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**Investigating the Challenges of Double Major
Students in Algerian Higher Education: Case
of second-year students English-Management
Major at the University of Mohamed Boudiaf -
M'SILA**

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Dedication

First, I dedicate this work to myself

for believing in myself, doing this hard work, and having no days off. Then, to my beloved mother and father, my brothers and sisters, Nada Amira, Ghofrane, Ali, Djawad, and all of my beloved family and friends.

Oualhi Intissar

Dedication

I dedicate my work to the one and the greatest myself, for the courage to believe, and the strength to rely on myself when no one else could carry the weight during this journey, and for

My precious family, my father Abnasser and my mother Leila, my sisters Manel, Hasna,

Madjda, my brothers Lazhar and Samy.

FarahYousfi

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Abstract

In recent years, double major programs have gained a momentum in Algerian higher education by allowing students to study two different fields simultaneously in three years instead of six years. This program aims to offer students diverse competencies and skills that prepare them for job opportunities. Despite these benefits of a double major program, it also has various challenges due of the difficulty of managing two majors at the same time. This study investigates the challenges encountered by second-year students pursuing the English and Management double major program at the University of M'sila. Using mixed method, classroom observation, a questionnaire, and an interview, to collect data from both students' and teachers' perspectives. The collected findings indicate that students face serious and extreme challenges, including administrative issues and organizational problems. The chosen sample indicated that there are extreme struggles related to linguistic and psychological issues that lead to a significant number of students quitting the double major program.

Key words: Double Major program, Dual Degree, Joint degree, challenges, Higher Education, English and Economics as a Double Major.

List of Abbreviations

%: Percentage

DMP: Double Major program

EMI: English as a Medium of Instruction

ESP: English for Specific Purposes

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

1. Background of Study

University students around the world seek to pursue one discipline that reinforces job opportunities by helping them gain the appropriate knowledge and skills for future jobs. However, many people struggle with choosing a field of study due to the variety of disciplines that serve students' interests, whereas certain majors require additional information from other fields to achieve specific academic goals and improve students' performance. Consequently, double major program in higher education emerged, which comes as a reaction to certain challenges faced by students and institutions, such as skills flexibility and the requirement of interdisciplinary knowledge.

DMP helps in solving complex issues from multifaceted disciplines. This program is defined as an academic program in which a student fulfills the requirements for two distinct majors simultaneously, which allows students to gain a wide range of specialized knowledge in two different fields, enhancing their academic and professional prospects and costing less time, energy, and money.

For these reasons, a double major program has become a trend in Algerian higher education because it is important and beneficial. Recently, English and Economics majors have become known as a double major program, which allows students to study these fields simultaneously to gain two diplomas in three years instead of six years. On the other hand, students face many challenges related to this program. In addition, the administrative and teachers' collaboration can play a significant role in the development phase of the double major program.

This study will support the improvement of the double major program at its development phase by investigating the challenges of second-year double major students of English and Management at the University of Mohamed Boudief at M'sila. This study aims to provide an

insightful understanding of the challenges from the perspective of students and teachers of English and Economics majors in the double major program.

So, highlighting these issues is crucial to help students raise awareness about their challenges to start finding solutions for them. This study seeks to provide valuable insights and practical recommendations for administrators and teachers to enhance students' learning experiences in the double major program.

2. Statement of The Problem

Recently, Algerian universities have implemented double major programs to allow students to gain the interdisciplinary skills to help them find a job and develop their careers. Despite its benefits, double major students face serious challenges in the English and Management fields. So, this study seeks to close the evidence gap by examining students' challenges and issues related to teachers and administrative collaboration. It also investigates how administrators and teachers collaborate to enhance the double major environment, that are among the main topics covered in the study faced by second-year double major students of the University of Mohamed Boudief at M'sila. This research aims to investigate the challenges faced by double major students in Algerian Higher Education.

3. Research Questions

This investigation has two main research questions, which seek to answer

1. What are the challenges faced by students in the second year of the double major program in English and Management at the University of Mohamed Boudief at M'sila?
2. How do teachers and administrations enhance the double major environment?

4. Research Hypotheses

One main research hypothesis is put forward as follows:

- a. Administrators and teachers have no significant impact on enhancing the environment of the double major program.
- b. Administrators and teachers have a significant impact on enhancing the environment of

the double major program.

5. Research Objectives

The current study seeks to reach the following objectives:

1. To investigate the challenges faced by students in studying a double major program in English and Management at the University of M'sila.
2. To examine and enhance the double major environment through the collaboration of administrations and teachers.

6. Research Methodology

This study uses the descriptive method, taking a mixed-methods approach of data collection to investigate the challenges faced by double major students in English and Economics at the University of M'sila in Algeria. The research design combines quantitative and qualitative data collection methods to provide a comprehensive understanding of the challenges that students face in this program.

6.1. Research Instruments

To achieve the primary objective of this research. The researchers used three data collection instruments to verify the results, employing triangulation by using questionnaire for double major students to understand their struggles that are facing in double major program, and an interview for teachers of both English and Economics to confirm the challenges that double major students face from the perspective of teachers also, a classroom observation for observing behaviors and to obtain insightful data about these challenges.

7. Sampling

The entire population of the current study is second-year double major English and Management students at the University of Mohamed Boudief M'sila, during the academic year 2024/2025. The target sample includes the whole population of twenty (20) students. The researchers opted for a purposive selection of the participants, employing homogeneous

purposive sampling to gain deep insights rather than generalizing the findings to ensure the unique experiences of 20 students of the double major program with one year of experience. However, when the researchers started collecting data, two students presented exceptional cases: one student chose to quit the English major, and another one the Management major. The researchers chose to treat these students as critical cases within the homogeneous sample.

8. Significance of the study

Double major students face serious problems in balancing between two fields simultaneously. This research investigates the challenges faced by the double program students, which have not been thoroughly explored in existing literature. Also, investigate the pedagogical, psychological, and linguistic challenges faced by double major students. In addition, it provides insightful suggestions and recommendations to enhance this program.

9. Structure of the dissertation

This dissertation consists of two main chapters. The first chapter is purely theoretical. However, the second chapter is practical. The theoretical chapter is related to the variable “The Challenges Faced by Double Major Students in Higher Education”. It tends to define and explain all theoretical concepts and ideas about the double major program . The second chapter is categorized into three sections: the first section tackles the research methodology and data collection tools; the second section is about the data analysis and the discussion of the results; and the last section discusses the pedagogical implications for administrators and limitations of study . Additionally, it highlights recommendations for future research and concludes with the study's limitations.

CHAPTER ONE:

*The Challenges Faced by Double Major Students in Higher
Education*

CHAPTER ONE: The Challenges Faced by Double Major Students in Higher Education

1. Introduction

This chapter provides a theoretical foundation for understanding double major programs. It begins by defining the concept of a double major and exploring its historical framework. Next, it examines the reasons behind the growth of double majors in higher education, as well as students' reasons for choosing the double major program. Additionally, it explains the academic requirements for pursuing a double major program and discusses its complexity. Then, identifying features such as double curriculum, double Assessment. Teachers and administration collaboration. also, this program contains three types, which are content and content, language, and content language and language. Moreover, this program is beneficial in terms of language, content, and professional development in the double major program. Furthermore, this chapter highlights the importance of a double major in a globalized world. Also, it is focused on the specific case of Economy-English as a double major in Algerian higher education, emphasizing its role in fostering interdisciplinary learning and addressing local and global educational and economic demands. By the end of this chapter, the researchers provide comprehensive insights about the challenges faced by students in double-major programs in English and Economics, within higher education. Initially, it determines pedagogical issues which are categorized into lack of guidance, problems related to teachers and administrative collaboration, issues related to curriculum integration, timetable, and management issues that impact the emergence of psychological problems, such as Mental Health issues like social isolation, Stress, and anxiety. These problems lead to the emphasis on cognitive overload and linguistic challenges.

2. The Historical Background

In the mid-to-late 1970s, dual-degree or double-major programs began to emerge in Europe within the field of international education. These programs were developed as a response to issues

related to student mobility and the cross-border harmonization of curricula. By the late 20th century, as the world became more interconnected and education became increasingly globalized, the scope of double and joint degree programs expanded beyond undergraduate levels. These programs began to cater to graduate students as well, providing more diverse and comprehensive educational experiences. The globalization of education motivated institutions to work together across borders, enhancing their visibility and prestige on an international level. Different universities aimed to design programs that allowed smooth transitions between disciplines. (Meriem, Z.2021).

3. Definition of Double Major

Generally speaking, students choose their major based on certain requirements or their interests. According to Lipson (2010), "Some students have different passions in distinct disciplines. So, they choose to study different specialties simultaneously" (P .295). Dual major is an academic program in which students choose to study two different majors; some students have different interests, and other students seek to increase their skills for better career opportunities (Shatkin, L., 2015 pp. 26 -27). A dual major is also a result of cooperation between two different universities to maximize resources and expertise. So that students can benefit from them. Double major, also known as dual major, occurs when a student completes the requirements of two fields simultaneously; these majors do not have to be in related fields, to gain bachelor's degree, these majors can be related fields and the second major complement the first one for better employment opportunities and higher salaries (O'Shea,2020). Double major can also be defined as a degree program developed and organized by two different higher education institutions, a collaboration that can lead to two nationally recognized certificates (Ontrel-Cass et al., 2022, PP .124-125).

The international joint doctoral degree is a type of doctoral program where two or more universities from different countries collaborate to offer a combined PhD program. It involves two higher education institutions across national boundaries collaborating to assume joint

responsibility for offering the program. This collaboration promotes a collaborative environment where students and supervisors from different fields and universities work together, fostering a broader perspective and access to knowledge (Fourie-Malherbe, 2016, pp313-314). The international joint doctoral degree refers to undergraduate courses involving two bachelor's degrees studied concurrently over approximately three to six years.

TABLE 1
VARIOUS DOUBLE DEGREE MODELS

Model	Label
Two undergraduate degrees studied simultaneously through two faculties of one institution	Combined Degree (Aus), Conjoint Degree (NZ), Double Degree (Aus), Dual Degree (Aus, USA), Joint Degree (UK, USA)
Two degrees studied simultaneously at two different institutions, sometimes internationally	3:2 Program (USA), Coordinated Degree (USA), Double Degree (Aus), Dual Degree (UK), Joint Degree (Aus)
Two degrees studied consecutively at one institution	Articulated Degree (Aus) Integrated Degree (Aus), e.g. Uni of Melbourne 3+2 model
Two degrees studied consecutively at two institutions in two different countries	Consecutive Degree (Coimbra Group), Dual Degree (UK), Joint Degree (Aus)
One degree offered by two faculties of one institution	Joint degree (Aus)

Figure 01: Various Models of Double Major

This table present the different models double major which are similar in term of purpose these models involve multi disciplines focused educations, these different types of double degrees aims to provide comprehensive insight of two distinct fields at the same time, so it will cost student less time energy and money than pursue to fields at the separate period of times (Iskander et al., 2010, p.327).

4. Reasons Behind the Growth of Double Major in Higher Education

After the emergence of academic disciplines and the spread of new specialties in higher education, the evolution of double major or dual degree programs became more popular among

students in universities as a result of certain issues faced by students and institutions (Leask et al., 2022, p. 45). However, the increasing spread of double majors in higher education has been noted as a significant trend in recent years. Additionally, the efficient growth of double major programs in higher education can be attributed to several interrelated factors. To start with, the increasing demand for interdisciplinary knowledge and students' skill flexibility has been a recent trend in universities around the world. This was one of the primary reasons that promoted the spread of double degree programs (Shatkin, L. 2015).

