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	Title of research article  Teaching English in Algerian Middle Schools: Reconciling Teachers' Perceptions with the Realities of Practice under Contemporary Educational Policies
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Abstract The present study investigates the practical realities of teaching English in Algerian middle schools in the context of recent educational reforms and evolving policy orientations. The research sample comprised 42 English-language teachers (male and female) selected through a probabilistic random sampling technique from several municipalities within the Wilaya of Relizane. Data were collected using a structured questionnaire designed to examine teachers' perceptions of English-language instruction in relation to the goals and expectations of modern educational policy. After establishing the instrument's validity and reliability, quantitative statistical analyses were performed. The findings revealed that teachers' overall perceptions of the current state of English teaching were moderate, indicating a gap between pedagogical aspirations and classroom realities. Furthermore, the analysis identified statistically significant gender differences in teachers' responses, favoring female participants. Differences were also found based on teaching experience, with more favorable perceptions among teachers possessing less than ten years of service. These results highlight persistent challenges in the implementation of language-education reforms and underscore the need for a comprehensive, flexible policy framework that prioritizes continuous professional development, context-sensitive pedagogy, and the integration of technological and instructional resources. Strengthening alignment between policy intent and classroom practice is essential for enhancing English-language education and supporting teachers in meeting contemporary educational demands.	
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1- Introduction:

Education is considered one of the most important basic components and indicators against which the progress and development of countries and societies is measured, as the development of the latter is based primarily on the outcomes of the educational process, whether from people and competencies capable of advancing our societies, or through the material products of science represented by devices and technologies that play an effective role in developing activities and services and thus contributing to the progress of countries (Shehab, 2021, p. 87). To achieve these outcomes with quality and effectiveness, it is necessary to focus on a fundamental component of the educational process: "teaching methods." The latter are a fundamental link between the student and the curriculum components and represent the tool through which educational situations within the classroom are achieved, ensuring genuine interaction between the teacher, student, and content. From this standpoint, the effectiveness and quality of education is inseparable from the effectiveness of teaching methods, which contribute to achieving lesson objectives, organizing content, and stimulating learners' motivation, which enhances opportunities for active learning and takes the student out of the circle of passive reception and into the circle of interaction and participation" (Al-Khatib, 1997, p. 17-18). In this field, the quality of education is only developed through a teacher with the required professional competence. Interest in the teaching profession from any society stems from the fingerprints that the teacher leaves on his students' behaviors, morals, minds, and personalities. We are undergoing tremendous scientific, technical, and research progress, so we have a strong need for more skills and ways of thinking that the teacher must acquire (Faraj, 2005, p. 7). Learning foreign languages, especially English, is one of these essential skills, given that it is the language of science, technology, and global communication. This requires teachers to be able not only to teach the language, but also to employ it as a tool for thinking, openness, and interaction with global developments. This makes teacher training in this field a strategic necessity to raise the level of education and keep pace with the challenges of the times.

So, "English is considered the basis of progress and development. It is the most common language, so it must be learned and taught to facilitate communication between different societies and cultures in an era in which the world has become a small village and English has become the dominant language. Knowing it has become a requirement for success in academic or practical life. Accordingly, learning English has become necessary." Due to its dominance in all fields, the number of people wishing to learn it is increasing, and there is no country in the world that does not teach it in its schools and universities and use it with others together. This indicates that the English language has become the undisputed language of the world (Tarihiwa, 2021, p. 174). Despite the growing importance of learning English as the language of science, technology, and international communication, the reality of teaching it still faces several challenges. Numerous previous studies have indicated a low level of student proficiency in this language, both in terms of linguistic proficiency and communicative skills. This has been confirmed by several previous studies that have addressed this topic from various perspectives. Geagea and Bashar's study (2024) indicated that students of English as a Foreign Language, despite having positive attitudes towards intercultural communication, suffer from a lack of self-confidence and a low level of intercultural awareness, which negatively affects their communicative competence. From the other hand, Fakhri's study (2009) revealed the existence of multiple difficulties in learning basic English language skills, represented by students' weakness in spelling and grammar skills, lack of supportive activities, and the absence of modern educational methods, in addition to weak diversity in assessment methods, and the existence of problems related to curricula, teaching methods, and educational administration. In the same context, the study of Al-Obeiki and Al-Saloum (2020) found that the speaking skills of secondary school students were at an average level, reflecting a gap in the acquisition of basic oral skills.

