



***The Need for English Learning Services in University Libraries :
Perspectives from Faculty Members***

Dalila Laddada

University of Algiers2, (Algeria)

dalila.laddada@univ-alger2.dz

| Abstract | Article info |
|--|--|
| <p><i>The rise of English as a Medium of Instruction (EMI) in higher education poses significant challenges for faculty in non-English-speaking countries. This study examines faculty perspectives at the Institute of Library and Archival Science, University of Algiers 2, on the integration of English learning services in the university library. A questionnaire assessed their English proficiency, academic challenges, experiences with the Center for Intensive Language Learning (CEIL), and expectations for library support. Results reveal a strong demand for services like academic writing workshops and conversation clubs. The study proposes the establishment of an Academic Writing Lab within the university library to enhance faculty members' English skills, ultimately facilitating a smoother transition to EMI.</i></p> | <p><i>Received</i> March 01.2025 <i>Accepted</i> April 12.2025</p> <p><u>Keyword:</u></p> <ul style="list-style-type: none"> ✓ <i>English language learning services</i> ✓ <i>university libraries</i> ✓ <i>faculty perspectives</i> |

1. Introduction

English has become the dominant global language for research, discoveries, and scientific publishing, serving as a gateway to academic knowledge. High-quality research is primarily published in English-language journals, and prestigious academic collaborations increasingly rely on English, reinforcing its status as the language of research, professional advancement, and future opportunities. Recognizing this, universities worldwide have implemented strategies to strengthen English learning among their members.

In 2019, Algeria launched a national plan to enhance the use of English in research and teaching as part of broader reforms aimed at increasing the international standing of Algerian universities. "It is impossible to attract foreign expertise if Algerian universities remain restricted to Arabic and French" (Bouzid, 2022). To assess the readiness of academics for this transition, the Ministry of Higher Education conducted an online survey through its official website. Approximately 94,000 participants took part, with an overwhelming 94.3% supporting the initiative (MESRS, 2018).

At the national level, Algeria has undertaken major reforms to integrate English into higher education. Since 2019, the Ministry of Higher Education and Scientific Research has established a "Reflection Committee" to develop strategies for expanding the use of English in academic settings. These initiatives aim

to enhance Algeria's research visibility and facilitate global academic collaboration.

Key policy measures include:

- Implementing the Common European Framework of Reference for Languages (CEFR) in doctoral programs since 2020/2021.
- Requiring a B2 English level for PhD admission and setting minimum English proficiency scores for Bachelor's and Master's students.
- Increasing English instruction hours and its academic weighting.
- Establishing specialized doctoral programs in English and strengthening Centers for Intensive Language Learning (CEIL).
- Expanding faculty training, international partnerships, and online learning opportunities.

These reforms highlight Algeria's commitment to modernizing higher education. However, their success depends on effective language support services, where university libraries can play a crucial role. By offering academic writing workshops, EMI training, and English conversation clubs, libraries can provide faculty members with the necessary linguistic resources for publishing, research collaboration, and teaching in English.

This study explores faculty perspectives at the Institute of Library and Archival

Science, University of Algiers 2, on integrating English learning services within the university library. A quantitative research approach was adopted through a structured questionnaire which comprised seven sections: (1) demographic information (including age and sex), (2) English language proficiency and learning experiences, (3) experiences with CEIL and obtained levels, (4) perceived necessity of library-based English language learning services, (5) comparison between CEIL and library-based services, (6) technological readiness, and (7) future expectations. To ensure participants could make an informed comparison, the questionnaire included a detailed explanation of both CEIL's structured language programs and the proposed library-based English learning services. Data were analyzed using descriptive statistics to identify trends in faculty members' attitudes and needs. The role of university libraries in language learning has been widely acknowledged in academic research. As higher education institutions increasingly integrate English as a Medium of Instruction (EMI), faculty members and researchers require structured language support to enhance their academic performance (Dearden, 2015). University libraries, traditionally seen as repositories of knowledge, have evolved into dynamic learning spaces that offer a range of educational services, including academic writing support, digital learning resources, and research collaboration platforms (Hughes, 2020).

