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**Teaching English as a Foreign Language in Algerian Universities in Pursuit
of Sustainable Development Goals: Doctorate Students at the University of 8
Mai 1945 Guelma Case Study**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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DEDICATION 1

In the name of Allah, the most merciful, the most gracious

I dedicate this work to

*"**MY PARENTS**, who planted the seed of knowledge in my mind and nurtured it."*

*"**MY DEAR BROTHERS**, whom I couldn't love more"*

*"**DINA**, my constant source of support and encouragement"*

RAHMA HADDAR

DEDICATION 2

*Thanks to God for giving me the strength and motivation to do this
dissertation. I also
thank my family: my mother, my father, my brother, and my sisters, who support me all
time. I also want to thank Rahma, my first-rate partner in this dissertation, whose
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for my
determination to not give up and try all my extremely good to advantage this work.*

DINA KEBABSA

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Abstract

This research focuses on the teaching of English as a Foreign Language in Algerian universities, among doctoral students of the University of 9 Mai 1945 Guelma, and how it can be related to the Sustainable Development Goals. With this era of globalization and increasing English use, this research explores the role of EFL teaching in sustainable development in Algeria. It discusses the level of knowledge doctoral students have on the Sustainable Development Goals and how they are being addressed in EFL research, with a focus on finding out the level of preparedness students have to contribute to the achievement of the goals through language acquisition. Results depict tremendous imbalances in integrating the Sustainable Development Goals into foreign language teaching practice and depict potential for development in foreign language teaching methodology based on sustainable development. The study proposes an extensive restructuring of the EFL curriculum that, besides language proficiency, fosters critical thinking and social responsibility in learners. It also tries to underscore the role of EFL teaching as a key driver towards sustainable development in Algeria.

Key Words: Algerian Educational system - Doctorate students in Guelma University

Sustainable Development in Algeria- Teaching EFL in Algeria.

LIST OF Acronyms

AI	Artificial Intelligence
CELTA	Certificate in English Language Teaching to Adults
COP	Conference of Parties
DSDG	Division for Sustainable Development Goals
EFL	English Foreign Language
FLCAS	Foreign Language Classroom Anxiety Scale
FNE	Fear of Negative Evaluation
Free SHS	Free Senior High School
GDP	Gross Domestic Products
HLPF	High-level Political Forum
LMD	Licence Master Doctorate
MDG'S	Millennium Development Goals
NEP	National Education Policy
SDG'S	Sustainable Development Goals
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages certifications
UNDESA	United Nations Division for Sustainable Development Goals

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Introduction

In moderate of English as a vital instrument of information procurement and global communication, university college students scrutinizing the degree to which EFL instruction can be modified to fortify required thinking, world awareness, and intercultural competence. Their artwork consists of integrating SDG related issues within curricula, building advanced schooling approaches, and designing reasserts that transcend average challenges. This is how they seek to equip Algerian graduates with the language proficiency and concentration needed to make significant contributions to national and international sustainable development projects, thereby making their colleagues the core driver of Algeria's development towards the SDGs.

Despite the mounted significance of English as a worldwide language for training and professional purposes, the integration of Sustainable Development Goals (SDGs) into English as a Foreign Language (EFL) training for doctorate college students at the University of 8 Mai 1945-Guelma. This lack deprives scholars of the ability to successfully talk and make a contribution to worldwide efforts towards the success of the SDGs. Specifically, modern-day pedagogical practice, curriculum design, and evaluation methods followed in EFL publications for PhD college students are unclear, and to what extent they align (or fail to align) with crucial thinking, intercultural understanding, and communicative competence are essential to clear up complicated sustainability problems. Consequently, PhD college students aren't properly geared up to use the English language as a way of speaking research, interacting with overseas partners, and bargaining sustainable methods to their discipline of specialization, therefore hindering Algeria's transition to gratifying its 2030 Agenda obligations.

This look at seeks to analyse the way wherein English as a Foreign Language (EFL) preparation on the University of 08 Mai 1945-Guelma, Algeria, integrates the United Nations'

Sustainable Development Goals (SDGs). Specifically, it seeks to analyse the volume to which SDG topics are protected in EFL preparation, examine the pedagogies employed, and examine the Extent to which EFL education affects SDG sensitization amongst doctorate students. The study will observe the students' perceptions of the relevance of SDGs to their route research and operating life, setting those findings with inside the context of Algerian better schooling. Lastly, the studies will offer pointers for reinforcing SDG integration into EFL courses, now no longer handiest for nearby schooling development however additionally for EFL's universal contribution to sustainable development.

This study has conducted to answer the following question:
How does EFL teaching at the University of 8 Mai 1945 Guelma contribute to the achievement of sustainable development goals SDGs, particularly in terms of quality education and professional development for doctorate students?

The present study is based on the following hypothesis: is that EFL teaching at the University 8 Mai 1945-Guelma plays a crucial role in achieving Sustainable Development Goals (SDGs), particularly in fostering quality education and professional development for doctorate students, but it faces challenges that hinder its full potential

This study assumes a mixed-techniques research design, combining qualitative and quantitative methods with the motive to unveil the contribution of EFL coaching to accomplishing Sustainable Development Goals (SDGs) on the University of 8 Mai 1945Guelma. Data may be gathered through the use of questionnaires and interviews with doctorate college students and EFL instructors to unveil their perceptions, challenges, and experiences. In addition, the EFL curriculum and coaching substances could be subjected to content material fabric evaluation to decide how troubles of sustainability are incorporated. Quantitative survey statistics is assessed statistically, while qualitative interview and content material fabric evaluation statistics is examined thematically. This manner of reading ensures an enlightening comprehension of the way EFL training effectiveness contributes to sustainable improvement and illustrious regions that require improvement.

Chapter One:

Teaching English as a Foreign Language in Algeria

Chapter One: Teaching English as a Foreign Language in Algeria

Introduction

English as a foreign language is studied by non-native speakers to enhance communication, academic opportunities, and global engagement. Starting by examining the historical roots of TEFL methods, laying a critical groundwork for the comprehension of the current techniques. Then proceeding to the status and minimal role of the English language in Algeria today, examining the socio-cultural forces behind its adoption and incorporation. This chapter addresses the linguistic considerations that dictate English learning in Algeria, particularly the role of French and Arabic. Rapidly presenting a comprehensive overview of the Algerian education system in English from primary school to higher learning, including curriculum and goals at every level. Last but not least, presenting different obstacles and challenges faced in implementing English language instruction from internal problems like tension among students to outside factors like limited resources. Finally the importance of teaching English as foreign language and teaching English before adapting sustainable development goals (SDGs).

1.1. Teaching English as a Foreign Language in Algeria

TEFL, or Teaching English as a Foreign Language, is the practice of instructing students English in countries where English is not their native language. For example, a teacher from Canada will teach English to children in Spain; that's TEFL. The students they teach are typically called EFL learners, and the goal is to help them develop their English skills for communication, education, or other purposes (Smith, 2024)

1.1.1. The Historical Background of Teaching English as a Foreign Language

The evolution of teaching English as a foreign language had been through many stages. In the Pre-19th Century, when Greek and Latin had been the number one languages of communication internationally, the classic method appeared which later have become referred to as the Grammar Translation Method, that centered at the guidelines of grammar, however it become now no longer

conducive to powerful real-life communication (Richards & Rodgers, 2014). Which is obvious that the grammar translation method neglected and failed to improve real-life communication skills.

During the 19th century, language teaching was added to new methods. François Gouin created the Series Method, specializing in studying sequential sentences. This was later constructed by Charles Berlitz via the direct method, which became just like first language acquisition in that it centered on talking and spontaneous speech production, transferring far from analytical language practice (Howatt & Widdowson, 2004). As a result the first method that was adopted by François was somehow complex due to its limited learning, but it was developed into the direct one so it became more flexible to learn the language.

The period from the 1930s to the 1950s has witnessed a crucial transformation in teaching and learning the English language due to the impact of world war II, the terrifying events called for a need for new effective methods (Gordin, 2015). The audiolingual method emerged as a reaction to the important want for language proficiency. It emphasized listening and speaking skills (Richards & Rodgers, 2014). Meanwhile, English gained international spread, especially with more numbers of people immigrating to the United States. In the 1960s and beyond, the Communicative Approach have become the dominant technique for language learning. This method emphasized real-international verbal exchange over rote learning (Brown, 2007). Apparently, not all students felt comfortable interacting with each other in the communicative approach by Brown even though some has improved. This approach presumed that practice can alone improve language skills but in fact some learners need grammar guidance. John Haycraft pioneered a path for English teachers, which laid the foundation for cutting-edge TEFL (Teaching English as foreign language), and TESOL (Teaching English to Speakers of Other Languages certifications) like CELTA (Certificate in English Language Teaching to Adults) (Haycraft, 1978).

Today, TEFL is considered as a profession possibility that enables people to journey and impart skills. (Harmer, 2007). To sum up, the English language teaching has changed throughout history; the focus was on grammar and translation before. However, technology and AI (Artificial

intelligence), have changed how English is acquired and learned today, and that's through personalized learning like apps, which facilitate accessing to larger sources. This attracts the learners' interest in new methodologies and raising their competitiveness in the educational field.

1.2. The Status and the Limited Role of the English Language in Algeria

In Algeria, English is considered the primary international language of technology, education, aviation, global business, and international diplomacy. English is compulsorily taught throughout Algerian Middle and Secondary schools and universities (even in some military/security, economic, and cultural institutions) (Slimani, 2016, p. 34).

However, English remains irrelevant in the social life of Algerian people, because of the big effect of the French language, this shows that English education lacks real life integration in Algeria. It is not a part of the Algerian cultural identity, Arabic and French are, people rely on them more both socially and economically (Slimani, 2016).

