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EFL University Teachers' Perspectives on the Role of English in Algeria's Education and Development

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DEDICATION

"A Miracle is Another Name of Efforts," this was miraculously the same sentence
that my parents gave me as a life-lesson.

To the most precious people to my heart, to the persons who gave me strength and hope,
to my hero, my father who was and still is my hidden power.

No words would describe my indebtedness to my mother whose love and devotion have
been my allies against all the constraints I encountered during my work on this research. I
would also like to thank my sister, my greatest comfort and the one who knows my heart
even when I can't find words

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and to his wife for her endless support

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For every word of encouragement when the path grew difficult,
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Your belief in my potential often exceeded my own

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Abstract

This thesis explored how English was perceived in Algeria and what impact it had on society and culture. It aimed to provide an in-depth study of the role and cultural politics of English in Algeria. The research concentrated on quantitative and contextual data. It focused on issues that arose when English was given an important role in national policy and when English instruction was introduced into Algeria's education system.

By analyzing governmental documents, educational publications, and media texts, the research identified a number of ideological assumptions about English in Algeria and argued that the ideology of English in Algeria was based on a strong association between English, globalization, and economic competitiveness. It also reflected, to an extent, the underlying uncertainty and anxiety regarding Algerians' politico-economic future. Furthermore, in the investigation of perceptions of English in Algeria, informants' responses corresponded somewhat with ideological assumptions embedded in discourses on English. English was highly approved of in areas related to national and personal economic well-being, while its prevalence also led to concern about local languages and cultures.

The research suggested that the overall impact of English was considered more positive than negative. Moreover, since the necessity of English was assumed by Algerian society, the main concern was thus how to adapt global English effectively without undermining

local languages and cultures. Algeria was regarded as a typical case among North African countries in terms of the socio-economic and educational impact of English, while the ideological assumptions and perceptions of global English reflected Algeria's unique cultural, economic, and political status in the world. In order to investigate this feature, one research tool was used—a questionnaire that was administered to university professors. The findings gathered in this study confirmed the set hypothesis.

LIST OF TABLES

Table 3.1 <i>Teachers' responses</i>	61
Table 3.2 <i>Statistical Table: Reasons for English Language Influence</i>	62
Table 3.3 <i>Statistical Table: Perception of English Language Impact in Algeria</i>	64
Table 3.4 <i>Challenges That Algerian Students Face While Learning English</i>	67

List of Figures

Figure 1.1 <i>Kachru's World Englishes Model</i>	23
Figure 3.1 <i>Teachers' Distribution According to Gender</i>	58
Figure 3.2 <i>The Teachers' Age</i>	59
Figure 3.3 <i>Teachers' Instruction a University</i>	60
Figure 3.4 <i>Teachers' Years of Teaching Experience at University</i>	60
Figure 3.5 <i>The Growing Emphasis On English In Algerian Universities</i>	65
Figure 3.6 <i>The Possibility Of Replacing French By English</i>	66
Figure 3.7 <i>Algerian Government Motivation towards English</i>	69
Figure 3.8 <i>The Influence Of English On Algerian Cultural Identity</i>	70
Figure 3.9 <i>the Possibility Of Teaching English In Primary And Secondary Schools</i>	70

List of Abbreviations and Acronyms

ENL : English Native Language

US : United States

UK : United Kingdom

ESL : English as a Second Language

EFL : English as a Foreign Language

SCI : Science Citation Index

USA : United States of America

CGTN : China Global Television Network

TV : Television

BCE: Before the Christian Era

EC : Common Era

LPLP : Language Planning and Language Policy

CNRSE : National Commission for the Reform of the Educational System

MENA : Middles East North Africa

CA : Classical Arabic

MSA : Modern Standard Arabic

AA : Algerian Arabic

CS : Code Switching

CM : Code Mixing

MBC : Middle East Broadcasting Center

UGRAD: Global Undergraduate Exchange Program

MEPI : Middle East Partnership Initiative

TESOL : Teaching English to Speakers of Other Languages

EMI : English Medium Instruction

ELF : English as a Lingua Franca

Table of contents

Dedication	2
Acknowledgement.....	5
Abstract	6
List of Tables.....	8
List of Figures	9
List of Abbreviations and Acronyms	10
Table of Contents	12
General Introduction.....	16
Research problem Statement	17
Research Questions	18
Objectives Of The Study	18
Significance Of The Study	18
An overview of the methodology.....	19
Chapter One: Literature Review.....	21
Introduction.....	21
Current Shapes of English and the Global Language System.....	21
Three Concentric Circles of English.....	21

Indices of English as a Global Language.....	23
English and the Global Language System.....	24
The Emergence of the English Language	25
<i>History</i>	25
Fields in which the English Language Is Used.....	27
<i>Business and Economy</i>	27
<i>Scientific Research</i>	27
<i>Education</i>	28
<i>Day-to-day Communication</i>	29
<i>Media</i>	29
<i>Branding, Product Naming, and Advertisement</i>	31
Historical Background of the Country	31
<i>The First Inhabitants: The Berbers</i>	31
<i>Pre -Islamic Conquest</i>	31
<i>The Arabs</i>	32
<i>The Ottomans</i>	33
<i>The French</i>	33
Language Planning and Language Policy: Overview	34
Language Planning and Policy in Algeria	35
Colonized Algeria	35
Post colonized Algeria	36
The Sociolinguistic Landscape in Algeria	39
<i>Multilingualism</i>	40
<i>Arabic</i>	40

<i>Algerian Dialect</i>	41
<i>Tamazight</i>	41
<i>Diglossia</i>	41
<i>Code Switching and Code Mixing</i>	43
<i>Borrowing</i>	44
English in Algeria	45
Conclusion.....	47
Chapter Two: Methodology	49
Introduction.....	49
Research approach	49
The research paradigm	50
Research design	50
Research instrument	50
<i>Demographics profile</i>	51
<i>English language perceptions</i>	51
<i>Academic context</i>	51
<i>Socio-Political considerations</i>	52
Sampling Method	52
Data collection procedures	52
Data analysis procedures	53
Trustworthiness.....	53
Ethical Considerations	53
Limitations and Delimitations.....	53
<i>Limitations</i>	54

<i>Delimitations</i>	54
Conclusion.....	55
Chapter Three: Results, Discussion, Conclusion, and Recommendations	56
Introduction	56
Methodology	56
Analysis and Interpretation.....	58
Comparison with Existing Literature	72
Pedagogical implications.....	74
Recommendations	74
Suggestions for further research.....	74
Conclusion.....	75
General Conclusion	76
References	77
Appendices	87
Appendix 1	87

General Introduction

Language has always been a central tool for communication, used to convey thoughts, share ideas, and build economic and cultural connections. In recent years, EFL university teachers in Algeria have observed a global shift in political and economic power that has reinforced the rise of English as the dominant international language or lingua franca. As a global medium of communication among people from different linguistic backgrounds, English is increasingly perceived as a necessity rather than a choice.

According to many Algerian EFL university instructors, the worldwide spread of English has sparked ongoing debates about linguistic imperialism and cultural dominance, as explored by scholars such as Phillipson and Pennycook. However, these debates often remain theoretical and overlook the specific socio-political and educational realities within local contexts like Algeria. Teachers argue that more empirical research is needed to understand how English is developing in educational policy and how it functions in everyday academic and professional domains.

The linguistic history of Algeria remains a crucial backdrop. French colonization, which lasted over 130 years, deeply affected indigenous languages, cultural expressions, and religious practices. After gaining independence in 1962, Algerian language policies focused on restoring Arabic and promoting Arab-Islamic identity. Despite this, EFL teachers report that English has steadily gained ground and is now emerging as a valuable linguistic asset within Algeria's multilingual landscape.

EFL university instructors particularly highlight the growing enthusiasm for English among younger generations, who see it as essential for accessing global knowledge, technological advancement, and economic opportunities. These educators also note that English is no longer confined to being a Second Foreign Language (FL2) but is increasingly viewed as a potential First Foreign Language (FL1), indicating its rising prestige and practicality.

From their perspective, the evolving status of English impacts several areas—communication, higher education, scientific research, and employment. Within the education system, EFL teachers have observed significant developments, including the recent policy change that introduced English in the 3rd year of primary school as of September 2022. While they view this move as a positive step toward better preparing students for global challenges, they also stress the importance of balancing English language instruction with the protection and promotion of national languages and cultural identity.

This paper, therefore, examines the role of English in Algeria through the lens of EFL university teachers, focusing on its integration into the educational system and its broader implications for Algeria's socio-cultural and economic development.

Research Problem Statement

Despite the lack of institutional promotion, English is increasingly becoming a *de facto* lingua franca among Algerian youth. This creates tensions between traditional linguistic norms and emerging globalized identities. However, the sociolinguistic implications of this shift—particularly its impact on self-perception, intergenerational communication, and national language policies—remain underexplored within the Algerian context. The rapid rise in English-language digital media consumption (e.g., music, gaming, streaming platforms, and social media) has contributed to an unplanned, bottom-up adoption of English, separate from formal education or policy-driven language acquisition.

Research Questions

1. What are the effects of teaching English at an earlier stage (third year of primary school) on language learning and bilingual/multilingual development in Algeria?
2. How does the spread of English as a global language influence Algerian cultural identity, particularly among youth?
3. How do Algerians negotiate their multilingual identities within the context of coexistence and competition among Arabic, French, and English?
4. What role does English play in shaping global cultural consumption (e.g., media, entertainment, technology) among Algerian youth?

Research Objectives

1. To evaluate how early English instruction (third year of primary school) affects language acquisition and bilingual/multilingual development in Algeria.
2. To investigate how the global spread of English affects Algerian youth's cultural identity.
3. To explore how Algerians manage their multilingual identities amidst the simultaneous presence and competition of Arabic, French, and English.
4. To examine how English influences the global cultural preferences of Algerian youth in relation to media and entertainment.

Significance of the Study

1. **Impact on Algerian Identity and Culture:** This study examines how the global spread of English affects Algerian cultural identity, particularly among the younger generation. It contributes to understanding the relationship between English and cultural consumption in a society shaped by Arabic, Berber, and French linguistic legacies.
2. **Language Policy and Educational Reform:** Given the introduction of English instruction in the third year of primary school, this research provides timely insights into the benefits and challenges of integrating English into Algeria's educational system.
3. **Youth Voices and Global Culture:** Algerian youth increasingly engage with global media, entertainment, and technology—often in English. This research analyzes how young people appropriate English to negotiate their place in global cultural currents while maintaining their local identities, offering insights into the role of English in shaping youth culture and aspirations.

Methodology Overview

This quantitative study utilizes data collected through a structured questionnaire distributed to 39 English professors across Algerian universities. These participants serve as critical actors in language policy implementation and provide valuable insight into the tensions between cultural preservation and the global dominance of English in higher education. The study explores how globalization-related pressures manifest in academia and what pedagogical or institutional strategies emerge in response.

Drawing from the theoretical frameworks of Jenkins' (2007) *English as a Lingua Franca* (ELF) and Phillipson's (1992) *linguistic imperialism*, the study statistically analyzes the impact of English on language policy, education, and cultural identity. The findings contribute empirical evidence to debates on Algeria's multilingual landscape and its interaction with global English, acknowledging the limitations of the sampling scope.

Chapter One: Literature Review

Current Shapes of English and the Global Language System

English has become more than a foreign language; it functions as a global resource offering economic, educational, and cultural benefits. In today's globalized world, a large portion of the global population is motivated to learn English for practical and aspirational reasons. As a result, English exerts deep influence on individual identity and social structures worldwide.

Kachru's Three Concentric Circles of English

Kachru (1985) introduced a model to conceptualize the spread of English, describing three concentric circles:

- The Inner Circle represents regions where English is the native language (e.g., the United States, the United Kingdom, Canada, Ireland, Australia, and New Zealand).
- The Outer Circle includes countries where English has historical and institutional significance as a second language (e.g., India, Singapore, Nigeria).
- The Expanding Circle covers contexts where English is taught as a foreign language (e.g., China, Japan, Greece, and Algeria), without colonial ties to native English-speaking countries.

