UNIVERSITE MOHAMED EL BACHIR EL IBRAHIMI
BORDJ BOU ARRERIDJ

EFL Teachers' and Learners' Perceptions and Practices towards The Ownership of English Language : the case of Mohamed El Bachir El Ibrahimi University ,BBA

~~of the requirements for the Master Degree in Didactics.~~

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Dedication 01

بسم الله الرحمن الرحيم

(الْحَمْدُ لِلَّهِ الَّذِي هَدَانَا لِهَذَا وَمَا كُنَّا لِنَهْتَدِيَ لَوْلَا أَنْ هَدَانَا اللَّهُ) [الأعراف: 43]

[الأعراف: 43]

*This thesis is dedicated to the memory of my father, **Abd El Nasser DERRARDJA** .Thank*

you for being my father. I am so proud of you.

To the fighter woman my mom, who picked me up on time and encouraged me to go on every

adventure, especially this one. Thank you for your endless love.

I dedicate it to my big sister and little brother thank you for your constant support and for

always being by my side through thick and thin.

To my best friends Chaima and Nadjet .Thank you for all your efforts and the happy times we

spent together.

To all my family and everyone who helped me, even by wishing me success and happiness

especially my dear friend Ichrak.

Sahar

Dedication 02

By the name of ALLAH

(His command is only when He intends a thing He says to it , "Be ", and it is)

Praise be to Allah that His grace is righteous

❖ *With heartfelt emotions, I dedicate this humble work to my source of life: my beautiful mother **Farida** and my gorgeous father **Nouari**, for their unconditional support.*

    ❖ *I also dedicate this work to my **siblings** for their constant encouragement.*

❖ *I would like to express my deepest gratitude to my research partners**, Sahar** and **Chaima**, for sharing memories full of love and respect.*

    ❖ *I dedicate it to my special person **S.***

Nadjet

Dedication 03

Alhamdulillah

First and foremost, my sincere gratitude to Allah for giving me the will, strength, and health to complete this work.

I dedicate this work to:

My dear father, the source of safety and inspiration.

My beloved mother, the source of affection and love.

My dear sister and lovely brothers.

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"To all those who believe in me and wish me success"

Chaima

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Abstract

Like all countries that have adopted English in their educational systems, Algeria seeks to integrate it with the goal of creating international learners who actively contribute to its advancement. In order to enhance English language acquisition in the country, it is essential to know how it is perceived and practiced. Therefore, this study aims to investigate EFL teachers' and learners' perceptions and practices towards the ownership of the English language. Using a mixed-methods case study design, questionnaires were administered to 109 first-year EFL master's students, and semi-structured interviews were conducted with 7 permanent teachers at the Mohammed El-Bachir El-Ibrahimi University of Bordj BouArréridj, Algeria. The quantitative and qualitative data were analyzed using different procedures (statistical analysis, thematic analysis, and content analysis). The findings revealed that teachers and learners perceive English as a global language owned by everyone, regardless of their linguistic and cultural background. The findings also showed that the teachers and learners practice the English language with variety, which reflects their Algerian background. Furthermore, the findings supported the inclusion and selection of different teaching materials that consider all variations of English and address the abilities and requirements of Algerian learners.

Key words: English language ownership, Perceptions, Practices, EFL, First- year master's students, Permanent English teachers.

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List of Abbreviations

WE: world Englishes.

ELF: English as a lingua franca.

IVE: Institutionalized varieties of English .

TL: Target Language.

NEST: Native English Speaking Teachers.

NNEST: Non-native English Speaking Teachers.

EFL: English as Foreign Language.

L1: First Language.

L2: Second Language.

EIL: English as International Language.

ESL: English as second language.

CQA : Content Qualitative Analysis.

AA : Algerian Arabic.

MSA: Modern Standard Arabic.