The second factor is students' difficulty in choosing their major. Most people struggle to choose the right specialty due to their diverse interests and the perception that their chosen field is the only viable career path. So, the double major can serve as a good choice to avoid this problem. Furthermore, technological advancements play a crucial role in facilitating communication with different universities around the world, which makes information exchange easier as well as collaboration to create successful double major programs and online courses (Otrell-Cass et al., 2022, pp. 124–125), and online resources have made it easier for students to successfully navigate the challenges of pursuing two majors. As a result, what was once seen as an ambitious choice is now becoming more accessible and appealing to a broader range of students. In addition, certain fields of study require extra courses from other disciplines, this reason helped in the emergence of the double program, which enables students to use the knowledge they learned and skills from the other discipline. For instance, mathematics majors need extra courses in computer science for a better understanding of the fields of mathematics in the work field, opening diverse career opportunities (Rubinstein & Peterson, 2015, p. 154).

5. The student's Reasons Behind Choosing Double Major Program

In the academic setting student usually pursue their field of study based on personal interest, however there is different factors that drive student to choose double major program, the first reason professional growth, that double major facilitates the chances of finding jobs which

enhance employability prospect and career paths (Leask et al., 2023, p. 22), for instant a degree in Computer Science and business is demanded in artificial intelligence, fintech, software. The second reason is that students usually select the double major option to obtain two degrees in a shorter period of time rather than spending additional time in studying two majors separately, for instance double degree in psychology and neuroscience, which are two different fields that help to understand human behaviors and mental, brain diseases. Furthermore, students apply for a dual program for the purpose of enriching their knowledge and exploring new areas of study that can be, in some cases, helpful for the current field of interest, like a degree in architecture and civil engineering. (Higgs et al., 2019, p. 401). Additionally, student' motivation and desire to maximize their educational investment. If students' field of interest does not lead to finding a proper job, a double major serves as a secondary plan (Shatkin, 2015, p. 27). Moreover, there are universities that offer bachelor's and master's combined pathways, in which students complete their credit hours for both degrees in less time than if they pursued the majors separately (O'Shea, J., 2020, P63). Finally, these several reasons motivate students to complete a double major program.

6. Academic Requirements for Double Degree

Pursuing a double major requires students to meet the academic requirements for both fields. Students have to attend a specific number of coursework credits that depend on the field of study they choose to complete. Also, the number of credits that are required depends on the two programs of study. For example, students might be awarded one bachelor's degree with two majors if the required accumulated credits range from 180 to 224. A double degree, on the other hand, might be awarded if 225 or more credits are required (Shoup, 2007, p. 44).

Students who have an interest in joining a double degree program must meet all academic requirements. This requirement is different from certain universities, for instance, in the MSW-MDIV double major program (Master of Social Work + Master of Divinity), the student must meet the requirements of the university in order to join. first, Applicants must apply and be

admitted separately to both the MDiv and MSW programs at Loyola University. Applicants must meet the specific admission requirements for each program (MDiv and MSW), which typically include academic qualifications, application forms, recommendation letters, and possibly interviews. In addition, the program is designed for full-time students who will complete the dual degrees in four years instead of five, by following a prescribed structure and sequencing of courses. (Lee et al,2013. p140).

7. The Complexity of Double Major

A double major is a complex program that requires completing two distinct majors simultaneously. Students in double majors face more complex circumstances compared to single major programs, because they have to study two majors at the same time, such as workloads, spending excessive time in the learning process, and exam scheduling conflicts. In addition, the students' social life will be affected due to the extra time they must provide to complete the two majors' requirements. moreover, one of the demands of this program is studying for an extra year or semester to fulfill the academic requirement of the two specialties, also it will cost student more money not just time, and will not allow for taking another classes (Staff & Publishing, 2014. p28), Furthermore it was found in research that not all of students finish this program, they quit the (DMP) due to the overwork load and the high pressure, stress, Additional challenges arise when students are unable to select their secondary major (Ou et al., 2018).

8.The Features of Double major

A double major program is distinguished from the single major program because it consists of two curricula, not a single one, also, the students are assessed by double assessment strategies. In addition, the double means of communication strategies are used by the different universities and teachers who are in a collaborative partnership.

8.1. Double Curriculum

Double curriculum refers to the degree of interaction individuals have in a single disciplinary community and the integration of knowledge from different disciplines. It is a set of prescribed courses that shape student learning. Its structure reflects the arrangement of knowledge by experts in a way that makes a discipline or field of study accessible. However, it is the result of decisions by faculty and institutional leaders about how knowledge should be delivered. In English language studies, the curriculum consists of certain modules that help English students enhance their language proficiency. It provides foundational knowledge for English students to pursue the next four years of their major. basic phonetics, lexicology, grammar, oral and written skills. In later years, they study linguistics, pragmatics, and American literature (Du, 2013, p. 286). Moreover, in economics majors, the curriculum contains practical knowledge and skills that are crucial for the industrial and economic world. The modules include microeconomics and macroeconomics witch focus on individual units like households, and firms, economy-wide phenomena like inflation, unemployment and economic growth, also basics of economics (DN, 2023, p. 7) intermediate microeconomics courses that increase the student ability to think like economist (Hoyt & McGoldrick, 2012, p. 433), also mathematics, statistics, econometrics, business, politics, interdisciplinary modules (Smith, 2016, p 115).

A double major consists of two different majors; every major has its curriculum that serves students' needs to complete the two distinct fields. Moreover, one of the major hurdles facing (DMP) is the design of the curriculum and the establishment of completion requirements. There is no standardized way to establish completion requirements for curriculum due to the variety of disciplines and fields of study (Leask et al., 2023) from chapter 22. A double curriculum might introduce more complexity in terms of scheduling and workload. However, it could also allow for more tailored educational experiences based on students' interests.

8. 2. Double Assessment

Assessment refers to student academic achievement, which is measured by scores that serve as the primary achievement criteria. Every specialty requires different content that students must master in their academic journey. Some majors require mathematical and problem-solving content, and others focus on literature and language-based learning to enhance students' language skills. Different content requires different assessment strategies. For instance, English majors are evaluated through methods to ensure assessment validity and measure proficiency. In English majors, formative and summative assessments include exam questions such as essay writing, reading comprehension tests, multiple-choice questions, open-ended questions, and oral exams (Cumming & Berwick, 1996, p51). However, in economics, teachers evaluate student outcomes and knowledge of economic concepts by using different strategies. when it comes to Exam structures, teachers design tests for students to ensure their understanding of key concepts, theories, and their ability to apply knowledge to real-world situations. Exam questions include multiple-choice questions, essay writing, problem-solving questions, and calculations on microeconomic and macroeconomic concepts (Walstad, 2007, p1). In Economics-English double majors, these strategies are combined to assess the language proficiency and economic knowledge of students.

8.3. Teachers and Administration Collaboration

Communication in double major programs is facilitated through collaboration between universities, teachers, professors, and partnerships between departments. These partnerships are established to create effective (DMP), which creates an environment of innovative learning and effective teaching processes. Institutions work with scholars on joint research projects, collect data to enhance program quality, or access specialized equipment. This international collaboration brings multiple academic benefits. For instance, it may offer specialties unavailable locally, allowing institutions to benefit from collaboration with partners (Deardorff et al., 2012,

pp. 345–348). This collaboration between universities will enhance the availability of double major programs in local universities, which opens a wide range of opportunities and new majors, giving better job opportunities for the future of Algerian students. On the other hand, the collaboration in a double degree program of Algerian universities is specified between teachers and the administrations of the university. So there are two categories of collaboration, administrative and teachers' collaboration.

8.3.1. Administration and Faculty Collaboration

Faculty and administration collaboration is vital for the development of the teaching and learning process in the university environment. Teachers and administrators collaborate to improve the university program. while administrators control and plan the study schedules and resources that are used in the teaching and learning process. They work together to solve pedagogical problems, to achieve better improvement and recommendations that enhance the university program, also to find solutions for particular conflicts. This collaboration emphasizes the needs of the students and teachers to maintain a proper academic environment. However, the collaboration between different faculties and administration helps in the development of the double major program in terms of sharing academic experience (Edu, 2025). So, without the coordination of the administration and the departments of the double major program, there is no collaboration between teachers.

8.3.2. Teachers' Collaboration

Recently, teachers' collaboration has become crucial in higher education settings, especially in fostering inclusive skill development, encouraging creativity, problem-solving, and adaptability by incorporating the diversity of perspectives and knowledge from different fields. Teachers with different specialties collaborate to foster the success of the teaching and learning process. This collaboration is beneficial because professors can learn from one another and

modify their teaching methods, also by exchanging ideas and experiences, enhancing lesson quality, and helping students to study in an effective environment. So, teachers' collaboration is important in higher education because it develops an organized academic environment, such as providing academic advisors who help in guiding students, also by promoting flexible methods and various learning strategies for diverse learner types (Yoon, 2021, pp. 10-9).

On the other hand, Teachers of (DMP) who are specialized in two separate fields, such as a double degree in English and Economics, can use their abilities to foster students' learning and skills. For instance, a language teacher and an economics teacher can design lessons that combine language proficiency with economics or business subjects. So, the success of double major programs depends on effective communication and cooperation between professors from different disciplines, which can address gaps and promote a more cohesive learning experience. create classes that meet the requirements of every student. As a consequence, the collaboration between teachers and departments of double majors in higher education is significant for facilitating and enhancing the environment of this program.

9. The Types of Double Major

In higher education, students pursue double major programs to gain a broader and more diverse set of skills and knowledge, allowing them to understand complex interdisciplinary fields. Students choose their majors based on their interests or factors like enhancing their chances of securing jobs in the competitive job market. (DMP) can take various forms, with each combination providing unique academic and professional opportunities. These combinations often fall into distinct categories, such as content-based majors, which focus on specialized areas, and language-focused majors, which emphasize linguistic proficiency and cultural understanding. The most common types are content-content, content-language, and language-language combinations.

9.1. Content and Content Type

This type of double degree is chosen by students seeking to acquire skills and knowledge and enhance their job prospects and problem-solving abilities in interdisciplinary fields. This combination involves two content-based disciplines, such as the humanities, sciences, or social sciences. These double majors require foundational knowledge in both subjects and prepare students for careers demanding multidisciplinary expertise. For instance, engineering-science double degrees build capacity for demanding technical and research-oriented engineering fields. In addition, double degrees combining engineering with arts, business, or commerce have gained popularity over the past two decades, providing broader study and career options (Iskander et al., 2010, p327).

9.2. Language-Content Type

This type of double major benefits students specializing in cross-cultural communication, translation, or international studies, combining academic knowledge with multilingual communication skills. This combination is common in international relations, education, and translation. This category involves language-based majors, for instance, history, philosophy, and a language-based major like English, French, or Spanish. These combinations help students gain language proficiency while learning new skills and knowledge. For instance, a combined double degree in English and linguistics, with bachelor's in education, helps students become competent English teachers. (Tsui, 2020, p. 66).

9.3. Language and Language Type

Some students choose to study different languages due to their interest in languages and cultures. These combinations involve two language-focused majors, such as French and Spanish. Students pursuing these majors acquire proficiency in multiple languages, preparing them for careers in translation, language teaching, or diplomacy, also it increase their cultural awareness

(Hinkel, 1999, p.2), For example, when the students of double major are obliged to travel to another country, they will not face problems related to language which lead them to fall in the lack of cultural awareness and pragmatic failure, this means the student at least should acquire one or two languages to avoid the misunderstanding of utterance that require cultural background because language and culture are related together. As a result, choosing this type of double major will not just provide students with better job opportunities, but it will also improve their cognitive and communication skills, such as problem-solving, multi-tasking, and strong memory.