2. Literature Review

2.1 The Impact of EMI on Higher Education

The shift toward EMI in non-English-speaking countries has been extensively studied, with researchers highlighting both the benefits and challenges of this transition. Studies indicate that EMI enhances students' and faculty members' global research visibility and facilitates international collaboration (Wilkinson, 2018). However, linguistic barriers often impede effective knowledge dissemination, requiring institutional support mechanisms, including university library initiatives, to bridge these gaps (Macaro et al., 2018).

2.2 University Libraries as Language Learning Centers

University libraries have increasingly expanded their role in supporting language learning, particularly in contexts where faculty members and students face challenges in English proficiency (Murray & Nallaya, 2016). Academic writing centers, online language learning platforms, and EMI training workshops have been introduced in various institutions to address these needs (Hyland, 2019). For instance, research on self-access learning spaces in university libraries has demonstrated their effectiveness in improving academic writing skills and research communication (Benson, 2017).

2.3 English for Academic Purposes (EAP) and Faculty Development

English for Academic Purposes (EAP) is a critical component of faculty development programs in EMI contexts. Studies have

shown that specialized EAP training enhances faculty members' ability to publish in high-impact journals, engage in international conferences, and teach effectively in English (Flowerdew, 2015). Many universities have implemented EAP workshops and writing centers within libraries to provide structured support for academic staff (Jordan, 2020).

2.4 Previous Studies on Language Learning Support in Algerian Universities

The Algerian higher education system has undergone significant reforms aimed at integrating English into academic and research activities. Studies by Benrabah (2013) and Bougacha & Bensemmane (2021) highlight the growing importance of English in Algerian universities, emphasizing the need for sustainable language learning services. Despite the expansion of Centers for Intensive Language Learning (CEIL), faculty members continue to face challenges in academic English proficiency, necessitating alternative support mechanisms such as library-based learning services (Lahlou, 2022).

2.5 The Need for Library-Based English Learning Services

Several studies underscore the potential of university libraries in providing language learning support. For example, research by Van Praag & Sanchez (2019) demonstrates that university libraries offering academic writing labs and EMI training significantly improve faculty members' English proficiency and research output. Similar

initiatives in European and Asian universities have shown that integrating language learning services within libraries fosters interdisciplinary collaboration and enhances knowledge dissemination (Chang, 2021).

2.6 Summary and Research Gap

While previous studies have extensively explored the role of EMI, EAP training, and university libraries in supporting language learning, there is limited research on faculty members' specific needs regarding English learning services within university libraries in Algeria. This study aims to fill this gap by assessing faculty perspectives on the integration of English learning services in the University of Algiers 2 library, providing empirical insights into their expectations, challenges, and potential solutions.

3. Results

3.1 Faculty Profile and Linguistic Background

Faculty members represented various age groups, genders, and academic ranks. The gender distribution included 48.1% male and 51.9% female respondents. Age groups varied, with 18.5% between 25 and 35 years, 29.6% between 36 and 45 years, **25.9% between 46 and 55 years**, and 25.9% aged 56 years or older. Regarding academic rank, 25.9% were Professors, 29.6% Associate Professors, 18.5% Assistant Professors, and 25.9% Temporary Professors.

Table1. Academic Rank and English Usage Among Faculty Members

| Academic Rank | Percentage (%) | Primary Use of English |
|---------------------|----------------|---------------------------------|
| Professor | 25.9% | Publishing & Conferences Abroad |
| Associate Professor | 29.6% | Research & Teaching |
| Assistant Professor | 18.5% | Early Research & Teaching |
| Temporary Professor | 25.9% | Teaching & Limited Research |

Source: Questionnaire, Annex2, question3. <https://forms.gle/GHtXpmV4ttgJk5xT6>

Senior faculty members, particularly Professors and Associate Professors, rely heavily on English for international publishing and academic conferences. They may require specialized support in academic writing and EMI strategies. In contrast, junior faculty (Assistant and Temporary Professors) have less exposure to international research and greater challenges in integrating English into their teaching. Their need for EMI support is higher, particularly in academic writing and classroom communication. Establishing an **Academic Writing Lab** and **EMI training workshops** within the university library could help address these challenges and ensure effective English integration for all faculty members.