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Chapter One :

General Introduction

Introduction

After the spread of the English language and the emergence of new varieties of English in the world, important questions have been raised about how to represent its linguistic diversity and determine ownership of the language. In Kachru's'(1984) New Englishes' paradigm, he has posited that English is not limited to native users alone but instead belongs to all who make use of it, regardless of how the literature distinguishes between natives and non-natives. With over 1.5 billion speakers worldwide use English for a variety of purposes (Crystal, 2012), English is used by everybody around the world to express their thoughts and feelings. The concept of English ownership is based on the notion that there is no distinction between native and non-native speakers when it comes to global communication.

According to Hall (2017), English is utilized by both native and non-native English speakers. Instead, as members of the global community, people should respect the different English languages spoken around the world. This approach fosters true international communication, allowing individuals to exchange ideas in their distinct ways using a common language. Nobody should be forced to conform and assimilate; instead, they can expand their horizons through the multilingual and multicultural communication that occurs in English. When people illustrate regard for the differences of English, worldwide communication will be more enhancing. As individuals come to acknowledge that variations in the different forms of English do not automatically equate to errors, they also recognize that the understandability of English is much more important. Individuals ought to not fear communicating themselves in English as long as they are understood. They must also strive to comprehend each other. There is no hierarchy between ENL, ESL, and EIL in the international communication context, emphasizing the importance of respecting the various Englishes used, just as one respects individual personalities (Shibata, 2011)

As such, different perspectives have arisen on how to teach the language to fit each context (Canagarajah, 2016).In recent years; Algeria has introduced reforms to improve English teaching. To make this process more effective, it is important to understand how teachers and learners perceive and practice the language as well as their wants for applying it. Different studies around the world have been conducted to investigate teachers' and learners' perceptions and practices of using English as an international language in order to encourage its use and make it fit their contexts (e.g. Boonsuk et al., 2019; Raja et al., 2022) Same with Algeria, understanding the teachers' and learners' perceptions and practices of ownership of English promotes a more inclusive and appropriate approach to English language teaching and learning.

Statement of the problem

The ministry of higher education in Algeria aims to incorporate the English language in various educational fields. To achieve this, it is necessary to investigate how EFL teachers and learners perceive and practice English. In spite of the significance of this topic, there is a notable lack of research in the Algerian context. This gap can create fear among students, as they may believe that English should be spoken and practiced only in the same way as native speakers. Furthermore, the lack of information on how English should be specifically taught in Algeria may exacerbate the challenges of language acquisition. In this regard, it is important to investigate teachers' and learners' perceptions and practices of English language ownership in order to identify appropriate language teaching policies and environments that align with the Algerian context.

Research Aims

Based on the gaps stated above, this study aims to provide perceptions of how the English language is perceived and practiced in Algeria. More specifically, the present study seeks to:

● Explore teachers' and learners' perceptions of the ownership of the English language.

●Investigate teachers' and learners' practices of ownership of English.

Research Questions

In order to achieve the above aims, the study raises the following research questions:

● RQ1: How do teachers and learners perceive the ownership of English?

● RQ2: How do teachers and learners practice ownership of English?

Research Significance

Previous studies have explored the perceptions and practices of both teachers and learners regarding the ownership of the English language and revealed some findings. However, no studies were found in Algeria that focused on this topic. Therefore, we believe that our findings can provide new perspectives and understandings to fill in such gap. Language ownership is the feeling of belonging to a particular language. Examining teachers' and learners' perceptions and practices of ownership of English in Algeria may inform us about the role and importance given to English in the country`s educational system and society in general. Furthermore, this research may encourage different educational fields' teachers and learners to use English the way they want, regardless of their linguistic background. Finally, examining teachers' and learners' perceptions and practices regarding English ownership may help stakeholders and decision-makers include appropriate and more comprehensive language teaching and learning practices that consider all variations of

English, including Algerian English , and effectively address the abilities and requirements of Algerian learners.