As a result, English is not essential for communication in everyday life situations. Additionally, students do not engage with English in their surroundings, which makes less integration into the communicative area.

Besides, this foreign language is not close to the student's mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is to a certain extent absent most of the time in their daily lives. Moreover, the entire cultural context in Algeria is different from the lifestyle in Great Britain, or any other English-speaking country for that matter.

Despite the dramatic spread of English in media and social networks as a medium of communication, it is amazingly true to say that only the teachers of English or the textbooks and the reading Documents they provide the learners with are considered to be the only Source that can inform them (to some extent, however) about the way of thinking and living of the English speaking people. More than that, English is considered by some Algerians as "a language of an ex-colonial and imperialist country" (Hayenne, 1989, p. 43).

1.2.1. The Evolution of English Language Education in Algeria

English is considered to be a foreign language in Algerian education system. In the year 2022 and 2023, the English language was introduced in primary schools and adopted successfully also in higher education as a medium of instruction. These reforms are mainly crucial to redesign the English language teaching and learning in the Algerian system to cooperate with present educational needs or even future prospects.

Hence, the Algerian government has structured a program for primary, secondary and middle schools education to align with technology and new systems of the global scientific development (Benabed & Mehdaoui, 2023). By integrating new technological strategies like e-learning platforms, Smart boards, AI and adaptive learning, educational apps, the government eventually aims to make students ready for future careers.

Therefore, curriculum, syllabus layout, textbooks, and teaching strategies should be revisited, revised, evaluated, and tailored to fulfill the needs of the learners in addition to the neighborhood necessities and the socio-financial version of our country (Zebda, 2024). The curriculum offers the layout and contents of the input; the syllabus provides the projects, units, and sequences under which the content material is organized; consequently, designing and growing suitable curricula, syllabi, and books could be very important for the effectiveness of the teaching process.

1.2.1.1. The Influence of the French and the Arabic Language on English Language Learning

The French and Arabic language has both a great impact on English, shaping its grammar, vocabulary and speech structure. French contributed many words in culture and law, while

Arabic introduced some terms in trade and physics.

1.2.1.1.1. The French Language

The status of the French language has had a strong influence on the process of learning English language in Algeria, it is especially clear in the large number of English words and expressions that come from French.

Understanding this connections can make learning English easier and richer for students.

1.2.1.1.1.a. Grammar

The influence of the French language on English language learning in Algeria is clear in grammar, due to the historical and linguistic ties with the French grammatical structure

Algerian people tend to apply them even on English (Negadi, 2015). He means by this, since French language has been used for decades in administration and in the educational system in Algeria it will be very difficult to change it by English or be good at English without mixing it with French, for example, word order and sentence structure like (une voiture rouge >>> “a car red” instead of “a red car”) can lead to interference in English syntax. Additionally, the use of the tenses of the verbs in English may lead to mistakes like (“I have 20 years” instead of “I am 20 years old”) this impact makes mistakes that needs to be correct by practice.

1.2.1.1.1.b. Borrowings

Sheared (1962) states that borrowings are abundant in French terms and expressions that the English language has adopted and borrowed. Not just the two or three centuries after the Norman Conquest, it also happens today in the 21st century. It is not the unique trait of the English people to borrow expressions and words from outside. We can trace similar instances of it through the history of languages. One can say it is a process that occurs naturally to all languages and that all languages ought to go through.

1.2.1.1.1.c. Vocabulary

Oxford Dictionary defines English vocabulary as composed of approximately 250000 individual words. As previously mentioned, French has been an integral part of the building of English. What we have to look at here is the fact that it is proven that nearly one-third of all English terms are either directly or indirectly borrowed from French. Other recent studies demonstrate that English speakers who have not learned or heard French already have 15,000 French words (Afzal, 2019).

1.2.1.1.1.d. Pronunciation

It should be noted that in Old English, there were the phonemes /f/ and /s/ called unvoiced fricative sounds. In this place, French positive influence wonderfully helped to distinguish their voiced counterparts [v], [z], [ð], and [ʒ], as well as donating the diphthong [ɔy] (Zefreh, 2019).

1.3. The Arabic Language

Arabic influence on the English language is deeply rooted in centuries of cultural exchange and historical interaction (Alkhafeel & Elkhoully, 2022). The influence of the Arabic culture, language, and knowledge in many European and English languages shows the far-reaching impact of a mighty people, whose effect can still be seen today (Afzal, 2019).

Table 1.1: A list of borrowed Arabic words in the English language. Team (2025)

English Word	Arabic Origin	Literal Meaning of the Arabic
Admiral	أمير البحار	Commander of the seas
Alchemy	الكيمياء	Chemistry

Alcohol	الكحول	Alcohol
Alcove	القبة	The dome
Algebra	الجبر	The reunion of broken parts
Algorithm	خوارزمية	Al-Khwarizmi's (related to the mathematician Al-Khwarizmi)
Apricot	البرقوق	Apricot or plum
Arsenal	دار الصناعة	House of manufacturing

Artichoke	ال خَرْشُوف	The artichoke
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Assassin	الْحَشَّاشِ يْنَ	A secret religious sect known for carrying out assassinations
Aubergine	بَاذِرَاجَ اَن	Eggplant
Carat	قِيرَاط	A small unit of weight equals 1/24th of the medieval Arabic gold Dinar
Candy	القَنْد	Solidified sugar cane molasses
Cipher	صِفْر	Zero/ empty or nothing

Coffee/ Cafe	قهوة	Coffee from the Turkish “Kahva”
Cotton	قطن	Cotton
Crimson	قرمزي	Of the color crimson used to dye silk and wool in the medieval era
Elixir	الإكسير	The elixir, alchemical philosopher’s stone. Was believed to turn metals into gold.

These words are reflective of the significant influence of Arabic on the English language, particularly in fields such as science, food, and domestic items. The exchange of words was through historical contacts such as trade and cultural exchange, particularly when Arabic was a leading language of commerce and scholarship.

1.4. English Educational System of Algeria

The English educational system in Algeria is widely introduced in primary, middle, secondary schools and university. The government aims to make English more prominent because of the richness of its benefits and opportunities.

1.4.1. English in Primary School

According to Cameron ,English in Algeria primary school focuses on developing language skills. Learners basically are learning vocabulary and grammar, sentence structure and communication skills by engaging in classroom activities like games, role plays , storytelling...In order to strengthen their self esteem in using a foreign language “English” (Cameron, 2001).

Primary school learners can be good at their communication skills if only they tried to integrate with each other to build the confidence needed , also it is important to make it enjoyable for them because they are after all just kids.

1.4.2. English in Middle School

Since their initial year in middle school, students have been taught English as a foreign language (EFL) three times a week by a specialized EFL teacher. Each trimester, they take one or two exams. In practice, the updated English curriculum aligns completely with Algeria's official educational standards. The four years of middle school in Algeria are viewed as crucial developmental periods for children in terms of their intellectual, emotional, physical, and social growth. This curriculum lays a solid foundation for their future academic success, allowing them to thrive throughout their education and beyond (Boukri, 2021)

1.4.3. English in Secondary School

In the introduction to the second-year English Syllabus approved by the Ministry of Education in 2006, the document outlines several objectives that are expected to be achieved over a three-year timeframe. It emphasizes a broader understanding of language learning beyond the simple acquisition of linguistic skills to encompass methodological and cultural goals. The statement clearly articulates that "The aim of teaching English is to help our society integrate harmoniously into modernity by participating fully in a community that communicates in English across various contexts. This participation should focus on sharing and exchanging ideas and experiences—whether scientific, cultural, or civilizational— leading to a better understanding of oneself and others" (p.88). Furthermore, the objectives of

English teaching include:

Encouraging self-directed learning and critical thinking among students

Enhancing students' intellectual abilities to analyze, evaluate, and synthesize information

Equipping students to utilize English in new workplace situations

Encouraging acceptance of other cultures, and nurturing a spirit of tolerance and openmindedness

It's important to note that the Ministry of Education's goals provide teachers opportunities to incorporate intercultural studies and foster tolerance among their students. In conclusion, English education in Algerian secondary schools goes beyond mere academic objectives, promoting universal, human, and national values. Students are encouraged to discuss their country and its cultural significance in English while embracing global and human values, which are vital in modernity and globalization (Ministry of Education, 2006)

1.4.4. English in Higher Education

English has been gaining importance in recent years, while French has traditionally been the dominant language in higher education, English is used in scientific research and technology more (Rahmani, 2021). It is remarked that some universities' programs use English like business, however challenges remained there for both teachers and learners to improve their level of proficiency

Furthermore, English is important in universities because it attracts students more than French or any other language, also it is used for science and technology, like in writing the scientific journals and publishing it in English even though it is limited because the majority of students find difficulties in speaking and communicating in English, mostly because of the French language dominance.

1.5. Challenges Faced in Teaching English as a Foreign Language in Algeria

Teaching English as a Foreign Language (EFL) is marked by a series of problems facing teachers, they have to deal with in a bid to provide empowering learning environments. They are either intrinsic or extrinsic problems affecting teaching practices and learnability among students. The following sections outline an overview of the most frequent challenges to EFL teachers.

1.5.1. Intrinsic Challenges

Intrinsic challenges faced by individuals and learners that arise from personal limitations or internal struggles.

1. 5.1.1. Learner's Anxiety

As Horwitz, and Cope puts it, Long-term students never felt comfortable, uneasy, and nervous in foreign language classes, and this is a phenomenon that could only be ascribed to anything other than cognitive ability or linguistic knowledge, he defined foreign language anxiety as a specific affective variable of foreign language acquisition with positive and welldocumented deleterious influences on learning.