10.The Benefits of Double Major

Double major programs promote significant growth in the knowledge that students gain due to collaboration between universities. This collaboration enriches study quality and offers master's or doctoral programs specialties unavailable in other countries. This partnership is more sustainable than other internationalization strategies. For instance, the University of California and Cambridge collaborate to create an international program that provides academic benefits like curriculum innovation, co-teaching, and faculty exchange. Additionally, Participation in these programs increases students' employability, as double major students have better job prospects after graduation compared to single-degree students due to their diverse skills (Leask et al., 2023) from chapter 22. Many universities emphasize that students can complete two degrees in one fewer year which means studying both majors in a shorter time (Harry L. Lurie, 1965, P. 63), furthermore, double major plays a significance role in helping student to achieve their career goal with less cost, it also provides border job opportunities and greater access and acceptance to organization (Lurie & NASW, 1965, p. 88). These benefits of double major programs are divided into three elements, which are language growth, related to the development of language, professional growth, and content development in a double major.

10.1. Language Development in Double Major Program

Learning a new language as a double major can contribute to the development of cognitive skills of the students, learning new cultures, and it increases the learner's self-confidence (Deperro, 2014), also Collaboration between researchers and professors from different cultures to generate double major programs can enhance cultural exchange and understanding. Language proficiency develops through this collaboration, thus, Students studying abroad or interacting with professors and peers who speak other languages acquire new languages or improve existing ones (Leask et al., 2023, chapter 22). In some universities, students are required to study in English, promoting second or third language learning (Deardorff et al., 2012, p 349). For instance, pursuing a double major in science and English can develop medical writing skills.

10.2. Content Development in Double Major Program

The double major is an opportunity for student to learn new information about to distinct disciplines, which improve the quality of understanding new concepts especially when the two majors are similar or complete the amount of information required for clear effective understanding, the student that graduated with double major or dual major will succeed in using both major in their career because off all the information and skills learned in the dual program. double degree program enrich student knowledge due to the large amount of information in both fields of study provided in shorten period of time (De Marco, 2025,p.31), by enabling student to complete cross-credit elective unit of study, this option benefits student in exploring broader range of subject that improve their learning journey, making their education more efficient and well-rounded, in some universities the student have the right to choose the courses they will take, so this option promote for student extra information that improve their skills and knowledge in the field of the study (Higgs et al., 2019.p160).

10.3. Professional Skills Development in The Double Major

Pursuing a double major can contribute significantly to a student's professional growth in several ways, with two areas of study. This allows students to develop more diverse skill sets and a deeper understanding of two fields. Also, Double majors often encourage an interdisciplinary approach to problem-solving, allowing students to combine insights from different fields. This interdisciplinary approach is significant in solving complex issues and educational problems (Olowoselu & ElSayary, 2024, p. 15). For example, detectives and linguists work together to solve complicated crimes. This can be especially useful in industries that require collaboration between diverse fields. such as technology, healthcare, or environmental policy, and the most important aspect of graduating with a double major is the idea of having more career options, which creates opportunities in the competitive job market (Knight, 2015).

11. The Importance of Double Major in a Globalized World

In a globalized world, the problems that people face are interconnected and complex. for example, problem that is related to language disorders and articulation problems needs collaboration between psycholinguistics and neurologists to find solutions for this globalized problem. Double majoring prepares individuals to tackle these multifaceted problems from multiple angles. It fosters the kind of integrated thinking necessary to understand and act on complex and global issues (Auer & Tsiatsos, 2019, p.403).

Double major student gains diversity skills and global knowledge due to the distinct disciplines, which promote mobility and diversity expertise understandings. pursuing a double major program increases the probability and chances of gaining a job and a better position in the work field. Particularly, the programs that offer degrees by institutions from different countries, which students can pursue if some majors are not available in their country. the undergraduate can find a job immediately subsequent to graduation. The diverse skills gained in double major

program allow students to understand complex ideas and solve complicated issues (Altman et .al, 2018, p.65).

12. Economic-English Double Major in Algerian Higher Education

Recently, double major programs in higher education have become a significant trend due to the increasing attention given to interdisciplinary knowledge and skills. double major is considered as multi-disciplinary educational program in which students pursue to distinct fields simultaneously (Iskander et al,2010, p327), also this program promotes content growth, development in the professional skills, and content growth. this program is significant because it provides several opportunities related to job prospects, skills, and information gained from the program.

Furthermore, this program provides a significant contribution to higher education, it aims to allow students to gain a diverse range of skills and knowledge. It produces cognitive advancement, such as problem-solving and explaining phenomena. In addition, it helps educators understand complex educational problems and solve them, and find solutions for complex social problems, it also helps educators challenge threats to the sustainability of the educational system (ElSayary & Olowoselu, 2024, p.11). In Addition, (DMP) enables students to address problems from different perspectives and solve complex social issues, which is why they are more skilled than single-degree graduates. Moreover, the double major aims to produce professionals and researchers who can respond to unmet societal needs and provide solutions. Students who graduate with double majors have access to diverse job opportunities in the two fields they follow. Additionally, dual major graduates are expected to seek teaching future dual major students. Thus, it helps solve modern companies' complex problems requiring interdisciplinary scientific and technological areas. (Auer & Tsiatsos, 2019, p. 403).

The emergence of university majors in Algeria began with higher education reforms. English degrees in Algeria include three degrees: First, the license degree, a three-year program focusing on language proficiency and preparing students for a master's degree. It emphasizes the four language skills: listening, speaking, writing, and reading (Du, 2013, p. 286). The master's degree allows students to specialize in areas like civilization, linguistics, or literature (Gilliland et al., 2024, chapter .22). Economics major is a popular major among undergraduate in university, many students choose economics major or related fields like finance, business, government service, undergraduates use economic theories in running business, consulting companies, and improving government policies, teaching economics (Skousen, M. 2013) from chapter 28. Thus, nowadays English and economics have become a new trend as double major program, which allows students to study these majors simultaneously at the same time to gain two diplomas in three years instead of six years. Educators and students in higher education face challenges related to this program, for instance, pedagogical, psychological, and linguistic challenges.

13. Challenges Integrated in The Double Major Program in Higher Education

Double major students in higher education face various challenges related to pedagogy, such as the lack of guidance, psychological issues, and linguistic challenges related to language barriers. These several problems impact students' engagement and academic performance. Also, can lead to the possibility of quitting the double degree program.

13.1. Pedagogical Challenges

The students in double major programs face significant pedagogical difficulties related to the lack of academic advisors who are specialized in guiding double major students. Additionally, challenges in communication and cooperation between professors and administration in different disciplines influence the effective academic settings and the studying

environment, as well as interaction between teachers and students, also issues related to curriculum integration and time management issues.

13.1.1. Lack of Academic Advisors

It examines the lack of guidance from teachers and administrators due to the lack of professional training of teachers who support students academically and psychologically, also leading to the absence of students' awareness about the use of learning strategies in different disciplines, such as English and management. As well as the absence of academic guidance impacts on students' balance between their work life and personal commitments (Etway, 2017). In addition, students struggle in obtaining more data about (DMP) due to the absence of administrative and teachers' guidance (Smart, 2006, p.603) So, effective academic advisors at the university and especially for double major students is a must for helping students succeed in their journey and balancing between studying two different fields in the same time.

13.1.1.2. Challenges in Communication and Cooperation Between Professors and Administration in Double Major

As mentioned before in the features of (DMP), teachers and administration collaboration is one of the characteristics of this program, which is vital in terms of facilitating the communication between teachers and faculty. On the other hand, teachers and administrators in double-degree programs face serious challenges concerning this coordination, which can hinder the collaboration process.

13.1.1.2.1. Challenges of Teachers' Collaboration

Despite the benefits of teachers' collaboration, there are challenges in the context of higher education, especially in double major program. professors from different departments struggle with combining different teaching methods and techniques, also organizing the structure of

curriculum and content in various fields, and determining conflicts that may emerged in this program, These issues impact on students' management between the courses, assignments and exams of the two fields (Yoon, 2021, p. 10). As well as, teachers face challenges in integrating knowledge of the two majors successfully due to a lack of workshops, training, or well-organized structures of courses depending on the needs of students, which leads to irrelevant curriculum and this will impact on teaching process and double degree environment (Ou et al. 2018).

13.1.1.2.2. Challenges of Administrative Collaboration

The double major program lacks organization and efficiency due to the absence of proper collaboration between departments. Because in some cases, (DMP) offers two different fields, with various contents and subjects, which indicates that this program does not need collaboration between two faculties. In addition, departments struggle in providing more data for students about presenting the double degree program, such as organizing workshops, seminars, also administrators face difficulty in enhancing the structure of this program, which makes it less beneficial and accessible for teachers and students. As a result, both teachers and departments struggle with finding solutions to improve the DMP (Ou et al. 2018).

13.1.2. Challenges Related to Curriculum Integration

Curriculum integration in double-major programs faces various challenges in higher education. One of these struggles is related to the huge number of courses between two majors due to the random planning of the modules and content, the overlapping courses, and the heavy workload. In addition, it can result a lot of problems related to time management between the modules of two different majors and relating subjects or engaging in topics deeply. This leads to the excessive pressure of completing assignments and exams in two disciplines in a short period, by making students mentally and physically tired, which causes difficulties in using their diverse skills, such as analytical and critical thinking (Ou et al. 2018).

Moreover, students who pursue two majors at the same time are struggling with overlapping heavy lectures of both disciplines compared to single degree students, as well as the lack of integrating effective teaching strategies that impact students' understanding of the courses content. This can lead to serious obstacles and increase stress. So, a lot of courses that are in double major program cause severe problems that impact students' engagement and performance in both fields (O'Shea, 2020, p.65)

13.1.3. Time Table and Time Management Issues

Timetables become serious issues in double major programs in the context of higher education, because the nature of a double degree program differs from a single major; for this reason, timetable design is complicated in terms of planning and organizing modules (Brent et al., 2012, p.27). For example, students of the (DMP) English and Management study one week without a pause between each major. So, this issue leads to the emergence of serious problems related to time management. Many students do not value time; they usually do not appreciate the time for several complex reasons. These reasons are associated with certain behaviors, like procrastination, indispensability...). In addition, the students face difficulty in organizing time; they fail to allocate accurate time to study, doing assignments and projects, and to prepare properly for the exams and tests. Students can miss an assignment and lose points, which can result in chronic stress, anxiety, and mental health issues. On the other hand, double major students are required to complete two different majors simultaneously, so they have to deal with this problem twice and pursue this program following two timetables, each for both majors (Greene, 2005, pp. 45-47).

13.2. Psychological challenges

University students suffer from many problems related to psychological states, mental health issues, stress, depression, and anxiety. These issues impact their academic achievements

and decisions concerning their future career. On the other hand, double major students suffer from these psychological problems more than single major students. As well as, they are struggling to balance between two fields due to the complexity of program requirements that do not suit the student's abilities and the level of skills, which leads to less motivation and interest in studying double degree. (Landow, 2006, pp. (92-94

13.2.1. Mental health issues: Social isolation, Stress, and Anxiety

University students face various problems related to psychological and physical issues. for instance, they face difficulty in adapting to the university journey. While they regularly look forward to it, the shift from one academic year to another can be unexpected and overwhelming. Moreover, some students suffer from the university's long distance because they are living far away from home and family, which impacts their mental health. Although universities offer opportunities for academic, social, and emotional support but the stress is still considered a traumatic period. While some stress is normal and even beneficial for progress. However, extreme stress can affect students for a long period and be hard to overcome. (Landow, 2006, p 95).

In contrast, double major students are dealing with these psychological problems twice because they are struggling to balance between two different majors, such as English and management. They deal with a lot of work and exams, assignments, deadlines, and the pressure of performing well in two fields. They have a short time for their personal life, which can lead to fatigue, anxiety, or social isolation.