Structure of the Dissertation

This paper is structured into five particular chapters. The first chapter introduces the statement of the problem, the aims and significance of the research, the research questions, and the outline of the thesis. The second chapter outlines the theoretical framework related to the study. It discusses the growth of English as a global language, its varieties, and the issue of its ownership. Moreover, it highlights the nature of Algerian sociolinguistics, including the position of English there as well as how it is taught in Algeria. Finally, this chapter offers some previous studies related to teachers' and learners' perceptions and practices towards the ownership of the English language. The third chapter introduces the selected research methodology. It describes the selection of the research design, the target population, the settings, and the instruments that are used, ending with the process of collecting the data. In addition, it illustrates the techniques that are utilized to analyze the data. The chapter finishes with a description of ethical considerations followed to make this study trustworthy. The fourth chapter presents the results gathered. The qualitative findings are introduced in the form of paragraphs, whereas the quantitative findings are presented in graphs. The fifth chapter discusses the provided findings with reference to research questions and the reviewed literature. It finishes with a conclusion, which offers a review of the major items undertaken throughout the investigation.

Chapter Two :

Literature Review

Introduction

This study aims to investigate teachers' and learners' perceptions and practices towards the ownership of the English language. To achieve this and better understand the whole concept of ownership, it is essential to review theoretical concepts and previous research relevant to this study. Hence, the chapter encompasses insights about the growth of English as a global language. Moreover, it includes the concept of world Englishes and its circles. Besides, it points out an overview of English as a lingua franca, its characteristics, and the differences between English as a lingua franca and world Englishes. Additionally, it presents the concept of English language ownership. Furthermore, it includes the sociolinguistic situation in Algeria, covering the languages that coexist there. Also, it points out the spread of English in Algeria and its status among Algerians, as well as English education in Algeria and educational reforms. The chapter ends with reviewing some empirical studies about perceptions and practices related to the ownership of the English language around the world.

The growth of English as a global language

English originated from Anglo-Saxon communities who settled in England in the 5th century BC (Crystal 2003). In the middle Ages, English was primarily used for speaking, while Latin was used to write texts. Later, English underwent a gradual evolution and eventually became a language that was documented over several centuries. It was primarily used by native speakers to communicate in a wide range of fields such as daily life, trade, and politics.

Over time, English began to spread globally. One of the major factors contributing to the spread of English in the world was the expansion of the British Empire during the 16th and 17th centuries of exploration (Graddol, 2006). English appeared in the British colonies. For example, English is the official language of North America, Australia, and New Zealand,

and the official language of India and South Africa during the British Empire. In addition, the expansion of British and American culture through literature, media, and entertainment strengthened the wide spread use of English during the 19th and 20th centuries (Crystal, 2003). For example, most of the best-known television programs, series, and films are broadcast in English. Besides, the use of digital communications and the Internet has contributed to facilitating the spread of English as a global language. For instance, most websites, applications, and other programs are designed and used in English (Jenkins, 2015). As a result, English has been taught as a second or foreign language in schools and universities worldwide to facilitate communication among different language users. Nowadays, English is spoken by 350 million people worldwide as their mother tongue, while it is used by approximately 430 million people as a second or foreign language (Hurn et al., 2013).

Despite the fact that English plays the role of a global language and helps all people communicate and achieve their needs, it causes linguistic imperialism (Phillipson, 1992). Language imperialism refers to "the imposition of one language on other languages or dialects, with the purpose of establishing and maintaining political and economic control."(Heller, 2010, p.2). This control is caused by political and economic strength. Phillipson (1992) claims that linguistic imperialism supports the dominance of Western ideology over the world. He asserts that due to the spread of English, linguistic diversity has disappeared, which in turn has led to the degradation of cultural identities and values. In the same vein, Crystal (2000) asserts that the dominance of English worldwide could lead to the loss of cultural diversity found in various regions of the world. Since language is intimately connected to culture and personal identity, adopting English as a global language may result in the extinction of numerous minority languages and dialects.

Even though the use of English as a global language contributes to linguistic imperialism, its widespread use and recognition as a necessary language for personal and professional development demonstrate the acceptance of its globalization. Moreover, there are no signs that show any slowdown in its use in the near future (Phillipson, 2009).