Students are not the only ones who suffer from difficulties in learning the English language, but the matter goes beyond that to include the view of many secondary education teachers themselves towards the curriculum of this subject. Multiple educational studies have shown that some teachers believe that the adopted English language curriculum does not keep pace with the real needs of learners, and does not reflect their aspirations towards learning a living and effective language used in real life, including the study of Al-Muhaimi and Al-Rashidi (2020), which showed that English language teachers face great procedural difficulties in applying continuous oral assessment of listening comprehension skills, related to the student first, then to the educational means, then to the teacher, and finally to the listening content. With the absence of clear evaluation mechanisms and a diversity of methods, Fakhri's study (2009) also showed that the level of teachers' application of procedures for teaching speaking skills according to the communicative approach in the intermediate stage remains modest, which reflects the weakness of oral and communicative interaction within the departments.

In his local study, Boutaghan (2024) highlighted that teaching English in Algerian schools suffers from structural challenges, the most important of which are the multiplicity of the local linguistic environment, the pressure of academic programs, the absence of modern educational methods, and overcrowding within departments, which hinders the implementation of effective teaching strategies, especially in the primary stage. For its part, the Kahol study (2012) also found that traditional teaching methods are one of the most prominent reasons for poor academic achievement in the English language among middle school students.

In terms of teachers' attitudes and professional training, Qasimi's study (2023) showed that primary school teachers' attitudes towards including the English language are generally positive, which is also confirmed by Harqas' study (2024), which monitored positive attitudes towards training objectives, but negative attitudes towards its content and duration, indicating the need to update training programs. In contrast, the Al-Jaboul study (2014) monitored an average level of awareness among English teachers of their need for professional development, which weakens the effectiveness of their performance in departments.

At the level of specialized language skills, the study of Al-Hoshani and Al-Nusyan (2020) revealed that teachers' beliefs and personal experiences influence methods of teaching writing skills, while the study of Al-Shahri (2021) showed that middle school teachers have positive attitudes towards using the flipped classroom as a modern curriculum in teaching English. Odeh's (2000) study also showed that teachers' attitudes towards teaching English literature are generally positive, but application is influenced by the curricula and strategies adopted.

Finally, Qadi's (2008) study highlighted the average use of modern teaching methods and technologies in teaching English at the intermediate level, noting that there are obstacles that limit their effective integration into daily education.

Based on the researcher's review of educational literature and previous studies related to this topic, it was concluded that there are several factors that affect students' learning of the English language, which overlap with each other and contribute to a low level of linguistic achievement. These factors include poor language proficiency due to a lack of actual practice within the department and the absence of a supportive environment outside the school. Teachers also rely on traditional teaching methods that focus on memorization and translation and neglect the development of communication skills. Limited pedagogical training among teachers and their poor adherence to modern methods of language teaching are also major obstacles. Deficiencies are also recorded in the content of the curriculum, which focuses on grammatical aspects more than practical skills, as well as the lack of modern educational methods and the absence of interactive media. Overcrowding within departments also represents an additional obstacle that limits opportunities for individual practice. On the other hand, students' low motivation and low self-confidence when speaking are observed as a result of the lack of family and community support. The dominance of the mother tongue or local dialects exacerbates the difficulty of using English in daily life, isolating it from lived reality. The combination of these factors explains the recorded weakness in learners' learning of this vital language.

Hence, this research aims to shed light on the reality of teaching English in Algerian schools: between educational policy and contemporary requirements, through a field study from the perspective of middle school teachers. Based on this context, the following questions arise:

- 1- What is the reality of teaching English in Algerian middle school schools under the current educational policy, and to what extent does this reality respond to the requirements of the times, from the point of view of middle school teachers?
- 2- Are there differences in the view of male and female professors towards teaching English in educational institutions in the intermediate education stage?
- 3- Are there any differences in the professors' view of teaching English in educational institutions in the intermediate education stage, according to teaching experience (between those under 10 years old and those 10 years old and above).