To identify the source of language anxiety, he created the first test. The Foreign Language Classroom Anxiety Scale (FLCAS) in 1986. It is a thirty-three-item questionnaire foreign language teachers use to assess the degree to which students experience anxiety and examine how this contributes to learning in various settings. He also categorized three sources or forms of foreign language anxiety. The three motivations are communicative apprehension, since they cannot express ideas and concepts effectively. The second one is fear of negative evaluation (FNE), in the sense that they fear what others would say about them, avoidance of being in a situation where they would be judged, and that other individuals would judge them poorly Horwitz et al. (1986).

The third test which is anxiety, and it is by this that the experience of anxiety upon encountering school examinations is meant. All three phobias are capable of making learners procrastinate learning the language once and for all or abandoning learning languages (Young, 1991). Which means that the phobias haunt the majority of language learners and may cause massive problems by preventing them from achieving their potential and therefore performing in the target language.

1.5.1.2. Cultural Disparities

Teaching English in another culture is difficult as well as rewarding. Here, the issue is that we need to accommodate the varying culture of the classroom. Pedagogy, communication, and attitude towards authority are diverse in each culture (Hofstede, 2001). Not only as an English instructor but also we must be aware of students' values and norms because this consciousness keeps us from making errors, create warm relationships, and assist you to have a more homogeneous learning environment.

One of the difficulties the English instructors would encounter in multi-cultural environment is having to modify your teaching style to accommodate the needs and preferences of students. What is effective in one culture will not be effective in another.

Some cultures, for example, will highly value repetition and memorization, whereas others will highly value critical thinking and creativity, lesson plans, activities, and even testing protocols will have to be adapted to accommodate your students' learning styles (Byram, 1997).

So sensitive and adaptable teaching are necessary when instructing multicultural classes. Language is also an issue when teaching English in other cultures. Students will all be of varying levels of language skills and may be from English-speaking nations. The teacher must be patient and tolerant, offering help and support to enable students to progress with language. With the help of some teaching techniques, i.e., visual support, real context, and practice with interaction, English learning can be made trendy among all learners by overcoming the language.

1.5.2. External Challenges

Extrinsic challenges faced by individuals that stem from environmental or external pressures.

1.5.2.1. Motivation and Engagement

Motivation and student motivation are generally an international issue for most TEFL teachers. Acquiring a new language is difficult, and students tend to lose motivation, particularly if they do not feel that they are making progress at once. There are various teaching methods, however, which the

TEFL instructor must apply using interactive activities, games, and real-life scenarios to make learners acquire English (Dörnyei, 2001, pp.

76, 134).

As a result, encouraging positive feedback, valuing the small successes of students, and the provision of a positive learning environment will further boost students' motivation and active participation in classes.

1. 5.2.2. Limited Resources

Some schools withhold investing in instructional resources with the assumption that teachers should do it all. There is limited access to good teaching content and technological integration in the majority of TEFL contexts. Even where available, such content typically does not address the cultural and linguistic needs of students. There is also a digital divide that poses significant barriers to technology adoption in the classroom (Nunan, 2015). In simple terms, lack of use of instructional resources forces teachers to create their own materials, even when digital resources are available they may fail to fulfil the needs of the learners.

1.6. The Importance of Teaching English in Algeria

Teaching English as a foreign language has a very significant importance in Algeria, especially when Algeria moved towards English to be her international communicative language as it enhances the economy of the country, Language policy in Algeria was a long time ago an exclusive enterprise used and benefited of by the Algerian government. However, nowadays it has changed to be an area of mutual practice between the government and the people because of the harmonious views of the English language between the two. This new perspective of language policy is a result of dimensional socio-political realities that were expressed through the Hirak protests in Algeria (Maraf and Osam, 2022). In simple terms, the English language policies in Algeria was solely managed by both the government and the public because of its importance in many areas like the sociopolitical one.

1.6.1. Teaching English before Adapting the Sustainable Development Goals

Before the acceptance of the Sustainable Development Goals (SDGs) in 2015, the learning of the English language in Algeria had various challenges based on historical, linguistic, and pedagogical criteria. French language, as a heritage of colonialism, prevailed, limiting English to the status of a second foreign language. The second year of the junior secondary school saw English being officially taught and pursuing it through high school but fell to the powerful French language, which had infiltrated administration, commerce, and scientific research (Benrabah, 2014). In the public schools, Arabic took over as the primary language of instruction, with some room accorded to Tamazight. This circumstances placed English learners at a very limited possibility of practice and contact beyond their classrooms. Pre2015, the English curriculum was textbook and grammar-based, and rote learning was more preferred over communicative or interactive approaches. Instruction was limited mainly to reading and writing with minimal concern for the fundamental speaking and listening competencies for the functional use of language (Bouhadiba, 2013). Teacher training courses were also lacking, and the majority of teachers had no professional training in modern language teaching pedagogy. English teachers often did not have instructional materials, including revised textbooks, audiovisual aids, and electronic resources. The ruralurban divide made these issues worse since rural schools lacked more qualified teachers and adequate availability of education technology (Merrouche, 2006). Nevertheless, Algeria had already begun making incremental changes in its education sector before the SDGs with an educational reform in 2003 to modernize curricula and have moderate emphasis on the English language so that it keeps up with international trends (Amrani, 2015). English bachelor courses at the university level were also increased, graduating students to become teachers or translators. On top of this, Algeria's insertion into international trade and the internet granted English more popularity and prestige, especially in science and technology (Bennouar, 2017).

Despite these developments, English had not entered very far into Algerian society by 2015, and the education system remained traditionally oriented and ill-prepared. Later embrace of the SDGs was an orientation towards more expansive, innovative, and outwardlooking education policies to further enhance English language skills in the country.

The teacher training programs were equally substandard since the majority of teachers had no hope of professional updating in contemporary language teaching. Teachers of English were also often short of teaching materials like revised textbooks, audio-visual materials, and electronic equipment. The urban-rural imbalance also aggravated these problems with rural areas bearing the brunt of fewer trained instructors and exposure to education technology

(Merrouche, 2006).

Algeria initiated incremental reforms in its education system before the SDGs. Its education reform in 2003 aimed at modernizing curricula with a modest focus on English to fit into international trends (Amrani, 2015). Universities also opened up their degree courses in English, making graduates eligible for careers in teaching and translation. Furthermore, Algerian involvement in international trade and the internet encouraged awareness of the importance of English, especially science and technology (Bennouar, 2017). English was not yet thoroughly permeated into Algerian society as of 2015, however, with the education system continuing to be predominantly traditional and impoverished. The subsequent adoption of the SDGs was a shift that saw even more inclusive, innovative, and internationally-minded education policies to support the learning of our country's English language.

Conclusion

Education in Algeria has been transformed, especially with the new pedagogy and technology tools. Education also have been positively impacted by the diversity and development of online connections realized through new communication technologies. In effect, these developments have impacted the use of English in Algeria towards the promotion of language learning through more interactive and accessible interfaces. These new instructional tools and creative teaching strategies are revolutionizing English as it is taught and acquired, even despite obstacles like the dominance of French and cultural influences.

The possibilities for and implications involved in these shifts in the Algerian context will be addressed at length in the following chapter.

Chapter Two:

Sustainable Development

Goals, Functions and

Purposes

Chapter Two Sustainable Development Goals, Functions and Purposes

Introduction

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, constitute a universal framework designed to address the world's most pressing challenges, including poverty, inequality, and climate change, with a target for achievement by 2030. These 17 interconnected goals aim to promote sustainable development in all countries by fostering economic growth, social inclusion, and environmental protection. This chapter begins by presenting the historical background and primary objectives of the SDGs, emphasizing their role as a blueprint for global development. Special attention is given to SDG 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, recognizing education as a fundamental driver of progress across all sectors. The chapter highlights Algeria's commitment to the SDGs, particularly its efforts to implement SDG 4 through national policies and reforms aimed at improving access to education, modernizing curricula, and enhancing teacher training. Despite these efforts, Algeria continues to face several challenges, such as regional disparities, insufficient infrastructure, and limited financial and human resources. The chapter concludes by underscoring the global importance of SDG 4, not only as a goal in itself but also as a key enabler of other development objectives, reinforcing the idea that quality education is essential for achieving long-term, sustainable progress both nationally and internationally.

2.1. Sustainable Development Goals

The Sustainable Development Goals, or SDGs, are a set of 17 goals created by the United Nations in 2015. These goals are a global plan to make the world a better place by the year 2030. They focus on solving big problems like poverty, hunger, climate change, lack of education, and inequality. Each goal has specific targets to help guide countries in making progress. The main purpose of the SDGs is to protect the planet, improve people's lives, and

make sure everyone has equal opportunities no matter where they live. In short, the SDGs are a roadmap for a healthier, fairer, and more sustainable world for all. (United Nations, 2015). The Sustainable Development Goals (SDGs) are an expanded and more inclusive continuation of the eight Millennium Development Goals (MDGs), which aimed to reduce extreme poverty between 2000 and 2015 (United Nations Information Service Vienna, 2015). Building on the foundation laid by the MDGs, the international community developed a comprehensive agenda for sustainable development that integrates social, economic, and environmental objectives. This agenda aligns with the principles outlined in the 1992 Rio Declaration and the outcomes of subsequent COP (Conference of the parties) summits (Dodds, Donoghue, & Leiva Roesch, 2017). Overall sustainable development serves as a vital and forward-looking framework for protecting the planet while fostering progress across various sectors. It offers a unified vision to confront global challenges and promote development in a balanced and inclusive manner.

2.1.2. Background about the Sustainable Development Goals

The 2030 Agenda for Sustainable Development, published and adopted by all United Nations member states in 2015, presents a global vision for achieving environmental sustainability and fostering inclusive development. The 17 SDGs which require fundamental changes like promoting wellbeing and education (United Nations, 2015). This implies that the Agenda noted that economic development requires a worldwide partnership, bringing together both developed and developing countries to cooperate.