World Englishes

Since English is used by all human beings whoever natives or nonnative the language has changed somewhat. These changes have affected things like grammar and pronunciation. Consequently, several varieties and accents of English have surfaced that reflect diverse cultures, backgrounds, functions, linguistic influences, and uses. These English variations are commonly known as "World Englishes" (Henceforth WE) (Larry, 2014). Kashrus (1984) points out that there are three models of English, which are used differently throughout the world. These models are indicated in three main circles: the outer circle and the expanding circle. The Inner Circle refers to the traditional English-speaking countries where English is spoken with correct and standard norms. by using correct grammar, appropriate vocabulary, and proper pronunciation. English is used there as the primary language of communication and is used in all life settings. It is mostly spoken in countries like the UK, the USA, and Australia (Al-Mutairi, 2019). Also, these nations are regarded as the English language's forefathers and have had a significant impact on its growth and international spread .These countries are considered the English language's founders and have had a big impact on its growth and global spread (ibid).

The second circle is the outer circle. It belongs to ESL speakers. Through the imperial expansion of Great Britain, English was spread throughout Asia and Africa. In these notions, English is utilized as a second language, and it is affected by their native languages. For Example, they use a correct and proper language, but the way they pronounce the words is

different from that of native speakers. English in this circle is used in several settings, for example, higher education, government issues, and trade. The countries that are considered outer circles are India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, and the Philippines (ibid).

The last circle is the expanding circle. In this expanding circle, English is learned and taught as a foreign language in schools and universities. Also, it is used as a way of interaction among people from different countries. Here, English is also affected by how foreign speakers use it. It is affected by their mother tongues. Moreover, the use of English by them has no relation to history or legislative roles. Other than native and second-language user countries, the rest of the world is concerned with this circle. For instance, China, Algeria, Japan, Turkey, and Egypt (ibid).Figure 2. 1. below presents Kechru's World Englishes Model.

Inner Circle
(e.g. the UK, the USA)

Outer Circle
(e.g.India, Malaysia)

Expanding Circle
(e.g. Germany,Russia)
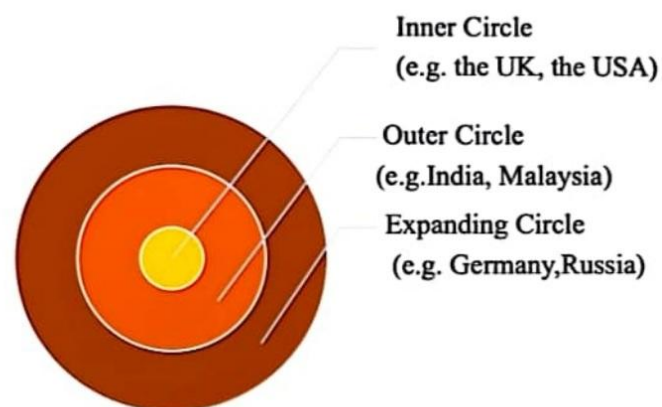
Figure 2.1.Kechru's World Englishes Model (Source, Graddol, D, 2006, p.110).

Although Kachuru's model makes a significant contribution to the understanding of the English language, many scholars have criticized it. Modiano (1999) claims that " It re-establishes the notion that the language is the property of specific groups and that correct

usage is determined by experts who speak a prestige variety" (p. 24). This model gives privileges to Inner Circle nations and confirms that the English language is only owned by specific groups. Holliday (2005) states that Kachru's model gives more weight to English spoken as a second language than as a foreign language. Consequently, Kachru's model reinforces that the English language is associated only with its native speakers rather than an international language that is serves as a communication and self-expression language by people from different parts of the world.

English as a Lingua Franca (ELF)

All countries must have gone through social and political conditions such as wars, poverty, and international crisis so this led to the migration of their people to some European countries, whether legal or illegal, not to mention the international trade between countries that need to communicate between peoples. The political and social conditions of people from different linguistic, geographic, and cultural backgrounds make them need to communicate. This needs to be led to the emergence of English as a lingua franca as a means of communication.