In terms of English proficiency, 55.6% had attended English courses outside formal academic education, with 46.7% attending private language schools, 13.3% taking

Fig.2. Difficulties faced when using English

online courses, and 40% engaging in self-learning. Additionally, 6.7% attended university courses, and 6.7% enrolled in CEIL. However, only 14.8% felt confident teaching a course in English, while 85.2% had never used English as a medium of instruction (EMI).

Fig.1. Faculty’s English skills sufficiency to teach a course entirely in English



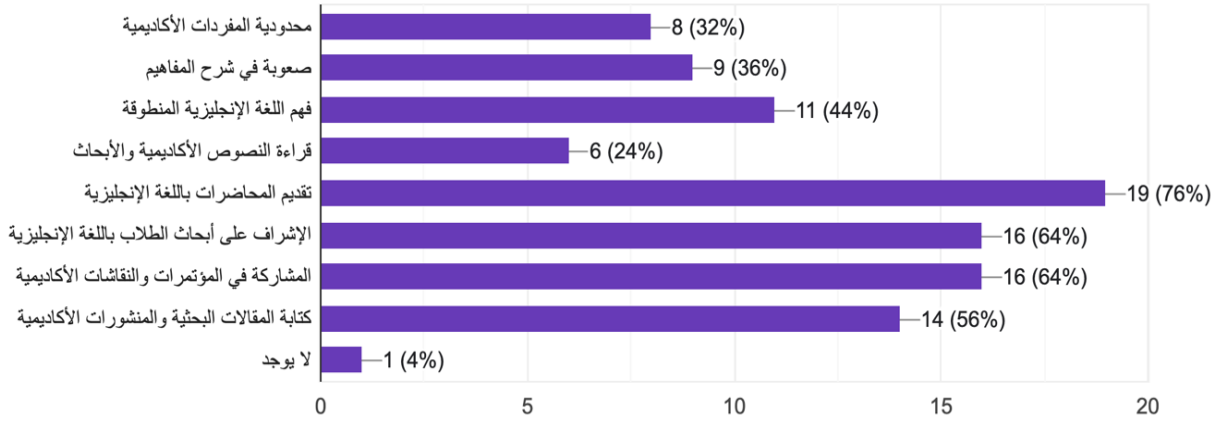
Source: Questionnaire, Annex2, question9. <https://forms.gle/GHtXpmV4ttgJk5xT6>

3.2 Challenges in Using English

Faculty members reported multiple challenges in using English for academic purposes, including limited academic vocabulary (32%), difficulty explaining concepts (36%), challenges understanding spoken English (44%), difficulty reading academic texts (24%), and struggles delivering lectures (76%). Additionally, supervising research (64%), participating in conferences (64%), and publishing academic papers (56%) were significant hurdles.

11. ما طبيعة الصعوبات التي تواجهها عند استخدامك للغة الإنجليزية؟

25 responses



Source: Questionnaire, Annex2, question11. <https://forms.gle/GHtXpmV4ttqJk5xT6>

3.3 Experiences with CEIL

Of the respondents, 51.9% had enrolled in CEIL courses, with 42.9% reaching A2, 28.6% attaining B1, and smaller percentages achieving B2, C1, and C2 levels. Satisfaction levels varied, with 11.1% very satisfied, 38.9% satisfied,

22.2% neutral, 22.2% dissatisfied, and 5.6% very dissatisfied. The main concerns included a mismatch between course content and academic needs (42.9%), lack of training in academic writing and speaking (71.4%), and scheduling conflicts (71.4%).