✓ **Research hypotheses:** The answers to the questions were as follows:

- **The first hypothesis:** There is an average level of reality in teaching English in Algerian middle school schools under the current educational policy from the point of view of middle school teachers.

- **The second hypothesis:** There are differences in the view of male and female professors towards teaching English in educational institutions in the intermediate education stage, and in favor of females.

- **The third hypothesis:** There are differences in the teachers' view of teaching English in educational institutions in the intermediate education stage, according to teaching experience (between those under 10 years old and those 10 years old and above).

✓ **Research objectives:**

The study seeks to achieve the following objectives:

- Revealing the level of reality of teaching English in Algerian middle school schools, in light of the current educational policy, from the point of view of middle school teachers.

- Identify whether there are statistically significant differences in professors' view of teaching English due to the gender variable (males / females), and determine in favor of which category these differences are.

- Clarify whether there are differences in professors' opinions about teaching English in intermediate-level educational institutions due to professional experience (less than 10 years/10 years and over).

✓ **Importance of research:**

This study gains its importance from its treatment of the reality of teaching English at the intermediate level, as it is a basic language in the era of globalization. Its importance lies in highlighting the factors that hinder students' learning, teachers' perceptions of the challenges they face, and analyzing the extent to which the curriculum is compatible with the requirements of the times. It also contributes to submitting proposals to improve the quality of education, and provides those in charge of the educational system with scientific data that supports the development of educational policies and teacher training.

✓ **Procedural concepts used in the study:**

The research is linked to a set of concepts related to the study variables, which the researcher addresses as follows:

A- Teaching:

The researcher defines it procedurally as: all the activities and practices carried out by the intermediate English language teacher within the classroom, whether in planning lessons, implementing them, using educational tools, interacting with students, or employing language teaching strategies and methods, as perceived and evaluated by the teachers themselves through their response to the items of the questionnaire adopted in this study.

B- English language:

Procedurally, it is: the educational material prescribed in the intermediate stage curriculum in Algerian schools, which aims to develop the four linguistic competencies (listening, speaking, reading, writing) among students. It is also taught by intermediate education teachers, and its reality is evaluated through their opinions and responses to the study questionnaire.

C- Educational policy:

It is procedurally defined as: the set of official directions and plans adopted by the Ministry of National Education in Algeria to organize English language teaching at the intermediate level, including curriculum objectives, program content, evaluation methods, and teacher training

D- Requirements of the era:

It is procedurally defined as: the set of linguistic, technological, and communication skills and competencies imposed by contemporary reality, especially in light of digital transformations and global cultural openness, which require the learner to master the English language as a necessary tool for continuous learning, access to knowledge, and interaction with the world, as middle school teachers perceive it in their assessment of the reality of teaching this language.

✓ Reasons and motivations for choosing a topic for study:

This topic was chosen based on the researcher's personal interest in the field of teaching and learning foreign languages, particularly English, given its critical importance in the era of globalization and digital literacy, and its pivotal role in supporting communication and scientific and cultural openness. The researcher also noted a relative scarcity of field studies that address the reality of teaching English at the intermediate level from the teachers' perspective, compared to available studies at the primary and secondary levels. This deficiency has provided a scientific impetus to explore this reality more deeply. In addition, the multiple challenges facing English language teaching, whether from the learner, teacher, or curriculum, are among the most significant obstacles affecting the effectiveness of the educational process. This requires a serious scientific study that sheds light on these difficulties and suggests ways to overcome them in line with contemporary requirements and the trends of educational policy in Algeria.

2. Theoretical framework of the study:

1.2. Teaching English (General concepts and foundations):

A- Definition of language:

In his book *Language and Society*, Dr. Mahmoud Al-Saaran quoted several opinions from scholars from different specializations about the concept of language. We will suffice with pointing out only the most important of them, which are:

1 - Language is the expression of ideas through speech sounds combined into words.