The term "ELF" has been given several different definitions by scholars that may be helpful in gaining a deep understanding of the word, it has been defined by Jenkins (2009) as a way in which English is used as a contact language between users of various first languages while according to Mauranen (2018), ELF is a communication language that is utilized by people all over the world and is not based on a particular community, as well as the linguist Barbara defines ELF as any use of English by people whose first language is not English, and for whom English is frequently the only available language for communication. (Seidelhofer, 2011). Such definitions attest to English's distinctive position within ELF. English is the language that people who speak different mother languages use to communicate with one

another in an understandable manner. At present, many activities, such as conferences, commercial meetings, or political negotiations, commonly involve this kind of communication. A real-life example of ELF in action would be a French businesswoman signing a deal with a Japanese sales representative of a Japanese company or an Egyptian archeologist visiting Europe to speak with his Italian colleagues about recently found regions.

The two levels on which English as a lingua franca operates are the local level and the international level. Seidelhofer categorizes these levels as "localized" and "global" in her book "Understanding English as a Lingua Franca" (Seidelhofer, 2011, p. 4). On a local level, English serves as a lingua franca, bringing together citizens of a nation where many different languages are spoken. This local function of ELF is evident, for instance, in Nigerian English, where Hausa, Igbo, and Yoruba speakers are brought together by English's status as the official language of the nation (Seidelhofer, 2011).On a worldwide scale, English serves as a lingua franca, bringing together speakers of various first languages and nations. ELF plays a function in nearly every aspect of world society on an international level.

ELF has also been characterized and defined in the literature in terms of how it differs from and like terms. Therefore, it is also essential to look into certain important characteristics of the term ELF and shed light on some of them to have a complete understanding of it.

Characteristics of English as a Lingua Franca

ELF is characterized by several features. Jenkins who is a British linguist and a leader in the study of ELF, asserts (2000) that effective communication is a top priority for ELF users, and they prioritize it over following traditional grammar rules. For instance, an ELF speaker might say "Me eat salad now" instead of "I am eating salad now" to convey their message more efficiently and effectively. She also claims that to overcome any

misunderstandings, they utilize a range of pragmatic strategies. For example, they use gestures. Additionally, she (2009) suggests that when standard forms of English are inadequate, ELF users may resort to using inventive and original grammatical structures to convey their intended meaning. An example of this is when they use a double negative, such as "I don't know nothing," to emphasize the negative. She also (2015) observes that ELF users often simplify or shorten complex sentence structures to prevent miscommunication or confusion when communicating with non-native speakers. For instance, ELF speakers say "I hungry" rather than "I am feeling hungry".

According to Jenkins (2018), the grammar of ELF is distinguished by its versatility and diversity, as users utilize grammar structures and pronunciation patterns that reflect their own language and cultural backgrounds. In this example of grammar, they replace the situation of the verb and put it at the beginning of the sentence, like in Arabic. However, an example of pronunciation is when they speak the language with their mother tongues without modifications to the native varieties. ELF features correspond to the communicative goals and necessities of its users, who value effective communication more than the strict enforcement of grammar and pronunciation rules.

English as a Lingua Franca and World Englishes

As long as ELF and WE are defined above, they seem very related and closed. However, they differ in their subject areas, concepts, applications, and methods (Schneider, 2016).There is notable differences between ELF and WE. ELF and WE have different desires. According to Kirkpatrick (2010), ELF is primarily concerned with communication, whereas WE place greater emphasis on the regional cultures and identities of countries. This distinction is reflected in the vocabulary used by each variety of English. Asli (2020) notes that WE incorporate words and expressions related to culture, while ELF tends to use a more

limited vocabulary. Another key difference between the two is their focus on language use. WE tend to prioritize the codification of national varieties of English, whereas ELF emphasizes the reshaping of language by users across the world to suit their situational needs (Galloway et al., 2015). Furthermore, WE research tends to focus on outer-circle varieties, such as English as used in India or South Africa, while ELF research focuses on expanding-circle varieties, such as English used in Japan or Turkey (Seidlhofer, 2001, 2004, cited in Marzieh et al., 2020).