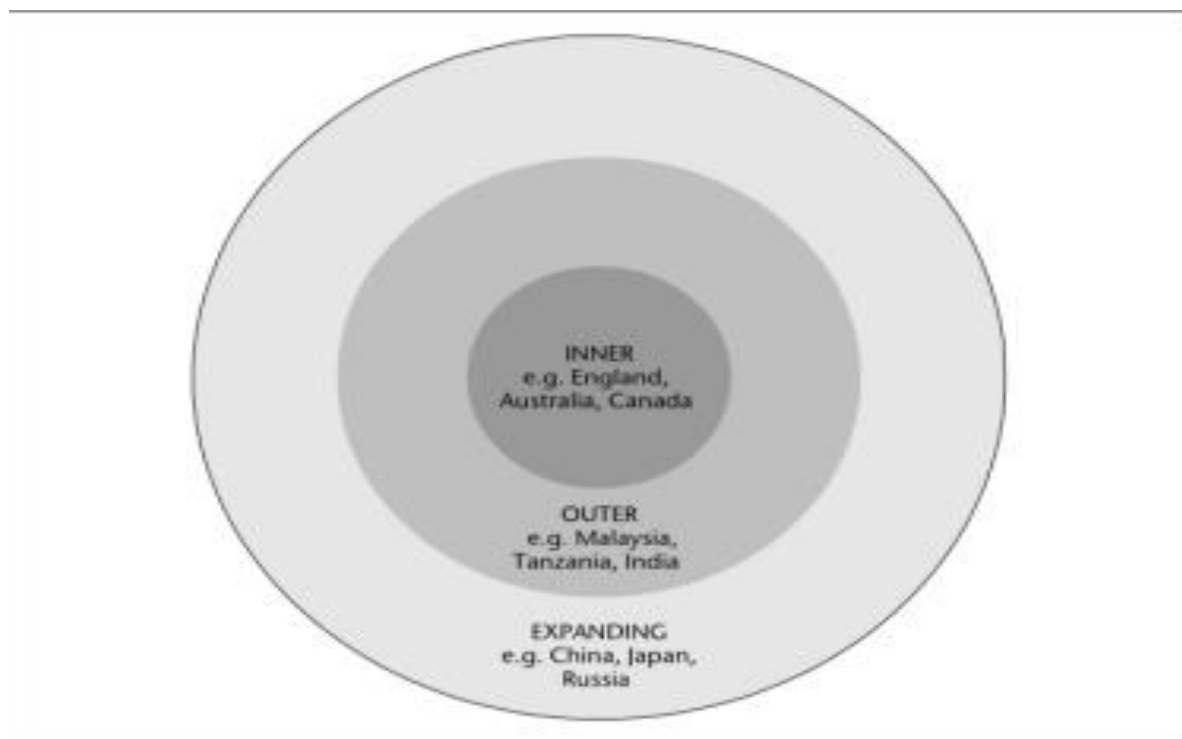
The growth of the outer and expanding circles has led to numerous English varieties and has reinforced English's global status (Kachru & Quirk, 1981).

McArthur's Circle of World Englishes

Building on this, McArthur (1998) proposed a more detailed framework of *World Englishes*, dividing English into regional standard forms such as African, American, Canadian, and Caribbean English. Each regional variety connects to subvarieties like Indian English, Singapore English, Aboriginal English, and Ulster Scots. This model highlights the dynamic and multifaceted nature of English worldwide and the complexities involved in defining a single global standard.

Figure 1.1

Kachru's World Englishes Model



Note: *Inner, outer, and expanding circles of English adapted from Holmes (2013)*

Indices of English as a Global Language

According to Jenkins (2003: 14) (cf. Crystal, 1997 and Graddol, 1997), with around 350 million L1 speakers, 350 million L2 speakers, and around 350 million EFL speakers, the population of English speakers has reached an unprecedented level.

In fact, those who use English as a second or foreign language have outnumbered first-language speakers. English has become the most widespread language in the world with a rapid rate of expansion, especially since 1950. After the Second World War, the growth of international organizations and the developments of technologies such as the telegraph, computers and the internet, have reinforced the functional power of the English language in international communication. Furthermore, English has become the main working language in major international domains . As well as in the fields of international communication and administration, English has also gained its dominant status in the international media, including

radio, TV, magazines and newspapers. The spread of English at this stage is at a truly global level, whereby English is recognized as an important international medium.

English and the Global Language System

Combining the theoretical perspectives of political sociology with political economy of language, a framework of the world's languages is proposed by De Swaan (2001). The aim here is to explain the development of languages in the world and examine mechanisms involved in the global spread of English. De Swaan proposes a global language system as the linguistic dimension of the world system where language groups compete unequally in a global context on different levels.

In the global language system, all languages in the world and the multi-linguals that connect them constitute a hierarchical pattern of the linguistic galaxy. From the lower level to the higher level of the hierarchy, De Swaan divides the world's languages into peripheral languages (98% of the world's languages, used by less than 10% of humankind), central languages (usually national or official languages, used by around 95% of humankind), super-central languages (mostly with more than one hundred million speakers, including Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish and Swahili) and hyper-central language (the language of global communication, English). Members of the various languages at the same level are more likely to acquire one and the same second language which is situated at the higher level. As De Swaan suggests, language learning occurs mostly upwards. The more resourceful a language is, the higher level of the global language system it is situated; and the more attractive it is for language learners. In this regard, languages are not equal. Each of them has different values and, therefore, different demands within the global language system.

For De Swaan, language can be regarded as a commodity. One of the major characteristics of languages as commodities is the 'Snowball Effect' which means that the value of a language as

a resource grows with each new person who learns it or is influenced by it. More specifically, the preferences people have for learning one language rather than another is due to the 'external network effects' operating in the case of languages as they gain new speakers. For example, for every actual speaker of the language, the number and variety of possible conversation partners or correspondents increases with each new speaker added (De Swaan, 2001). Whenever people opt for learning a given language, they increase the utility of that language for all speakers who are already using it. De Swaan defines languages as 'hyper-collective goods' by illustrating the features of languages as collective goods and pointing out their external network effects. Therefore, it is argued that languages are completely accessible for anyone making the effort to use them, and they thus depend on the whole community safeguarding their existence and maintenance. According to De Swaan, people will learn the language that provides them with the highest communicative advantage. That is, it depends on the greater 'Q-value': a measure of its communication value according to the prevalence and the centrality of a language. This notion of prevalence refers to the proportion of speakers of a language within the constellation of languages, and centrality refers to the proportion of multilingual speakers that are also competent in a language in the constellation. In other words, the Q-value of a language is determined by the number of its speakers and its connectedness to other languages. People thus tend to prefer to learn the language that most increases the Q-value of their linguistic repertoire. In the case of English, the recent developments in economy, technology, culture and politics have led to English acquired as a foreign language by more individuals and institutions than any other languages. With greater Q-value (high centrality and a quite large population of native speakers), English is at the top of the language hierarchy and certainly has become the commodity highly demanded worldwide.

The Emergence of the English Language

History

Nobody can tell exactly the date of birth of any language, but it is safe to say that the English language has resulted from the fusion of the dialects of the Germanic tribes who came to England; the Angles, Saxons, and Jutes. They attacked the British Celtic tribe in the 5th century and thus their union with that tribe brought a new language: the Anglo Saxon (the ancient name of English). English is a West Germanic language that began from Anglo-Frisian dialects brought to Britain between fifth and seventh century by Anglo-Saxon pilgrims based on what is currently called northwest Germany, west Denmark and the Netherlands, uprooting the Celtic dialects that recently prevailed (Habeb, 2017, p. 2).

The Old English of the Anglo-Saxon period was formed into Middle English, which was spoken from the period of the Norman Conquest to the late fifteenth century. A noteworthy impact on the forming of Middle English originated from contact with the North Germanic languages spoken by the Scandinavians who colonized parts of Britain during the eighth and ninth century. Another significant impact originated from the conquering Normans, who spoke Old Norman, which was formed into Anglo-Norman. In this period, numerous Norman and French loanwords entered the language (Habeb, 2017, p. 23).

According to Gooden (2011), Early Modern English – the language utilized by Shakespeare – is dated from around 1500. It used numerous loan words from Latin and Ancient Greek, just as it borrowed from other European languages, including French, German and Dutch (pp. 95-98). English contained words of Latin, French, Spanish, Arabic, Persian, Sanskrit, and so many other Asian languages. The present-day English was set up by the late seventeenth century. It came to be sent out to different parts of the world through British colonization, and is currently the prevailing language in Britain and Ireland, the United States and Canada, Australia, New Zealand and numerous previous colonies like India and parts of Africa. Mostly because of the

United States' impact, English progressively assumed the status of a worldwide most used language in the second half of the twentieth century. This is particularly evident in Europe, where English has, to a great extent, assumed control over the previous roles of French and Latin as a typical language used to conduct business and diplomacy, and share scientific and technological data. The efforts of English-speaking missionaries have brought English to turn into a global language and enhanced the value of the English varieties/ dialects (pp. 168-189).

Those dialects across the globe are suggested to be the result of migration, but Decamp (1969) stated that: The origins of the English dialects lie not in pre-emigrational tribal affiliations but in certain social, economic, and cultural developments which occurred after the migration was completed. This does not imply that the continental Germanic dialects are irrelevant to the genesis of English dialects .Only those influences, however, which were felt after the migrations were relevant to formation [sic] of the English dialects (p. 232).

Fields in which the English Language Is Used

In the twenty-first century, the whole world has become linear, sharable and recognizable to all individuals as English is used as a global language even if there are some differences of lifestyles, beliefs, customs, and regions. The fact of becoming Global Language made English gain important roles to play. It was allocated significant functions worldwide.

Business and Economy

Success in business depends on communication and in order to communicate with the whole world and spread your products, you need to use one language; in this case, it is English. Individuals considered English as the global business currency, and it's clearly apparent when foreign trade exchange grows every year. (Habeeb, 2017, pp. 1-5) Research from across the world demonstrated that business communication is more commonly done in English and several foreign businesses demand workers to be fluent in English. In Beijing, multinational firms such

as Airbus, Nokia, Renault, Samsung, and Microsoft have declared English as their official language of operation (Rao, 2019, p. 70).

Scientific Research

English is "by far the most important language of scientific and scholarly conferences"(Ammon, 2001, p. 260). Also, the European Science Foundation's working language is English and its journal Communication is solely in English. Over 90% of the data contained in persuasive databases, for example, the Science Citation Index (SCI) is derived from English papers (Truchot, 2002, p. 10).

Much of the technical terminology of science and medicine are based on English words, and basically most of the journals and research reports published the latest developments and discoveries from around the world in English, no matter whether the scientists who wrote them are from China or Norway. And, of course, individuals nowadays are required to have good conversational English in order to make important contacts at conferences and seminars. What is more, the move from German into English in Germany has raised worries that a once powerful European lingua franca is being diminished to a sub-variety, utilized distinctly in limited local domains (Görlach, 2002, p. 16).

Education

More than thirty percent (30%) of the academics at top British universities like Oxford and Cambridge come from countries other than the UK. In non-English speaking countries, there are plenty of universities that offer some or all of their courses through English, not just to draw the attention of the international students, but also for the advantage of their local students, who want to learn and develop their language skills through English. India is a true model; English there is the standard language in which more than one million individuals speak it. In addition, a lot of younger students in the Philippines and Japan started learning English at an early age (Sharifian,

2009, pp. 34-35). Another reason for the high rate of learning English is all the free scholarships offered by the USA, UK, and the Australian governments. Furthermore, you can stroll into any book shop in Singapore and you will be stood up to by a variety of material recognizable to anybody from an English-dominant nation, from Enid Blyton to Barbara Cartland, from business manuals to computer journals (Sharifian, 2009, pp. 37-40).