2 - Language is a purely human and completely non-instinctive means of communicating thoughts, emotions and desires through a system of symbols issued voluntarily (Sahrawi, 1998, p. 30).

IbnKhalidun also provides an advanced definition in his introduction, saying: "Language in conventional terms is the speaker's expression of

Its purpose, and that phrase is a linguistic act arising from the intention to benefit speech, must become a decided faculty in its active organ, which is the tongue, and it is in every nation according to their terminology. For him, language has sounds that were said intentionally to indicate meaning, and the tongue is the tool that produces it. In another place, he says, "Language is a faculty in the tongue, and so is calligraphy, the creation of its faculty in the hand" (Okasha, 2006, p. 17).

Based on the aforementioned definitions, the researcher defines language as: Language is a system of phonetic symbols that a person formulates intentionally and willingly to express his thoughts, emotions, and desires. It is a social tool and an acquired faculty in the tongue that is used in communication and understanding within the linguistic group, and its characteristics are determined according to the cultural norms and terminology of each society.

B- Definition of the English language:

English is an international language that is widely spoken in almost all countries of the world. This is due to its use in various fields, such as business and study. It is one of the means of global and diplomatic communication between peoples around the world. English is known as a Western language belonging to the ancient Germanic languages, which developed over time due to the use of many dialects, which contributed to adding a set of new vocabulary and linguistic structures to it. The English language is still developing to this day, and this is due to the continuous development that man faces and the permanent inventions (AbdRabbo, p. 01).

C- The importance of the English language:

English is one of these languages, as it is the world's first language in terms of its use in communication and in various fields such as diplomacy, politics, commerce, technology, academia, and others. To keep pace with the times and learn about the latest developments in various sciences and knowledge, peoples and nations must learn this language. Therefore, many individuals seek to learn the English language greatly, and this has contributed to the specialization of international curricula specifically for the English language. The importance of learning the English language, as stated in (2016, Oxford Royale Academy), is summarized according to the following points:

-Mandarin is classified as the most widely spoken language as a primary language (mother language) only, while English is the most widely spoken language in most public fields.

-English contributes to providing many opportunities for individuals, such as helping them find work. Most job interviews rely on English as a prerequisite for individuals to accept the job they are applying for.

-English is the official language of many types of university fields of study, such as science, medicine, engineering, economics, business administration, and other educational fields that many university students seek to study.

-The English language helps increase the ability to read books, magazines, and research published based on them which supports the development of science, knowledge and personal culture among individuals.

-The English language offers a range of means of communication between different peoples, contributing to the recognition of global folk customs, heritage, and traditions.

-English is widely used on websites on the Internet, as learning it helps individuals learn about the nature of websites and the content published on their various pages (Al-Askari, 2022, pp. 1388-1389).

E - Prospects for teaching English in Algerian schools:

The decision to support Algerian schools with English from the primary stage will raise the educational and cognitive level of students at all levels, because English is the language of the future and the language of development And technology, so Algerian society began to teach and learn it, and welcomed the idea of including it in educational institutions alongside the French language, for a new beginning for the people and the country alike.

Teaching English is an important gain for the educational system in general and the Algerian child in particular, as the English language enables the child to acquire the ability to think in a universal language and to be flexible in solving problems. Acquiring this language enhances the student's self-confidence and facilitates the process of "accessing the sources of knowledge and scientific and technical documentation available in that language, especially information related to automated media." It allows him to access international scientific platforms that rely heavily on English, and helps him deal with computer software and various contemporary technology applications. In addition to all these gains, it cannot be overlooked that teaching the English language serves scientific research in general, as it contributes to expanding the scope of scientific publishing, which has become more dependent on the English language. Publishing in French has recently restricted the researcher and limited his chances of publishing, unlike the English language, which opens up broad horizons for him to publish" (Botghan, 2024, pp. 153-154).