Although there are differences between ELF and WE, they share some common principles. Both WE (who are in the outer circle) and ELF speakers' native accents affect their English. Schneider (2016) emphasizes that "many non-native speakers retain an "accent," which reflects phonological or phonetic interference." (P .109). Shneider (2016) states that WE and ELF have emerged and are used by second- and foreign-language learners of English. In addition, he highlights that both WE and EFL view speakers as competent English speakers for practical communication but as non-native speakers. Moreover, ELF and WE speakers move through acquisitioned language stages unlike natives, regardless of their proficiency level (Schneider, 2012). Furthermore, ELF and WE accept many forms of language. Pakir (2009) states that World Englishes and ELF are "emphasizing the pluricentricity of English, seeking variety recognition, accepting that languages change and adapt themselves to new environments, and observing the discourse strategies of English-knowing bilinguals" (p. 233). In the same vein, Galloway et al. (2015) assert that both terms focus on English interactions, the liberation of English ownership, and the transformation of English language teaching.

Ownership of language

The term "ownership" means the right to use, possess, or assign anything. Ownership can refer to tangible items such as real estate and personal property, or it can refer to intangible things such as intellectual property rights. When it comes to language, the issue of language ownership is especially important in multilingual societies, where there are differences of power between speakers of a language. According to Bourdieu (1991, 1997), linguistic interactions occur in an unfair "language market" where speech acts acquire different symbolic values. In the sociolinguistics community, some usages are considered "appropriate," "literate," "standard," or "legitimate," while others are not. As Bourdieu argued, "legitimacy" is determined not so much by inherently superior linguistic features as by power relations: the language of the elite is enforced as the norm and acts as a gatekeeper. Proficiency in this language is a precondition for access to symbolic and material resources. One could even argue that, while overt racism is less acceptable in democratic societies, linguistic or language-based discrimination (Phillipson,1991) continues to be unpopular as a so-called "politically correct" mechanism for the reproduction of social stratification (Parmegiani, 2006).

Moreover, owning a language means controlling who speaks it, where it is spoken, and whether it is written. In other words, language ownership refers specifically to language rights. Linguistic ownership is only a small part of the overall picture of Aboriginal heritage preservation, which includes but is not limited to the protection of folklore, cultural sites, traditional arts, religious rituals and botanical knowledge. The idea of owning a language is an unbelievably foreign concept for speakers of the most commonly spoken languages in the world. Monolingual speakers of English and other world languages generally lack a sense of ownership of their language because it is so widespread and spoken by people of all kinds of

backgrounds. There is no single, homogeneous English-speaking community. However, for the Mapuche, the Hopi and others like them, ownership of a language is an obvious right.

Ownership of language is basically a metaphor for the legitimate control that speakers claim over the development of a language (Wee, 2002), and the struggles they lead over the production and distribution of language resources, and over language to control the legitimacy of power relationships (Heller et al., 2001). Central to these language battles are debates about what counts as a legitimate speaker (Bourdieu, 1991; Blommaert, 1999). These struggles are also linked to the question of who decides who should speak what, when and how, and what language practices are valued as good, normal, appropriate or correct and associated with the social, economic and political interests of particular groups (Heller et al ., 2001). In addition, terms such as native speaker and related terms such as mother tongue and member of a language group are included in ownership duration. Although not without problems, these terms are often used to describe the linguistic ability and status of different types of speakers.

Ownership of English language

The concept of English "ownership" was first introduced by Widdowson (1994), who used the term "ownership" to describe the ways in which speakers use English for their own purposes. He submits that NSs no longer have the exclusive power to determine which words are grammatical because the rules and requirements are no longer formulated by groups of native speakers. He critiques the application of exo-normative criteria to international varieties of English for assessing speakers' proficiency and describes indigenization as a new way of assessing language proficiency. He asserts that adapting in language relates to the extent to which a person possesses it, makes it his own, and manages it according to his desires, exercising control over it rather than merely being bound by its form. In research on

institutionalized varieties of English (IVEs), the term "ownership" has been utilized to describe the way in which speakers utilize English for their own particular needs. For instance, Chisanga and Kamwangamalu (1997) use this term to refer to the indigenization of the English language in South Africa by means of lexical loans, morpho-syntactical transfers, and semantic extension. Their survey showed productive operational processes that illustrate how speakers have appropriated English for their own needs.