The Institution of the SDGs was a result of decades of work. The 1992 Rio Summit in Rio had advanced Agenda 21, a carefully thought-out agenda for sustainable development. The Millennium Summit, convened by the United Nations in 2000, marked a significant milestone in global development efforts. It resulted in the adoption of the Millennium Development Goals (MDGs), a framework of eight specific goals aimed at addressing the most pressing challenges of the time, including eradicating extreme poverty, improving access to education,

promoting gender equality, and reducing child mortality. These goals were intended to be achieved by 2015 and served as a foundational step toward more comprehensive global development strategies. Also, the 2002 World Summit on Economical Advancement Johannesburg concretized world obligations, and the 2012 Rio+20 Conference brought out the result paper “The Future We Want”, that resulted in launching the groundwork of the SDGs and the UN Political Meeting on sustainable improvement (United Countries, 2012)

In 2013, during the creation of the SDGs, the UN Common Meeting established a 30member Open Working Group, moving towards negotiations on the post-2015 improvement agenda. Nevertheless, 2015, a year of significant global approach, in the selection of key global agreements :The Sendai System for Disaster Risk Reduction, the Addis Ababa Action Motivation towards Growth Financing, the Paris Agreement concerning Climate change, and the 2030 Agenda for Sustainable Development (United Nations Framework Convention on Climate Change, 2015). Apparently these agreements helped to improve global commitments to sustainability and economic growth.

Today, according to the United Nations the Division for Sustainable Development Goals (DSDG) within UNDESA plays a key role in supporting SDG implementation. Basically, It focuses on water, energy, climate, cities, transport, science, and global partnerships, while the High-level Political Forum (HLPF) serves as the primary platform for progress. Meanwhile achieving the 2030 Agenda requires strong engagement from all sectors and governments, businesses, civil society, and individuals and by working all together turning global goals into meaningful action can be effective and successful.

Among the developed countries like Sweden, Denmark and Finland consistently help more in SDG implementation, focusing on sustainability, social equality, and climate action. Some Asian countries have integrated SDGs into their national policies, with China making significant investments in green energy and infrastructure (Green policy platform, 2016).

However, In Africa, nations like Kenya, Ghana and South Africa have aligned their development plans with the SDGs, tackling poverty, education, and healthcare challenges. Also the Latin American countries such as Brazil, Colombia and Mexico play a key role in advancing renewable energy. Even though the challenges remain in conflict-affected regions like Yemen and Syria, where instability hampers progress capacity and governance. (United Nations Development Programme, 2024)

2.1.3. The 17 Goals



Source: Sustainable development goals website
<https://images.app.goo.gl/QWYLLHxzHFrUc1Kvw7>

Figure 2.1.

This figure2.1 shows the 17 Sustainable Development Goals (SDGs), established by the United Nations in 2015, provide a comprehensive framework for addressing the most pressing global challenges and achieving a more equitable, sustainable world by 2030. These goals include:

1. Eradication of poverty in all its forms (SDG 1).
2. The elimination of hunger and the achievement of food security (SDG 2).
3. Ensuring the health and well-being of all individuals (SDG 3).
4. Promoting inclusive and equitable quality education (SDG 4).

5. Advancing gender equality and the empowerment of women and girls (SDG 5),
6. Ensuring universal access to clean water and sanitation (SDG 6)
7. Ensuring access to affordable, reliable, sustainable, and modern energy (SDG 7).
8. Promoting sustained economic growth and decent work for all (SDG 8).
9. Enhancing infrastructure innovation, and industrialization (SDG 9).
10. Reducing inequality both within and among countries (SDG 10),.
11. Fostering inclusive, safe, and sustainable cities (SDG 11),
12. Promoting sustainable consumption and production patterns (SDG 12).
13. Combating climate change and its impacts (SDG 13).
14. Conserving and sustainably use oceans and marine resources (SDG 14).
15. Protecting and restore terrestrial ecosystems (SDG 15).
16. Promoting peace, justice, and strong institutions (SDG 16).
17. Strengthening the means of implementation and global partnerships for sustainable

development (SDG 17) (United Nations General Assembly, 2015).

2.2. Algeria's Commitment to the Sustainable Development Goals

In 2000 Algeria like all other countries was devoted to Millennium development goals to evolve people's life and save the planet, until 2015, Algeria became again part of the Sustainable development goals (SDG'S) which aimed to more advanced comprehensive goals, and to make sure that these goals happened, Algeria set a group of ministries to keep their process ongoing, and authorizing. In 2019, the Ministry of Foreign Affairs released a report on progress in realizing the Sustainable Development Goals. One of the key lessons learned from this report was the challenge of getting reliable data. Still, it was a difficult process due to the difficulty of measuring progress, because the information required was not always available or reliable (Chatham House, 2023). The committee has an instrumental place and important role in increasing awareness and allowing financial resources to simplify their implementation (Global CSR, 2021).

Algeria has taken numerous steps to put in force the Sustainable Development Goals, together with defining sustainable development. In 2016, constitutional amendments incorporated a variety of stakeholders, from authorities, businesses to civil society organizations. The Interministerial Coordination Committee consists of individuals of parliament representing all ministries, in addition to the National Economic, Social and Environmental Council, the National Statistics Office, and also different agencies. Furthermore, the committee has shaped six operating corporations to coordinate efforts towards reaching the Sustainable Development Goals. Algeria additionally integrated the

Sustainable Development Goals into its 2017 improvement plan and prepared numerous awareness-elevating and capacity-constructing activities for ministry officials (Ministry of Foreign Affairs, Algeria, 2019).

Algeria's progress in instituting the Sustainable Development Goals (SDGs) after 2015 has been phenomenal. Even in the face of COVID-19 health emergency, economic, social, and green reforms, the mainstay of the 2021-2024 Action Plan of the government, have continued progressively to speed up economic diversification, transition to a low-carbon economy, job creation, mainly among young people, improved public services, and greater resilience of institutions and societies to climate change and other emergencies (Abderzag, Hamza, & Chakroun, 2024, p. 132), (UNSDG, 2022). It recognizes that implementing these reforms requires changes in governance methods to achieve a more inclusive society with more modern and efficient management.

2.3. Algeria's Adaptation of Sustainable Development Goals

Algeria has achieved SDG 1 (no poverty) and is on track to maintain its monetary poverty headcount ratio at \$2.15 per day while reducing the percentage of people living on less than \$3.65 per day from 4.06% to 1.78% between 2010 and 2023. (Abderzag et al., 2024) . However, This progress is attributed to investments in infrastructure, social policies, and economic diversification beyond hydrocarbons, which account for 19% of GDP (Gross Domestic Products) and 93% of exports, Algeria achieved this goal through investing in social politics that aim to help rural communities out of poverty (world bank, 2024).

SDG 2 (Zero hunger) , the progress of Algeria concerning SDG 2 focuses more on making food security more powerful, and promoting sustainable agriculture. The Algerian government investments in agriculture have boosted food production and economic resilience. However, sustained investment and economic diversification are necessary for longterm success. Additionally, Algeria remains dependent on food imports, making food security a critical concern (World Food Programme, 2024). Reports on sustainable development track its progress,

highlighting achievements and areas needing improvement. This means that it is a must to fully achieve SDG 2, Algeria need to address these challenges and guarantee food sustainability.

Furthermore, SDG 3 (good health and well being) in Algeria has made notable debate, which focuses on ensuring healthy lives and promoting well-being for all. The country worked on providing free universal public healthcare, allowing citizens access to medical services and reimbursement for prescribed medicines (Benbekhti et al., 2024). Algeria eventually succeeded in providing good health care to its citizens, however, challenges persist, including a shortage of medical equipment, leading to a brain drain of medical talent. Hammond (2013) suggests that quality education embraces many aspects. Among them are the following ones: learning resources, technology, program followed, Teaching methodology, attachments, qualifications, co-curricular activities, performance Awards, students' and lecturers' perspectives in the institution's operating management, and their opinions and appraisals toward education (Darling-Hammond & Lieberman, 2013). As a result Algeria's pursuit of Sustainable Development Goal 4 centers on ensuring inclusive and quality education for all pupils while promoting long term learning, the country has worked on good access to primary, secondary, and higher education, as well as working to reduce gender disparities and improve teacher training programs.

2.4. Quality Education

Quality education is essential to sustainable development. Education is the ultimate powerful materials, by which learners can boost themselves out of poverty and get more engaged in their society. SDG 4 (quality education) makes particular targets to adress the obstacles of realizing quality education globally, and provide comprehensive zone to make sure reaching fair quality education for all people, SDG 4 concentrate on quality education and learning consequences, beyond enrolment rates (Advocates for International Development, 2022).

Quality Education is an operation of ongoing development and growth and energetic involvement in a society, which emerges the life of growing activity. According to some scholars, quality education has different parameters; for example; in a self-sufficient, morally sound individual, Dewey accounts

self governing as one of the civic responsibilities. The drawbacks of education as Dewey states is mechanical rote recall. Learning should enable the individual to explore a state of democracy as well as experience life (Dewey, 1916, pp.108110).

Freire (1970) declared that the quality education should give the power to learners by means of dialogue and critical thinking. His aim is to liberate them, critiquing what he terms “banking model”, education without question which restricts free thought. He offers” problemposing” where learners actively contribute to creating solutions and liberates it from systematic oppression (Freire, 1970, pp. 72-73). Likewise; Knowles (1973) defined quality education as one that values the independence of learners and encourages self-directed, hands-on learning.hence to this work, when it comes to adult learners, he describes them as active participants at the center of the learning experience. Out of respect to the learners’ autonomy, he proposes an experiential learning model. Drawing from their own experiences is what characterizes adult learners, which he labeled andragogy (Knowles, 1973, pp. 32-33)

In other words, quality education is important because of its effects that transfer to other SDGs which built on the foundation of the children, if they are given all the tools and facilities to develop will be more productive adults to give back to their communities and cut the cycle of poverty ,in other words this goal is supporting the decrease of the disparities between children in education field ,it is crucial for all , especially for vulnerable people like , rural,disabled,refugees.