Day-to-day Communication

In some regions, English is also used in everyday conversation. According to Asmah Haji Omar (1987): At the unofficial level, English is spoken in almost every aspect of Malaysian life, particularly in the urban areas. In private and multinational firms, it seems to be the language of the management group. English is spoken widely in the shopping centers although the variety that is used is mostly Malaysian English" (p.164).

Media

The arrival of social media in 1995 resulted in a strong need for a Lingua Franca which is English and not only social media, but the media in general. Jimma (2017) argued that the constant growth of social media use would likely lead to a rise in the number of English speakers who come from different countries (p. 5). She conducted a survey at the University of Iceland and the results supported the affirmation, as a large majority of the respondents believed that English is the lingua franca of social media. She also claimed that the different media groups which have created channels in English like France 24 and CGTN are rising the possibilities of interaction between people of different backgrounds (pp. 43-44). Ozog (1990) reported that English is the language of the internet. An estimated 565 million people use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language. Many of the world's top films, books and music are published and produced in English. If you speak English, then you won't need to rely on translations and subtitles anymore

(p. 310). Moreover, he confirmed that English is the predominant language in media and it is widely utilized on TV. He claimed that it 'is the language of - the officially frowned upon, yet growing - Western pop culture' (p. 312).

In spite of the fact that the dissemination of the English language newspapers, all over the world, was third in 1983 at 813,000, contrasted to 1,521,000 for Chinese and 1,163,000 for Malay (and 189,000 for Tamil), the English newspapers assume a significant role by educated, urban and in better-paid employments (Citavelu, 1985, pp. 62-68).

Branding, Product Naming, and Advertisement

Bulawka stated that Polish publicists and advertisers use Polish mixed with English as a linguistic technique to attract the clients' attention and to increase their craving to purchase new products. The existence of English has been seen in every single area of advertisement. Most of the code-mixed writings abuse the enthusiastic intrigue of the global language by utilizing it in the names of their products. A nearby assessment of the products' names in the locally built messages, contained in her research, demonstrates that 84 % of the Polish products carry English or English-sounding names. These include ads for cosmetics, medicines, vitamins, diet supplements, clothes, cellular phones, food and washing detergents (2006, pp. 21-23).

Historical Background of the Country

The First Inhabitants: The Berbers

Ilahiane (2006) argued that Amazighs, also known as Berbers, are the autochthonous people of North Africa. Currently the majority of Berbers live in Morocco, Algeria, and Libya, while smaller minorities are scattered across Tunisia, Burkina Faso, Mauritania, Mali and Niger, and a significant diaspora lives in France. The language spoken by the Berber communities is known as Tamazight language. It includes different varieties that are, according to Boukous

(2012), spoken by about thirty million people globally (p. 18). Berber speakers are estimated to represent approximately 20–25% of the population in Algeria (Maddy-Weitzman, 2011, p. 1).

The word “Berber” in itself does not come from Berber origins. According to Ilhaine (2006): “The word “Berber” is derived from the Greek word *barabaroï*, Latinized *barbari*, which denoted people who spoke neither Latin nor Greek or to refer to non-Phoenicians within the Carthaginian state”. Nevertheless, the name commonly used among the Berber populations to refer to themselves is “Imazighen” the plural of “Amazigh”. This word means “free men and women” and it refers to the free spirit of the Amazigh individual. Throughout history, Amazigh people have survived many invasions mainly by the Phoenicians, Romans, Vandal, Byzantines, Arabs, the Ottomans, and the French. Berbers today are still struggling to preserve their culture, language, and heritage because they represent a minority that is subjugated to a stronger majority.

Pre-Islamic Conquest

Around 900 B.C, Phoenician merchants landed on the North African coast. They settled near modern Tunisia and in many other trading posts along the Mediterranean coast and established Carthage around 800 B.C. (Metz, 1993, p. 7). Kissi Sebbah (2014), explained that during that period, the North African inhabitants spoke Berber dialects in the rural areas and the Punic language in the cities (p. 12). The latter is an extinct Semitic language variety of the Phoenician language formerly spoken in this area.

During the second century BCE, the Romans destroyed Carthage and occupied all of North Africa. Many Punic-speaking Carthaginians fled to other cities and rural areas and the language went with them. Benabou (1975) reported that the languages spoken in “Roman” Algeria were Latin, spoken by Romans and used exclusively in towns, Punic remained at the outer sides of the country, and the *Mauri* used by monolingual Berber speakers living in mountainous areas (as cited in Benrabah, 2005, p. 392).

In 429 CE, the Vandals, an East Germanic tribe, invaded North Africa and Algeria and destroyed the late Roman Empire (Kissi Sebbah, 2014, p. 12). However, their presence in Algeria did not last long. As a result of this, their cultural and linguistic influences were not significant. Benrabah (2005) stated that the vandals celebrated their heretic religious doctrines in the Gothic language but maintained the Roman customs and Latin as the language of legislation and diplomacy (p. 392). The sociolinguistic situation in Algeria back then was complex as many people from different backgrounds lived there and spoke different languages. The Vandals could neither handle nor accept such diversity and this was one of the reasons that led to their decline.

The Byzantines were the next to be in North Africa and ended the existence of the Vandals. Kissi Sebbah (2014) mentioned that the Berbers were obliged to live under the imperial rules of various dominions, during which they survived as dispersed tribes in the mountains and deserts, preserving their languages and cultures (p. 13). In 647/648 CE, the Byzantines were defeated by the Arabs who came from the east to spread Islam.

The Arabs

By 641 CE, Arabs controlled Egypt. Then, it had taken over five decades for Arabs to conquer Algeria (Leigh Keuter, 2019, p. 16). The expansion of this conquest had developed a strong Islamic community in North Africa (Wara, 2015, p. 1). The Arab conquest to Algeria is the one that influenced the country the most. Wara (2015) argued that the Arab conquest had contributed to the destruction of lives and properties that ensured demographic change in the Maghreb. It led many Berber tribes to be scattered, as most of them left the area in fear of the Arab incursion (p. 3). This would explain one of the reasons why there is still a dispute today between Arabs and Berbers over the question of identity in Algeria. The Arab conquest to Algeria has long lasting results that can be seen in the Algerian sociolinguistic landscape today. Little by little, the Amazigh people accepted “Islam”, the religion that the Arabs brought with them, and

slowly converted to it. As for the language, the majority of Berbers gradually displaced the different Tamazight varieties by the Arabic language, besides a minority that maintained speaking Berber dialects.

The Ottomans

The Ottomans came to the region because Algerians called for their help in order to defeat the Spaniards who entered the country and began their control. McDougall (2017) stated that the Spanish 'crusade' encroached on the central shores of Maghribi after the collapse of Granada. The great natural harbor to the west of Oran, Mers elKebir, was taken in 1505, Tenes was taken in 1508, Oran itself and Bejaïa were taken in 1509 (p. 10). The Ottomans fought the Spaniards and controlled North Africa until 1800s. Algeria was under Turkish rule until 1830 when the French came in. The sociolinguistic situation of Algeria under the Turkish rule was rich and diverse. As far as the languages' status is concerned, Benrabah (2013) explained that Turkish was the official language for the Ottomans. Arabic was used in religious ceremonies, official correspondences, and as a medium of interaction between the indigenous people and the Turks.

The French

A dispute between the ruler of the Ottoman Regency of Algiers, Hussein Dey, and the French Consul escalated into a naval blockade that later led France to seize possession of Algeria and starts its reign. France's occupation of Algeria lasted one hundred and thirty-two years (1830-1962). The French were the harshest among other conquerors of Algeria, as they aimed at eradicating the Algerian identity. The French departed from Algeria but left their language and lifestyle in the society. The latter was an inevitable consequence of living under the assimilationist colonial policies since the 1848 Constitution declaration of Algeria as a French department (Moatissime, 1992, p. 24). The long period the French spent in Algeria and the

frequent contact with the indigenous people with them explain why the French language has gained popularity and prestige in the Algerian linguistic landscape since the time they were gone.

Language Planning and Language Policy: Overview

Language planning has a long history. However, language planning and language policy (LPLP), as a recognized theme of academic research and as a recognized academic course in universities, emerged after the Second World War, and real academic research of language planning started roughly in 1960s (Wright, 2004, p. 8). During those years, many newly independent nations were trying to re-establish themselves. Most of those countries were linguistically rich where many languages were spoken there to perform different functions. It was recommended then that indigenous languages should also develop to perform some of those roles. Lo Bianco (2010) asserted that there is no universal approval or standard definition of language planning (LP) (p. 3). Language planning refers to “the actual language planning practices, which is more often than not done by governments, institutions or organizations, etc.” (Hao, 2018, p. 288). Kaplan and Baldauf (1997, p 15) stated that “Language planning is a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities”. In simpler words, LPLP is an act done by authorities in order to make a change in regards to language use or to prevent a change from taking place.

Cooper’s definition, the most quoted one when addressing the topic of LPLP, states that “Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes” (1989, p.45). In his definition, Cooper covered most of the items used to describe LP. That is, LP is the measures taken by authoritative powers to make changes in regards to language and language usage. In general, LPLP form the set of decisions and the application of those decisions in regards to

language. They help enforcing political, cultural, economic ideas and ideologies that the government wants to apply.

Language Planning and Policy in Algeria

Language planning in multilingual communities such as Algeria is not simple. The language issue in Algeria is more problematic because the languages largely spoken by the people are considered dialects (Rachid, as cited in Tabory & Tabory, 1987, p.64). In order to describe the complexity of the situation in Algeria Tabory and Tabory (1987) explained that: The Algerian language situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian Situation may be usefully applied to analogous situations by states planning their linguistic, educational, and cultural policies. (p. 64) The Algerian situation is worth studying for being rich and plural. The community had already been polyglot, then enriched by widespread use of the language of the former colonizer.

Colonized Algeria

One of the major turning points in the history of Algeria is the French colonization. France had occupied Algeria for a long period of time (1830-1962). During that time, the colonizer had to look for effective ways to colonize not only the land, but also the minds of the indigenous people. In this regard, Maamri (2009) argued “the French controlled education, government, business, and most intellectual life for one hundred thirty two years” (p. 77). Arabic was given less importance by the French government because their aim was spreading French at any expense.

During the times of the French presence in Algeria, France worked to establish a French Algeria (Algérie Française). Eventually, it worked on the assimilation of Algerians with the

French. The new orientation of schooling, Maamri (2009) believed, erased the Arab and Islamic origins of the captured land in order to create a man free from religion, easy to control (p. 79). The French presence was intended to put an end to the significant position played by the Algerian educational institutions. Thus, Arabic was considered a foreign language and French was declared the only official language of the country (Djabri, 1981; Sayhi, 2014).

The French were determined to separate Arabs from Berbers through language plans. They adopted the policy of "Divide and Rule" among Algerians, through the implementation of a strong francophonizing policy in the Berberophone areas. Djabri (1981) pointed out that the Kabyles became the most open Berber community to the French program of assimilation and school experience. Indeed, it is seen today in Algeria that Kabyle areas still value the French language. To conclude, during its presence in Algeria, France had set a clear language policies that followed some basic principles; only Europeans and the elite of the native people were allowed to be educated, the medium of education was French, limitation of the usage of Arabic, in addition to the maintenance and support of Arabic/Berber division.

Post-colonial Algeria

After it gained its independence from France in 1962, Algeria found itself in a very critical situation in regard to language. A large portion of the population spoke French, and the other portions spoke either Algerian dialect or the different Berber varieties. Nationalist leaders wanted to unify the Algerian people under one language, one religion, and one belonging and to establish an Arabic speaking educational system. At the same time, the French language was needed in some fields like science and technology. Hence, keeping bilingualism and making a balance between Arabic and French was a necessity in order to prevent any problems that might occur.