Moreover, mental health issues like stress, anxiety, and low self-confidence, these issues are shared among university students. but these problems differ for students who pursuing double major program. Due to the increased workloads, they also have less time for social interactions, these problems can be more serious for double majors like management and English. It leads to

psychological issues, loneliness, stress, and exam anxiety, impacting their academic performance and general well-being. (Murtaza et al., 2024). for example, due to the lack of social connections and being isolated from peers or teacher also, unsatisfactory encouragement and support from advisors, family and administration as well as, these problems may influence the decision of pursuing (DMP), and can encourage students to quite from this program (Ou et al. 2018).

Furthermore, double major students struggle with managing a lot of work, which leads to stress, fatigue, and Impacts on students' mental health. There are many students who experience loneliness and disappointment because of the heavy workload (Pineda, 2024). As a result, these psychological problems will lead to another serious problem, which is cognitive challenges due to the academic overload.

13.2.2. Cognitive Challenges

Double-major students face many difficulties in the process of using different cognitive strategies, such as critical thinking, problem-solving, organizational strategies, Elaboration strategies, and metacognitive strategies. These problems are the result of the conflicting demands of distinct disciplines and the pressure of balancing between two fields simultaneously. According to Sweller and other authors," Cognitive Load Theory arises from the conflict of managing between tasks at the same time. Also, overwhelming working memory, which means overloading cognitive capacity of learners"(2011, p. 67, 89, 90). This means that the different abilities and cognitive strategies of learners lead to difficulties in balancing between majors. for instance, Double major students always feel stressed because they study two different fields at the same time, and they have a lot of assignments and exams. As well as, balancing between improving language proficiency and solving economic problems demands huge efforts and time, which impacts working memory. So, ensuring multiple cognitive demands leads to overload and pressure of performing well in both fields as English and economics. As a result, double major students struggle with cognitive load and time constraints, especially in balancing two distinct

disciplines. This impacts students' academic performance, which can automatically affect their physical and emotional well-being.

13.3 Linguistics challenges

There are various obstacles related to language learning that faced by double major students in higher education specially, when content teachers used English as medium of instruction, it leads to the emergence of serious challenge, especially if students are not bilingual or trilingual, meaning they do not speak two or three languages for example, baccalaureate students who are specialized in different specialties such as scientific stream, they faced difficulties in understanding languages due to the lack of language abilities. In addition, the use of (EMI) is considered a serious problem that is related to the level of language proficiency of students, which needs training and workshops designed to meet their specific needs (Deardorff et al., 2023, Chapter 22).

Moreover, one of the serious problems encountered in EMI courses is a lack of English proficiency. students have difficulties in understanding the English language when writing, speaking, and reading. However, double major students are dealing with language obstacles twice due to the pressure of managing between two majors (Soruç et al., 2021). For instance, when content teachers such as economic use the English language in explaining statistical examples, the students who have a low level of language cannot understand the content. In addition, an English major requires specific skills such as critical thinking, writing essays, while a Management major involves business terminology, persuasive presentations related to marketing, and business.

Furthermore, generally speaking, university students suffer from learning a new language. for instance, understanding the English language. They are facing difficulties in encountering all four skills of language: speaking, reading, writing, and listening. These barriers emerge from the

lack of practice and interest. As well as, learners are struggling with acquiring and pronouncing new terms, they have problems in writing academically, applying grammatical rules, and following a well-organized structure. (Sokeng Piewo, 2025).

Moreover, double major students are suffering from language barriers twice, because they have various fields and many courses in the two different majors, also the overloaded work and requirement of both fields make it difficult for students to plan language practice sessions and to practice English language during sessions So, for this reason students have many barriers related to language more than the students who are studying single major.

14. Conclusion

According to what has been introduced in this chapter, several ideas can be concluded. To start with, the challenges faced by students of (DPM) often arise from the need to balance two distinct academic fields. This double major focus results in difficulties related to curriculum integration, time management, and the lack of guidance. Furthermore, research has shown that when there is a lack of collaboration between departments, students may suffer from confusion and academic pressure, particularly when the demands and pedagogical approaches of each discipline vary. Additionally, even though double major programs present several serious challenges, they also provide students with interdisciplinary knowledge and integrate various skills that are highly beneficial for students in terms of providing more opportunities for the job market. Finally, understanding these challenges is vital to improving the effectiveness of double major programs in Algerian higher education. This theoretical background has set an insightful step for investigating the various challenges of double major English and Management students may face at the university Mohamed Boudief of M'sila.

Chapter Two:

Research Methodology, Data Analysis, and Pedagogical

Recommendations Section One: Research Methodology

Research Methodology, Data Analysis, and Pedagogical Recommendations

Section One: Research Methodology

1. Introduction

This chapter presents the methodological aspects of the study's fieldwork. It includes three sections: the first section describes the research methodology and design, sampling methods, and research setting, and it represents the primary data collection instruments utilized. The second section examines the analysis of data and its interpretation, as well as the discussion of findings that were gathered. Lastly, the chapter concludes with proposing recommendations and emphasizing the limitations of this study, and ends with a general conclusion.

2. The Research Methodology

This section explains the methodology used in this research by interpreting the steps used to collect the data, analyze, discuss, and interpret the data. It also outlines the methods and approaches that were employed to achieve the research goals and address the research questions.

2. 1. The Research Design and Method

This research aims to explore the challenges faced by English and Management double major students. The study utilizes a descriptive method to gather an insightful understanding of students' challenges. Also, to address the research questions and gain a comprehensive understanding of the difficulty of this program and explore ways to enhance it, the study employs a mixed-method design, which incorporates both qualitative and quantitative data collection and analysis techniques. According to Creswell & Plano Clark, mixed methods are used when the researcher combines qualitative and quantitative methods for the purpose of gaining a deep understanding of the particular phenomenon (2011, p.5). This approach provides a comprehensive insight into the challenges that students face.

3. Research Setting

This study was conducted at the Department of English Letters and Language and the Department of Economics at Mohamed Boudief _M'Sila University during the 2024/2025 academic year under normal conditions, with participants observed in their natural setting.

4. The Population and Study Sample

The population of the sample is second-year students of double major in English and management, their total number is 20 students. This population is selected purposefully due to the one-year experience acquired by double major students. For this reason, the researchers used "non-probability" sampling. "As Brink & Van der Walt (2006) defined this sampling method as a systematic approach raised from objective judgment. Also, it means when the researcher selects a certain population due to their experience. This sampling Method includes these strategies: purposive, convenience sampling, quota sampling, and snowball sampling "(p. 132). The researchers chose purposive sampling specifically homogeneous nature. So, "purposive sampling is known as judgmental and subjective selection because the researcher selects the appropriate sample. It aims to highlight specific characteristics of the population that the researchers selected depending on their interests and purpose. Also, purposive sampling contains various techniques that researchers can use, such as Homogeneous Sampling, Critical Case Sampling, and Expert Sampling. " (Dhivyadeepa, 2015, pp. 105-106). This study employed homogeneous purposive sampling to gain deep insights rather than generalizing the findings, to ensure the unique experiences of 20 students in the double major program. However, when the researchers started collecting data, two students presented exceptional cases: one student chose to discontinue the English major, and another one discontinued management. The researchers chose to treat these students as critical cases within the homogeneous sample, due to their experiences highlighting huge significances of the struggles that they faced in the double-major program. So, critical case examines difficult and special cases to highlight complicated issues. Also, in this type of

sampling, researchers regularly work closely with participants, such as students, teachers. It also analyzes the case and provides significant, actionable results. (De Marco, 2025, pp. 50-52).

5. Research Instruments

To achieve the primary objective of this research, three research instruments are used. The researchers used three data collection instruments to verify the results, employing triangulation, by using a questionnaire for double major students and an interview for teachers of both English and economics teachers also, a classroom observation. So, triangulation is the use of two or more methods to collect data and apply them to the same research to ensure and increase the validity and credibility of results. (Jonker & Pennink, 2010, p. 160).

5.1. Students' Questionnaire

Data was collected by using an online questionnaire to investigate the challenges and problems that face double major students at M'sila University. The questionnaire includes a mix of both open-ended and closed-ended questions; closed-ended questions, in addition to open-ended questions, where the respondents were required to justify their choice of one option over another. The questionnaire consists of (12) items. these items are organized into four sections. The questionnaire was originally drafted in English, the language of the research, and was subsequently translated into Arabic for the convenience of the students. this instrument was translated to ensure the student comprehends the questions.

The first section includes two (02) items of background information of the responses, including gender, age and the second section includes four questions about academic and psychological challenges faced by double major students, the third section consists of three questions about language barriers faced by double major students. the last section is consisting of open-ended questions to gather data about suggestions to enhance this program.

5 1.2 Description of The Questionnaire

This questionnaire consists of four sections, the first section is about Students' Profile and the next discusses academic and psychological challenges, the third one includes language barriers, and the last section is about suggestions.

- **Section 1: Students' Profile**

This section is designed to gather background information about the participants, which contains two (02) questions, one concerning their gender and age.

- **Section 2: Academic and Psychological Challenges**

This section is tackling academic and psychological challenges faced by double major students, which it contains five questions that explore the academic and psychological problems, the first question (1) asks students about the reasons of choosing this program, the second question (2) is about exploring the level of difficulty of managing both fields. The next question (3) is about understanding the student strategies to overcome these challenges. The fourth question (4) tends to determine if the students attend the sessions regularly to trace the student's interest in studying, and the last question (5) tackles the reasons of their answers. And the last one is about the psychological problems faced by double major students.

- **Section 3: Language Barriers**

The purpose of this section is to investigate the challenges faced by students related to language. The first (1) question is about assessing the four skills (Speaking, Listening, Reading, Writing) in which students face problems and other aspects. The second (2) and the third (3) questions explore the difficulty of understanding English terms and vocabulary, and whether they seek help from teachers.

- **Section 4: Suggestions**

This section seeks suggestions and feedback from students about double major program. The first (1) and the second question (2) are about students' recommendations about enhancing this program pedagogically. The last question (3) is exploring the students' perspective about recommending this program for other students and the reasons behind their answers.

5.2. Interview for Teachers

The third instrument used in this study is an interview created by the researchers, informed by the literature review and guidance from the supervisor. It was selected as a key tool because it provides more detailed insights into the phenomena being studied. The interview contains four (04) closed-ended questions and six (06) open-ended questions conducted with experienced EFL teachers and management teachers; the total number of questions is eleven (11), which are divided into three sections. However, the interview aims to comprehensively understand the several struggles that double major English and Management students face, but from the perspective of teachers of both majors, especially the pedagogical and administrative challenges. This interview is semi-structured contains of eleven (11) questions divided into four sections and conducted with seven (07) EFL teachers and six (6) Economics teachers. However, the interview aims to confirm the several struggles that double major English and management students face, but from the perspective of teachers of both majors.

5. 2.1. Description of The Interview

The interview is semi-structured one which consists of eleven questions divided into three sections, also conducted with thirteen (13) teachers from both departments, English and Economics, since the specialty is double major. Hence, the teacher's perspective allows researchers to gather more comprehensive data about the several challenges that second-year students of double major struggle with.

• Section 1: Teacher's Profile

This section consists of four questions (04), mixed between closed-ended and open-ended questions. The first one (Q1) is about the teacher's career, degree, and the second one (Q2) is about the field and the degree of study. The next question (Q3) aims to know the academic experience of teachers in teaching double-major students. The last question (Q4) in this section inquires teachers about the number of modules that they teach in this program.