Norton (1997) views ownership as legitimate in a broader context that is convenient for inspecting the complicated linguistic identity of IVE speakers. She contends that dividing speakers into native and non-native categories builds a binary which hinders students from claiming English as their own, since they are deprived of recognition as valid speakers. Her findings about immigrant girls in Canada (Peirce, 1995) suggest that the binary difference between the language learner and the target language (TL) culture is complicated due to the fact that a learner's funding in the TL is the product of the learner's social identification in relation to the social world. As stated by Bourdieu, speaker approval and their sense of ownership of a particular language are related. If no country has full control over English, all global language users will be exempt from language law because of their place of birth (Widdowson, 1994; Chaung, 2002; Holiday, 2009; and Phan, 2009). By this, it can be said that ownership of the English language is vested in anyone who belongs to the community that uses the language, and English is either owned by all who use it or it is equivalent to the same thing; its ownership is not limited to any particular group of speakers (Wee, 2002)

Therefore, the ownership of English is an important issue when relating to both L2 identity and English language acquisition. However, ownership can arguably bring about greater autonomy. For Seilhamer (2015), "Speakers are free to manipulate language to suit their whims and purposes" (p. 385). Which means that people are no longer have to look at the native speaker's face to see if your words, phrases, and sentences are "correct," but instead

they are encouraged to use English in the way they like, using their own linguistic and cultural frameworks to the extent that it is mutually understandable in the various contexts of their language use. To further clarify this point, if you have ownership of English, you do not strictly conform to the linguistic-cultural standard of native speakers but rather express your own identity in your own variety of English (McKay, 2002; Crystal, 2003).This aspect of owning English is vital when considering English education, especially in countries where English is considered a foreign language. It is important for English language teachers to instill in their students a sense of ownership of the language because it is unlikely that students will be able to shift from thinking of themselves as learners to thinking of themselves as users without this sense of ownership, something that will invariably be needed by many of them in order to gain a place in an English-speaking society. Pennycook (2010) argued that " we need to teach English with a far greater sense of flexibility, seeing English as local, emergent, divergent and hybrid" (p. 13). Teachers may work to invite successful L2 speakers to an English class or recruit non-native teachers (e.g., assistant teachers). While an inappropriate preference for native speakers (NEST) may reinforce native speakers' association with the only and desirable student model, the Positive Recruitment of Non-Native English Speakers (NNEST) helps them understand the legitimacy of L2 speakers.

Furthermore, inviting successful L2 speakers of English to an English class or sharing video data with fluent English language users also brings about the empowerment of L2 learners as they can be more realistic and attainable models than native speakers in the sense that they are no less than the learners themselves in terms of language learning background. However, teachers can work to increase students' awareness of English in the world and to provide appropriate exposure to other variants of English. The current situation may be such that students are learning English in the EFL environment but are unaware of how English is used internationally, who uses English and for what purposes, and the roles and

characteristics of English in the world (Saeki, 2015). Because engaging in international communication in English requires learners to move between different types of English and cultural communities (Canagarajah, 2006), it is important to improve their meta-understanding of English and become familiar with different characteristics of English to get acquainted with English people around the world. Teachers can do this by teaching English and playing audio and videos that contain English from around the world using online resources like ELLLO and Global Englishes. Also, they can work to create an EIL environment that facilitates L2-L2 interaction because interacting with other L2 speakers raised their awareness of English's roles and functions as a language of international communication and permitted them to deconstruct their hypothesis that they learned English to communicate with native speakers. Furthermore, such L2-L2 interactions facilitated linguistic socialization and legitimized peripheral participation in their respective communities of practice, preparing students for a future multilingual society in which they will need to adapt to and negotiate between different types of English and cultures.

In short, ownership is essential because such empowerment leads to the joy of learning English through linguistic creativity and innovation, taking L2 learners beyond the Ns/NNs dichotomy and increasing their perception of themselves as legitimate speakers of English. All of these can lead to the formation of non-subordinate L2 identities.

