constraints do teachers in other specialties face that hinder in-person and web-based collaboration with ESP practitioners?
3. How do both ESP teachers and teachers seeking learning English in other fields of specialty perceive collaboration using new technologies, online collaborative tools?

## **2.Literature Review:**

### **2.1 -English as a Medium of Instruction in Higher Education**

The Algerian Ministry of Higher Education has launched regulations to encourage the inclusion of English in Algerian universities, notably promoting delivering lessons via the English language, in keeping with the worldwide tendency of English gradually taking over as the language of instruction in numerous regions across the globe. In 2011, Jensen and Thogersen pointed out that it is highly significant for university teachers to properly learn English to guarantee high-quality education "... Whether teaching in a language -say, English- of which neither the teacher nor the student is generally a native speaker may lead to poorer learning" (Jensen & Thogersen, 2011, p. 21).

According to Kadi (2022), educators believe that the 'Englishisation' approach will establish the Algerian university's international standing and provide the groundwork for a reform of teaching methods. Kadi's results also showed that learning English presents many challenges for Algerian teachers who are seeking learning English on their own. In a similar vein, participants in a study by Messeded (2023) expressed a very favourable perception of their experience of learning, but the investigation also revealed a discrepancy between what the trainees have been introduced to and their learning intended outcomes. The research suggested that collaboration between language centers and other departments is crucial for the establishment of efficient instructional courses and materials specific for their fields of study.

## **2.2- Joint Efforts: English Teachers and Subject Specialists**

In their investigations into the collaboration between English as a Second Language (ESL) teachers and teachers of other subjects, researchers such as Baecher et al. (2012), Martin-Beltrán and Peercy (2014), Peercy et al. (2016), and Giles and Yazan (2019), reported that, in addition to fostering professional relationships, both ESL teachers and teachers in other disciplines learn from one another. Collaboration between different educators of various specialisations and ESL teachers yielded positive results in terms of language skills improvement.

According to this line of reasoning, there are scarce accounts in the literature that discuss collaboration between ESP teachers and content teachers to learn English in Algeria unlike other parts of the world. Li (2021) and Li and Ma (2020) found in their research that although Chinese ESP teachers expressed exasperation about challenges to collaborate with subject area instructors, they understood the value of working together and considered it as an imperative part of their dedication to continuing their education for furthering their careers. Similarly, Dove and Honigsfeld's (2017) research highlighted that collaboration between ESL and instructors in other fields has not yet become a common teaching strategy because of the numerous collaboration challenges, with time and overloaded schedules being paramount.

Despite this acknowledgment and the ensuing discussions, acute practical challenges to face-to-face collaboration persist. An increasing body of research is being produced as a result of an attempt to implement online collaboration in universities between professors of various disciplines. According to Blitz (2013), in his review of the literature on whether online technologies can accomplish the objectives of traditional professional collaboration, teachers were obliged to adopt an online collaboration orientation due to a number of obstacles to traditional collaborative schemes. Analogously, Vangrieken et al.'s (2015) review of literature on teacher collaboration found that barriers to teacher collaboration exist, necessitating a shift to virtual collaboration amongst teachers.

## **2.3- Online Tools for Collaborative English Learning**

Online collaborative tools are “forum discussion, workshop, chat, comment box and Wiki (to name but few) in Moodle and docs, slides, sheets and Jamboard in Google apps” (Dahal et al., 2020, p. 18). Online collaborative tools, according to Dahal et al. (2022), assist students in improving their educational skills even while they collaborate remotely. A collaborative method has the advantage of bringing people in tandem to address complicated issues, acquire new knowledge, improve interaction, generate creative ideas, and boost efficiency and output.

Xie et al. (2018) examined two categories of collaborative instruments: synchronous and asynchronous. Leveraging synchronous tools, learners are able to communicate in actual time and collaborate on collective endeavours, for instance. Asynchronous communication refers to the use of communications in courses by both teachers and students, with the other party responding at their convenience. Emails, blogs, social media messaging, and discussion forums are examples of asynchronous collaboration technologies. Collaborative synchronous online tools include live chat, whiteboarding, application sharing, and video, audio, and/or web conferencing. Teachers provide responsive, direct interaction and feedback to learners.