Table 2: Enrollment and Proficiency Levels in CEIL Courses

| CEIL Enrollment | Percentage (%) |
|----------------------------|---------------------|
| Enrolled in CEIL courses | 51.9% |
| Proficiency Level Achieved | Percentage (%) |
| A2 | 42.9% |
| B1 | 28.6% |
| B2, C1, C2 (combined) | Smaller percentages |

Source: Questionnaire, Annex2, question13. <https://forms.gle/GHtXpmV4ttqJk5xT6>

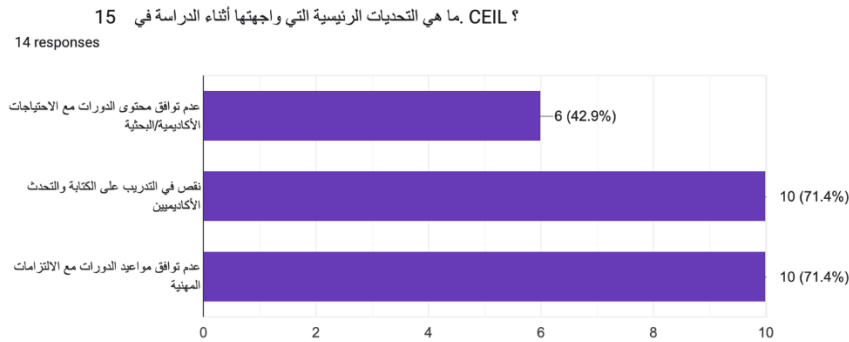
The data indicates that **just over half (51.9%) of the respondents have enrolled in CEIL courses,**

suggesting moderate participation in the program. However, **most faculty have only reached A2 (42.9%) or**

B1 (28.6%) proficiency levels, with fewer progressing to higher levels (B2, C1, or C2). This trend suggests

potential challenges in advancing English proficiency despite participation in CEIL courses.

Fig.3. The main challenges faced while studying at CEIL



Source: Questionnaire, Annex2, question15. <https://forms.gle/GHtXpmV4ttqJk5xT6>

3.4 Faculty Expectations for English Learning Services in University Libraries

Faculty members expressed strong interest in English learning support within the university library. Attendance preferences were as follows: 33.3% wished to attend regularly, 55.6% occasionally, and 11.1% were not interested.

Table 3. Preferred Language Learning Services in the University Library

| Language Learning Service | Percentage of Respondents (%) |
|--------------------------------|-------------------------------|
| Self-access materials | 60% |
| Digital learning platforms | 76% |
| Academic writing workshops | 56% |
| Conversation clubs | 84% |
| AI-powered writing tools | 56% |
| Collaborative research support | 64% |

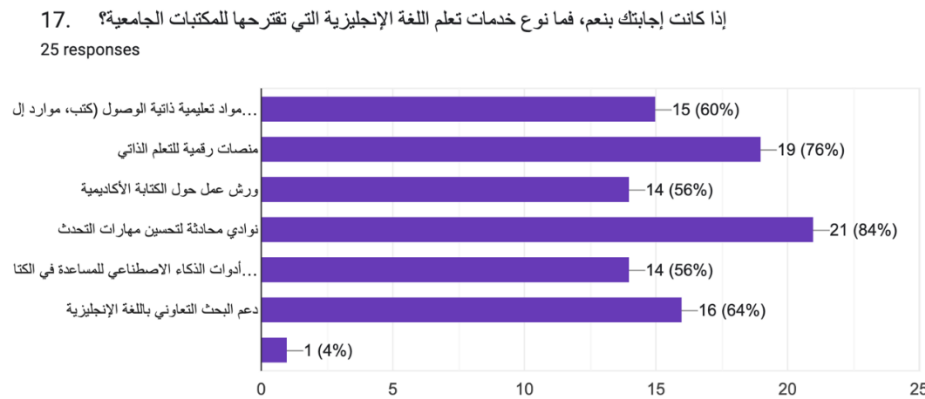
Source: Questionnaire, Annex2, question17. <https://forms.gle/GHtXpmV4ttqJk5xT6>

The data highlights strong interest in conversation clubs (84%), which suggests a high demand for interactive and communicative learning experiences. Digital learning platforms also received significant preference (76%), indicating the increasing reliance on technology for self-paced learning.

Self-access materials (60%) and collaborative research support (64%) show a moderate level of interest, suggesting that faculty value both independent study resources and peer collaboration. Academic writing workshops (56%) and AI-powered writing tools (56%) received the lowest preference among the listed services, but they still represent a

considerable proportion, emphasizing the need for writing assistance in academic contexts.