F- Obstacles to learning the English language:

These obstacles can be divided into the following groups:

1- Psychological obstacles: These relate to the nature of the human psyche and include a preconceived view of language and misconceptions about learning a foreign language.

2- Administrative obstacles: lack of money and management

3- Technical obstacles: These include shortcomings in the curriculum and aspects related to the language itself and its differences from the mother tongue.

4-Obstacles to the general educational system: These obstacles are represented in several things, including:

-Lack of clarity of goals for the teacher, learner, and parents.

-The presence of study burdens and extracurricular activities that burden the teacher and limit his role in achieving the set goals.

- Traditional teaching methods that are not in line with the conceptThe nature of contemporary learning (Kahul, 2012, p. 133).

3. Field study procedures:**1.3. Study methodology:**

To verify the hypotheses of the current study, the researcher used the descriptive analytical approach, which is based on an accurate description of the reality of teaching English in Algerian schools from the perspective of middle school teachers, and analyzing the dimensions of this reality in light of educational policy and the requirements of the era. It also relies on comparing study variables, such as gender and professional experience, with the aim of revealing potential differences in teachers' perceptions of the reality of teaching and the challenges associated with it.

2.3. Limits of the study:

The field study was conducted in a group of averages in the state of Relizane, and in particular in my district Mazouna and SidiM'hamed Ben Ali in Algeria, and it was implemented during the second semester of the 2024/2025 academic year

3-3 - Study community:

The study community is represented by English language teachers who perform their duties in the intermediate schools in the previously mentioned state.

3-4 - Study sample and specifications:

A random sample of (42) male and female English language professors was selected, distributed over a set of averages across the two districts previously concerned with the state of Relizane, and we summarize their specifications in the following explanatory table according to gender and professional experience as follows:

Table N° (01): the specifications of the study sample

Variables	Experience		Gender	
	(≥ 10 years)	(< 10 years)	(Female)	(Male)
School Name				

Ahmed Zabana, BeniZentis	1	3	3	1
BelasselAbdelkader, BeniZentis	2	2	2	2
SadekAbdelwahab, Médiouna	0	3	2	1
Larbi Ben M'hidi, Médiouna	1	2	3	0
BelabbassiAbdelkader, Médiouna	2	1	2	1
BouamoudAbdelkader, Médiouna	1	2	2	1
16 April, SidiM'hamed Ben Ali	3	1	2	2
Khaled Ben AinEsSemmene, S.M.B.A	1	2	2	1
ToumiAbdelkader, AinMatboul	3	1	2	2
ToumiAbdelkader, El Guettar	2	1	2	1
New Middle School, El Guettar	2	2	2	2
Heni Ben Heni, OuledMeziane	1	3	2	2
Total	19	23	26	16

It is clear from Table No. (01) that the number of female English language professors reached 26 professors, which is considered a greater value compared to the number of male English language professors, which reached 16 professors, with a difference of 10 professors from the total members of the study sample as a whole. It is also clear that the number of English language professors of both sexes with professional experience of less than 10 years reached 23 female professors (A), which is considered a greater value compared to the number of English language professors of both sexes with professional experience of 10 years and above, which reached 19 female professors (A), with a difference of 04 female professors (A) out of the total members of the study sample as a whole.

3.5. Study tools:

In his study, the researcher relied on a questionnaire regarding middle school teachers' view of the reality of teaching the English language in secondary educational institutions in Algeria. To achieve the objectives of the study and collect more Data, information and facts related to this topic. The researcher built a questionnaire consisting of (44) items, distributed over four dimensions as shown in the following table:

Table N° (02): Research Axes and Their Objectives

N°	Axis	Objective
1	Evaluation of the English curriculum	To evaluate the curriculum in terms of its objectives, content, and suitability for learners.
2	Teacher training and retraining	To assess the teacher's competence and training in teaching English.

3	Evaluation of pedagogical resources	To examine the tools, support, and educational environment.
4	Obstacles to teaching English	To identify the difficulties teachers face in teaching English.

3-6 - Study tool:

Correction key: always = 3 degrees, sometimes = 2 degrees, rarely = 1 degree.