• **Section 2: Collaboration Between Departments**

This section contains three (03) closed-ended questions, providing a comprehensive exploration of the collaboration and coordination between teachers and departments of English and Economics majors. The first question (Q1) is a fixed question with a yes/no answer that seeks to determine whether teachers of both departments collaborate together for designing coursework. The second one (Q2) focuses on the teacher's explanations about this collaboration. Concerning the third one (Q3) is a fixed question with yes and no to confirm whether the teachers have combined parameters or not.

5. 3. Classroom Observation

The third research instrument incorporates a classroom observation to define the challenges faced by double major students in the classroom. Moreover, according to Edward Conrad Wragg, classroom observation is defined as the systematic recording and appraisal of the classroom and the teacher to make a detailed analysis of certain phenomena (2012, p2). The students are observed during their learning sessions to investigate the challenges faced by them in both majors' sessions. In other words, the researchers have attended eight sessions with second-year double major English and management students, four in the English sessions and four in the management sessions. The observation is intended to help the researchers find out the challenges and problems faced by double major students in the classroom.

6. Data Collection Procedures

The researchers used three data collections, the first one is a questionnaire for students to collect qualitative and quantitative data about the challenges of double-major second-year students in English and Management. It was conducted by using Google Forms, which was sent via the Telegram group of double major students.

In addition, the content validity of the questionnaire was confirmed by consulting four expert teachers from the Department of English at Mohamed Boudief M'Sila University. The researchers follow the recommendations, comments, and remarks of teachers. The questionnaire was reviewed, which included deleting and rephrasing certain items. Consequently, the revised questionnaire was purposely administered to a sample of twenty (20) second-year students of double major program. At the same time, the researchers interviewed thirteen teachers from the English and Economics departments while however, they were provided with appropriate time to answer the questions.

Concerning the classroom observation. The researchers did a pilot study after designing the observation check list and before collecting data in order to choose between the first year and the second year double major students, by attending sessions with both levels, the researchers chose second-year student rather than the first-year student because they were more aware about this program and its challenges due to the one-year experience they had. As well as, regarding the classroom observation sessions related to this research were conducted in the second semester of the academic year (2024-2025). The sessions took place on the following dates: categorized into the following English sessions on (11-04-2025) \ (14-04-2025) \ (17-04-2025) \ (21-04-2025) and Management sessions on (10-04-2025) \ (12-04-2025) \ (12-04-2025) \ (14-04-2025). So, the researchers observed various classes in English and management in different modules since the specialty is double major program. All teachers welcomed the researchers to visit their classes. The total number of sessions that the researchers attended was eight (08) sessions, four English

major sessions, and four management modules, each session lasted for one hour and a half, which gave a total of twelve (12) hours.

7. Data Analysis Procedures

To analyze the research questions, the data gathered from the questionnaires were analyzed using Microsoft Excel (Version 2019) and Microsoft Word (Version 2016). The questionnaire analysis was achieved quantitatively by using descriptive statistical methods, the researchers used frequency and percentage calculations. Also, the findings were transformed in the form of tables and graphs, with each question's results discussed and interpreted individually. Furthermore, the open-ended questions of both the questionnaire and the interview, in addition to the data collected from classroom observations, were analyzed thematically by highlighting the main themes that emerged and clearly defining what each theme indicates. The next section is divided into the analysis of the collected data, followed by a discussion and interpretation of the findings.

Section Two: Data Analysis and Interpretation

After collecting data from the students' questionnaire, the obtained data were analyzed and interpreted as follows:

1. Analysis of The Questionnaire

This questionnaire tends to investigate the challenges of double major students in English and management. These struggles are categorized into academic, psychological, also difficulties in the English language and time management issues.

1. • Section One: Students' Profile

Question one: What is your age?

This item of the second-year student questionnaire aimed to identify the student age:

The age	Percentage
Under 20	45%
20_22	50%
19	5%

Table 1: Students ‘Age

Table one (1) represents the age of the participants, half of the students are between twenty and twenty, two and 45%are under 20, and the rest are 19.

Question Two: Specify your gender?

Options	Frequency	Percentage
Female	14	70%
Male	6	30%
Total	20	100%

Table 2: Students’ Gender

This table (2) presents the number of participants and their gender. In terms of gender, 30% of the participants were male and 70% were female. The result tabulated above indicates that the majority of the participants are female.

Section two: Academic and psychological challenges

Question one: Why did you choose to pursue a double major?

This item presents the reasons behind choosing a double major program by the students.

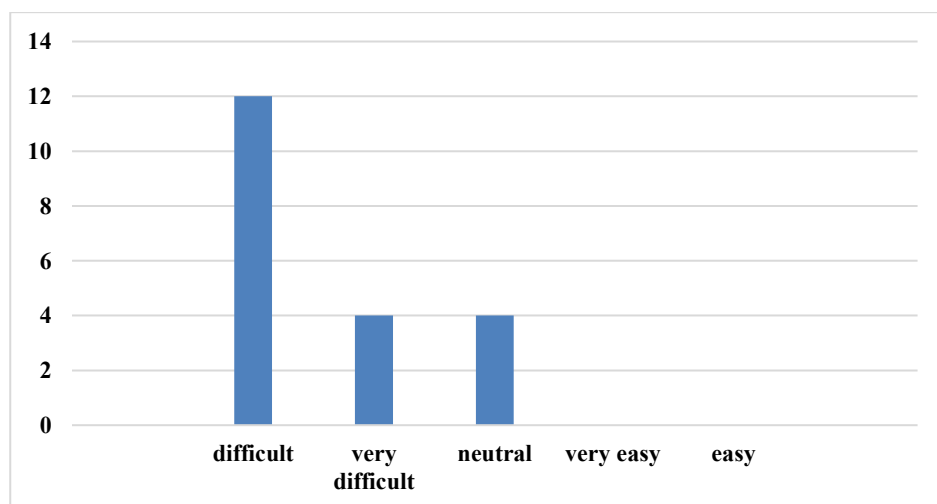
Reasons for pursuing a double major program :	Percentage	The number of students
Career opportunities	55%	11
Personal interest	35%	7
Parental or peer influence	10%	2
Total number	100%	20

Table (3): Reasons for choosing a Double Major Program

This table presents the reasons that made the students choose double major program, 55% which presents most of participants said that they pursue double major program for the career opportunities and 35% of the participants said that they choose this program due to personal interests, the rest which are 10% choose it because of the parents and peers influence. These findings indicate that despite the difficulty of this double degree program, students choose it for better job opportunities and due to their personal interests.

Question two: How would you rate the difficulty of managing both majors?

This item explores the level of difficulty faced by students in the journey of pursuing this program,

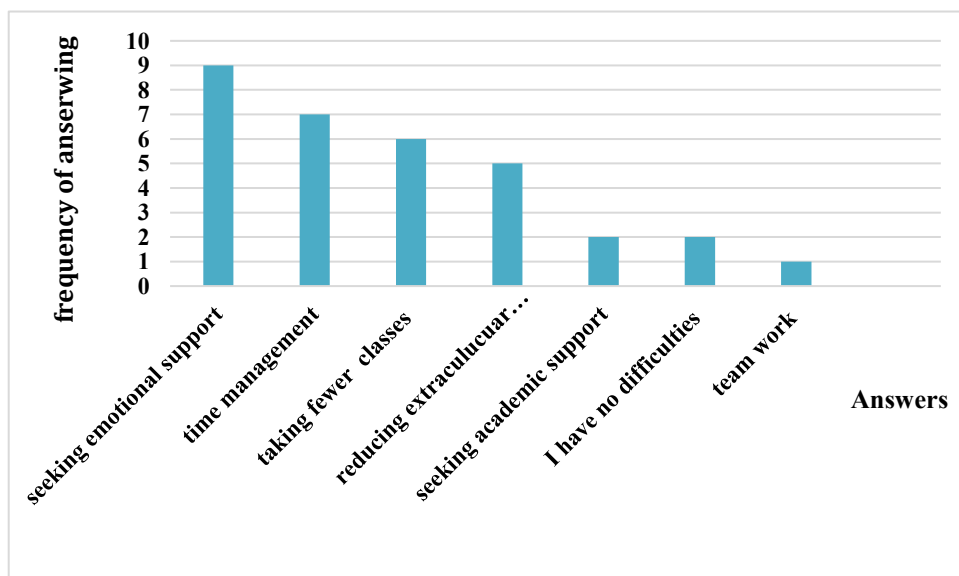


Graph (1): The Levels of Double Major Program Difficulties

This graph (1) represents the level of difficulty faced by students of double major managing both fields. Most of the participants claimed that this program is difficult, 60% (12), and four participants, 20%, claimed that this program is very difficult, and the rest answered by saying neutral. This result indicates that most students find that this program is very difficult due to the idea of managing two different majors simultaneously, and others have the ability to manage between the two majors. also, none of the students answered by easy and very easy, which indicates that the program is hard to manage. These results indicate that students may have varied cognitive strategies and abilities.

Question three: How do you manage the challenges of being a double major student?

The items below represent the methods used by students to overcome various challenges :

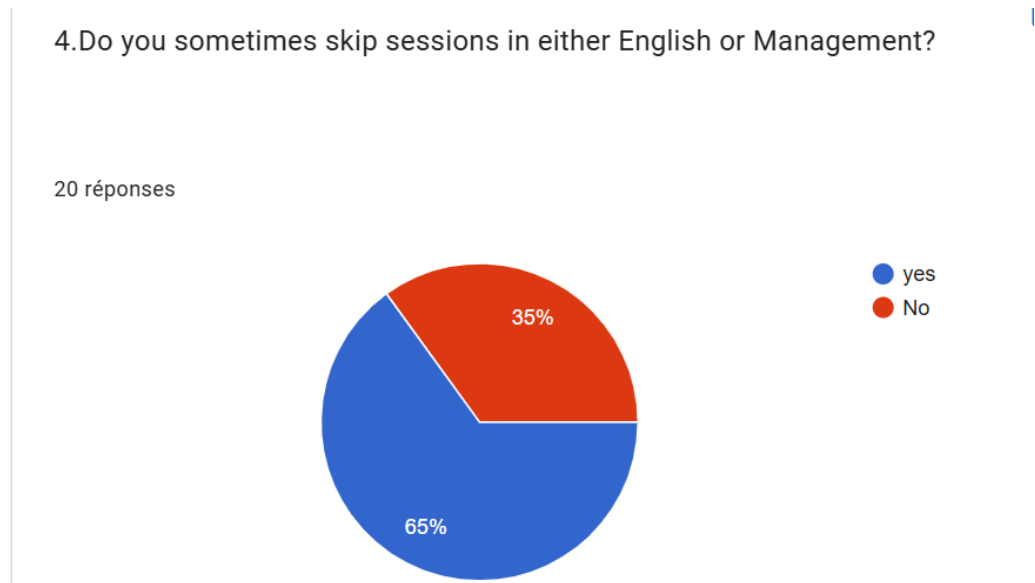


The Graph (2): Techniques Used by Students to Overcome Time Management Issues

Graph two (2) presents various strategies that are used by students in managing between two majors in the same time. Most of the participants said that they seeking emotional support, seven of the students said that they try to manage their time, and five of them attended fewer sessions. And two learners seek help from academic supports, while the other two have no difficulties. The result means that the students have different strategies to manage these difficulties, the most strategies used by the students are self-reliant methods, and just two of the

whole sample seek help from teachers and the department, which may indicate that the administration does not give remarkable support.

Question four: Do you sometimes skip sessions in either English or Management?



Graph (3): Students' Attendance

This graph three (3) presents the percentages of attendance and absentees. 65% of the participants said that they do escape from the sessions, and 35% said that they don't do this. This means that the majority of the students in the double major program tend to escape for several reasons.