2.4.1. Quality Education around the World

There are many countries that are affected by the adaptation of the SDG, 4 here are some examples:

India has framed SDG 4 in its own language by incorporating its essence in the National Education Policy (NEP) 2020 that emphasizes integrated, inclusive, and adaptive education from early childhood through higher education. India’s NEP is not a direct copy of SDG 4 but places the goal in light of local realities such as multilingual diversity, digital divide, and gender imbalance in education. According to Tilak (2021), the policy is meant to align with global standards while

catering to India's unique socio-economic realities, such as rural-urban disparities and caste-based exclusion.

South Africa has also adapted SDG 4 by embedding it into its post-apartheid education reforms, particularly through a strong emphasis on equity and redress. Local policies reflect the SDG 4 emphasis on inclusive education but are tailored to address the lingering effects of apartheid-era discrimination. Vally and Spreen (2006) argue that while policy rhetoric aligns with global goals, the South African context necessitated adaptation through focused investments in historically disadvantaged schools and communities.

Chile territorialized SDG 4 by reforming its highly privatized education system.

Although access to education was largely achieved, quality and equity were pressing issues. In response, the state implemented reforms to improve public education and counter the inequality that market-based approaches had exacerbated. Bellei, Orellana, and Valenzuela (2010) argue that these reforms constitute a reinterpretation at the national level of SDG 4 as prioritizing educational justice and democratic access, territorializing the global goal within Chile's neoliberal post-dictatorship tradition.

Brazil has struggled to achieve SDG 4 due to its desire to narrow its educational gaps, particularly in rural areas and in Afro-Brazilian and Indigenous populations. It was Brazil's Bolsa Família program that pays poor families to send their kids to school low-income alms, that have been credited with increasing student enrollment and graduation rates munificently. The country also prioritizes the alignment with SDG 4 wherein quality education is ensured through the progressive expansion of higher education opportunities (Kumar, 2019). Nigeria is trying to improve education with efforts like UBE, free school. But education quality is spotty, schools don't have basic equipment, and there aren't enough teachers, particularly in rural schools. To meet global education goals (SDG 4), Nigeria is trying to get more girls into school, especially in the north. They're also focusing on job training and distance education to prepare people for the job market today (Adebayo, 2017).

Ghana has demonstrated a strong commitment to achieve quality education, which aims to ensure equitable quality education and promote good learning opportunities for all students. The implementation of the Free Senior High School (Free SHS) policy in 2017, was designed to remove financial barriers and increase access to secondary education. This policy has led to a rise in enrollment rates, particularly among underprivileged students, thereby enhancing educational equity (Osei, 2010). Despite these efforts, Ghana concerns persist regarding the quality of education, as rapid expansion may compromise educational outcomes ongoing reforms aim to balance increased access with quality improvements, such as curriculum enhancements and teacher training programs.

A notable commitment to achieving Sustainable Development Goal 4 has been shown by Tunisia through enacting educational reforms that aimed to target both the expansion and enhancement of learning opportunities. Tunisia, eventually after the independence tried to prioritize access to quality education in primary schools. However, by the late 1990s and early 2000s, it became evident that quantitative progress needed to be complemented by qualitative improvements. In response, the Tunisian government started a series of changes focusing on curriculum modernization and teacher professional development, by evolving initiatives like the “projets d’école” (school projects). These school-based projects encouraged local autonomy and community engagement (Ben Sedrine, 2004).

These illustrate how adaptation of SDG 4 requires countries to redefine the goal through the lens of national history, inequality, and domestic structures. Far from a generic template, adaptation allows for cultural and structural suitability so that there will be a higher likelihood of genuine progress toward quality education for all. To sum up, the experience reflects a broader trend in educational development, expanding access must go hand-in-hand with ensuring relevance, inclusiveness, and quality in education.

2.4.1.1. Quality Education in Algeria

Algeria has established several activities according to SDG 4 in order to enhance the quality and accessibility of education

2.4.1.2. Post-Independence Education in Algeria

With the advent of independence in 1962, Algeria set out education as a weapon of decolonization as well as socioeconomic advancement, and the state incorporated free and compulsory education into an inherent right. Primary focus was on enhancing access as well as on wiping out illiteracy, specifically in rural areas. As Bennoune (2002) elaborates the reforms of post independence education were intended to break away from colonial influences, with a very strong emphasis on Arabization and national identity. This laid the ground for how Algeria's education system would go forward in the future, eventually leading the country to adopt global education targets, including SDG 4, which centers on the quality of education. In addition to that, Algeria's higher education system, having expanded, has faced problems of quality and relevance to the labor market.

The Ministry of Higher Education and Scientific Research has played the lead role in initiating reforms aimed at aligning the system to global standards. Bouzidi (2015) states that some policy developments have occurred, such as the introduction of the LMD (LicenceMaster-Doctorate) system to bring Algerian degrees into line with international degrees, and reforms to modernize curricula and develop scientific research. Policies at the ministerial level have also included consolidating the management of universities and investing in infrastructure. It is only through such endeavors that the status of tertiary education can be cemented as a source of innovation and sustainable development under SDG 4's umbrella.

Algeria consistently allocated a significant percentage of the government budget to education. Government education expenditures ranged between 13.1% and 17.6% during 2013 and 2024. The share of education spending in GDP (Gross Domestic Products) also ranged between 4.7% and 6.7%. All of this indicates that the government is prioritizing education on the national agenda (Ministry of Education of Algeria, 2024).

The Algerian government increased public spending on education to 14.5% of its 2023 national budget, resulting in higher primary school enrollment rates and significantly closing the gender gap. Girls now outperform boys in completing secondary education. The government has also focused on

enrolling and improving preschool, giving it a positive impact on a child's educational life (UNESCO Institute for Statistics, 2023).

2.4.1.3. Recent Education Reforms

As Algeria aligns its national education policies towards SDG 4's goal, a shift in focus from access to quality and innovation has been in place. It is presently centered on lifelong, inclusive, and equitable learning, along with the labor market relevance of education. Cheriet (2014) viewed that the application of digital technologies and research capacity development are significant factors of this kind of shift. The Ministry's encouragement of academic mobility, global cooperation, and investment in faculty development is a move towards an educational system that is not only accessible but also one capable of addressing the needs of the 21st century. All these developments collectively indicate Algeria's commitment to transforming its education sector into a bid to address both domestic needs and global education standards.

Furthermore, the pandemic COVID 19 led Algerian higher education to suddenly transition to online learning. This shift necessitated the emergence of educational disparities in access to education and the creation of e-learning curricula and infrastructure. The aim of this study was to explore the challenges facing teachers and learners, which necessitate elearningbased professional development programs (National Center for Biotechnology Information, 2021). Hadgeris' (2021) research exposed insufficient internet connectivity, technological infrastructure, and culture for online learning as gaps in the effectiveness of elearning in institutions of higher education. These gaps pose the need to radically improve towards fulfilling the vision of quality education for all. All these actions and initiatives are a testament to Algeria's commitment towards the realization of SDG 4 goals, particularly towards the provision of inclusive and quality education for all.

Conclusion

The Sustainable Development Goals (SDGs), particularly Goal 4—Quality Education, are essential for fostering sustainable global development and improving the quality of life worldwide. This chapter explores the historical development, key objectives, and Algeria's active participation in the global commitment to these goals, with a focus on the nation's progress in education and poverty alleviation. While Algeria has made significant advances, particularly in increasing access to education and addressing gender disparities, challenges persist, such as limited access to quality education in rural areas and the need for better alignment between higher education and labor market demands. The chapter also compares different national approaches to SDG 4, emphasizing that each country must adapt its strategy to its unique socio-economic context. Achieving SDG 4 requires not only improving educational access but also enhancing quality, promoting inclusivity, and ensuring lifelong learning opportunities for all. Ultimately, the realization of SDG 4 demands long-term, global cooperation, effective policies, and a commitment to inclusivity and sustainability, ensuring that education empowers all individuals, regardless of their background or location.

Chapter Three:

Field of Investigation

Chapter Three: Field of Investigation

Introduction

This chapter explores the role of Teaching English as a Foreign Language (TEFL) in promoting the Sustainable Development Goals (SDGs) among doctoral students at the University of Guelma. In particular, the chapter focuses on how English language education can serve as a tool for fostering global awareness, critical thinking, and cross-cultural communication, all of which are integral components of the SDGs. To gain insights into students' perceptions of English language learning, a comprehensive questionnaire was administered to examine their views, attitudes, and emotional responses towards the process of acquiring English. The questionnaire aimed to capture a broad spectrum of factors, including students' motivations, challenges, and the perceived relevance of English in relation to their academic and professional goals, especially in the context of the SDGs. The results of this survey provide valuable data, shedding light on how English language learning is perceived as a potential vehicle for advancing the SDGs among higher education students. Based on these findings, the chapter offers a series of educational suggestions and proposals to enhance the teaching and learning of English in ways that encourage greater engagement with the SDGs.

These recommendations include curriculum adaptations, the integration of SDG-related content into language instruction, and the promotion of research and communication strategies that align with sustainable development objectives. Ultimately, this chapter emphasizes the importance of leveraging TEFL not only as a means of linguistic proficiency but also as a powerful tool for fostering global citizenship, intercultural dialogue, and active participation in the achievement of the SDGs.