The first step that was made on the aftermath of independence is to declare Arabic as the only official and national language of the country. Chebchoub (1985) argued that Algerians were expected to restrict their usage of the French language and bilingual people educated in French were supposed to change their attitude towards this language from positive to negative (p.16). She further added that the main objective of the government was to restrict the use of French with the aim of entirely eradicating it in the future (p.16). According to revolutionary nationalists, “[The role of the Revolution] is above all [...] to restore to Arabic – the very expression of the cultural values of our country – its dignity and its efficacy as a language of civilisation” (Gordon, 1978, p. 149).

The declaration of Arabic as the sole official and national language is what is known as the policy of Arabization. The implementation of this policy in Algeria was at the expense of other languages, mainly French, a language used as a medium of education and administration for many decades, and Tamazight, the first language of a portion of the population. The Arabization policy denied Tamzight its right of allocation of any status or functions. The fact that led to protests and political unrest especially in the region of Kabilya and the Kabyle minority in France.

The first period of political protests against the eradication of the Berber identity is what is known as “The Berber Spring” in 1980. A second period of protests broke up again in 2001 to 2002 that came to be known as “The Black spring”. This latter led the Parliament, in April 2002, to declare Tamazight as the second national, but not official, language in the Article 3 of the Constitution (Benrabah, 2013, p. 69).

During the rule of Abdelaziz Bouteflika (1999-2019) the issue of language and identity was discussed aloud. He once declared that “it is unthinkable to...spend ten years studying pure sciences in Arabic when it would only take one year in English” (Le Matin, as cited in Benrabah,

2005, p. 381). This statement fundamentally says that the policy of Arabization has failed to reach its goals, and it reflects the acceptance of multilingualism by the Algerian president.

Indeed, when first came to office, President Bouteflika spoke both Arabic and French publicly. In March 2001, the CNRSE (National Commission for the Reform of the Educational System) proposed that French should be brought back to be taught starting from the second grade in primary school. The CNRSE also recommended that scientific disciplines should be taught in French instead of Arabic in secondary schools (Sebti, as cited in Benrabah, 2007, p. 227). This shows the readiness of the Algerian authorities to accept bilingualism in Arabic and French after decades of forcing monolingual education and life. The French language was no longer taught at a late stage and as a subject, but instead, it was reintroduced as the means of instruction for scientific disciplines.

Following the Berbers' demands to accept Tamazight as, not only a national language, but also an official language of the state, Tamazight was introduced to schools in different regions of the country and not only the Kabyle ones (Benrabah, 2005, p. 448). In the Arabophone regions, pupils of middle school were given the choice whether to study Tamazight or choose another discipline (music, arts, computer science). Following, the recent Constitutional reforms of 2016 officially declared it as a national and official language of Algeria. Today, the presence of Tamazight in the Algerian language scene does not only show in its introduction to schools, but also in a national TV channel (that was created in 2009) and radios (in which case the very first was created in 1948) that broadcast in Tamazight. Daoudi (2018, p. 471) added that Tamazight is introduced in the Assia Djebar Prize for Best Fiction and novelists are producing literature written in Tifinagh. This proves that Tamazight can be written down.

Nowadays, in primary education, pupils study in Arabic starting from their first grade, English and French are introduced as subjects starting from the third grade. In the middle

school, students are introduced to English and to Tamazight (by choice as mentioned above) in their 1st year. For high school, if students choose the languages stream, new foreign languages are to be introduced and students should choose a language from Spanish, Italian, etc. Therefore, in general, Algerian students study Arabic for 12 years (from first year), French for 10 years (from third year), English and Tamazight for 7 years (from sixth year), and an additional foreign language for students who follow the languages stream for 2 years. In higher education, the scientific disciplines are taught in French, humanities are taught in Arabic. As for Tamazight, a department of Amazigh language and Culture was established in four different universities across Algeria (University of Mouloud Maameri in Tizi Ouzou, University Abderrahmane Mira in Bejaia, University Akli Mohand Oulhadj in Bouira, and University Hadj Lakhder in Batna), and other departments that teach other foreign languages (Turkish, Italian, Spanish, German, Russian.) are also established in different universities across Algeria.

The Sociolinguistic Landscape in Algeria

The linguistic and sociolinguistic situation in Algeria is particular and complex. Each language or a variety of language spoken by a group of people is linked to the history of Algeria and to the identity of the Algerian individual.

Multilingualism

Some scholars use the terms “multilingualism” and “bilingualism” interchangeably. However, in this study it is preferable to use the term multilingualism, as our case study is Algeria and Algeria is characterized by the existence of more than two languages in its linguistic surface. There are many definitions of multilingualism, for example, Li and Moyer (2008) defined a multilingual person as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4). Romaine

(2017) argued that multilingualism is not a small phenomenon as the number of languages that exist in the world is much higher than the countries that exist. Therefore, it is natural that people in one country speak more than one language (p. 541). The case for Algeria is that many languages and dialects are spoken by its people, mainly Arabic, Algerian dialect, Tamazight with its varieties, and French.

Arabic

Arabic is one of the World's major languages with roughly 300 million speakers, granted the status official or co-official in twenty-two Arab countries including the MENA (Middle East North Africa) region (Al-Huri, 2015, p. 28). Arabic is a Semitic language, which is a member of a broader group of languages, named Afro-Asiatic (Ryding, 2005, p. 1). Al-Huri (2015) stated that the first emergence of Arabic as a world language dates back to the seventh century CE (p. 29). Nowadays there exist two types of Arabic: Classical Arabic (CA), which is the language of poems and the Quran. Mokhtar (2018) explained that CA is used for prayers by Muslims all over the world. (p. 134). The other type is Modern Standard Arabic (MSA), which is the standardized form of Arabic used mostly by all Arabic-speaking nations in official documents, media, literature, and in schools.

Algerian Dialect

Algerian Dialect is the colloquial variety of Arabic used in Algeria. It is the mother tongue of the majority of Algerians (70-75% of the population). Baya Essayahi and Kerras (2016) argued that Algerian is similar to, but not the same as, Arabic as this

language has been influenced by Berber, Turkish and French from which it has many borrowed words (p. 143). Further, it is just a variety of Arabic that is spoken in everyday conversation and it is not codified.

Tamazight

Tamazight, also known as Berber, belongs to the Afro-Asiatic language family. It is spoken by around thirty million people worldwide and includes a wide range of regional varieties such as Taqbaylit in Kabylia, Chaoui in the Aures region, as well as Tamzabit, Znati, Tachenouit, and Tamesheq. Although Tamazight has traditionally been passed down through oral transmission, it also has its own indigenous script, Tifinagh. Despite this, the language has not yet undergone full codification or standardization.

Diglossia

Charles A. Ferguson (1959) introduced the term diglossia to refer to a situation where two varieties of a language exist side by side in a community, with each having a certain role to play. However, this may not always be the case, as Fishman suggested, diglossia might be expanded to include even cases where two (or more) genetically different or at least culturally separate language varieties exist within the same speech community in what is known as extended diglossia (Schiffman as cited in Djennane, 2014, p. 52). Simply, diglossia means the existence of two linguistic systems whether genetically related or not in the same community. Sayahi (2014) argued that the status of high variety (H) is assigned to one system, while the status of low variety (L) is assigned to the other. The H variety is used in more formal domains, while the L variety is usually limited to informal oral communication (p.1).

In Algeria, both forms of diglossia exist i.e. the Ferguson's Classical diglossia and Fishman's extended diglossia. The former is represented in the existence of Modern Standard Arabic (MSA) representing the H variety and Colloquial Algerian Arabic (AA), representing the L variety. MSA, being an official language of the state, enjoys a solid ground. It is used in schools and universities as the medium of education, administration, literacy and in literature, broadcasting news, and so on. Nevertheless, MSA is the native tongue of no sector in the society

(Djenane, 2014, p. 53). AA (or Algerian dialect), on the other hand, is allotted to informal usage. It is the spoken language of the majority of Algerians, used in casual communication and daily interaction. Djenane (2014) added that it is also used in folk literature, radio and informal TV programs, in captions and caricatures on tabloid political cartoons, and even in ads.

The extended diglossia is represented through the French language, which enjoys the H variety, vis à vis AA which constitute the L variety. Even though French does not have a constitutional stand in Algeria, it is used in several domains such as administration, and as a medium of instruction in higher education for scientific fields. On the other hand, AA is, as already mentioned above, used for casual conversations between individuals. It should be noted that when we compare MSA to French, both languages enjoy the same prestige and importance in Algeria, therefore, they are both considered H variety (Djenane, 2014, p. 53). In this case, bilingualism is attested.

Another form of extended diglossia comprises Tamazight vis à vis MSA and/or French. Despite the fact that Tamazight is a national and official language of Algeria, it does not yet enjoy the same status and prestige MSA and French do. It is mainly used for day-to-day communication between its speakers. As for formal uses, Tamazight is hardly taught as a subject in a very few schools throughout the territory. On the other hand, MSA and French are used in administration, government institutions, and education. Thus, Tamazight represents the L variety and MSA and French represent the H varieties.

Code Switching and Code Mixing

Code switching (CS) and code mixing (CM) are among the phenomena that characterize a bilingual or a multilingual community. Some scholars argue that there is no cut between CS and CM, however, others do not agree with this view. CS is defined by Cambridge Online Dictionary as “the act of changing between two or more languages when you are speaking” (2020). Hymes

(1974) defined CS as a common term for alternative use of two or more languages, varieties of a language or even speech styles according to the situation (p. 103). On the other hand, Meyerhoff (2006) argued that CM is generally the alternation between varieties, or codes, across sentences or clause boundaries (p. 116). In other words, CM is the use of a different language, or code, when the person is not able to find words or expressions in the language s/he is currently using in a conversation, or when the interlocutors are fluent bilinguals.

In Algeria, both CS and CM exist, as Algerians tend to switch between languages in different situations, according to social rules, or according to the circumstances; as well as to mix certain codes with the language they are speaking in the same conversation whenever necessary or not. Meghaghi (2016) argued that the alteration and mixing of all varieties of Arabic and Berber in some areas with French has become an inherent feature of the linguistic behavior of Algerian speakers (p. 30). He explained that French is used by many people in everyday interaction either in its own or mixed with the other component languages (MSA, AA and Tamazight), while MSA is not used in a natural spontaneous way (p. 30). In Arabophone regions, people mix between AA, MSA, and French with or without necessity in a single conversation. In Berberophone regions, people switch between Tamazight and French in different situations, and sometimes they mix the utterance with Arabic expressions (MSA or AA). In schools, for example, the medium of instruction is MSA but when pupils talk to each other, they use Tamazight.

Borrowing

Borrowing is another sociolinguistic phenomenon that characterizes the Algerian society. It is defined by Gumpers (1982) as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e., language), into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of

the lexicon of that language and share the morphological and phonological systems of that language (as cited in Haoues, 2009, p. 100).

In simpler words, borrowing is when a word or a phrase from a given language or a variety becomes integrated within the linguistic system of the borrowing language. The loanwords or phrases get phonologically and morphologically adapted to the structure of the second language. In Algeria, borrowing from other languages has always been a very common practice. AA that is considered as a variety of Arabic contains, in addition to its Arabic words, words that are originated from a number of languages mainly from Tamazight and French, but also from Spanish, Turkish, and English. To illustrate, the word “balo”, or “ballon” meaning “ball” are borrowed from French and are used in the regions that were colonized by France. The word “bola”, however, is borrowed from Spanish and is used in Oran, which was under Spanish occupation for a long time. Finally, the words “selfie” and “Facebook” are borrowed from English due to it being a global language.