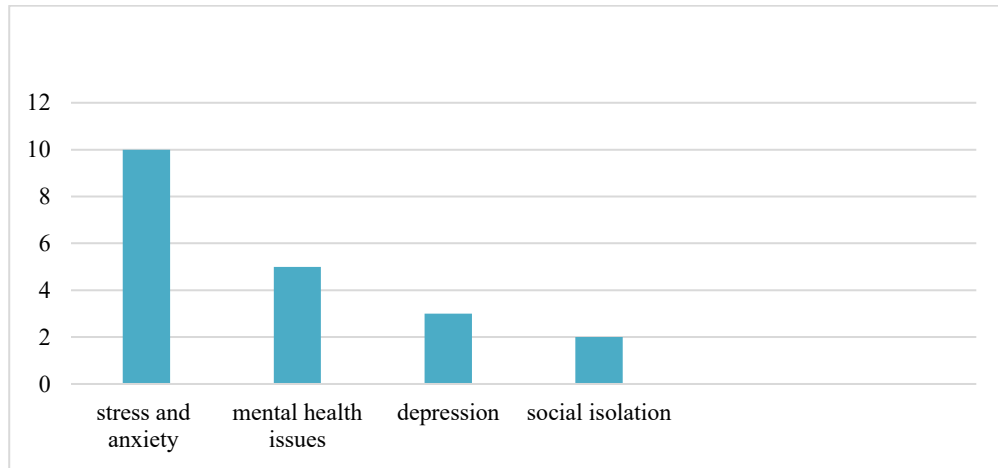
. If yes, please explain why:

In response to this question, the repeated answers are as follows:

- The pressure due to the timetable.
- The overload timetable, most of the time is spent on studying.
- Students are from different provinces, and the long-distance problem.
- No time for breaks and six days studying.

Question five: What types of psychological challenges do you struggle with?

This item presents the psychological challenges that are faced by double major students.



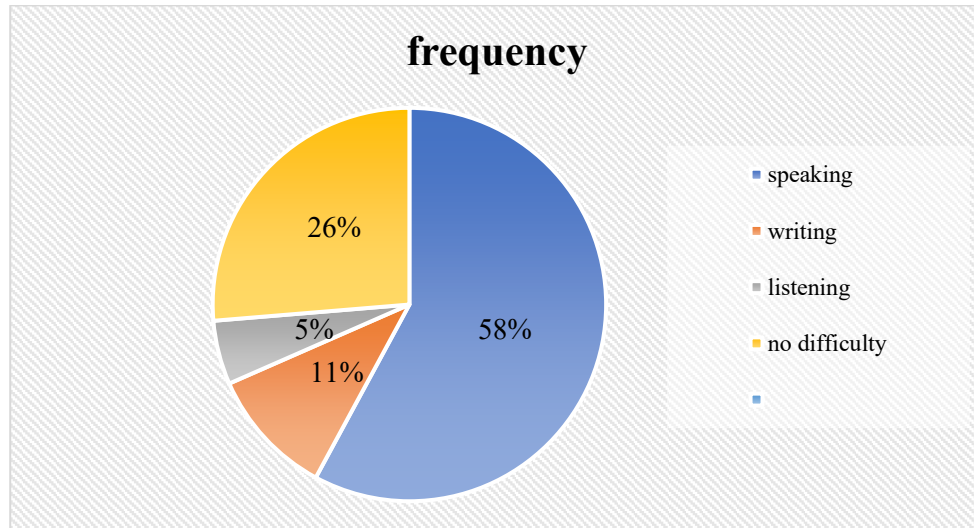
Graph (4): The Psychological Issues

This graph presents the psychological problems faced by double major students. Most of the students face problems with stress and anxiety, and five (5) suffer from mental health issues, and the rest have (3) depression and (2) social isolation. These findings indicate that students in double major program are facing serious psychological problems due to the heavy workload.

Section three: Language Barriers

Question one: Do you face any difficulties in the following skills?

This item indicates the level of difficulty of the English four language skills to explore which aspect of language they face problems with.



Graph (05): Exploring Challenges in English Language Skills

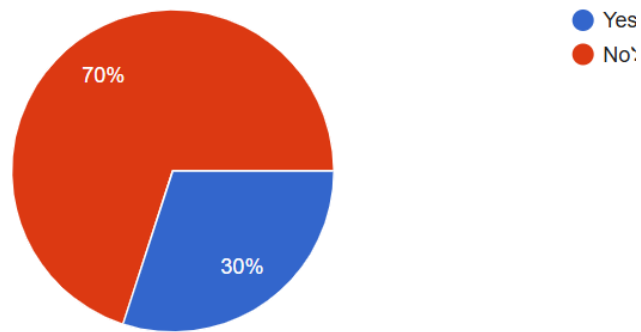
The graph four (4) shows the data related to the student challenge in understanding the English language, most of the responses said that they face difficulty in speaking 58%, and the other 26 % said that they face no difficulty concerning the four skills, and rest are less competent in writing 11% and listening 5%. These results indicate that the students of double major have a good English level concerning writing, listening, reading skills, because the majority of them said that they have struggles in speaking skill and the others said they do not have problems, the students' needs to practice to improve this skill and because they have just one session a week to practice in addition, they do not have free time to improve this skill, just small number have problems in writing and listening.

Question one: Do English terms in courses hinder your understanding?

This item explains the difficulty of the vocabulary used by English teachers.

1. Do English terms in courses hinder your understanding?

20 réponses



Graph 6: Barriers Related to English Vocabulary

Graph five (6) presents the difficulty of English terms for students. 75 % of the students said that they don't face a problem in understanding English language vocabulary, and 25 % claimed that they face the problem. This finding indicates that the majority may have a good English level.

. If yes, how do you cope?

In response to this question, the repeated answers are as follows:

- Searching for the difficult terms and translating them.
- Asking for help from teachers

Section four: Suggestions

1. What resources and support systems should be available to help double major students succeed academically?

This question explores students' suggestions about support and resources that can help them succeed in studying double major program. Most of the students suggested the technological sources like youtube videos, books, artificial intelligence tools, and other claimed the administrative improvement like making some sessions online to reduce the work load, and to

help student from long distance provinces for attending all the sessions, also some of students suggest that they need official class for studying. In addition, the students recommended reducing the work, for instance, fewer sessions, focusing on important modules, and combining some modules.

2. Do you have any suggestions for improving the double major program?

This question aims to gather data about students' suggestions regarding fixing and improving the double major program. The majority of students agreed on reducing the workload and suggested administrative fixes, the other responses are combining modules, EMI sessions, generalizing the specialty to all Algerian universities, also practical classes. These findings are a result of the extreme difficulty faced by the students in managing between two fields and their personal life, which indicates that the new program at M'sila University remains in a developmental phase. So, students suggested to improve this program in several ways, like giving free time and reducing the number of modules, combining some modules, and a new module for studying economic content in English language (EMI), and other students proposed to generalize the program to other universities. So, they do not have to travel a long distance to attend the sessions.

Critical cases that emerged from analyzing the questionnaire:

During the period of collecting data of students' questionnaire, the researchers observed exceptional cases of two students that dropping from double major program, they asked these students additional question to understand the reasons behind this decision to gather more data about what make students dropping from double major program, and this is the thematic analysis of the following question:

- What made you decide to quit one of the majors?**

These are the analyses of the students' answers; the primary problem was due to the difficulty of balancing between the duties of different majors. In addition, student's interests shifted to one of the majors, one of student who is studying just English major said that this decision is due to the personal abilities and cognitive strategies such as problem solving and mental overload issues, such as mathematical calculations and the other student studying just management major due to the linguistic challenges such as the low level of English language. These results indicate that there are serious challenges that lead to the dropping out of one major of this degree program, English and management.

2. Analysis of Teachers' Interviews

This semi-structured interview covers these questions, organized in four sections as follows:

Section One: Teacher's Profile

This section provides information about the Teacher's Profile and academic experience in teaching double major students.

Question one: What is the highest degree you have obtained?

Option	Frequency	Percentage
Master	1	7,7%
Magister	2	15,4%
PhD	9	76,9%
Total	12	100%

Table (4): Teachers' Degrees

Table one (4) presents the academic degrees of teachers. Beyond the total sample of thirteen (13), six (6) teachers from the department of economics and seven (7) English teachers. The majority of professors, 76, 9% (10), hold a PhD degree, which indicates that teachers have a

higher level of academic qualification and a high level of capacity. 15,4% (2) have a Magister degree, and the rest have a Master's degree. On the other hand, teachers who have Master's and Magister's degrees indicate that there are various capacities in terms of educational achievement within the whole sample. In brief, the data provides insights into the educational background of teachers, which may impact their perspectives about the challenges of double major students in English and management.

Question Two: If you hold a PhD, what was your field of study?

The researchers found that most of the teachers have various specialties and interests, and their responses were analyzed and summarized as follows:

The most common fields are Linguistics and management sciences. Representing four teachers (4) from the English major linguistics and five teachers (5) from the management major, while two teachers hold a PhD degree in the fields of literature and American studies. Additionally, some participants hold only a master's degree and are currently pursuing doctoral studies. These results indicate that the teachers of both departments are capable and highly educated to teach a double major program.

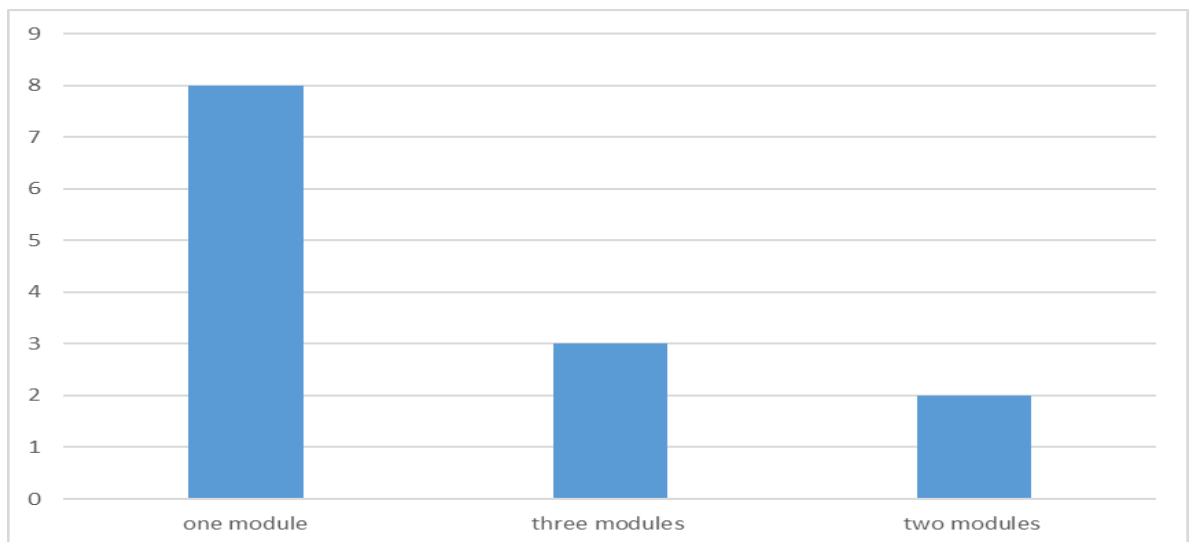
Question Three: How long have you been teaching in the double major program?

The number of participants	Teachers experience
9	one year
1	One semester
3	Two years

Table 5: Teachers' experiences in teaching a double major program.

The table (5) presents the teaching experience gained by teachers in tutoring double-major students. Most of the professors (9) have been teaching double major students for one year, three teachers (3) said two years, and one teacher has no experience, just one semester. These results indicate that teachers do not have enough experience in this program since it is a new specialty at the University of Msila.