Fig.4. Suggested language learning services in university libraries



Source: Questionnaire, Annex2, question17. <https://forms.gle/GHtXpmV4ttqJk5xT6>

Findings suggest that faculty members face significant challenges in using English for academic purposes, including teaching, research, and publishing. Their experiences with CEIL reveal gaps in academic writing and speaking support, prompting interest in alternative learning opportunities within the university library. The results highlight the potential of university libraries in addressing these needs through structured programs, self-access resources, and technology-enhanced learning solutions.

A proposed initiative to meet these needs is the establishment of an Academic Writing Lab within the university library. The lab would offer:

- **Workshops and training sessions** on literature review writing, citation

management, and responding to peer reviews.

- **One-on-one writing consultations** for research papers and grant proposals.
- **AI-assisted writing tools** for grammar and plagiarism checking.
- **Collaborative writing spaces** to foster interdisciplinary research.
- **Language editing and proofreading assistance**, supported by 96.2% of respondents.
- **Individual consultation sessions**, endorsed by 73.1% of faculty members.
- Additionally, university libraries can play a crucial role in

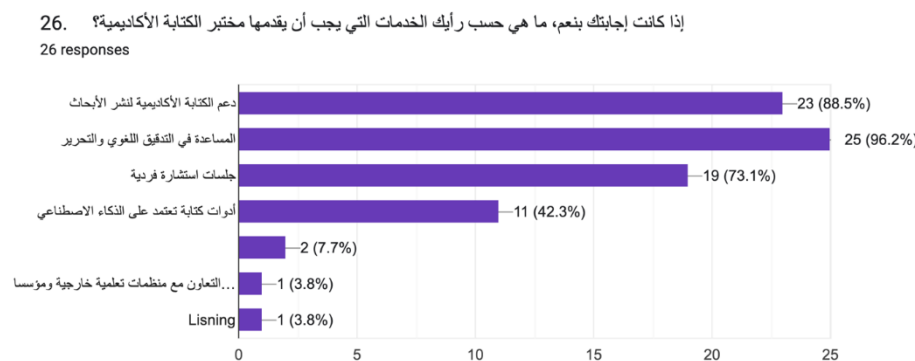
accelerating the adoption of English as a Medium of Instruction (EMI). Faculty members' struggles with English hinder the transition to EMI, making targeted support essential. The proposed Academic Writing Lab could extend its services to EMI-focused training, helping faculty develop their English proficiency for teaching. A gradual EMI implementation strategy could include:

- **Bilingual lectures**, where English is introduced progressively alongside French.

- **EMI workshops**, focusing on lecture delivery, terminology usage, and student engagement.
- **Collaboration with CEIL**, integrating EMI-specific training within language learning programs.

With the introduction of EMI training into library-based language support, faculty members can gain confidence in using English for teaching and research, enhancing both knowledge dissemination and international collaboration.

Fig.5. Recommended services to be provided by the academic writing lab



Source: Questionnaire, Annex2, question26. <https://forms.gle/GHtXpmV4ttqJk5xT6>

4. CONCLUSION

The findings of this study emphasize the urgent need to integrate English learning services within university libraries to support faculty members in adapting to EMI. Establishing an Academic Writing Lab and expanding language training services would not only enhance English

proficiency but also foster a more research-oriented academic environment. The Ministry of Higher Education's recent initiatives highlight the growing importance of English in Algerian universities, reinforcing the need for sustainable and structured support mechanisms.

Statistical findings from the study underscore this necessity: 78% of surveyed faculty members reported difficulties in using English for academic writing, while 65% expressed a need for structured language support within the library setting. Additionally, 71% indicated a preference for integrating online English learning platforms and virtual tutoring services. These figures illustrate a clear demand for English language resources within university libraries, aligning with global trends in higher education.

Furthermore, modern academic libraries must evolve to meet the changing needs of faculty and students in an increasingly digitalized learning environment. As millennials and digital-native generations demand more flexible and technology-driven services, university libraries should extend their offerings beyond traditional resources. By integrating online English learning platforms, virtual tutoring, and AI-driven language assistance, libraries can ensure they remain essential academic hubs. If libraries fail to adapt to these expectations, they risk becoming obsolete in the evolving educational landscape (Bala Sankar, 2022). Therefore, proactive adaptation to emerging linguistic and technological trends is crucial for sustaining their relevance and effectiveness in higher education.