English in Algeria

In the 21st century, it became highly necessary to cope with the outside world. The English language nowadays is the key to communicate with foreigners and access information worldwide, as it is the international language, a global language and a lingua franca. In Algeria, English does not enjoy the same prestige and functions that English as an international language enjoys in other countries. In fact, it is the French language which possesses a prestigious position and enjoys the functions of language of science and technology, advertising, branding and product naming, etc. and is the first foreign language of the country since independence. However, over time, there have been some calls for the replacement of French by English. There are many reasons behind this, but mainly because of the negative attitudes that some Algerians have towards French being the language of the former colonizer, and the positive attitudes that

they have towards English for being the language of technological development and globalization, in addition to, it is not carrying any colonizing history with Algeria.

Grandguillaume (2005) argued that supporters of Arabization opted for choosing English to be taught as the first foreign language in grade four of basic education instead of French (p. 6). In 1993, authorities suggested that English would replace French as the first mandatory foreign language introduced in primary school (Benrabah, 2014, p. 51). Nevertheless, the vote came in favor of French. Nowadays, English is taught starting from the 3rd year in primary school (first grade).

Besides, it is also present in higher education as many departments in Algerian universities are specialized in the teaching of the English language and culture. What really helped the spread of English in Algeria are TV channels broadcasting movies and series in English such as Saudi-owned MBC group (Middle East Broadcasting Center) broadcasting from London and Dubai, especially after it was perceived positively by most Algerians (Medjahdi, as cited in Sarnelli & Kobibi, 2017, p. 4). The internet has also facilitated access to TV shows, movies, and songs in English and helped Algerians learn the language more easily. In addition, what helped the spread of English are the various programs launched by the American Embassy in Algiers and the British council that support the teaching of English and encourage Algerians to be engaged in exchange programs to learn more about the American or the British culture (Belmihoub, 2016, pp. 5-6).

Programs granted by the U.S embassy in Algiers encourage Algerians to learn English and to know more about the American culture. Such programs include scholarships and cultural exchanges to the U.S, such as the Global Undergraduate Exchange Program (UGRAD), the MEPI Student Leader Program, The American English E-Teacher Program that offers 8-week, online university-level courses in Teaching English to Speakers of Other Languages (TESOL)

developed by U.S. educational institutions, etc. ("Exchange Programs and Deadlines | U.S. Embassy in Algeria", n.d.). In addition to the different American centers in Algiers, Oran, Constantine, and Ouargla, that “provide authoritative, up-to-date information to the Algerian audience on U.S. policy, and to promote public awareness, and facilitate mutual understanding of political, economic, trade, cultural and environmental issues” ("American Cultural Center Algeria | U.S. Embassy in Algeria", n.d.). The American International School of Algiers that is also “honored to be able to provide an exciting American elementary program for English speaking students living in Algiers” ("Welcome - The American International School of Algiers", n.d.).

Recently, the previous minister of Higher Education and Scientific Research said, "French does not lead anywhere". He, therefore, ordered the rectors to write the headers of the administrative documents in Arabic and English, as of July 21, 2019, replacing French (Bouzghaia, 2019). The current Algerian president Abdelmadjid Tebboune in an interview in El Bilad TV stated that the first foreign language that Algeria in his term would focus on would be English, as it is the language that enables us to connect with the world (El Bilad, 2019).

In the current context of globalization, it is only natural that English enjoys a consistent and growing influence when French seems to be losing ground. The future Algeria will witness even more heated debates.

While English can be a powerful tool for social mobility—opening doors to global academic, professional, and economic opportunities—it can also reinforce social inequality if access is limited to the elite. This is a common issue in many countries where English is promoted as a language of advancement but quality instruction is mostly available in private or well-funded schools.

Conclusion

This chapter shed light on the cultural politics of English as a global language in Algeria reveals a complex landscape shaped by historical, social, and cultural factors. As English continues to gain traction, it is essential to consider its effects on national identity, educational equity, and cultural preservation. Future research should focus on the experiences of individuals navigating this linguistic environment and the effectiveness of language policies in promoting a more inclusive and equitable society. This literature review lays the groundwork for understanding the complexities surrounding English in Algeria and emphasizes the need for ongoing dialogue and research in this field.

Chapter two: Methodology

Introduction

The chapter presents the research methodology used to investigate the cultural politics of English as a global language in Algeria. Electronic close-ended questionnaire is administrated to university professors of English as part of the study's quantitative research methodology. To completely address the four research questions concerning cultural identity, educational matters, and language policy adaptation, this approach was utilized. The chapter discusses reliability, ethical issues, and study limitations while detailing the research paradigm, design, data collection procedures, and analytic techniques.

Research approach

Through the help of guided questionnaire and statistical analysis, the current study uses a quantitative research approach in investigating Algerian university instructors' attitudes towards English as an international language. Quantitative approach is able to gauge systematically perceived language hierarchy, attitude toward English medium instruction (EMI), and the cultural politics of English at universities (Creswell & Creswell, 2018). Phillipson's (2009) revised theory of linguistic imperialism, which explores the possibility of English hegemony in higher education displacing local languages and knowledge systems, supplies the theoretical foundation for this project. Furthermore, our analysis of the ways in which Algerian scholars negotiate the use of local language identities and global English is framed by Jenkins' (2015) English as a Lingua Franca (ELF) approach. We can determine statistically significant trends within the instructors' answers about language policy, pedagogical issues, and cultural maintenance because of the quantitative design.

The Research Paradigm

This study adopts a positivist research paradigm to employ empirical evidence in examining quantifiable associations between the cultural and political implications of English adoption in Algerian universities. This approach aligns with Bourdieu's (1991) concept of *linguistic capital*, operationalized through survey questions that quantify university teachers' perceptions of the importance of English for global publication and academic achievement. The positivist methodology also facilitates the testing of hypotheses in language policy research (Spolsky, 2009), particularly regarding tensions between national language planning and the pressures of globalization on postcolonial university systems. Ultimately, the study contributes empirical insight into the ongoing debates about language sovereignty in Maghrebi academia by measuring faculty experiences of Englishization (Cohen, Manion, & Morrison, 2018).

Research design

This study employs a quantitative, non-experimental design to investigate the perception of English as a global language by Algerian university instructors. To capture quantitative data on pertinent variables, including attitudes toward languages, the frequency of use of academic English, and perceived cultural-political implications of English spread, the design uses a structured, closed-ended questionnaire. Quantitative approaches facilitate statistical generalization and pattern identification among many demographic groupings (e.g., field, experience, language ability). Based on positivist epistemology, which is established on objective measurement and hypothesis testing (Creswell & Creswell, 2018), the study frames the examination of the interconnectedness between institutional language management and teachers' practices and ideologies based on Spolsky's (2009) language policy framework.

Research instrument

To find out how Algerian university instructors perceive the rising of English as a global language throughout Algeria's sociocultural and educational environment, the research questionnaire was specifically prepared as the chief tool for data collection. The instrument rigorously analyzes several aspects of this intricate linguistic phenomenon and consists of 14 well designed questions structured under four categories.

Demographics profile (Questions 1-5)

Important participant characteristics are gathered in this overview section such as; age and gender identification, current rank or status within an academic setting, number of years of classroom teaching experience, and institutional attachment. Demographic analysis and possible

discernment of response patterns between types of academics are made easier through these variables.

English language perceptions (Questions 6-8)

This middle part discusses perceptions of English's social presence in general, the main perceived determinants of English adoption, and judgments about English's influence on Algeria's linguistic environment. In order to guarantee gathering of unexpected viewpoints, multiple-choice questions include open-ended (other, specify) options.

Academic Context (Questions 9-11)

With a special emphasis laid on higher education, this section explores determinations on the increasing institutional role of English, comparative findings on the agendas of the English and French languages, and identification of the leading learning obstacles faced by students. As a result, discipline-specific insights into linguistic change in academic writing will be revealed by the responses.

Socio-Political Considerations (Questions 12-14)

This area of research explores interpretations of the rationale for government language policy, views of the cultural implications of English, and planning teaching languages priorities. Objects tie personal experience to larger national language controversies.

Sampling Method

Thirty- nine university English instructors from different universities across Algeria were recruited using convenience sampling. The following reasons made this non-probability sampling method appropriate;

- There are specialized and limited university instructors of English as the target group.
- Random sampling was not feasible due to practical limitations.

- According to (Etkan et al. 2016), the study seeks experimental as opposed to generalizable results.

Email invitations and professional networks were used to recruit participants.

Data Collection Procedures

Data were electronically collected using Google Forms distributed via email. The process entailed;

- Providing potential participants with access to the questionnaire.
- Reminders for two follow-ups that were two weeks apart.
- Responses automatically compiled into a spreadsheet.

Even though, formal consent forms were not used, launching the questionnaire provided participants with information regarding the educational purpose of the research, the voluntariness of participating, confidentiality in answering, and freedom to withdraw participation at any time one wishes

Data Analysis Procedures

Descriptive statistics were used in the quantitative data analysis processes in this study for investigating Algerian university lecturers' attitudes towards English. 39 valid responses were returned to the online questionnaire, which was distributed via Facebook groups and emails between April 22 and May 23, 2025. In the spirit of ensuring reliability, incomplete answers were omitted. These were aggregated and categorized into four themes: cultural-political implications, English in tertiary education, comprehension of English as a global language, and background information (demographics). Responses were summarized through frequency distributions and percentages, and trends were graphically depicted using pie charts and bar graphs. Identification of prevailing trends (e.g., academic support for English) and juxtaposition with prior research enabled interpretation of results (Benrabah, 2007; Morsly, 2016). Quantitative research standards

guided data interpretation (Creswell & Creswell, 2018), making systematic and transparent interpretation possible.

Trustworthiness

To solidify the credibility of the research, numerous rigor-supporting processes were utilized. Internal validity was bolstered through clearly operationalized concepts utilized in questionnaire items (Creswell, 2018). Objectivity was maintained through proceduralized protocols of analysis and reliability established through employing uniform administration procedures. Whatever credibility constraints can be produced by possible bias were minimized by employing well-developed questionnaire and open methodological reporting (Lincoln & Guba, 1985).

Ethical Considerations

Research operated ethical standards through required protocols in spite of insufficient formal consent documents. Participants were told in comprehensive terms about objectives and procedures involved in the research with guaranteed confidentiality and anonymity upon data collection (BERA,2018). Questionnaire responses were purely voluntary and unaccompanied by any promise of incentives according to established rules for ethical principles during educational research (APA,2020). Data collected remained safe with access restricted to assure privacy for the participants. While these steps comply with minimum ethical guidelines for questionnaire research (Dornyei,2007), employing formal written consent processes would provide additional ethical safeguards to subsequent studies.

Limitations and Delimitations

Limitations

The study recognizes several limitations inherent in its design. The convenience sampling, while convenient, possibly affects the transferability of findings to generalizability contexts

(Creswell & Poth, 2018). The predominantly closed-ended questionnaire tool, despite a single open-ended item, potentially restricts the response richness otherwise sought in qualitative research (Brinkmann & Kvale, 2015). The absence of physical consent forms, despite the observance of other ethics protocols, is a procedural limitation. Since it is a self-report study, the results can reflect selective perceptions of participants rather than complete realities (Lincoln & Guba, 1985).

Delimitations

Delimitations include the exclusive focus on university teachers' voices at the expense of other educational voices and the cross-sectional design unable to track evolving attitudes over time (Merriam & Tisdell, 2016). These boundaries intentionally restrict the scope of the study while suggesting opportunities for further in-depth quantitative investigation.

Conclusion

This chapter has described the research approach to studying English language politics in Algeria based on university teachers' perceptions. The closed-ended questionnaire approach, despite its limitations, provided systematic data to all seven research questions. Findings will be explained through theoretical lenses of language policy (Spolsky, 2009) with an awareness of how global English interacts with Algeria's multilingual context. The next chapter presents the findings in terms of research question.