Li and Mak (2022) reported a statistically significant result in the language skill grades of the treatment group exhibiting lower language proficiency levels, suggesting that the technology-based collaborative instruments in the educational design had an advantageous influence. This study suggested that students with limited language proficiency may benefit from an internet-based programme that is structured effectively and supported by an environment for collaborative learning by means of collaborative resources.

The collaborative educational and instructional features offered by Moodle and Google applications like Google Meet are discussed by Dahal (2022) in his article. Students were allowed to learn collaboratively for skill development through the use of Moodle and Google applications substituting conventional educational techniques. The ease of use and convenience of these tools also made them enjoyable for the majority of learners. The conversations that occurred between the students and the instructional guide were described in this research as natural. The audience was able to identify advances in Moodle and Google incorporated collaborative teaching and learning through the findings derived from these experiences.

Guzacheva (2020) emphasised that learners may lose sight of the fact that their English teacher is most likely located far away from them due to Zoom's technology. The creative use of Zoom technology promotes higher education in faraway locations, improves positive learning results for a variety of student populations, and may lighten the workload of educators. Similarly, Dharmawati (2023) noted that when instructors employ Zoom as a collaborative medium, their online language teaching approaches satisfy the needs of their students. They engage pupils, inspire them, and use appropriate language in pertinent situations. Enhancing the level of language competence can also be achieved by utilising the inherent exchange between listening and speaking on Zoom. Giving students choices fosters a dynamic classroom environment where teachers can make adjustments and remarks.

A number of papers have addressed other collaborative platforms with particular tools and methods in the context of teaching and course building, including Teams, Moodle platform, Slack, etc. According to Shu et al. (2022), adult learners' continuous online learning is facilitated by the Chinese instant messaging app Tencent QQ as well as other messaging apps and social media applications. In a different study by De Gracia et al. (2022) found that educators concurred that using social media in a group setting to learn English is a good way to help students' language proficiency.

Nevertheless, according to Guzey and Roehrig (2012), online collaboration tools as a component of learning technology have not been comprehensively assimilated within the domain of education. The financial means allocated to instructional technology, however, are enormous. Adkins (2018) stated that \$9.56 billion in international funding was allocated to multinational learning technologies entrepreneurs in 2017. Thirty-two percent of the \$37.8 billion funded in technology for education enterprises between 1997 and 2017 was invested in the most recent years (Shulman, 2018). As such, there are evidently barriers to the incorporation of technology into educational settings for both teachers and students, albeit substantial expenditures.

Hurdles still exist to technology integration for teacher development and student learning that are not related to the collaboration tool per se (Atabek, 2019). The primary reported constraint to technology integration is the inadequacy of initial and subsequent training for particular technologies. The effective integration of collaborative technologies for learning in higher education is also found to be significantly hampered by unforeseen technical problems. Technology integration appears to remain unaffected by innovations in the field when compared to its earlier counterparts. Another major barrier, according to respondents, is that educational institutes do not adequately educate teachers about the modern technology that the Ministry of National Education formally mandates instructors utilise in the course of their work.

### **3. METHODOLOGY:**

To gather accurate data, this study employed a descriptive quantitative approach in which an online questionnaire was administered. The quantitative approach is seemingly the ideal research methodology given that the study endeavours to assess the practices and attitudes regarding collaboration as well as web-based collaboration between ESP practitioners at CEIL and teachers of non-English affiliations in their intent of learning English. The quantitative method proves feasible because the goal of quantitative research is to generalise findings from a broader sample population and gauge perspectives, views, practices, and other identified variables; portray the precise findings obtained from study tools like questionnaires in regard to statistical outcomes (Mohajan, 2020). When compared to other methods of data collection, online questionnaires provide a less time-consuming, more affordable way of gathering information with automatic data entry

(Hlatshwako et al., 2021), and since the study targeted teachers in different areas in Algeria, a web-based questionnaire, specifically Google Forms, is employed as a method of quantitative inquiry in the current investigation.