3-7 - Psychometric properties of the study tool:

A - Honesty: the honesty of the arbitrators

The study tool was presented to seven judges specializing in educational psychology, to express their opinion on the soundness of the linguistic formulation and the extent to which the paragraph is appropriate and belongs to the appropriate dimension. The approval of (86%) was also adopted as evidence of the validity of the tool, so that the questionnaire took its final form and now consists of (40) paragraphs distributed equally over four dimensions.

B - Stability through internal consistency of the dimensions of the scale:

The internal consistency of the scale was calculated by calculating the correlation coefficients between each of the four dimensions of the scale and the total score of the scale as shown in Table No. (02).

Table N° (03): Internal consistency of scale dimensions.

N°	Dimension	Correlation Coefficient	Significance Level
1	Evaluation of the English curriculum	0.56**	0.00
2	Teacher training and retraining	0.48**	0.01
3	Evaluation of pedagogical resources used	0.67**	0.00
4	Obstacles to teaching English	0.52**	0.00

It is clear from Table N° (03) that all correlation coefficients between each of the four main dimensions of the scale and the total score of the scale are significant at a significance level of (0.01), and this confirms the internal consistency of the scale.

4. Present and discuss the results:

4-1- Presenting and discussing the results of the first hypothesis:

Which states: There is an average level of reality in teaching English in Algerian middle school schools under the current educational policy from the point of view of middle school teachers.

The arithmetic averages and percentages of the areas of the study tool were extracted, after performing the following calculation: $(\text{highest value} - \text{lowest value})/3 = (120-40)/3 = 26,66$.

From it, the researcher obtains the areas of estimates of the degrees of view of intermediate education professors on the reality of teaching the English language as follows: (40-66.66) low level, (66.61-93.27) intermediate level, (93.27-120) high level. It will be discussed by discussing its partial hypotheses, which are as follows:

Table N° (04):The arithmetic average of the level of view of intermediate education professors regarding the reality of teaching the English language.

Statistical Variables	Sample Size	Mean	Standard Deviation	Level
General hypothesis of the study: Perception of middle school English teachers regarding the reality of English language teaching	N = 42	84.50	3.09	Moderate

It is clear from the table above that the level of view of intermediate education professors regarding the reality of teaching the English language came with a standard deviation of (3.09) and an arithmetic mean of (84.50), which is limited within the limited average range between (66.61-93.27), and this indicates an average score, which is consistent with the text of the first hypothesis that we expected.

This result is consistent with the results of the study of Faqih (2009), which aimed to explore the level of application of the procedures for teaching the skill of speaking English by fourth-year middle school teachers according to the communicative approach. It asked about the general level of its application, and the results were as follows: The general level of the study sample in the procedures for teaching the skill of speaking is low. The monthly study (2021) also aimed to identify the attitudes of middle school English teachers towards using the flipped classroom in teaching English. The results showed that there are positive trends among middle school English teachers towards using the flipped classroom in teaching English. It was consistent with Al-Jaboul's study (2014), which aimed to determine the level of English language teachers' awareness of their professional development at various educational levels in public schools in Madaba Governorate, as its results showed that the level of English language teachers' awareness at various educational levels of their professional development was moderate in all fields.

It was consistent with the study Qadi (2008), which aimed to know the reality of using educational methods and modern technologies in the intermediate stage to teach the English language; From the point of view of educational supervisors and school principals in Mecca, its results concluded that the degree to which English language teachers use educational methods and modern technologies is average. As well as Odeh's study (Odeh, 2000), which aimed to identify the most important strategies used by English language teachers for the eleventh grade in teaching various literary works. The study also aimed to identify teachers' attitudes towards teaching literature, the impact of teaching literature on students' use of language, and the curriculum often used in teaching various literary works. Its results revealed that teachers' attitudes towards teaching English literature as part of language teaching were mostly positive. As well as the study of Al-Hawshani and Al-Nusyan (2020), which revealed the practices of English language teachers in teaching writing skills at the secondary level in the Qassim region, its results concluded that the positive trend towards the teaching profession led them to search for more creative ways in teaching writing skills. In addition to The Harqas study (2024) aimed to monitor and know the attitudes of English language teachers in the primary stage towards training, as its results concluded that the attitudes of teachers towards training goals were positive, while they contradicted this result with regard to the content of training and the duration of training, as their attitudes were negative, and it also contradicted the Qasimi study (2023) which aimed at the attitudes of primary education teachers towards including the English language in the primary education stage. The results showed that professors' attitudes towards including the English language were positive.