Chapter Three: Results, Discussion, Conclusion, and Recommendations

Introduction

This chapter is dedicated to present the results obtained from the statistical analysis of university English teachers' questionnaire. It is followed by statistical analysis of data collected from different Algerian faculties.

Section One: teachers' Questionnaire

Methodology

The present study uses quantitative method in the study of the cultural politics of English as a global language in Algeria. A quantitative method is used through administering a questionnaire to display data about the different attitudes of people from Algerian universities towards English and its uses.

Population and Sampling

The population targeted in this study for the university teachers' questionnaire was composed of teachers from different Algerian faculties. A convenient sample of 39 teachers, was selected who accepted to complete the questionnaire. The questionnaire was administered online, on different Facebook pages, e-mails and groups related to university and studies. The reason behind choosing to include all the teachers from different ages, levels, and fields of study was based on the consideration that all of them have completed at least seven years of teaching English as a subject in middle and high schools. Therefore, most of the teachers have developed some knowledge about and attitudes towards the English language.

Administration of teachers' Questionnaire

The teachers' questionnaire was posted on Facebook pages and groups related to university studies, from April 22nd, 2025 until May 23rd, 2025. Only university teachers were asked to fill it out. It should be noted that some teachers were not cooperative because they were not interested in answering the questionnaire, despite the fact that it takes only 10 minutes to answer it. Thus, it was difficult to have this number of participants. It is also worth mentioning that irrelevant answers were not taken into consideration.

Analysis of the Questionnaire Findings

Section One: Background Knowledge

Question One: Gender

Figure 3.1 : *Teachers' Distribution According to Gender*

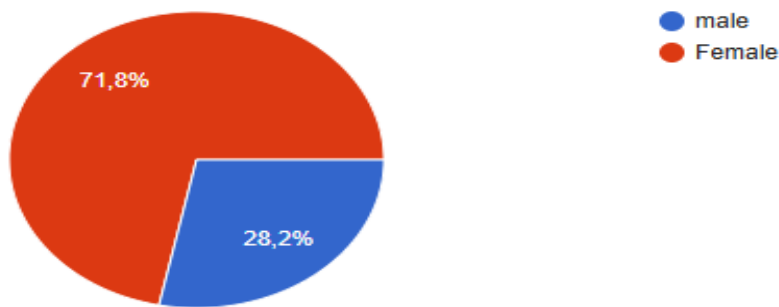


Figure 3.1 demonstrates that 28 (71%) respondents are females and only 11 (28%) are males. These rates indicate that females represent the majority of the respondents to this questionnaire.

Question Two: Age

Figure 3.2 : *The Teachers' Age*

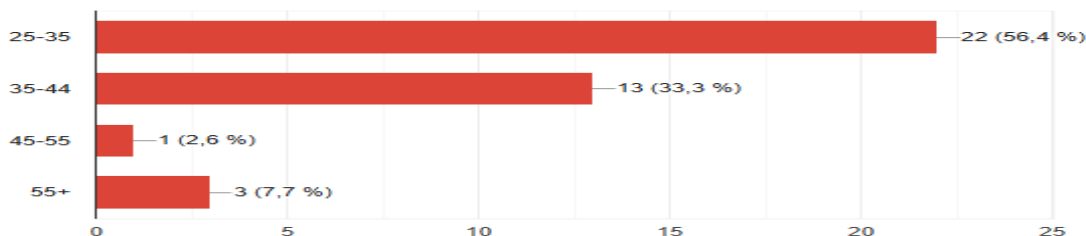
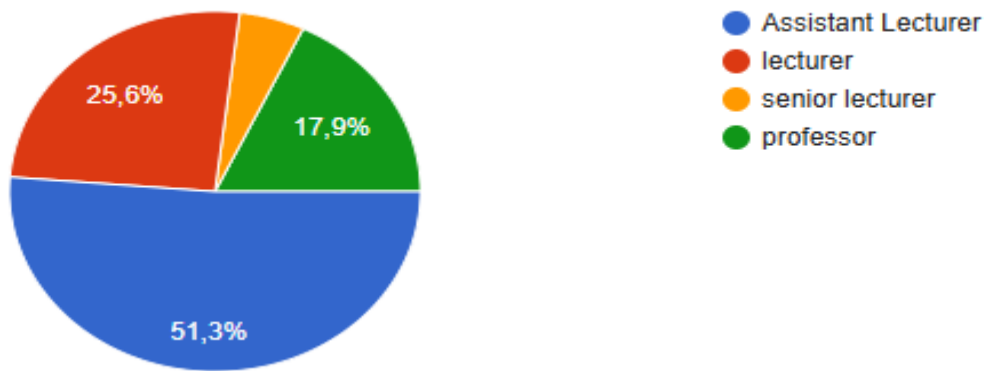


Figure 3.2 shows that the sample under investigation belongs to different age categories. 22 (56%) respondents' age ranges between (25-35), 13 (33%) between (35-44), and only 1 (2.6%) and 3 (7 %) of the population's age is above 45 years. This implies that the population of the study is diverse, and consists of both youth and older people who have different opinions and attitudes towards language use in Algeria. Therefore, the sample is suitable to our research since teachers are mature enough to have solid attitudes about the languages.

Question Three: Academic Rank

Figure 3.3 : *Teacher's Instruction at University*

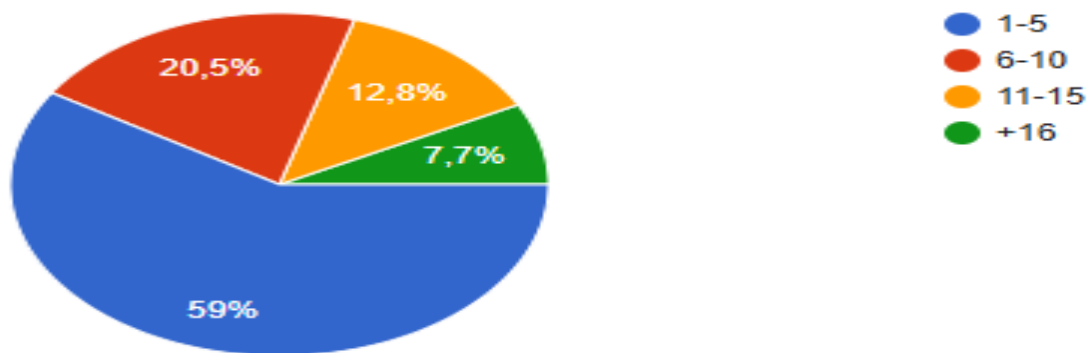


The respondents were asked about their academic rank. It was confirmed that all the respondents were university teachers. The results reveal that the majority of teachers 20 (51%) are assistant. Whereas 10 teachers (25%) are lecturers. However, only 7 teachers (17%) are professors. Only two teachers are senior lecturers (5%).

Question Four: Years of teaching experience

Figure 3.4

Teachers' Years of Teaching Experience at University



The respondents were asked about their teaching experience to make sure that they were all teachers enrolled in higher education, experienced at least five years of teaching at university. The largest group composed of 23 teachers (59 %) have between 1 and 5 years of experience. This suggests the teaching cohort is relatively young. About one-fifth (20 %) are in the 6–10-year range, indicating a solid segment of slightly more experienced teachers. Respondents having 11 to 15 years of teaching represent (12 %) of the population with the average of 5 participants. Only (7%) have over 16 years of experience.

Question 5: University affiliation

This question was intended to attract the largest possible number of professors from various Algerian universities. The majority were teachers from Algiers, Bordj Bou Arreridj and Constantine.

Section Two: Perceptions of English as a global language

Question Six: how do you perceive the role of English in Algeria today?

Table 3.1

Teachers' responses

Reason	Percentage	numbers
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Globalization and international communication	41%	16
Media and popular culture (e.g., movies, music)	25.6%	10
Educational policies favoring English	15.4%	6
Economic opportunities and job markets	10.3%	3
Other (please specify)	~2.6%	1
Political reasons mainly the hatred toward...	~2.6%	1
Imposed by the minister	~1.3%	1
All	~1.3%	1

Table 3.1 demonstrates that the majority of teachers 16 (41%) clearly associate the dominance of English with global interconnectedness, followed by 10 (25.6%) who believe that popular media plays a substantial role in shaping language preferences and exposure. Moreover, 6 teachers (68.33%), claim that institutional and policy-level influences also play a significant part, and only 1 teacher each (2.6% or less) have other reasons including political reasons, imposed by a minister or selecting “all” These are idiosyncratic and less generalizable.

Question Seven: Do you believe the spread of English in Algeria is primarily influenced by:

Table 3.2 : *Statistical Table: Reasons for English Language Influence*

Reason	Percentage
Globalization and international communication	41%
Media and popular culture (e.g., movies, music)	25.6%
Educational policies favoring English	15.4%
Economic opportunities and job markets	10.3%
Political reasons mainly the hater towards...	~3%
Imposed by a stupid minister	~2%
Other (please specify)	~1.5%
All	~1.2%

The analysis of the data reveals that the primary reason for the spread and adoption of English is globalization and international communication, accounting for 41% of the responses. This indicates that English is widely perceived as a key tool for global interaction and connectivity. The second major factor, cited by 25.6% of respondents, is the influence of media and popular culture, such as movies and music, which exposes individuals to English in engaging and informal contexts. Educational policies that promote English follow with 15.4%, showing institutional support for the language. Economic motivations, including access to better job opportunities, are also significant, comprising 10.3% of the responses. Less influential but still present are political reasons, including resentment toward French or nationalist sentiments

(~3%), and negative views toward policy decisions, such as English being imposed by a disliked minister (~2%). A small percentage (~1.5%) mentioned other unspecified reasons, while around 1.2% viewed all factors as equally important. Overall, the data suggests that the rise of English is mainly driven by global relevance, cultural exposure, and educational and economic incentives, with political or imposed factors playing only a minor role.

Question Eight: In your opinion, does English pose a challenge to Algeria’s linguistic identity?

Table 3.3 : *Statistical Table: Perception of English Language Impact in Algeria*

Response	Percentage
No, it coexists with other languages	48.7%
Yes, it marginalizes Algerian Arabic and Berber (Tamazight)	28.2%
It depends on how it is integrated into society	23.1%
Not sure	0%

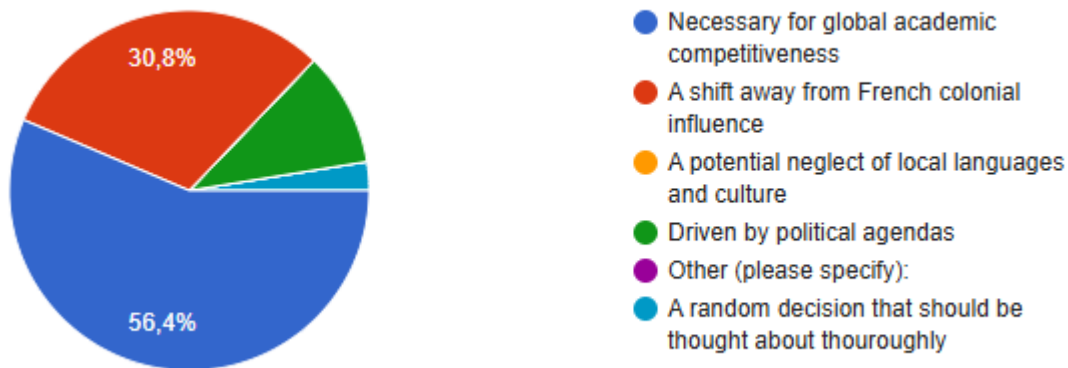
Table 3.3 shows how Algerians university teachers perceive the impact of the English language on their linguistic landscape, particularly in relation to Algerian Arabic and Berber (Tamazight). The responses are varied, reflecting a complex sociolinguistic reality. Nearly half of the respondents 19 (48.7% believe that English coexists peacefully with other languages in Algeria. This suggests a growing acceptance of multilingualism and recognition of English as a global tool rather than a threat to local identities. Over a quarter of the participants 11 (28.2%) feel that English marginalizes local languages such as Algerian Arabic and Berber. This perspective is significant and underscores fears of cultural erosion, particularly in a nation where language is deeply tied to identity and heritage. A notable portion 9 (23.1%) believes that the

impact of English depends on how it is integrated into society. This indicates a nuanced understanding of language dynamics and openness to balanced bilingualism or multilingualism if managed sensitively. Interestingly, no participants selected “Not sure”, indicating strong and clear opinions on the matter. This may reflect the relevance and importance of language politics in Algeria today.