ESP instructors working in CEIL and non-English teachers at five major universities; including Mohamed Sedik Benyahia in Jijel, Amar Telidji in Laghouat, Lounisi Ali University 2 in Blida, The National School of Marine Science and Coastal Planning (ENSSMAL) in Algiers, and The University of Science and Technology Houari Boumediene in Algiers; were chosen as study participants during the academic year 2023-2024. A total of 66 university professors submitted full responses to the questionnaire, including 40 women and 26 men. In addition to 40 non-English teachers from various disciplines, including Science and Technology, Economics, Management and Business Sciences, Law and Political Science, Mathematics and Computer Science, Electronic Science, Mechanical Engineering, and Biology; the study's participants also included 26 ESP practitioners who teach English at the CEIL of the aforementioned universities. Participants' ages ranged from 25 to over 51 years old. Of the 66 participants, 14 held a Master's degree, 6 held an Undergraduate degree, and 46 held a Doctorate. ESP practitioners comprise 20 temporary professors with bachelor and master's degrees, 06 full-time educators with doctorate and magister degrees who have been brought in from the Department of English. All remaining teachers in other specialties are permanent teachers with doctoral degrees in their respected fields.

To gain insights into the attitudes, beliefs, and practices of 26 ESP practitioners and 40 content instructors, a structured online questionnaire was employed as a data collection instrument. The study's instrument had three sections in total. Gathering personal data on teachers was the focus of the questionnaire's first section. In section two, questions pertaining to the actual collaboration/web-based collaboration between ESP teachers and non-English teachers were posed. The questionnaire discussed their views and perceptions of web-based collaboration as a replacement for in person collaboration in the third section using a five-point Likert scale.

It was impracticable to personally meet ESP teachers or teachers of other subjects since they all worked at various universities throughout Algeria. As a result, responses from the participants were gathered through an online structured questionnaire that was distributed via Google Forms, utilising the teachers' emails solely. The use of Google Forms improved participant involvement by enabling the seamless and timely submission of questionnaires. Both ESP teachers and teachers of other specialties received approximately the same online questionnaire on their emails. Minor differences exist regarding the category of teachers addressed in each question within the questionnaire; the content of the questions, however, remains identical. The questionnaire was sent to 66 participants in the course of the initial semester of the scholarly year at the aforementioned universities. Since non-English-affiliated instructors had little command of the English language, the questionnaire was translated to both Arabic and French.

## 4.RESULTS AND DISCUSSION

### 4.1- Results

Building on the study's aim, educators' opinions, attitudes and practices of collaboration to enhance the English language skills of non-English affiliated teachers were collected. The obtained results were described and analysed with the help of a statistical software named SPSS. The scores are organised in tables. The data were collected, classified, and arranged in accordance with teachers' practice of collaboration, obstacles impeding in person collaboration and web-based collaboration, teachers' perception of collaboration, teachers' attitudes towards using online collaborative tools. A statistical tabulation procedure was used to carry out the analysis.

#### 4.1-1. ESP Teachers and Non-English Teachers Practice of Collaboration

Question One: Do you collaborate with teachers at CEIL of your university in the pursuit of learning English in person or via any platform ?

	Yes	No	Total
<b>Number</b>	20	46	66
<b>Percentage</b>	30.30%	69.69%	100%

*Table 1: Collaboration between ESP Teachers at CEIL and Non-English Teachers  
The Source : Done by the teachers*

When asked whether ESP teachers at CEIL collaborate with teachers from other specialisations, the majority of respondents gave unfavourable answers. 69.69% of teachers do not collaborate, which leaves only 30.30% of them actually do. Teachers seeking learning English do not employ collaboration with ESP teachers as a way to improve their proficiency.

Question	Number	Mean (M)	Standard Deviation (SD)
During the academic year, approximately how often do you collaborate using online collaborative tools?	20	1.2	0.84

*Table 2: Teachers' Practice of Collaboration  
The Source : Done by the teachers*

Participants' utilisation of online collaborative tools appears to be rather limited, based on the mean score of 1.2. The inconsistent answers, as indicated by the comparatively large standard deviation of 0.84, suggest that some users might have utilised collaborative technologies to collaborate with teachers unlike others. Information on enhancing access to the platforms for collaboration could be gained by conducting research on the particular elements influencing these behaviours.