3.1. Students Questionnaire

This questionnaire aims to gather insights from doctoral students at the University of 8

Mai 1945, Guelma, regarding the relevance and effectiveness of English as a Foreign Language (EFL) instruction in supporting the achievement of Sustainable Development Goals (SDGs). By exploring their educational experiences, understanding of SDGs, and views on how EFL contributes to academic, professional, and societal progress, this tool seeks to evaluate the integration of global development objectives into higher education language curricula In Algeria.

3.1.1. Sample Selection

The sample for this study consists of 26 doctoral university students who were randomly selected at the University of 8 Mai 1945, Guelma. The reason for choosing doctorate university college students is that they are at an advanced level of study, which allows for a deeper exploration of the role of EFL training in achieving Sustainable Development Goals (SDGs). Their research and perspectives can provide valuable insights into the success of EFL programs in higher training and their contribution to sustainable development in Algeria.

3.1.2. Description of Student's Questionnaire

This questionnaire is designed to ascertain doctorate students at the University of Guelma's view on the importance of Teaching English as a Foreign Language (TEFL) in attaining Sustainable Development Goals (SDGs). It has sixteen questions, both closed and openended, and is divided into four general sections. The first part (Q1Q4) collects information about the demographic features of the respondents and their English learning experience, allowing the profiles to be built by age group, gender, study area, English learning experience, and respondents' self-assessed levels of language competence. The second part

(Q5Q7) asks students about their understanding of how English learning relates to the SDGs, challenging their assumptions regarding the significance of English, whether SDGs are included in their curriculum, and which particular SDGs relate to English studies. The eighth question (Q8) measures how helpful students find English as a Foreign Language (EFL) teaching in equipping them for success in academic and professional life. Questions nine to thirteen (Q9- Q13) inquire about issues students encounter in learning English, selfconfidence in using English academically, areas they wish to improve skills, desired pedagogy, and ideas on how to improve the curriculum, specifically with the SDG inclusion. Question fourteen (Q14) measures to what degree students believe that English influences their future career, while question fifteen (Q15) measures interest in additional training on the SDGs and research. The last question (Q16) prompts open-ended responses regarding how English teaching can better facilitate sustainable development at Algerian universities, with a focus on the University of Guelma.

3.1.3. Administration of the Students' Questionnaire

The questionnaire was administered on-line to doctoral students at the University of 8 Mai 1945, Guelma, on May 14, 2024. was designed in English to discover the position of EFL coaching in accomplishing Sustainable Development Goals (SDGs). The college students confirmed robust engagement with the topic, reflecting their hobby withinside the effect of EFL on training and development. Researchers have been asked to clarify any questions and ensure correct responses.

3.1.4. Analysis of Results and Findings

Section One: General Information

Q1 : Age A . 22-

25 years B

. 26-30 years

C. 31 years or older

Table 3.1 *Students' age*

Option	Number	Percentage
22_25 Years	14	53,8%
26_30 Years	8	30,8%
31 years or older	4	15,4%
Total	26	100%

the table 3.1 shows the age distribution of a sample group of 26 individuals, most of them are under the age of 22 to 25 years (53,8%) , while (30,8%) are between the age of 26 to 30 years , while most of them are 31 years old(15,4%) , Overall, the table indicates that the majority of the individuals in this sample are between 22 and 25 years old.

Q2: Gender

A_ Male

B_Female

Table 3.2

option	number	Percentage
Male	4	16%
Female	22	84%
total	25	100%

Table 3.2 presents the two genders males (16%), while (84%) are females

So the majority of the group are females. Three of the group didn't answer this question.

Q3: Field of the study

Table 3.3

Field of the study	Number
Data Science	5
Mechanical engineering	4
Marketing banking	1
Financial management	3
Parasitology	1
Commercial science	1
Automation and robotics	1
Artificial intelligence	4
Chemical engineering	1
Electrical engineering	1
Concerology	1
Mathematics	1
Public works	1
Applied mathematics	1

Table 3.3 represents the different fields of study of the doctorate students.

Q4: How many years have you been learning English?

A. Less than 2 years

B. 2-5 years

C. More than 5 years

Table 3.4

Student's Experience in Studying English

Option	Number	Percentage
A	4	16%
B	9	36%
C	12	48%
Total	25	100%

Table 3.4 shows that most of the students (48%) have been studying English for more than 5 years, then (36%) of the sample have been studying English from 2 to 5 years, and the small category goes for two years (16%) The previous findings suggest that the students possess valuable experience in learning English.

Q5: How would you rate your English proficiency?

- A. Beginner
- B. Intermediate
- C. Advanced

Table 3.5

Students' level of proficiency

<i>Option</i>	<i>number</i>	<i>percentage</i>
<i>A</i>	<i>9</i>	<i>36%</i>
<i>B</i>	<i>11</i>	<i>44%</i>
<i>C</i>	<i>5</i>	<i>20%</i>
<i>Total</i>	<i>25</i>	<i>100%</i>

Table 3.5 students are required to answer this question about their level of proficiency, (36%) are beginners, while 44% they are intermediate learners, however, 20% consider themselves advanced learners.

Nonetheless, the findings highlight the importance of continuous assistance and resources for individuals with lower skill levels and the promotion of further advancements.

Section two: EFL Instruction and Sustainable Development Goals (SDGs)

Q6: Do you think learning English is essential for sustainable development goals in Algeria?

- A. Yes
- B. no
- C. Not sure

Table3.6*The importance of learning English for SDGs*

Option	Number	Percentage
A	24	92,3%
B	2	7,7%
C	0	0%
Total	26	100%

The answers to the question of whether English is important to the sustainable development goals in Algeria show that most respondents agree on this matter. Out of 26 responses obtained, 24 people confirmed that English knowledge is required, reflecting a shared view of it having a central role in fostering sustainability efforts. Two of the participants were undecided, which means that they might not have a decisive opinion or would like more information, and one did not respond. In general, the data strongly corroborates the statement that English language skills are necessary to achieve sustainable development goals for Algeria, with minimal opposition from the respondents.

Q7: Are sustainable development Goals (SDGs) integrated into the English language curriculum in your university?

- A .Yes
- B. No
- C. I am not aware

Table 3.7

The integration of SDGs into the university's English language curriculum

option	number	Percentage
A	12	46.2%
B	11	42.3%
C	3	11.5%
Total	26	100%

The response for including Sustainable Development Goals (SDGs) in the university English language curriculum came to be that the majority of the participants were unaware of the topic. Out of twenty-six, twelve responded they were "not aware" of any such inclusion, and that is where there could be a problem in the dissemination of information or exposure of the curriculum. On the contrary, eleven of the respondents felt that there was some integration of SDGs, i.e., a few felt that it was present. In addition, a few of the three respondents stated that SDGs were integrated none at all. Briefly, the findings reveal the necessity of better communication and transparency in integrating SDGs into the English curriculum, as the percentage of "I am not aware" answers reflects a considerable lack of knowledge.

Q8: Which SDGs do you think English language education can support? (check all that apply)

- A .Quality Education
- B. Decent Work and Economic Growth
- C. Innovation and research
- D. Global partnerships

E. other

Table 3.8*The contribution of English education to SDG achievement.*

<i>Option</i>	<i>Number</i>	<i>Percentage</i>
A	12	46,2%
B	7	26,9%
C	1	4%
D	6	23%
E	0	0%
Total	27	100%

The answers to how English language teaching can attain Sustainable Development Goals (SDGs) varied in terms of the level of understanding among the respondents. "Quality Education" was a dominant response, with 12 instances in total (3 in isolation and 8 combined with other responses), showing its strong link with English teaching. "Innovation and Research" was also a mention of significance, appearing 13 times overall (9 singly and 4 in combination), showing its relevance to academic English. "Decent Work and Economic Growth" was selected 5 times (2 singly and 3 in combination), showing a belief in the role of English in providing good work opportunities and economic prospects. "Global Partnerships" appeared 4 times (2 single and 2 together), indicating a realization of the place English has in global partnership.

However, the different sets of SDGs and individual reactions indicate a lack of uniform realization of how English language teaching can significantly impact the SDGs. Moreover, one of the participants did not respond to the question.

Q9: To what extent do you think EFL instruction at your university prepares you for academic and professional success?

- A. Very effectively
- B. Somewhat effectively
- C. Not effectively
- D. Not sure

Table 3.9 *The preparedness of students for academic and professional success through university EFL instruction*

Option	number	percentage
A	9	34,6%
B	10	38,5%
C	1	3,8%
D	6	23,1%
Total	26	100%

The answers to the question about how well university EFL courses prepare students for academic and career success differ. The majority of the participants, 10 out of 26, think that EFL courses prepare them "Somewhat effectively." Coming second, 9 respondents think the courses are "Very effectively" preparing them. the majority of students replied "Not sure," and they are uncertain if EFL teaching is done effectively in such a way. Only 1 student felt that EFL teaching was "Not effectively" preparing them. To add, 1 participant just left the blank. Overall, the findings express a mixed picture, with the most common being "Somewhat effectively.". This indicates that while a lot of students see a beneficial impact, there is also a significant segment with doubts or perceiving it as merely moderately effective.

Q10: What are the biggest challenges you face in learning English ?

- A .Lack of exposure to English in academic settings
- B. Limited access to English-language academic resources

C. insufficient speaking and writing practice

D. lack of specialized courses for doctorate students

E. other **Table3.10**

The challenges faced in learning English

Option	Number	Percentage
A	5	15.9%
B	2	8,3%
C	13	50%
D	4	16,7%
E	2	8,3%
Total	24	100%

The answers about the question what are biggest challenges you face in learning English vary from one to another. the majority of students 50% found that insufficient speaking and writing practice is the most challenge faced to learn English, while 15.9% of students think that lack of exposure to English in academic settings which indicates that less using of English in academic environment , make their ability to interact with people and evolving their proficiency more limited .Moving on to 16,7% of students who choose Lack of specialized courses for doctorate students which may suggest that the adavanced learners faced this problem .English courses are not enough for specific needs for them,a smaller section of students who choose limited access to English-language academic resources as their biggest problem, which caused limited Research skills and reducing proficiency in academic settings , and other problems that were chosen by 2 students .