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1. العمر:

- 35-25
- 45-36
- 55-46
- 56 فأكثر

2. الجنس:

- ذكر
- أنثى

3. الرتبة العلمية :

- أستاذ التعليم العالي
- أستاذ محاضر
- أستاذ مساعد
- أستاذ مشارك
- أستاذ مؤقت
- أخرى

4. الأقدمية في التعليم

- من 1 إلى 5 سنوات
- من 6 إلى 10 سنوات
- من 11 إلى 15 سنوات
- من 16 إلى 20 سنوات
- أكثر من 20 سنة

6. Appendices

1. Questionnaire in Arabic

استبيان حول أهمية انشاء خدمات تعلم اللغة الإنجليزية في المكتبة المركزية لجامعة الجزائر 2

يهدف هذا الاستبيان إلى جمع آراء أساتذة معهد علم المكتبات والأرشيف حول أهمية دمج خدمات تعلم اللغة الإنجليزية في المكتبة المركزية لجامعة الجزائر 2. يستكشف أيضا تجاربهم مع مركز التعليم المكثف للغات (CEIL) ، وقدرتهم على استخدام التقنيات الحديثة لتعلم اللغة، وتوقعاتهم بشأن إنشاء مختبر للكتابة الأكاديمية داخل المكتبة.

مشاركتم تساهم في تطوير خدمات المكتبة لتناسب احتياجاتكم بشكل أفضل.

زميلاتي، زملائي الأساتذة أشكركم مسبقا على تعاونكم القيم.

القسم الأول: المعلومات العامة

القسم الثاني: الكفاءة في اللغة الإنجليزية والتحديات

5. هل سبق لك أن التحقت بدورات لتعلم اللغة الإنجليزية خارج التعليم الأكاديمي الرسمي؟

- نعم
- لا

6. إذا كانت إجابتك "نعم"، ما نوعها؟

- مدارس اللغات الخاصة
- دورات عبر الإنترنت
- تعلم ذاتي
- أخرى

7. هل أنت حاصل (ة) على شهادات في اللغة الإنجليزية؟

- نعم
- لا

8. إذا كانت الإجابة بنعم، فما طبيعتها؟

9. هل تشعر أن مهاراتك كافية لتدريس وحدة باللغة الإنجليزية بالكامل؟

- نعم
- لا

10. هل سبق لك أن درست بما؟

- نعم
○ لا

11. ما طبيعة الصعوبات التي تواجهها عند استخدامك للغة الإنجليزية؟

- محدودة المفردات الأكاديمية
○ صعوبة في شرح المفاهيم
○ فهم اللغة الإنجليزية المنطوقة
○ قراءة النصوص الأكاديمية والأبحاث
○ تقديم المحاضرات باللغة الإنجليزية
○ الإشراف على أبحاث الطلاب باللغة الإنجليزية
○ المشاركة في المؤتمرات والنقاشات الأكاديمية
○ كتابة المقالات البحثية والمنشورات الأكاديمية
○ أخرى

القسم الثالث: التجربة مع مركز التعليم المكثف للغات (CEIL)

12. هل سبق لك أن تابعت دروسا في اللغة الإنجليزية في CEIL ؟

- نعم
○ لا

13. إذا كانت إجابتك "نعم"، ما هو المستوى الذي حصلت عليه؟

- A1
 A2
 B1
 B2
 C1
 C2

14. ما مدى رضاك عن دورات CEIL ؟

- جدا راضٍ
راضٍ
محايد
غير راضٍ

15. ما هي التحديات الرئيسية التي واجهتها أثناء الدراسة في CEIL ؟

- عدم توافق محتوى الدورات مع الاحتياجات الأكاديمية/البحثية
○ نقص في التدريب على الكتابة والتحدث الأكاديميين
○ عدم توافق مواعيد الدورات مع الالتزامات المهنية
○ أخرى _____

القسم الرابع: خدمات تعلم اللغة الإنجليزية في المكتبة الجامعية

16. هل أنت مهتم بحضور دورات تدريبية في اللغة الإنجليزية

- تنظيمها المكتبة الجامعية؟
○ نعم، بانتظام

○ نعم، أحيانا

○ لا

○ 2-16. إذا كانت إجابتك لا اعلل.