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Question	Number	M	SD
How easy is it for you to use online collaborative tools?	20	2.15	1.09

*Table 3: Easiness of Using Online Collaborative Tools*

*The Source : Done by the teachers*

Participants' perceptions of the convenience and simplicity of online collaborative tools were somewhat favourable, with a mean score of 2.15 and a standard deviation of 1.09. Although many people find navigation difficult, a significant standard deviation suggests that there may be some heterogeneity because of the instruments' familiarity or technological proficiency.

Question	Number	M	SD
How often do you encounter challenges or difficulties while collaborating in person or online ?	20	2.43	1.10

*Table 4: Challenges or Difficulties of Collaboration*

*The Source : Done by the teachers*

The difficulty factor is average, as suggested by 2.43 mean of encountering challenges or difficulties in person or while using online collaborative tools. The high variability in challenges or difficulties encountered while collaborating, 1.10 standard deviation, demonstrates that it is possible to increase reliability of online collaborative tools as an alteration to in person collaboration by recognising prevalent challenges and setting suggestions in place.

Types of Online Collaborative Tools Teachers Prefer to Use	Frequence	Percentage
Google Meet	4	20 %
Zoom	12	60 %
Teams	0	0 %
Piazza	0	0 %
Slack	0	0 %
Moodle platform	0	0 %
Google Classroom	0	0 %
Socila Media	4	20 %
Others	0	0 %
Total	20	100 %

*Table 5: Types of Online Collaborative Tools Teachers Prefer to Use*

*The Source : Done by the teachers*

Since, again, the total number of participants who are actually engaged in collaboration is 20, the total number of participants in tables 2-5 is indicated as 20 instead of 66. The vast majority of participants chose Zoom as the online medium preferable to collaborate for learning/teaching English. Following Zoom, come both Google Meet and Social Media in the same frequency of use. More in-depth

inquiries are essential to establish the reasons behind the overwhelming preference of Zoom over the plethora of online collaborative tools available.

Challenges and Difficulties	Frequency	Percentage
Online Technical issues	9	13.63 %
Lack of user training	3	4.55 %
Overloaded teacher weekly planning and Lack of time for collaborative meetings	37	56.06 %
Persistence and motivation issues	10	15.15 %
Other	7	10.61 %
Total	66	100 % %

*Table 6: Challenges or Difficulties for Collaboration*

*The Source : Done by the teachers*

The findings in Table 6 show that the most common obstacles to collaboration as perceived by both teachers, accounting for (56.06%) of replies, are overworked teachers' weekly planning and a lack of time for collaboration. Thenceforward, technical as well as persistence and motivation issues follow at (15.15%). Additional obstacles consist of educators' preference to develop their linguistic skills in English independently, either in private schools having proper classes or online using applications for learning English (10.61%); while lack of user training (4.55%) is the least selected answer. These results highlight the necessity of addressing technical malfunctions and timing constraints as they represent the prevalent obstacles to a successful collaboration between ESP practitioners and non-English affiliated teachers.

#### 4.1-2. Perception of Traditional Collaboration and Web-based Collaboration

Statements	Mean
1. Collaboration among ESP practitioners and other teachers can facilitate learning English for non-English affiliated teachers.	4.09
2. To train instructors of other specialties to give their classes in English, collaboration between ESP practitioners and subject experts is important.	4.42
3. You feel at ease using any collaborative tools with other teachers to learn/teach English in a university atmosphere as long as it is effective.	4.36
4. Because they don't confine you to particular locations or times, collaborative technologies are a viable substitute.	3.96
5. Online collaboration technologies offer answers to in person collaboration challenging shortcomings.	3.72
6. Web-based collaboration is possible for all teachers and widens the scope of collaboration despite limitations like absence, time, and place	4.03

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7. Using online collaborative tools can be laborious and time-consuming, making them difficult to schedule; therefore, in person collaboration is preferred.	<b>2.05</b>
8. Adopting online collaboration tools are fraught with issues related to software functionality, user compatibility and internet connectivity.	<b>2.69</b>
9. Online collaboration tools could fall short in their ability to reproduce the advantages of in person collaboration, isolating users.	<b>2.15</b>
10. To ensure collaboration online, meetings between ESP instructors at CEIL and teachers of other specialisations as well the collaborative tools should be planned and selected by the government.	<b>3.84</b>