Question Four: How many modules do you teach?



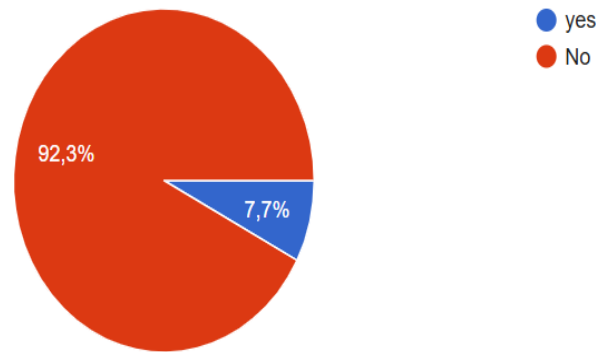
Graph 07: Number of Modules

The graph (07) presents the number of modules that teachers teach to confirm if the students are facing issues related to the lack of professors or not. The majority of teachers (8) just teach one module, three professors (3) lecture three modules, and the rest of them teach two modules.

Section 2: Collaboration Between Departments and Teachers

This section is about providing comprehensive data related to collaboration between the English and economics departments and teachers.

Question five: Do you collaborate with departments and teachers of the other major to make parallel coursework or teaching methods?



Graph 08: Teachers and Departments' Collaboration

Graph (08) explains the teachers and departments of English and Economics in making coursework and teaching methods. Most of the teachers (92,3%) 12 answered No, and just one teacher said yes, which means there is no collaboration with teachers and departments of both majors, English and Management.

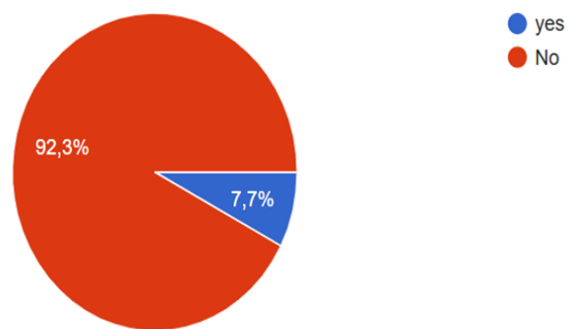
Question Six: Briefly explain your answer

This question aims to see the reasons that make teachers and departments of both majors, English and Management, do not collaborate. Most of the teachers agreed that there are separate topics and majors that do not need collaboration. Just two teachers for economics agreed that it is an administrative concern to increase the cooperation between teachers by organizing official meetings. Just one (1) English teacher claimed that he collaborates with management departments and teachers. These themes are confirmed through these responses:

Most teachers said, "We are not called for any meetings. Double major students study English as general English students do (i.e., like LMD students who will get their separate degree in English language). They do not study it as ESP; hence, collaboration among different department teachers is not clearly set. I myself know no one from the Management Department, the content of some of the courses is adapted to suit students' needs, and one English teacher said," I do collaborate with the economics and department of English departments to facilitate

teaching the learning process for double major students ". These reasons confirmed that there is no collaboration between teachers and the departments of English and Management.

Question seven : Do you design parameters that increase the collaboration between teachers from both departments English and Economics?



Graph 09: Designing Parameters

This question examines whether the teachers of both departments of English and management design systems or guidelines to create collaboration between the two majors for facilitating the process of teaching and learning in this double degree program. In the graph (09), the researchers observe that most of the teachers (92,3%) said No, and just one English teacher (1) said Yes. These results indicate that there are no designed parameters that increase collaboration and cooperation between teachers and departments of both joint programs, English and Management.

Section 3: Students' Challenge

This section provides insights into the challenges of double major students from the perspectives of both teachers English and Management to confirm that there are challenges faced by students.

Question Eight: What pedagogical and psychological challenges do double major students frequently face?

This question investigates the pedagogical and psychological struggles of students from the perspective of teachers. For this item, teachers from both departments English and economic provided similar responses categorized into various challenges: first pedagogical challenges such as time management issues "Two different fields studied at the same time, time management problems, and overcrowded timetable... ", barriers related to English language such as "Linguistic inaptitude, there is difficulties in English language", issues related to Interests and engagements of students for example " lack of interest and motivation for some students, lack of self-confidence of some students ..." .

Second, psychological challenges such as stress and mental health issues. "The overloading programs and time-tables make them stressed... " Some students go badly surprised after studying English. They can neither give it up nor carry it on, balancing between assignments, exams, and projects from two distinct disciplines can lead to chronic stress and burnout, switching between disciplines can be mentally taxing due to differing study methods." As a result, all teachers agreed on time management issues, English language barriers, psychological issues, and pedagogical issues that faced by students. In addition, some teachers mentioned that two students dropped from the double major program due to the extreme difficulties in balancing between the two fields.

Question Nine: From your perspective, what challenges do students face when trying to balance assignments, projects, or exams across two majors?

This question is exploring teachers' perspectives about the conflicts of assignments and exams that double major students complained about. For this item, teachers from both departments, English and economics, provided similar responses related to balancing between tasks and exams in the two different fields. This confirmed through " students are always complaining about having many presentations, assignments, essays to write, yes of course, they have a lot of tasks and in exams they do not have time to revise and take a break from major, the first week they examined in English major modules then the next week they will be assessed in

management major modules " Which means that the majority of students are complaining about overlapping assignments, Exams, and projects of English and management majors.

Section 4: Recommendation

The last section discusses the suggestions and recommendations from the side of English and Management teachers to develop double major program.

Question Ten: What are the changes that you would recommend to better support the double major students?

This question discovers the reinforcement suggested by teachers to support double major students in English and management. All teachers from English and management suggest these recommendations, which are divided into four categories: reviewing curriculum, like "Reviewing the content," also, administrative and scheduling improvements, combining modules of English and management in one module, like Esp. English for management and removing the modules that they do not need, conducting a need analysis, testing students in terms of English level and online sessions to reduce modules ...". In addition, teachers recommended providing psychological and pedagogical support for students" Motivating both students and teachers to accomplish their roles/goals.... ". As consequence, these teachers provided significant solutions and recommendations that can be implemented in the future to improve this program and help students succeed in their learning journey.

Question Eleven: What are strategies that could enhance collaboration between the English and Management departments?

This question highlights the Improvements that could improve the coordination between English and management departments. The responses of teachers of both majors includes in these themes enhancing syllabus like " restudy the curriculum content, planning more engaging topics.... ", establishing meetings like " Planning regular meetings between the heads of the two

Departments to study issues related to teaching /learning processes.” organizing workshops such as " I think maybe organizing workshops, organized by both departments when we attend all together students and teachers,” Creating committee" Creating a Double Major Coordination Committee, that would include Heads of both departments“

3. Data Analysis of classroom observation

The researchers attended sessions in English and the management double major program, four sessions in English content, and four in management at the Department of Economics and the Department of English. The researchers relied on an observation checklist to observe the challenges and behavior of the students in double-major classroom. The statement of the observation checklist is interpreted in two paragraphs:

In the eight sessions of English and management modules, The researchers observed teachers using interactive method of teaching by asking questions , giving the students small assignments, giving examples which promote effective environment to reduce student pressure , the researchers observed high students interest in all sessions, which indicates the students engagement and participant, also observed that there are huge absence of students in English and management sessions , which was due to the heavy work load in all the sessions and the six day overloaded timetable that makes students tried and lose the focused in half of the observed sessions.

However, the researchers observed students’ participation in almost all the sessions. In addition, observed that students are interested in management sessions more than English language sessions due to the difficulty in understanding complicated terms and the high level of language used by the teachers. In management sessions, the researchers noticed that some of teachers using English language as a medium of instruction in the explanations, giving examples and the students seems confusing in understanding the language and the content, which indicates there are challenges related to communication between teachers and students. In addition, the

researchers observed that there are lack of presentation and speaking skills in sessions of the English major.

4- Discussion of the results

This study aims to investigate the challenges encountered by double-major students in English and management, including psychological, pedagogical, and linguistic challenges. The comprehensive insight gained by analyzing the teacher's interview and the student's questionnaire, and the classroom observation provides an insightful understanding of the student's challenges in the double major program.

Regarding the students' challenges, both teachers and students agreed on the pedagogical challenges faced by double major students. For instance, the problem related to administrative issues and organizations, timetable issues, and problems related to the overwork load were consistently mentioned by students and teachers. These pedagogical problems are not focused only on timetable issues, but from how the curriculum is structured and from the way the courses are delivered and assessed, making it hard for students to manage their academic tasks effectively across both majors. These issues are related to the lack of academic advisors, which aligns with what the researchers found in the study of Etway (2017) and books of Smart (2006, p.603) and Yoon (2021, p. 10).

The second significant problem is related to psychological problems, such as well-being issues, stress, anxiety, social isolation, and depression. Students are struggling with the workload and the academic pressure. This was reflected on the emotional and psychological well-being of students. These findings align with what the researchers found in cognitive load theory Sweller (2011, p. 67, 89, 90) and books of Landow (2006, pp. 94-92) and studies of Murtaza et al. (2024) and Pineda (2024).

The third problem related to linguistic challenges due to the low level of English language, such as speaking skills that is a result of the overloaded timetable enabling the students to practice and improve the speaking skills . These issues impact on students' engagement and interests in both majors English and Management and this confirmed through students' questionnaire teachers' interview for instance, lack of interest and motivation for some students, lack of self-confidence of some students , weak language skills , these results align with the study of Soruç et al. (2021) and the book of Sokeng Piewo (2025).

Last but not least, two students from the whole populations are struggling with serious challenges related to linguistics and psychological problems that lead to a significant number of students quitting from the double major program, which is confirmed through the findings of a critical case, "the primary problem was due to the difficulty of balancing between the duties of different majors. In addition, student's interests shifted to one of the majors, one of student who is studying just English major said that this decision is due to the personal abilities and cognitive strategies such as problem solving and mental overload issues, such as mathematical calculations and the other student studying just management major due to the linguistic challenges such as the low level of English language" and teachers interview. Some teachers mentioned that some students dropped out of the double major program due to the extreme difficulties in balancing between the two fields.

These findings align with what Ou et al. (2018) discovered in their study, by highlighting the students' reasons behind quitting the double major program, also emphasizing the pedagogical and psychological difficulties that make the double major students quit this program. The reliability of these findings with existing literature confirmed the validity of this study's outcomes. In addition to that, there is another study by Knight (2015), which aligns with the findings of this research. Knight also found that without institutional support and clear coordination between departments, students lost their interests and engagements, which confirms the significance of the current findings.

Concerning the results of classroom observation, the researchers observed that there is a lack of interest and motivation in both majors, English and Management, due to the heavy workload and the conflicts of assignments, quizzes, and exams in both fields. This lack of motivation was observed through students' behavior during sessions, which was observed through visible signs of stress such as tiredness, laziness, and mental fatigue. Also, there is a significant number of absentees due to the work overload.

The findings gathered from teachers' interview rejected the main hypothesis, which suggested that teachers and administrations have no significant impact on enhancing the environment of the double major program. These results indicate that the lack of collaboration between departments and teachers may impact the emergence of psychological, pedagogical, and linguistic challenges that double major students face in pursuing the double degree program.

5. Conclusion

This chapter presented the methodology section of this study. Which tackled the analysis of students' questionnaire and the discussion of the results from the data collected. Secondly, the analysis of the interview. Furthermore, it consists the analysis of the collected data by using an observation checklist during classroom observations. The analysis and interpretation of the main findings offer a significant description and understanding of the challenges faced by double major students English and Management. The approaching section is dedicated to offering some relevant pedagogical recommendations and implications for further research in addition the limitations of the current study.