17. إذا كانت إجابتك بنعم، فما نوع خدمات تعلم اللغة الإنجليزية

التي تقترحها للمكتبات الجامعية؟

- مواد تعليمية ذاتية الوصول (كتب، موارد إلكترونية)
○ منصات رقمية للتعلم الذاتي
○ ورش عمل حول الكتابة الأكاديمية
○ نوادي محادثة لتحسين مهارات التحدث
○ أدوات الذكاء الاصطناعي للمساعدة في الكتابة والتدقيق اللغوي
○ دعم البحث التعاوني باللغة الإنجليزية
○ أخرى

18. ما نوع التعليم الذي تفضله؟

- جماعي
○ فردي
○ معا

19. هل تفضل أن يكون التعليم :

- حضوري
○ عن بعد
○ معا

القسم الخامس: المقارنة بين خدمات CEIL وخدمات المكتبة

1-20. هل تعتقد أن خدمات تعلم اللغة الإنجليزية في المكتبة يمكن

- تكمّل CEIL أن
تحل محل CEIL أن

لا هذا ولا ذلك

20-2. مهما كانت إجابتك على السؤال 1-20 اعلل إجابتك.

21. ما هي المزايا التي تراها في خدمات تعلم اللغة الإنجليزية بالمكتبة مقارنة

بـ CEIL ؟

- محتوى أكثر تركيزا على البحث الأكاديمي
○ فرص تعلم ذاتي أكثر
○ تكامل مع الأنشطة الأكاديمية والبحثية
○ مواعيد أكثر مرونة
○ أخرى _____

القسم السادس: الجاهزية التكنولوجية لتعلم اللغة

22. هل تستخدم الأدوات الرقمية لتعلم اللغة (مثل التطبيقات،

الدورات عبر الإنترنت، مساعدتي الذكاء الاصطناعي AI

?(assistants

بانتظام نعم،

أحيانا

لا

23- هل ستكون مرتاحا لاستخدام الأدوات الرقمية لتعلم اللغة الإنجليزية

المكتبة؟ داخل

نعم

لا

24- ما هي الموارد الإلكترونية التي ينبغي أن توفرها المكتبة الجامعية

لدعم تعلم اللغة الإنجليزية؟

- منصات رقمية لتعلم الإنجليزية لأغراض أكاديمية
- الوصول إلى تطبيقات وأدوات تعلم اللغة
- تنظيم فعاليات التواصل بالإنجليزية لأغراض أكاديمية
- التواصل مع المجتمعات الأكاديمية عبر الشبكات
- أخرى

القسم السابع: مختبر الكتابة الأكاديمية في المكتبة

25- هل توافق على انشاء مختبر للكتابة الأكاديمية في المكتبة؟

نعم

لا

26- إذا كانت إجابتك بنعم، ما هي حسب رأيك الخدمات التي يجب أن

يقدمها مختبر الكتابة الأكاديمية؟

- دعم الكتابة الأكاديمية لنشر الأبحاث
- المساعدة في التدقيق اللغوي والتحرير
- جلسات استشارة فردية
- أدوات كتابة تعتمد على الذكاء الاصطناعي
- أخرى.....

القسم الثامن: التوقعات المستقبلية

27. في رأيك، هل يجب أن تدمج المكتبات الجامعية خدمات تعلم اللغة

الإنجليزية في خطط التحديث الخاصة بما؟

بشدة أوافق

أوافق

محايد

أوافق لا

لا أوافق بشدة

28. هل لديك أي تعليقات أو اقتراحات إضافية حول خدمات تعلم اللغة

الإنجليزية في المكتبة؟

1. English language version of the questionnaire

Questionnaire on the Importance of Establishing English Language Learning Services in the Central Library of the University of Algiers 2

This questionnaire aims to gather the opinions of faculty members from the Institute of Library and Documentation Science regarding the integration of English language learning services into the Central Library of the University of Algiers 2. It also explores their experiences with the Intensive Language Learning Center (CEIL), their ability to use modern technologies for language learning, and their expectations regarding the establishment of an academic writing lab within the library.