*Table 7: Perception of Traditional Collaboration and Web-based Collaboration  
The Source : Done by the teachers*

ESP practitioners and teachers in other departments agree that collaboration among ESP practitioners and other teachers facilitate English language learning for non-EFL teachers (M=4.24). Most teachers strongly agree (M=4.42) with the idea that to train instructors of other specialties to give their classes in English, collaboration between ESP practitioners and subject experts is important. To reach that objective, they agree (M=3.78) that collaboration between professors in various faculties and ESP practitioners at CEIL should be encouraged and mandated by university authorities as far as the time and online collaborative tools are concerned. Furthermore, the respondents strongly agree (M=4.36) that they feel at ease using any collaborative tools with other teachers to learn English in a university atmosphere as long as it is effective. Hence, they were neutral regarding using online collaborative tools can be laborious and time-consuming, making them difficult to schedule.

Non-English teachers from different departments along with ESP teachers at CEIL agree (M=3.60) that online collaboration technologies offer answers to in person collaboration challenging shortcomings. Because they don't confine them to particular locations or times, collaborative technologies are a viable substitute; as a result, web-based collaboration is possible for all teachers and widens the scope of collaboration. Participants are neutral (M=2.69) regarding online collaboration tools being fraught with issues related to software functionality, user compatibility, and internet connectivity. They disagree (M=2.15) with the statement that online collaboration technologies could fall short in their ability to reproduce the advantages of in person collaboration, isolating users. Summatively, non-English teachers and ESP teachers agree with the idea of using online collaboration tools to learn English.

## 4.2- Discussion

The results reveal that collaboration between ESP practitioners at CEIL and non-English teachers in several departments was statistically insignificant. However, although such a collaboration was not statistically significant, the teachers' perception of its importance and effectiveness was positive. This result differs from that of the study by Li (2021), who examined university professors' perceptions and practices of collaboration and reported that both were highly valued by teachers. Conversely, the current findings indicated that there was a discrepancy between teachers' perceptions of collaboration, be it online or in person, and their actual practice. In fact, the results show that ESP practitioners and subject specialists acknowledge the critical importance and necessity of collaboration, demonstrating a positive attitude towards it, particularly web-based collaboration, for the objective of enabling non-English affiliated instructors to learn English. Nevertheless, given that the overwhelming majority of them are seeking learning English, they did not opt for collaboration nor did they use online collaborative tools to collaborate with ESP teachers as a means of raising the English proficiency of instructors in other disciplines.

These findings prompt the researchers to consider the causes of the existing discrepancy between teachers' attitudes and behaviours in terms of collaboration. Teachers from the five universities agree on the idea that time is an issue whenever collaboration between non-English teachers seeking to learn English and ESP teachers at CEIL is concerned. The data reveal that given the burdensome demands of teachers' instructional schedules and personal commitments, they lack time for collaborative meetings online or offline. This suggests that the more teachers are free during the weekdays, the more they will collaborate. The findings align with Dove and Honigsfeld's research findings (2018), which highlighted time and overloaded schedules as factors hindering collaboration between ESL and instructors in other fields to become a common teaching strategy.

Other obstacles impeding collaboration are related to web-based collaboration, including technical issues, which can waste the teachers' time. If online collaborative tools are exempt from breakdowns, which may result from lack of user training, another challenge faced by around 5% of participants, they might become efficacious and by extension more appealing to teachers. This could, per se, lead teachers to feel that e-collaboration is beneficial, thereby fostering persistence and motivation, which are, according to about 15% of the participants, impeding problems. Teachers may, consequently, come to the conclusion that collaboration, thanks to the availability of online tools, is preferable to trying to learn English on an individual basis. This result corroborates the research conducted by Atabek (2019), which identified a number of barriers to online collaborative tools implementation, including issues with inadequacy of training for particular technologies, as well as unforeseen technical problems. Without these barriers, teachers are open to using online collaborative tools.