Section Three: Pedagogical Recommendations and Implications

1. Introduction

After the analysis of the results obtained from students' questionnaires, teachers' interview, and classroom observation, the researchers obtained insightful recommendations for further

studies and for administration to improve and help students overcome challenges that are faced in the double major program.

2. Recommendations for Administrations

To improve the double major program, several key changes should be implemented. First, regular meetings between departments should be organized to enhance collaboration among teachers. Additionally, seminars and workshops must be offered to help students understand both majors' requirements while providing English language support. To reduce student pressure, online sessions should be introduced as an alternative to in-person attendance. Furthermore, combining related modules, such as literature and civilization, into a single cultural studies course would significantly decrease the workload. Before admitting students, English proficiency testing should be mandatory to prevent language-related academic struggles. Moreover, the program's content and schedule require revision to include more engaging topics and better time management. Ultimately, establishing a dedicated support committee would provide students with ongoing psychological and academic guidance, thereby enhancing their motivation and overall success in the program. By implementing these measures, the double major program would become more manageable, engaging, and effective for both students and faculty.

Recommendations for Further Research

The researchers recommend that further studies be conducted to investigate the relationship between the challenges faced by double-major students in their first and second years. Also, to focus on specific variables that may impact double major students, such as the impact of the academic workload on students' language proficiency. In addition, to conduct study focusing on teachers' challenges. Last but not least, the researchers recommend for future

researcher to make a test such as validated psychological assessment tool to confirm psychological challenges.

Limitations of the study

During the period of conducting this study, the researchers faced the following circumstances and challenges. First, the lack of resources for instant books and articles, this issue was due to the originality of the study, as well as the lack of studies that address this topic. The second problem is that the sample size was a small population due to the students' quitting in this program. The last problem is that the time was not enough to make a test confirm psychological challenges.

GENERAL CONCLUSION:

GENERAL CONCLUSION

This study aimed to investigate the challenges of double major students of the second year of English and Management in Algerian higher education. The main objective of this study was to investigate the challenges faced by students in studying a double major program in English and Management at the University of M'sila. Also, the researchers tried to explore the pedagogical, psychological, and linguistic challenges faced by Double major students in managing between two different majors simultaneously. Additionally, the last objective was to enhance the double major environment through the collaboration of administrations and teachers. Three main research tools were utilized, including students' questionnaires, an interview with English and Economics teachers, and classroom observation. Each research tool was used for several objectives. For instance, both questionnaire and interview were used to check students' and teachers' perceptions towards the challenges of students pursuing double major program in English and Management. The classroom observation was carried out in order to observe behaviors and obtain insightful data about challenges that students may face

As a consequence, using three main research instruments, three main findings were collected after the discussion section. first, double major students in English and Management were suffering from pedagogical challenges due to the lack of collaboration between departments and teachers. Resulting problems related to timetable conflicts and organization, lack of guidance, for instance, organizing workshops, pedagogical meetings, committee, and also reviewing the content and curriculum structure, such as combining modules. Additionally, linguistic challenges are considered a serious problem for double major students, such as low speaking proficiency.

These pedagogical and linguistic problems lead to the emergence of psychological challenges such as mental health issues, stress, anxiety, depression, and pressure due to over workload and difficulties in managing between two different fields. These serious problems can hinder students' academic performance and achievements, which can lead to students quitting

form double major program. These findings reject the main research hypothesis. The latter states that Administrators and teachers have a significant impact on enhancing the environment of the double major program.

In brief, double major students face serious challenges, such as pedagogical, psychological, and linguistic challenges that can impact the quality of the learning experience. The main hypothesis confirmed that there is no collaboration between Administrators and teachers which impacts the improvement of the double major program in Algerian higher education.

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Appendix A: Students' Questionnaire

Title: Questionnaire on Challenges Faced by Double Major English and Economics second-year students in Algerian higher education:

Dear student, you are kindly invited to answer the questionnaire below, which is designed to understand the challenges faced by double major students in English and Management at the University of M'sila.

عزيزي/عزيزتي الطالب/الطالبة: ندعوك بلطف للمشاركة في هذا الاستبيان الذي صُمم لفهم التحديات التي تواجه

طلاب التخصص المزدوج (اللغة الإنجليزية وإدارة أعمال) بجامعة المسيلة

This questionnaire will take approximately 10 minutes to complete. Check (✓) or circle your answers for closed-ended questions. Write brief responses for open-ended questions.

Section one: Student's profile:

1. What is your age? ما هو عمرك؟

Under 20

20-22

23-25

2. What is your gender? ما هو جنسك؟

ذكر Male

أنثى Female

Section Two: Academic and psychological challenges

1. Why did you choose to pursue a double major?

لماذا اخترت التخصص المزدوج؟

Career opportunities

فرص وظيفية أفضل

Personal interest

اهتمامات شخصية

Parental or peer influence

تأثير العائلة والاصدقاء

Other أخرى

2. How would you rate the difficulty of managing both majors? كيف تقيّم صعوبة إدارة التخصصين معاً؟

Very Easy جدا سهلة

Easy سهلة

Neutral محايدة

Difficult صعبة

Very Difficult صعبة جدا

3. How do you manage the challenges of being a double major student? كيف تتعامل مع تحديات

التخصص المزدوج؟

Time management strategies استراتيجيات إدارة الوقت

Seeking academic support طلب الدعم الأكاديمي

Seeking emotional support طلب الدعم العاطفي

Reducing extracurricular activities تقليل الأنشطة اللامنهجية

Taking fewer courses per semester أخذ عدد أقل من المقررات الدراسية في كل فصل دراسي

Others

4. Do you sometimes skip sessions in either English or Management? هل تتغيب أحياناً حصصاً في مادة

اللغة الإنجليزية أو إدارة أعمال

Yes

No

If yes, please explain why: اذا نعم من فضلك اشرح لي لماذا:

.....

.....

5. What types of psychological challenges do you struggle with? ماهي المشاكل النفسية التي تعاني منها؟

Mental health issues مشاكل نفسية

Stress and anxiety القلق والتوتر

Social isolation الانعزال الاجتماعي

Depression الاكتئاب

Section four: Language Barriers

1. Do you face any difficulties in the following skills that are related to the English major?

هل تواجه أي صعوبات في المهارات التالية التي تتعلق بتخصص اللغة الانجليزية؟

Speaking التحدث

Writing الكتابة

Reading القراءة

Listening السمع

2. Do English terms in Economics courses hinder your understanding? هل المصطلحات الإنجليزية تعيق فهمك للمحتوى؟

فهمك للمحتوى؟

Yes نعم

No لا

• If Yes, how do you cope? إذا كانت الإجابة نعم كيف تتعامل مع هذا؟

.....
.....

3. How often do you seek clarification for language-related issues? كم مرة تطلب توضيحا للمصطلحات اللغوية؟

اللغوية؟

Never ابدا

Rarely نادرا

Sometimes أحيانا

Often غالبا

Always دائما

Section four suggestions:

1. What resources and support systems should be available to help double major students succeed academically?

ماهي موارد وأنظمة الدعم التي يجب توفرها لمساعدة طلبة التخصص المزدوج للنجاح أكاديميا؟

.....
.....
.....

2. Do you have any suggestions for improving the double major program at your university?

هل لديك مقترحات لتحسين برنامج التخصص المزدوج في جامعتك؟

.....

.....

.....

.....

.....

Thank you for your participation.

Appendix B: Teachers' Interview

We are kindly inviting you to participate in our study, which is about investigating the challenges faced by second-year double major students in English and Management at Msila University.

Below are structured questions for your insights. thank you so much for your participation.

Section One: Teacher's Profile:

1. What is the highest degree you have obtained?

Master

Magister

PhD

2. If you hold a PhD, what was your field of study?

.....

3. How long have you been teaching in the double major program?

.....

4. How many modules do you teach?

.....

Section 2: Collaboration between departments

5. Do you collaborate with departments and teachers of the other major to make parallel coursework or teaching methods?

.....

6. Briefly explain your answer

.....
.....
.....
.....

7. Do you design parameters that increase the collaboration between teachers from both departments, English and Economics?

.....

Section 3: Students' Challenges

8. What pedagogical and psychological, and linguistic challenges do double major students frequently face?

.....
.....
.....
.....
.....

9. From your perspective, what challenges do students face when trying to balance assignments, projects, or exams across two majors?

.....
.....
.....
.....

Section 4: Recommendation:

10. What are the changes that you would recommend to better support the double major students?

.....
.....
.....
.....
.....

11. What are strategies that could enhance collaboration between the English and Management departments?

.....
.....
.....
.....
.....

**Thank you for your
participation.**

Appendix C: Classroom Observation Checklist

The statement	Yes	No
1. There is a lot of pressure and mental fatigue.		
2. Heavy workload		
3. Visible signs of stress (tiredness, etc.)		
4. Confusion due to Language barriers		
5. Separated topics between majors		
6. An effective environment for teaching and learning		

Observation protocol	Not observed	Rarely	Sometimes	Observed
7. Relies on additional resources (study guides , terminology charts , phones , Chat GPT , Deep Seek...)				
8. Students' engagement				
9. Students' participation in class				
10. Students show interest in the courses of both Majors				

Résumé

Ces dernières années, les programmes de double diplôme ont gagné en popularité dans l'enseignement supérieur algérien, permettant aux étudiants de suivre deux cursus différents en trois ans au lieu de six. Ces programmes visent à doter les étudiants de compétences diversifiées pour améliorer leur employabilité. Cependant, malgré leurs avantages, les doubles diplômes présentent d'importants défis, notamment en raison de la difficulté à concilier deux disciplines.

Cette étude examine les difficultés rencontrées par les étudiants de deuxième année inscrits dans le programme de double diplôme en Anglais et Gestion à l'Université de M'sila. Une approche méthodologique mixte a été utilisée, combinant observations en classe, questionnaires et entretiens pour recueillir les perspectives des étudiants et des enseignants. Les résultats révèlent que les participants font face à des difficultés majeures, notamment d'ordre administratif et organisationnel. L'étude met également en lumière des problèmes linguistiques et psychologiques importants, qui contribuent à un taux d'abandon élevé parmi les étudiants du programme.

Ces résultats soulignent la nécessité d'un soutien institutionnel pour atténuer ces défis et améliorer la rétention des étudiants dans les programmes de double diplôme.

الملخص

في السنوات الأخيرة، اكتسبت برامج التخصص المزدوج زخماً في التعليم العالي الجزائري، حيث تتيح للطلاب دراسة مجالين مختلفين في ثلاث سنوات بدلاً من ست. تهدف هذه البرامج إلى تزويد الطلاب بكفاءات ومهارات متنوعة تعدهم لسوق العمل ومع هذه الفوائد، فإن برامج التخصص المزدوج تواجه تحديات كبيرة بسبب صعوبة إدارة تخصصين في الوقت نفسه تهدف هذه الدراسة إلى استكشاف التحديات التي يواجهها طلاب السنة الثانية المسجلون في برنامج التخصص المزدوج في اللغة الإنجليزية والإدارة بجامعة المسيلة. باستخدام منهجية البحث المختلط، تم جمع البيانات من خلال الملاحظة الصفية والاستبيانات، والمقابلات، لتغطية وجهات نظر كل من الطلاب والأساتذة. تشير النتائج إلى أن الطلاب يواجهون تحديات خطيرة ومتطرفة، بما في ذلك مشاكل إدارية وتنظيمية. كما أشارت العينة المختارة إلى وجود صعوبات كبيرة متعلقة بالتحديات اللغوية والنفسية مما يؤدي إلى انسحاب عدد كبير من الطلاب من البرنامج. تؤكد هذه النتائج على الحاجة إلى دعم مؤسسي لمعالجة هذه التحديات وتحسين استبقاء الطلاب في برامج التخصص المزدوج.