Your participation will contribute to improving the library's services to better meet your needs.

Dear colleagues, thank you in advance for your valuable cooperation.

Section 1: General Information

1. Age:

- 25-35
- 36-45
- 46-55
- 56 and above

2. Gender:

- Male
- Female

3. Academic Rank:

- Full Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Temporary Lecturer
- Other: _____

4. Years of Teaching Experience:

- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years

Section 2: English Proficiency and Challenges

5. Have you ever attended English language courses outside formal academic education?

- Yes
 - No
6. If yes, what type?
- Private language schools
 - Online courses
 - Self-learning
 - Other: _____
7. Do you hold any English language certifications?
- Yes
 - No
8. If yes, what type? _____
9. Do you feel that your English skills are sufficient to teach a course entirely in English?
- Yes
 - No
10. Have you ever taught a course in English?
- Yes
 - No
11. What difficulties do you face when using English? (Check all that apply)
- Limited academic vocabulary
 - Difficulty explaining concepts
 - Understanding spoken English
 - Reading academic texts and research papers
 - Delivering lectures in English
 - Supervising student research in English
 - Participating in academic conferences and discussions
 - Writing research articles and academic publications
 - Other: _____

Section 3: Experience with the Intensive Language Learning Center (CEIL)

12. Have you ever taken English courses at CEIL?
- Yes
 - No
13. If yes, what level did you achieve?
- A1
 - A2
 - B1
 - B2
 - C1

- C2
14. How satisfied are you with CEIL's courses?
- Very satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very dissatisfied
15. What were the main challenges you faced while studying at CEIL?
- Course content not aligned with academic/research needs
 - Lack of training in academic writing and speaking
 - Course schedules conflicting with professional commitments
 - Other: _____

Section 4: English Language Learning Services in the University Library

16. Are you interested in attending English training sessions organized by the university library?
- Yes, regularly
 - Yes, occasionally
 - No

16.2 If your answer is "No," please explain:

17. If your answer is "Yes," what type of English language learning services would you suggest for university libraries?
- Self-access learning materials (books, online resources)
 - Digital platforms for self-learning
 - Academic writing workshops
 - Conversation clubs to improve speaking skills
 - AI-powered tools for writing and proofreading assistance
 - Support for collaborative research in English
 - Other: _____
18. What type of learning do you prefer?
- Group learning
 - Individual learning
 - Both
19. What mode of learning do you prefer?
- In-person

- Online
- Both

Section 5: Comparison Between CEIL and Library Services

20.1 Do you think English learning services in the library could:

- Complement CEIL
- Replace CEIL
- Neither

20.2 Regardless of your answer to 20.1, please justify your response: _____

21. What advantages do you see in library-based English learning services compared to CEIL?

- More focused content on academic research
- More opportunities for self-learning
- Better integration with academic and research activities
- More flexible schedules
- Other: _____

Section 6: Technological Readiness for Language Learning

22. Do you use digital tools for language learning (such as apps, online courses, AI assistants)?

- Yes, regularly
- Sometimes
- No

23. Would you feel comfortable using digital tools to learn English in the library?

- Yes
- No

24. What electronic resources should the university library provide to support English language learning?

- Digital platforms for learning English for academic purposes

- Access to language learning applications and tools
- Organization of English communication events for academic purposes
- Networking with academic communities
- Other: _____

Section 7: Academic Writing Lab in the Library

25. Do you support the creation of an academic writing lab in the library?

- Yes
- No

26. If yes, what services should the academic writing lab provide?

- Academic writing support for publishing research
- Assistance with proofreading and editing
- One-on-one consultation sessions
- AI-based writing tools
- Other: _____

Section 8: Future Expectations

27. In your opinion, should university libraries integrate English language learning services into their modernization plans?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

28. Do you have any additional comments or suggestions regarding English language learning services in the library?