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Teachers' opinions stress the importance of these online collaborative technologies in offering suitable collaboration that do not limit them to certain locations, are accessible to all teachers, and expand the scope of collaboration despite constraints like absence, time, and place. Non-English teachers and teachers in other fields highlighted that web-based collaboration notably contributes to eliminating some of the major impediments they may face when collaborating traditionally. Drawing on the thoughts expressed by the participating teachers regarding the potential existence of web-based collaboration's hurdles, they showed neutrality and disagreement. Therefore, ESP teachers at CEIL and teachers of other disciplines who are learning English highly appraise the shift in adopting web-based collaborative tools for online interaction to help non-English teachers seeking learning English improve their level of English.

The findings identify Zoom and Google Meet as the primarily favoured online collaborative tools by the teachers who actually collaborate. Fairly positive opinions are expressed by participants on the ease of use and convenience of these online collaboration tools. This suggests that their selection of the collaboration tools is based on their simplicity and convenience. In an analogous vein, Dahal (2022) discussed the collaborative educational and instructional elements provided by Google apps such as Google Meet and Moodle. For most learners, these tools were also entertaining because of similar reasons, their convenience and ease of use.

Social Media as a collaborative tool to foster successful web-based collaboration between ESP practitioners and instructors in other fields in their pursuit of learning English is also preferred by 20% of teachers. Equally, De Gracia et al. (2022) pointed out that educators generally agree on selecting Social Media as a collaborative tool, which can be an effective tool for improving students' language ability when used in a group environment to learn English. In this section; summarize the collected data and the analysis performed on those data relevant to the discourse that is to follow. After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect to your original hypotheses.

## **5. PEDAGOGICAL IMPLICATIONS**

This investigation addresses the incorporation of collaboration as a way to support educators in various departments in their endeavour to become proficient in English as a medium of instruction by creating a productive partnership between non-English speaking teachers who are learning English and ESP practitioners employed by CEIL. This is a topic of substantial interest in the Algerian educational sector. In order to facilitate learning English under the guidance of ESP teachers, educators must acknowledge the fundamental value of such a collaboration whether in a conventional manner or via collaborative tools, which are commonly used in modern learning environments.

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To facilitate effective English language learning by teachers of non-English affiliations, non-English instructors and ESP teachers at CEIL are required to work together on a joint endeavour. The teachers' language abilities will unquestionably advance by participation in conversations and collaborations to learn English. As such, this initiative aims to fulfill the government's objectives for English to become the primary medium of instruction used by all university teachers. Further research is needed to determine which proper mediums are ideally suited for facilitating collaboration between ESP practitioners and educators in other academic fields since their perception of collaboration in general and online collaborative tools in particular is favourable.

The findings of this study reveal that most teachers are open to working collaboratively to help non-English teachers learn English, as seen by their positive views and perspectives on collaboration especially online collaboration. To better organise the collaborative procedure, administrative intervention can provide a solution, as teachers exhibited a favourable attitude towards it. As a result, collaboration can be established - whether by governmental agencies or department administrators - and promoted in universities to all professors to ensure that they are aware of its existence.

This study indicates that owing to time constraints, ESP instructors do not work together with non-English instructors who are interested in learning English. But they all concurred that in order for this kind of collaboration to take place, department heads need to arrange collaboration meetings as part of their weekly planning. As teachers stressed their overloaded schedules, including off-duty commitments, it is recommended that online collaboration meetings be administratively scheduled in the teachers' weekly plannings to circumvent location and time restrictions and ensure presence.

An initial meeting between the teachers and the ESP practitioners during which the modalities of collaboration are decided upon would be one way to commence this collaboration for teachers across various specialties. This study offers insights on teachers' perspectives and preferences concerning the use of technological tools for web-based collaboration. Hence, a shift from traditional to technology collaboration in order to achieve maximal effectiveness is proposed.

To handle challenges and problems and maximise the online collaboration, improvements to teacher preparation programs are required. Examples encompass giving educators access to pre-service and in-service training as well as allowing educators to select the online collaborative tools that are suitable and align with their needs and abilities. Addressing the demands and needs of teachers makes it conceivable that they will utilise online collaboration tools for learning English with the guidance of ESP practitioners, who can provide a tailored English learning experience for each discipline.

## **6. CONCLUSION**

The current study sought to investigate perception and practice of collaboration between ESP teachers at CEIL and non-EFL educators of different departments in five Algerian universities. It also sought to learn more about the potential of both teachers to use technological tools for collaboration as a way to address the difficulties non-English affiliated teachers face when learning English on their own.