Q 11: do you feel confident in using English for academic writing and research?

A. Yes

B. No

C. Somewhat

Table3.11

The confidence in using English for academic writing and research

Option	Number	Percentage
A	15	60%
B	2	8%
C	8	32%
Total	25	100%

Table 3.11 shows that the majority of students chose yes ,they feel confident in using English for academic writing and research, this indicates strong capacities and skills ,this make them feel more comfortable to prepare any academic writing, while 8 students selected “somewhat”(32%) because they felt confident in using English but they still faced problems in some areas ,this means that they should require more positive support or practical skills,then only 2 students (8%) has a lack of confidence in using English,so they need more substantial assistance to fix this problem and improve their academic skills.

Q12: What skills do you need the most improvement in?

- A. Academic writing
- B. Public speaking and presentations
- C. Listening comprehension
- D. Reading academic texts

Table3.12*The most needed skills for students*

Option	Number	Percentage
A	06	24%
B	16	64%
C	4	12%
D	0	0%
Total	26	100%

The Answers show that public speaking and presentations is the most skill that they want to improve it with percentage of 64%, this suggest need for practical skills like training in speaking, and confidence building to enhance their public presentations, while 24% who choose the Academic writing, here students may face struggles in coherence, clarity, also structure which can make the Academic writing difficult for them, so the students may improve this skills through practice. Also, 4 out of 25 students (12%) chose listening comprehension due to many problems like fast speaking or difficult accent, or distinguishing important details during listening, and no students chose option D, which may indicate that the students do not face this problem, they have strong strategies for reading.

Q13: What teaching methods do you find most effective in learning English?

- A. Interactive discussions and debates on SDGs
- B. Multimedia resources (Videos, Podcasts, Online courses)
- C. Collaboration with international students or researchers
- D. Project-based learning related to sustainability topics
- E. Other

Table3.13

The most effective teaching methods in learning English

Option	Number	Percentage
A	6	24%
B	12	48%
C	6	24%
D	1	4%
E	0	0%
Total	25	100%

The option(B) multimedia resources is the most preferred method in learning English with percentage of 48%,this indicates how students are more engaged when the data is videos , podcasts, or online courses this caused effective discussion leading to good results ,24% of responses are interactive debates and discussions on SDGs, and it is the same percentage of option (c), suggesting that the learners benefit from the engaging environment ,real world communication. This can enhance debates and discussions through fluency and critical thinking, while collaboration with international peers provide submission to diverse accents, Project based learning related to sustainability topics is the least one,maybe due it's complexities with no other options.

Q14: What improvements would you suggest for the English language curriculum at your University?

A .More specialized English courses for doctorate students

B. More integration of SDG-related topics in English lessons

C. More opportunities for academic writing and research training

Table3.14

The improvements suggested for the English language curriculum at Guelma University

Option	Number	Percentage
A	13	54,2%
B	1	5.8%
C	12	40%
Total	24	100%

The data reveals that the most improvement needed is more specialized English courses for doctorate students (54,2%),this indicates a recommendation for tailored language instruction that align with studies requirements ,the option © is the next improvement that has (50%) who choose More opportunities for academic writing and research training,suggesting that the learners seeking for help in growing writing challenges especially in scholarly work ,more integration SDG-related topics in English languages (20,8%) is less needed ,this suggest reflecting some interest in linking language learning with global sustainability.

Q15: Do you think learning English will enhance your career prospects in the future?

A.Yes

B. No

C .Not sure

Table3.15

The chances of enhancing the doctorate students' career prospects in the future

Option	Number	Percentage
A	20	80%
B	2	8%
C	4	12%
Total	25	100%

This table shows that the majority of students (80%) chose option (A), which highlights the importance of learning English in future careers and for more opportunities, especially in academic success. 3 out of 25 students chose option (c), which indicates their uncertainty about the impact of English learning in future careers. The remaining (8%) who chose no may have specific job fields in mind that do not require English proficiency.

Q16: Would you be interested in participating in additional EFL training programs focused on research and Sustainable development?

A. Yes

B. No

Table 3.16

The interest in participating in additional EFL training programs focused on research and Sustainable development

Option	Number	Percentage
A	22	88%
B	3	12%
Total	25	100%

The table shows that most of students (88%) are interested in participating in additional EFL training programs focused on research and sustainable development, this indicates that most of learners recognize the value of boosting their academic skills and integrating them with sustainability topics in language learning, while (12%) of students are not interested at all, probably due to their priorities which may not align with such programs.

Q17: Do you have any suggestions on how English language teaching can better support sustainable development in Algerian Universities?

Most of the participants' responses suggest integrating sustainability topics into English courses, highlighting the need to connect language learning with global issues.

3.1.5. Summary of Results and Findings of Student's Questionnaire

The data collected through the survey is important in understanding students' attitudes and experiences of learning English in sustainable development contexts. Most of the respondents have long experience with English, where 48% have been studying it more than 5 years and 36% see themselves at an intermediate level of proficiency. There is a near-unanimous agreement on the contribution of English towards sustainable development goals (SDGs) in Algeria, as 92.3% confirmed that English plays a vital role in this regard. Yet, only 46.2% reported having SDGs included within their English curricula, showing a gap between language pedagogy and global sustainability agendas. When questioned about challenges, 68% viewed insufficient practice in speaking and writing as the most significant challenge, while 60% indicated that they are fairly confident in research and academic writing. Regarding teaching approaches, 48% of the students mentioned that multimedia resources—such as videos, podcasts, and online courses are the best means to learn English, followed by 24% who enjoyed SDGs discussion participation. There was also a demand from students for more specialized English classes for doctoral students (52%) and more possibilities for academic writing and research training (52%). The majority of the students (80%) think that improving their English will lead to better employment prospects, and there was an overwhelming demand (88%) for more training with a research and sustainable development focus. In general, the results convey that although the students are enthusiastic and recognize the role of English in attaining SDGs, they require more specific and interactive teaching methods to actually align language learning with sustainability goals.

3.2. Pedagogical Implications

The research took into account students' attitudes towards learning English in the context of sustainable development. The results offer useful pedagogical recommendations. Teachers

should include more English lesson content related to the SDGs, solve the issue of insufficient practice in speaking and writing, and utilize multimedia materials to enhance the motivation of the students. Furthermore, there must be some specific courses aimed at PhD candidates. Such findings should guide teachers and schools to change curricula and instructions to suit students' educational and career growth.

3.2.1. Teachers' implications

To successfully incorporate Sustainable Development Goals (SDGs) into their pedagogy, English language teachers should achieve a high level of proficiency in the language. This requires ongoing professional development, including enrollment in English courses and obtaining English proficiency certifications. Teachers who possess both a strong grasp of SDG subject matter and English language skills can effectively connect language learning to real-world issues, thereby engaging students and fostering their interest.

To make SDG-related information accessible to students of different levels of English proficiency, teachers must adapt teaching methods. That is, using visual materials, breaking concepts into simpler forms, and delivering clear explanations such that students would be able to understand the significance of SDGs in international as well as community contexts. In addition, teachers need to raise the awareness of students on the SDGs and how they relate to learning English. By giving examples of SDGs in English-speaking contexts, teachers will be able to make the students realize how the goals are dealt with globally and how they can use their language proficiency to contribute to change. This example will allow students to appreciate the day-to-day practicality of their English learning and its applicability in sustainable development.

Moreover, by motivating students to talk about the SDGs, the learning experience can be even more enhanced. Teachers need to develop an active learning environment wherein students feel free to use English to discuss sustainability topics, argue over divergent views, and participate in problem-solving activities. This would not only enhance the

communication skill of the students but also assist them in critically analyzing global issues and introspectively thinking of their contribution toward attaining the SDGs.

Through connection of English language acquisition with SDGs, learners can enhance school language proficiency alongside their knowledge about significant global problems, thereby gaining a more harmonious and insightful learning experience.

3.2.2. Implications for Faculty Members

It is the duty of the University of Guelma decision makers to incorporate Teaching English as a Foreign Language (TEFL) into academic fields, especially those that address Sustainable Development Goals (SDGs). This can include offering additional support to English doctoral students to ensure that SDG-related material is accessible even to nonnative speakers.

They also need to review the curriculum to make it compatible with SDGs' principles. It is essential to ensure that teaching content and methods are culturally relevant and engaging for Algerian students. Learning objectives, contents, and assessment methods must be updated in order to properly support SDG-related education.

In addition to this, online resources such as ebooks, online journals, and online libraries should be in English to assist in research work and coursework. A facility for language laboratories with modern educational software and audio-visual aids should be there to enable students to practice their listening, speaking, reading, and writing skills in English.

Lastly, creating interactive modules and courses on building academic English in the framework of SDGs will allow students to engage more effectively with complex issues related to sustainability. By prioritizing these pedagogical approaches, the University of Guelma can ensure an inclusive setting for doctoral students, which will strengthen their ability to meaningfully engage in sustainable development research and its outputs.

3.3. Future Recommendations

Through the specific goals defined in the course of this research, new avenues for future studies on TEFL from the perspective of SDGs at the University of Guelma have been opened.