This result can be explained by the fact that the level of perception of middle school teachers regarding the reality of teaching the English language was moderate, and did not reach the desired level. This is due to some factors and obstacles, including: Teaching the English language in the middle school stage suffers from several obstacles, the most prominent of which is the lack of clarity in the educational objectives in the curriculum, which

makes it difficult for the teacher to accurately determine the targeted competencies. There is also a lack of pedagogical and technical training, especially with regard to the use of modern methods and interactive teaching methods. Financial capabilities within institutions, such as the absence of audio-visual aids and specialized departments, weaken the quality of learning. The high number of students in the department and the small number of weekly classes allocated to the subject also affect opportunities for interaction and effective practice. In addition to this, students' weak motivation and programs' failure to keep pace with modern requirements, particularly in terms of technology integration and global communication.

4 - 2 - Presentation and discussion of the results of the first sub-hypothesis:

Which states: There are differences in the view of male and female professors towards teaching English in educational institutions in the intermediate education stage, and in favor of females

Arithmetic averages were extracted and (T) was tested to identify the differences between two different groups, and after conducting statistical analysis, the results were reached according to the following table:

Table N° (05): Test results (T) for differences in the perception of male and female teachers towards teaching English in educational institutions in the intermediate education stage.

Variables	Standard Deviation	Degrees of Freedom (df)	T-value (t)	Significance Level (sig)
Males	2.11	40	30.78	0.02
Females	3.12			

From the table above, it was found that the value of (t) is equal to 30.78, and that the arithmetic mean for males was 83.65, and the arithmetic mean for females was 87.43, and the value of the calculated significance level (sig) is equal to 0.02 is a statistically significant value at $\alpha = 0.05$, and from this it can be said that there are differences in the view of male and female professors towards teaching English in educational institutions in the intermediate education stage, and in favor of females.

This result contradicted Al-Jaboul's study (2014), which aimed to determine the level of English language teachers' awareness of their professional development at various educational levels in public schools in Madaba Governorate, as its results showed that there were no statistically significant differences in the level of English language teachers' awareness of their professional development attributed to the gender variable (teachers). Also with Odeh's study (Odeh, 2000), which aimed to identify the most important strategies used by English language teachers for the eleventh grade in teaching various literary works. Its results found that there were no statistically significant differences in all aspects attributed to the teacher gender variable. In addition to the monthly study (2021), which aimed to identify the trends of English language teachers in the intermediate stage towards using the flipped classroom in teaching the English language. The results showed that there were no statistically significant differences at the significance level of 0.05 or less in the attitudes of middle school English teachers towards using the flipped classroom in teaching English, attributed to the gender variable.

This result can be explained by differences in the perception of male and female teachers towards teaching English in educational institutions in the intermediate education stage, and in favor of females, for several possible reasons, including:

Female teachers show a greater tendency to adhere to courses and implement formal instructions, which makes them more aware of the actual reality of teaching English. They also regularly participate in educational and training activities, which enhances their understanding of the challenges of the subject. They are distinguished by their high pedagogical sense and clear organizational accuracy, which is reflected in their evaluation of curricula and teaching methods. In addition, many of them appreciate the importance of English in the digital age and cultural openness, which makes them more realistic and critical in their observations. While it is noted that males may tend to have a more general outlook, females tend to analyze and detail

4-3- Presentation and discussion of the results of the third hypothesis:

Which states: There are differences in the teachers' view of teaching English in educational institutions in the intermediate education stage, according to teaching experience (between those under 10 years old and those 10 years old and above).