Section 3: English in Algerian Higher Education

Question Nine: How do you view the increasing emphasis on English in Algerian universities?

Figure 3.5: The Growing Emphasis on English in Algerian Universities:

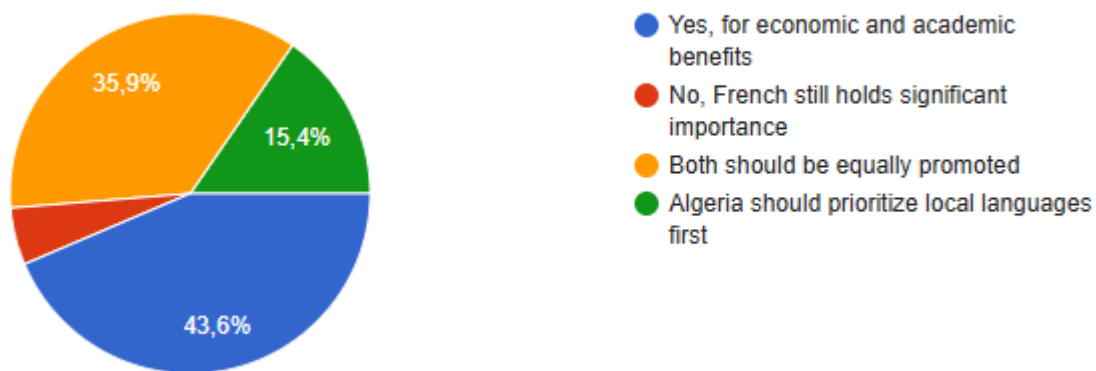


This question seeks to understand how Teachers believe English is being promoted in the country. The responses highlight a range of motivations, from strategic academic reasoning to political and cultural implications. A clear majority of respondents 22 (56.4) believe that adopting English is necessary for global academic competitiveness. This view reflects recognition of English as the dominant language in science, technology, higher education, and research. Algerians appear to value the practical advantages English offers in connecting with international academia and economic opportunities. A significant portion 12 (30.8%) sees the promotion of English as a deliberate move away from French colonial influence. Choosing English can be interpreted as a way to reclaim cultural and political independence, especially in a

country with a complex colonial history. A smaller but notable segment 4 (10.3 %) believes the push for English is driven by political agendas. This implies skepticism about the motivations of policymakers, hinting at concerns about manipulation or superficial reform rather than genuine educational progress. Only one participant (2.6 %) views the decision random or insufficiently considered.

Question Ten: Do you think English should replace French as the primary foreign language in Algeria?

Figure 3.6: The possibility of replacing French by English



This figure explores teachers' perspectives on whether English should be prioritized over French. The data reveals a diverse range of views, reflecting Algeria's complex linguistic landscape shaped by its colonial history, global aspirations, and cultural identity. The largest group 17 (43.6%) believes that English should be prioritized for economic and academic benefits. This underscores the growing perception of English as a strategic asset for global competitiveness, education, and career advancement. Over one-third of respondents advocate that both English and French should be equally promoted. This suggests a recognition of the practical value of French (due to historical ties and existing infrastructure), alongside a progressive

embrace of English. This balanced view highlights a desire for multilingualism and inclusivity rather than binary choices.

Question Eleven: What challenges do Algerian students face in learning English?

Table 3.4 : Challenges that Algerian students face while learning English

Category	Frequency (%)	Cumulative Frequency (%)	Rank	Comments
Dominance of French in media and education	35.9	35.9	1	Most significant barrier
Lack of exposure to native English speakers	33.3	69.2	2	Nearly equal in impact to top barrier
Limited resources (books, qualified teachers)	17.9	87.1	3	Important structural issue
Cultural resistance to	~6.0	~93.1	4	

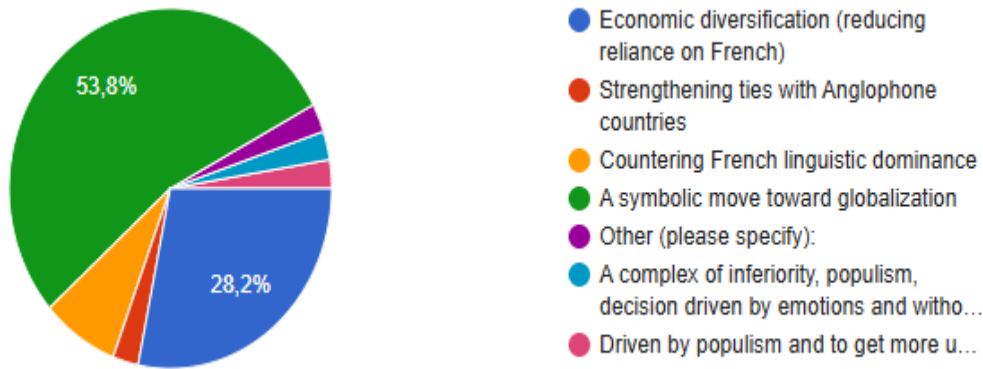
English				Minor but notable cultural factor
Other (please specify)	~3.0	~96.1	5	Less frequently cited
The great majority is interested in English	~2.0	~98.1	6	Suggests positive outlook or misunderstanding
All	~1.9	~100.0	7	Possibly ambiguous or misclassified

The table clearly illustrates that the biggest obstacles to English learning are systemic and exposure-related. This category 14 (35.9%) represents the most significant barrier, indicating that the French language's strong presence in media and the educational system makes it difficult for learners to immerse themselves in English. Close behind, this category 13 (33.3%) highlights a critical experiential gap. Learners struggle to practice or hear authentic English. This category of respondents 7 (17.9 %) identifies the difficulty in shortage of books, digital tools, and qualified teachers. A smaller but still important portion of respondents perceive cultural or identity-related resistance to adopting English. Some respondents mention unspecified barriers. However, others respondents used the survey to express a positive sentiment rather than a barrier.

Section 4: Cultural and Political Implications

Question Twelve: Do you believe the Algerian government’s promotion of English is motivated by:

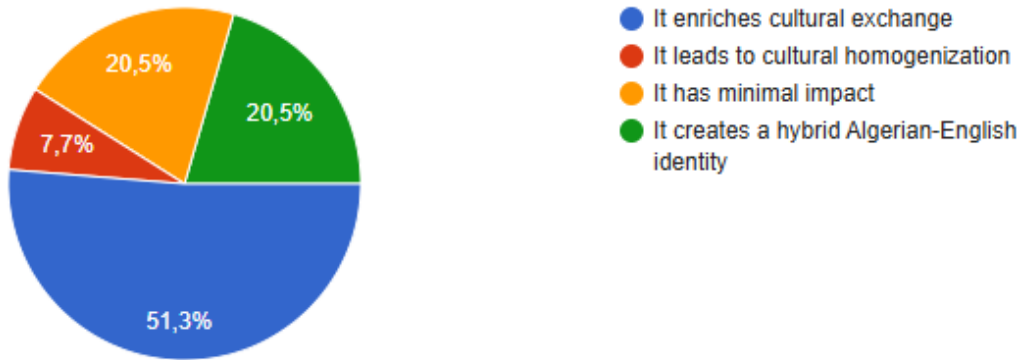
Figure 3.7 : Algerian government motivation towards English



The pie chart reflects a multifaceted set of motivations for promoting English, with a clear emphasis on globalization and economic development. Most respondents 21 (53,8%) believe English promotion represents global identity and modernization. Some teachers 11 (28.2 %) suggests that English is seen as an economic strategy to access broader markets and diversify international partnerships. Next, 3 of them (7.7%) implies a cultural or political resistance to the historically dominant role of French. Some respondents 2 (2.2%) suggest that promoting English is a way to build stronger relationships with English-speaking nations—possibly for trade, diplomacy, or international cooperation while others 3 (3.1%) provide a critical or skeptical viewpoint, suggesting that some see the promotion of English as being driven by non-rational motivations like inferiority complexes or populist trends, rather than clear strategic planning.

Question Thirteen: How does English influence Algerian cultural identity, in your opinion?

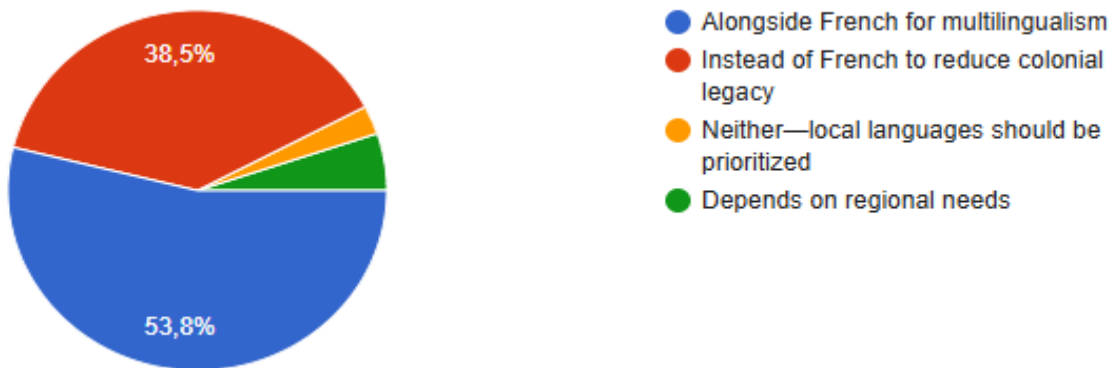
Figure 3.8 : The Influence of English on Algerian Cultural Identity



Based on teachers' answers, it is shown that the mass majority of the respondents 20 (53.1%) see that English enriches cultural exchanges. Two equivalent categories 8 for each (20.5%) see that English language has its minimal impact and creates a hybrid Algerian -English identity, 3 (7.7%) of the participants claim that English leads to homogenization.

Question Fourteen: Should English be taught alongside or instead of French in primary and secondary schools?

Figure 3.9 : The possibility of teaching English instead French in primary and secondary schools



As shown in Figure 8, a large number of teachers 21 (53,8 %) opted for English to be taught alongside of French in primary and secondary schools in Algeria. This suggests that the majority of the respondents are for multilingualism. Only 15 respondents, which represent percentage of (38.5%), chose English to be the first foreign language in Algeria instead of French to reduce colonial legacy. This implies that those teachers have positive attitudes towards English. Two participants (5.1 %) claim that teaching English as a second language depends on regional needs. Only participant sees that local languages should be prioritized.

Summary of the Questionnaire Results and Findings

Results revealed from the analysis of the teachers’ questionnaire can contribute and add value to the current study. To start with, it should be noted that a fair number of teachers are aware of the value of English as a global language. In addition, most of the teachers perceive the role of English as an opportunity for economic and academic uses.

Results also indicate that respondents have positive attitudes towards English. Despite the fact that a significant number of them recognize that French is part of the Algerian educational system but the majority of them do not accept it as a national and official language and do not consider learning it. French is also perceived negatively by the respondents as the majority of them associate it with the ex-colonizer of Algeria.

Moreover, the results gathered from the teachers' questionnaire reveal that the respondents have positive attitudes regarding English. All of them considered English to be the most important language to be taught to pupils and to be used in the different sectors in Algeria. Their positive attitudes towards English stem from the fact that it is the language of economy and communication; consequently, it should be given much more attention. Teachers, also acknowledge that English is now an international language; thus, they support the teaching it at an early age. They agreed that the mastery of this language became a necessity for individuals to be updated and to keep up with the developed countries, with scientific research, and with technological development.