This investigation reveals several important findings. To begin with, collaboration did not occur in the majority of institutions, hindering the possibility of a potentially efficient method for assisting university lecturers from other disciplines in improving their English-language proficiency efficiently. This study serves as a foundation for future intervention studies that seek to pair ESP instructors from CEILs with instructors from other departments to collaborate towards a shared goal of helping non-English teachers learn general English combined with ESP for effective lesson delivery.

Meanwhile, the massive current acceleration of globalisation demands that for the university teachers to survive in the wake of the digital revolution, proficiency in English and deliberate use of a variety of online collaborative tools have become prerequisites. Nevertheless, the study shows that there are challenges and problems expressed by those teachers that necessitate training and assistance.

Ultimately, the findings of this study reveal that most teachers agree on working collaboratively to assist non-English teachers improve English proficiency, which is apparent in their positive perspectives on collaboration. They demonstrated a positive attitude towards online collaboration tools and a willingness to use them to communicate virtually with the aim of learning English.

## 7. Appendices:

### Teachers' Questionnaire

Dear teachers,

We highly value the contributions of your thoughts and experiences to the research aim to investigate perception and practice of collaboration between ESP practitioners and teachers of other specialties seeking learning English. Please accept our gratitude for collaborating and for finding the time to complete the questionnaire.

Guidelines: For each item, please tick the right box or write in the space provided.

#### Section One : Personal information

1. Name of your university/college: .....
2. Degree(s) held:           BA (Licence)   
                                  MA (Master / magister)   
                                  PhD (Doctorate)
3. Gender :                   Male   
                                  Female
4. Age :                       Under 30   
                                  Between 30-50   
                                  51 and above

#### Section Two : Practice of Collaboration

1. Do you collaborate with teachers at CEIL of your university in the pursuit of learning English in person or via any platform ?

Yes

No

**Note: If no, questions 2, 4, 5, and 6 will not appear on Google Forms Questionnaire.**

2. During the academic year, approximately how often do you collaborate using online collaborative tools?  
Actively  Never  Rarely  Occasionally
3. Which online collaborative tool would you prefer to use in your collaboration?  
Google Meet  Zoom  Teams  Piazza  Slack  Moodle platform   
 Google Classroom  Socila Media  Others
5. How easy is it for you to use online collaborative tools?  
Extremely easy  Very easy  Easy  Difficult  Very difficult
6. How often do you encounter challenges or difficulties while collaborating in person or online ?  
Never  Infrequently  Occasionally  Regularly  Frequently
7. What part of the collaboration process you consider difficult/challenging for you as a teacher?  
a. Online Technical issues   
b. Lack of user training   
c. Overloaded teacher weekly planning and personal responsibilities   
d. Lack of time for collaborative meetings   
e. Persistance and motivation issues   
f. Other  please , specify :.....

#### Section Three : Perception of Web-based Collaboration

Guideline : Read the statements below and rate the degree of your agreement with each statement using the 5-point Likert scale:

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**A-Strongly Disagree    B-Disagree    C-Neutral    D-Agree    E-Strongly Agree**

<b>Statements</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1. Collaboration among ESP practitioners and other teachers can facilitate learning English for non-English affiliated teachers.					
2. To train instructors of other specialties to give their classes in English, collaboration between ESP practitioners and subject experts is important.					
3. You feel at ease using any collaborative tools with other teachers to learn/teach English in a university atmosphere as long as it is effective.					
4. Because they don't confine you to particular locations or times, collaborative technologies are a viable substitute.					
5. Online collaboration technologies offer answers to in person collaboration challenging shortcomings.					
6. Web-based collaboration is possible for all teachers and widens the scope of collaboration despite limitations like absence, time, and place.					
7. Using online collaborative tools can be laborious and time-consuming, making them difficult to schedule; therefore, in person collaboration is preferred.					
8. Adopting online collaboration tools are fraught with issues related to software functionality, user compatibility and internet connectivity.					
9. Online collaboration tools could fall short in their ability to reproduce the advantages of in person collaboration, isolating users.					
10. To ensure collaboration online, meetings between ESP instructors at CEIL and teachers of other specialisations as well the collaborative tools should be planned and selected by the government.					

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