Arithmetic averages were extracted and T was tested to identify differences between two different groups, and after conducting statistical analysis, the results were reached according to the following table:

Table N° (05): Test results (T) for differences in professors' view of teaching English in educational institutions in the intermediate education stage according to the variable of teaching experience.

Variables	Standard Deviation	Degrees of Freedom (df)	T-value (t)	SignificanceLevel (sig)
Less than 10 years of experience	3.11	40	2.31	0.001
10 years of experience or more	2.97			

From the table above, it was found that the value of (T) is equal to 2.31, and that the arithmetic mean among professors with professional experience of less than 10 years was 88.78, while the arithmetic mean among professors with professional experience of 10 years and more was 81.33, and the value of the calculated significance level (SIG) is equal to 0.001, which is a statistically significant value at $\alpha = 0.01$, and from this it can be said that there are differences in the professors' view of teaching English in educational institutions in the intermediate education stage, according to teaching experience, and in favor of those with professional experience from 10 years and above).

This result contradicted the study of Al-Jaboul (2014), which aimed to determine the level of English language teachers' awareness of their professional development at various educational levels in public schools in Madaba Governorate, as its results showed that there were no statistically significant differences in the level of English language teachers' awareness of their professional development due to the variable of years of professional experience. It also contradicted Odeh's study (Odeh, 2000), which aimed to identify the most important strategies used by eleventh-grade English language teachers in teaching various literary works, and its results revealed that there were no statistically significant differences in all aspects attributed to the variable of his years of experience. In addition to the monthly study (2021), which aimed to identify the trends of English language teachers in the intermediate stage towards using the flipped classroom in teaching the English language. The results showed that there were no statistically significant differences at the significance level of 0.05 or less in the attitudes of middle school English teachers towards using the flipped classroom in teaching English, attributed to the number of years of teaching experience.

The researcher attributes this difference in the differences in the professors' view of teaching English in educational institutions in the intermediate education stage, according to the variable of professional teaching experience and in favor of professors with professional experience of less than 10 years, to several possible reasons, including: the tendencies of professors with experience of less than ten years to have a more positive and modern perception of the reality of teaching English, given that they have received modern training in line with new educational trends, And their openness to using digital means in education. They are also highly motivated and enthusiastic about innovation, driven by their desire to prove their professional competence. In contrast, professors with long experience adopt a more conservative or critical view, as a result of the accumulation of field problems and their feeling of dissatisfaction with the pace of development of educational conditions.

5 - General summary:

The study concluded that teaching English at the intermediate level in Algeria still faces several challenges, despite efforts to develop it. The results revealed average perceptions among teachers, reflecting a gap between educational policy and actual implementation. She also explained that the current curricula need to be reviewed

to suit the students' level and the requirements of the times. Differences were found related to gender and professional experience, with female professors and those with less experience showing greater openness to modern methods. Poor pedagogical conditions are also a major obstacle. The study recommends the need to review curricula, improve the work environment, and intensify continuous training to advance English education.

6 -Recommendations:

In light of the study results, the researcher recommended the following: supporting teacher training in modern methods and technology, reviewing curricula to suit students' level and contemporary requirements, improving teaching methods and conditions, and motivating Learners with interactive activities, and the adoption of a comprehensive national language policy for teaching foreign languages.

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Ethical Considerations

This study was conducted in accordance with the **ethical research standards** established by the **University of Oran 2 Mohamed Ben Ahmed** and conforms to the principles of the **Committee on Publication Ethics (COPE)**. Participation in the study was entirely **voluntary**, and all respondents were informed about the purpose and confidentiality of the research. No personal identifiers were collected, and all data were analyzed anonymously. The researcher ensured that participants' rights, privacy, and professional dignity were fully respected throughout all stages of the investigation.

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Conflict of Interest

The author declares **no conflict of interest** related to the authorship or publication of this article. All analyses, interpretations, and conclusions presented herein reflect the author's independent scholarly work and do not necessarily represent the official views of the affiliated institution.

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