Comparison with Past Findings

The results from the current analysis of the teachers' questionnaire align with several previous studies on language attitudes in Algeria. Similar to the findings of Benrabah (2007) and Morsly (2016), the current study confirms that English is increasingly perceived as a valuable and global language by Algerian educators. The teachers' recognition of English as a tool for economic advancement and academic progress mirrors Kabel's (2020) argument that Algeria's decision to introduce English in science and technology education at the secondary level reflects a broader shift toward English as a strategic linguistic asset.

Furthermore, the respondents' predominantly positive attitudes toward English are consistent with Bennani (2018), who emphasized the growing prestige of English among both educators and students, despite the social inequalities surrounding access. The teachers' belief in the importance of early English instruction and its role in technological and scientific advancement underscores this perception of English as a "language of modernity", a view commonly observed in global language shift literature.

In contrast, the teachers' attitudes toward French in the present study also reflect long-standing postcolonial tensions, echoing the work of Grand guillaume (2004) and Morsly (2016), who noted that French continues to be perceived by many Algerians not as a neutral medium of instruction, but as a reminder of colonial domination. The current study reaffirms this, showing that although French maintains a presence in the education system, it is largely rejected as a national or official language by the majority of respondents.

Moreover, the preference for English over French among teachers in the current study is also in line with more recent societal trends reported by Benrabah (2014), who observed a generational shift wherein younger Algerians increasingly favor English for its global utility and cultural neutrality, distancing themselves from the politically and emotionally charged history associated with French.

In summary, the current findings not only support existing literature but also add empirical depth by highlighting the clear and growing preference for English among Algerian educators, coupled with a critical stance toward the continued dominance of French in official and educational domains.

Policy Recommendations and Implications

Policy Recommendations

In general, the overall impact of English is considered more positive than negative and the necessity of English is assumed by the majority in Algerian society. The main concern here is how to adopt global English effectively without damaging local languages and cultures.

On the basis of the findings of this study, multiple implications can be made. First, it is so important to provide Algerians with learning and basic knowledge about languages and related basic linguistic notions, such as what are the world languages, which languages are largest in size of languages. Second, it is substantial to raise the Algerians' awareness about the status of languages in Algeria such as the difference between official languages and national languages, and the reason behind granting such status to particular languages. This later could be introduced in the course of civic education. Third, we suggest to raise the Algerians' attitudes about the advantages of multilingualism and multiculturalism to see diversity as richness and not divisive issue. Fourth, Algerians should work on developing positive attitudes towards the different languages and cultures, and mainly towards the different local/national languages in Algeria: Arabic (colloquial and standard), Tamazight and different varieties. Also, they should develop awareness about the rights of languages to survive and to be used and the right of people to speak their first languages; languages are markers of identity, contents of people's culture and vehicle of culture.

Another suggestion is that people should be aware about French for being a world language, large in size, and rich in cultural and literary heritage, not to mention that it is also important as it is still used in many domains like in day-to-day verbal practices. Moreover, the government should reconsider the teaching of foreign languages in Algeria and the age of introduction of these languages, especially English. It is the international language and lingua franca, the language of science and technological development, and Algerians have positive attitudes towards it, so the introduction of English in school should be reconsidered, for instance introducing it earlier in primary school.

Finally, we recommend, for further research, to conduct similar studies on different communities; Bordj Bou Arreridj is an interior small city, so teachers may consider studying the

spread of English throughout the whole territory in the different types of cities, coastal cities, bigger cities, and the capital. Furthermore, they may consider investigating the attitudes of populations towards the different languages for more generalizations of conclusions and for more representative results. Another suggestion is that they may investigate the use of English in other domains such as advertising, branding, and product naming.

Limitations and Delimitations

Limitations

The study recognizes several limitations inherent in its design. The convenience sampling, while convenient, possibly affects the transferability of findings to generalizability contexts (Creswell & Poth, 2018). The predominantly closed-ended questionnaire tool, despite a single open-ended item, potentially restricts the response richness otherwise sought in qualitative research (Brinkmann & Kvale, 2015). The absence of physical consent forms, despite the observance of other ethics protocols, is a procedural limitation. Since it is a self-report study, the results can reflect selective perceptions of participants rather than complete realities (Lincoln & Guba, 1985).

Delimitations

Delimitations include the exclusive focus on university teachers' voices at the expense of other educational voices and the cross-sectional design unable to track evolving attitudes over time (Merriam & Tisdell, 2016). These boundaries intentionally restrict the scope of the study while suggesting opportunities for further in-depth quantitative investigation.

Conclusion

This study has explored how English is perceived in Algeria and what impact it has on society and culture. It has drawn on three kinds of data: (1) analysis of policy and documents, (2) critical discourse analysis of textual data, and (3) questionnaire with respondents from Algerian university teachers. The aim was to provide a current in-depth study of the role and cultural politics of English in Algeria. Rather than offering a general and qualitative picture of global English, this research concentrates on quantitative data. It focuses on issues which arise when English is given an important role in national policy and when English instruction has been introduced into Algeria's education. The study thus offers a limited but significant investigation into the spread, adaptation and influence of English in Algeria.

General Conclusion

The current dissertation has primarily investigated the growth of the English language in Algeria. For such purpose, one data collection tool was used, a questionnaire that targeted investigating teachers' use and attitude towards English and the different languages of the country. The choice of the research tool was the appropriate one to confirm or refute the hypothesis of this thesis. Therefore, and in order to provide a holistic picture of the spread of English in Algeria, three chapters were set down to deal with the problematic.

The first and second chapters were the theoretical base of the dissertation. The first chapter gave at first brief definitions of the terms used to describe English and the one that is adopted in this thesis is global language. It also worked as a lens to clarify many notions regarding the origins of English and some of its advantages and disadvantages as a global language. In addition, the chapter included the different types of English circles, the fields in which English is used and some views regarding the future of English. Moreover, the chapter aimed at giving a brief theoretical account on the sociolinguistic situation of Algeria. It tackled the history of Algeria and how this later helped in shaping the sociolinguistic landscape of the country. It also dealt with the language planning and policies adopted in the country after independence and the place of English language in Algeria, as contrasted with other languages.

The second chapter deals with the methodology being used to investigate this thesis, a quantitative approach which facilitates the examination of the participants' responses and the research questionnaire which was specifically prepared as the chief tool for data collection.

The third chapter stands as the empirical platform of the dissertation. It accounted for the analysis of the results and findings carried out, the results were gathered through one tool which is a questionnaire and the analysis of the respondents' answers showed some information regarding the spread of English in Algeria.

Hence, the analysis of findings from the data gathered from the teachers' questionnaire confirmed the research hypothesis; Algeria is no exception of the worldwide spread of English as an international language. Furthermore, chapter three highlighted some implications and suggestions regarding the future of English in Algeria. In addition to some recommendations that emphasize language-related issues and possible solutions to them. Interestingly, those recommendations would guide the country and its citizens to evolve helping constructing a solid base for the next generations.

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Appendices

Appendix 1

The Questionnaire

Dear Participants,

This questionnaire is part of a research study exploring the cultural and political implications of English as a global language in Algeria. Your responses will remain confidential and will be used solely for academic purposes. Thank you for your time and contribution.

Section 1: Demographic Information

1. Gender:

- Male
- Female

2. Age:

- 25-34

- 35-44
- 45-54
- 55+

3. Academic Rank:

- Assistant Lecturer
- Lecturer
- Senior Lecturer
- Professor

4. Years of Teaching Experience:

- 1-5 years
- 6-10 years
- 11-15 years
- 16+ years

5. University Affiliation:

- University of Algiers
- University of Oran
- University of Constantine
- Other (please specify):

Section 2: Perceptions of English as a Global Language

6. How do you perceive the role of English in Algeria today?

- A neutral tool for communication

- A language of economic and academic opportunity
- A threat to Algerian Arabic (Darija) and French
- A form of cultural imperialism
- Other (please specify):

7. Do you believe the spread of English in Algeria is primarily influenced by:

- Globalization and international communication
- Economic opportunities and job markets
- Educational policies favoring English
- Media and popular culture (e.g., movies, music)
- Other (please specify):

8. In your opinion, does English pose a challenge to Algeria's linguistic identity?

- Yes, it marginalizes Algerian Arabic and Berber (Tamazight)
- No, it coexists with other languages
- It depends on how it is integrated into society
- Not sure

Section 3: English in Algerian Higher Education

9. How do you view the increasing emphasis on English in Algerian universities?

- Necessary for global academic competitiveness
- A shift away from French colonial influence
- A potential neglect of local languages and culture
- Driven by political agendas

- Other (please specify):

10. Do you think English should replace French as the primary foreign language in Algeria?

- Yes, for economic and academic benefits
- No, French still holds significant importance
- Both should be equally promoted
- Algeria should prioritize local languages first

11. What challenges do Algerian students face in learning English?

- Lack of exposure to native English speakers
- Dominance of French in media and education
- Limited resources (books, qualified teachers)
- Cultural resistance to English
- Other (please specify):

Section 4: Cultural and Political Implications

12. Do you believe the Algerian government's promotion of English is motivated by:

- Economic diversification (reducing reliance on French)
- Strengthening ties with Anglophone countries
- Countering French linguistic dominance
- A symbolic move toward globalization
- Other (please specify):

13. How does English influence Algerian cultural identity, in your opinion?

- It enriches cultural exchange
- It leads to cultural homogenization
- It has minimal impact
- It creates a hybrid Algerian-English identity

14. Should English be taught alongside or instead of French in primary and secondary schools?

- Alongside French for multilingualism
- Instead of French to reduce colonial legacy
- Neither—local languages should be prioritized
- Depends on regional needs

Thank you for your participation

* ملحق بالقرار رقم 1082... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): الحاج بنسرين الصبغة: طالب، أستاذ، باحث طالبة
الحامل(ة) لبطاقة التعريف الوطنية رقم 4.059.76976 والصادرة بتاريخ 2023/05/29
المسجل(ة) بكلية / معهد الآداب واللغات قسم اللغة الإنجليزية (ماستر)
والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: FFL University Teachers perspectives on the
Role of English in Algeria's education and development.

أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 2025/07/15

توقيع السيد:

بطاقة التعريف رقم:

بتاريخ:

مختص بـ:

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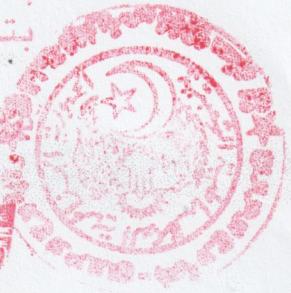
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ويتم فوض منه رئيس فرع البلدي

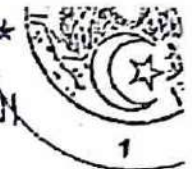
جمال صلاحية

توقيع المعني (ة)

05 JUN 2025



* ملحق بالقرار رقم 10821... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإجازة بحث

أنا المعضي أسفله،

السيد(ة): العندون نسر بن الصفة: طالب، أستاذ، باحث حالية

الحامل(ة) لبطاقة التعريف الوطنية رقم: 109854387 والصادرة بتاريخ 10/07/2018

المسجل(ة) بكلية / معهد الدراسات والبحوث قسم اللغة الإنجليزية

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

عنوانها: EFL university Teachers' Perspectives on the role of English in Algeria's Education and Development

أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 25/07/15

توقيع المعني(ة)



15 جريدة 776

المعني

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2018/07/15

التاريخ

توقيع السيد:
بطاقة التعريف
بتاريخ

برج بوعرب
رئيس المجلس الشعبي
ملحق الإدارة الإقليمية
زهارة خليفة