Future researchers are encouraged to implement longitudinal studies to examine the effects of TEFL merged with SDG-based subjects on doctoral students in the long term. This study would help elucidate the manner in which the English ability and interest of students in sustainability related issues change as they progress through their academic courses. Further studies could also be conducted to analyze the impact of digital resources and online platforms on facilitating TEFL for education about SDGs. These studies would analyze the manner in which technology can help enhance the capability of students to deal with English materials pertaining to sustainability and enhance their academic capabilities. In addition, comparative studies between the University of Guelma and other institutions in similar linguistic and educational settings may provide important information on achievements and challenges in incorporating TEFL with SDGs. This will enable researchers to determine effective practices and strategies that can be used to strengthen TEFL programs with a view to promoting sustainable development.

3.4. Limitations of the Study

As with any research study, this study was faced with a set of limitations that affected the way it was carried out and its scope. To begin with, the study was carried out within a finite time frame, which limited the extent to which data could be gathered and processed. Secondly, there were practical issues, for instance, difficulty in reaching some participants, that disrupted the free flow of the study. Particularly, some doctoral students at the University of Guelma did not want to respond to the survey and thus gave incomplete answers or questionnaires that were not returned. Another constraint was that the research was conducted on students' opinions about TEFL in connection with SDGs, and therefore the opinions of

lecturers were not collected. Thus, the effect of TEFL on instructional methods and how it is connected with academic matters in the university was not explored, and a void in understanding the overall role of TEFL in achieving SDGs at the University of Guelma remained.

In summary, this research has shed light on the contribution of TEFL towards achieving Sustainable Development Goals (SDGs) at the University of Guelma. By analyzing the views of doctoral students, it emphasizes the need to incorporate English language teaching with academic courses related to SDGs. Although there are certain constraints, e.g., restricted time and partial feedback from the students, the results highlight the importance of sustained efforts towards the development of English language skills and the integration of curriculums with SDG goals. Subsequent research can be conducted based on these results by considering the teachers' views and analyzing the long-term effect of TEFL on the academic performance of the students and sustainable development responsibilities.

Conclusion

The current research examines the ways in which Teaching English as a Foreign Language (TEFL) enhances the United Nations' Sustainable Development Goals (SDGs) at the University of Guelma. It has been essential to incorporate SDGs in language instruction in order to foster world citizenship, sustainability, and social responsibility in learners. This study is centered on how TEFL can contribute to the SDGs by considering the case of the University of Guelma doctoral students and determining the level of their awareness, attitude, and incorporation of SDGs in their program. Chapter one provides the background of the study and provides an in-depth overview of the SDGs and their implications in international education. It lays strong emphasis on the need of incorporation of SDGs in the language teaching, particularly in TEFL, and presents the role played by the higher education towards the incorporation of this process. The chapter temporarily places into relief the specific problems with which the University of Guelma is struggling in its incorporation of TEFL program within the SDGs in the context of presenting research objective, strategy, and overall outline of the dissertation.

Chapter two offers a comprehensive literature review of the relationship between TEFL and SDGs. It examines theoretical foundations with respect to global citizenship education and sustainable development in language instruction. The chapter recapitulates several pedagogy approaches and models that focus on why it is essential to incorporate sustainability into pedagogy and learning practices and gives examples of other colleges that have tried to incorporate the courses into the SDGs. It also points out areas of gaps in the current literature, especially the lack of research on the application of SDGs to doctoral-level TEFL programs. Chapter three is the research method description, with an account of data collection and analysis procedures. It describes the use questionnaire among the doctoral students at the University of Guelma for the purposes of measuring their level of awareness of the SDGs and opinions about the way the goals are incorporated into the TEFL curriculum. In addition, the

chapter discusses the examination of TEFL curriculum documents to identify direct and indirect references to the SDGs.

The findings of the data analysis are then discussed, followed by the study limitations and implications of how the integration of SDGs in TEFL programs can be enhanced. In summary, the dissertation evidences that despite constraints to fully integrating SDGs into TEFL courses of the University of Guelma, there is tremendous scope for language learning in making these goals fulfilled. The research concludes that through more awareness, curriculum planning, and institutional backing, TEFL can be a driving force in the development of sustainability and global citizenship among learners

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Students' Questionnaire

Dear participants,

This study aims to know how EFL instruction facilitates the students' intellectual and professional development and enhances the achievement of the Sustainable Development Goals (SDGs). Your response will inform us more about the effectiveness of EFL instruction and how well-prepared it can make the students for the interconnected world they will face in the future. Your feedback is very much appreciated, and your answers will be kept confidential. If you have any further comments or suggestions, please mention them. Thank you in advance for your cooperation and participation.

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Section 1: General Information**Q.1 Age**☐ 22-25 years☐ 26-30 years☐ 31 years or older**Q.2 Gender**☐ Male☐ Female

Field of Study (Doctorate Program):

_____ **Q.3** How many years have you

been learning English?

☐ Less than 2 years☐ 2-5 years☐ More than 5 years**Q.4** How would you rate your English proficiency?☐ Beginner☐ Intermediate☐ Advanced**Section 2: EFL Instruction and Sustainable Development Goals (SDGs)****Q.5** Do you think learning English is essential for sustainable development in Algeria?☐ Yes☐ No☐ Not sure

Q.6 Are Sustainable Development Goals (SDGs) integrated into the English language curriculum at your university?

☐ Yes

☐ No

☐ I am not aware

Q.7 Which SDGs do you think English language education can support? (Check all that apply)

☐ Quality Education (Goal 4)

☐ Decent Work and Economic Growth (Goal 8)

☐ Innovation and Research (Goal 9)

☐ Global Partnerships (Goal 17)

Other: _____

Q.8 To what extent do you think EFL instruction at your university prepares you for academic and professional success?

☐ Very effectively

☐ Somewhat effectively

☐ Not effectively

☐ Not sure

Section 3: Challenges in Learning English

Q.9 What are the biggest challenges you face in learning English? (Check all that apply)

☐ Lack of exposure to English in academic settings

☐ Limited access to English-language academic resources

☐ Insufficient speaking and writing practice

☐ Lack of specialized courses for doctorate students

☐ Other: _____

Q.10 Do you feel confident in using English for academic writing and research?

☐ Yes

☐ No

☐ Some what

Q.11 What skills do you need the most improvement in?

☐ Academic writing

☐ Public speaking and presentations

☐ Listening comprehension

☐ Reading academic texts

Section 4: Teaching Methods and Improvement Strategies

Q.12 What teaching methods do you find most effective in learning English?

☐ Interactive discussions and debates on SDGs

☐ Multimedia resources (videos, podcasts, online courses)

☐ Collaboration with international students or researchers

☐ Project-based learning related to sustainability topics

☐ Other: _____

Q.13 What improvements would you suggest for the English language curriculum at your university?

☐ More specialized English courses for doctorate students

- ☐ More integration of SDG-related topics in English lessons
- ☐ More opportunities for academic writing and research training
- ☐ Other: _____

Q.14 Do you think learning English will enhance your career prospects in the future?

☐ Yes

☐ No

☐ Not sure

Q.15 Would you be interested in participating in additional EFL training programs focused on research and sustainable development?

☐ Yes

☐ No

Section 5: Additional Comments

Q.16 Do you have any suggestions on how English language teaching can better support sustainable development in Algerian universities?

Thank you for your participation

الملخص يلعب تعليم اللغة الإنجليزية كلغة أجنبية دورا حاسما في تحقيق أهداف التنمية المستدامة، خاصة في البيئات الأكاديمية مثل جامعة قلمة. فاللغة الإنجليزية، باعتبارها لغة عالمية، تفتح آفاقاً واسعة للوصول إلى المعرفة والموارد الدولية، مما يعزز الابتكار والتقدم العلمي. وفي الجامعات، حيث يتركز البحث والتطوير، في كل مكان إتقان اللغة الإنجليزية الباحثين من الاطلاع على أحدث الدراسات ونشر نتائجهم في المجالات العالمية، بالإضافة إلى المشاركة في المؤتمرات وتبادل الأفكار مع نظرائهم من مختلف أنحاء العالم. وعلى الرغم من التحديات التي قد تواجه الجامعات في توفير الموارد اللازمة لتعليم اللغة الإنجليزية، إلا أن هناك فرصا كبيرة لتعزيز هذا المجال من خلال استخدام التكنولوجيا وتطوير برامج التبادل الطلابي. ومن خلال التركيز على تعليم اللغة الإنجليزية في الجامعات الجزائرية، مثل جامعة قلمة، يمكننا بناء جيل من الباحثين القادرين على المساهمة الفعالة في تحقيق أهداف التنمية المستدامة.

الكلمات المفتاحية: التنمية المستدامة في الجزائر - تدريس اللغة الإنجليزية كلغة أجنبية في الجزائر - النظام التعليمي الجزائري - طلاب الدكتوراه في جامعة المة

Résumée

L'enseignement de l'anglais comme langue étrangère joue un rôle crucial dans la réalisation des Objectifs de développement durable, en particulier dans des milieux universitaires tels que l'Université de Guelma. L'anglais, en tant que langue mondiale, ouvre un large accès aux connaissances et aux ressources internationales, favorisant l'innovation et le progrès scientifique. Dans les universités, où se concentrent la recherche et le développement, la maîtrise de l'anglais permet aux chercheurs d'accéder aux dernières études et de publier leurs résultats dans des revues internationales, ainsi que de participer à des conférences et d'échanger des idées avec leurs pairs du monde entier. Bien que les universités puissent être confrontées à des difficultés pour fournir les ressources nécessaires à l'enseignement de l'anglais, il existe des opportunités importantes pour améliorer ce domaine grâce à l'utilisation de la technologie et au développement de programmes d'échange d'étudiants. En mettant l'accent sur l'enseignement de l'anglais dans les universités algériennes, comme l'Université de Guelma, nous pouvons construire une génération de chercheurs capables de contribuer efficacement à la réalisation des Objectifs de développement durable.

Mots clé : Développement durable en Algérie - Enseignement de l'anglais langue étrangère en Algérie - Système éducatif algérien - Doctorants à l'Université de Guelma