Studies on the Ownership of English

A prominent distinction in research on English ownership is between macro- and micro-ownership (Parmigiani, 2010), leading us to consider whether ownership is a societal level issue (the extent to which people embrace English in the local context) or personal level (the extent to which a person perceives the language as their own). Not surprisingly, macro-ownership studies have been conducted in the Outer Circle context, where English plays a crucial role in society at large, while micro-ownership has been more relevant in the

Expanding Circle, where people learn English as a foreign language in schools but are beginning to express themselves to establish themselves as EIL users in international society. In general, macro-ownership studies focused on the ownership of local norms, while micro-ownership research examined the ownership of international norms and the ownership of one's own English with respect to native norms.

Macro- and Micro-Ownership

In the outer circle contexts, where English has been embedded in people's everyday lives from the family to the social, cultural, political, and historical levels, the norms of English have evolved to carry the weight of local sociolinguistic values and new ways of using English to create phonological and pragmatic aspects. This norm-development context has led researchers to prioritize speakers' orientation to English norms in order to emphasize their degree of autonomy in the language (e.g., Higgins, 2003; Rubdy et al ;, 2008; Saraceni, 2010). A seminal study in this research paradigm was conducted by Higgins (2003), in which she used discourse analysis to examine whether and to what extent the speakers of the countries of the outer circle project themselves as legitimate speakers with authority over the language by a task of assessing acceptability. Their research and methodological orientation were supported by Bokhorst- Heng et al. (2007) and Rubdy et al. (2008) in Singapore, with a subtle but important change in the grouping of dyads by age and sociolinguistic contexts. Taken together, these studies have revealed the emergence of ownership of their local varieties to varying degrees, suggesting that more and more people in the outer circle see themselves as legitimate speakers of their local English varieties.

In contrast to the Outer Circle contexts, there was an assumption in the early world Englishes paradigm that undemocratized English varieties in the Expanding Circle by labeling them as standard dependent (Kachru, 1985) or exonormative. That view is always

maintained locally and even within the academic community: the question of English ownership is not as relevant to them [those living in the Expanding Circle] as it is to those living in the Outer Circle as it is in While there may not be a local variant of English in their country, speakers in the Expanding Circle cannot claim ownership (Yoo, 2013). However, this widespread assumption is subject to closer scrutiny because it understands ownership as categorized by circles or countries and ignores the complexities of each speaker's usage and ownership. Furthermore, transnational influences through media, technology, travel, and trade accelerated by postmodern globalization have enabled people in the Expanding Circle not only to develop local uses of English but also to interact with other multilingual communities (Canagarajah, 2014). This has attracted the attention of researchers who want to examine whether and to what extent each individual forms its identity as a legitimate English user in international society. (e.g., Lamb, 2004; Nikula, 2007; Ke, 2010)

Another ownership research paradigm focuses specifically on learner struggles to overcome the ideology of native language (Norton, 1997), in which the current study is positioned. Here it can be said that any study of English ownership should consider the process by which they reduce the desire to be as native speakers, since, as Lewko (2012) points out, part of what underlies the linguistic ownership of English users can come from the concept of idealized native speakers. For example, referring to the definition of Seilhamers (2015) above, regardless of how often they use English (commonly used), regardless of how much importance they attach to English (affective affiliation), and regardless of whether they trust the use of the language (legitimate knowledge), if they are fixated on a birthright paradigm of language ownership and believe that English cannot be the native language of those who do not inherit it as their mother tongue (Parmigiani, 2010), they never will be able to claim material ownership.

Having discussed issues related to growth of English language and its varieties with the issue of ownership of English language, the next section discusses the status and English language learning in Algeria.

The Socio-linguistic situation of Algeria

To say that this person belongs to that society means that he speaks and knows its language. The word "sociolinguistic" is divided into two parts: social and linguistics. That means the relationship between society and language. Wardhaugh et al., (2021) define sociolinguistics as the study of how people use language as a way of communication in their professional or daily lives. There are multiple languages and dialects that shape Algerian society. This part points out the different languages of the Algerian speech community.

After Algeria's 1962 independence, its linguistic profile consisted of many languages (Batibo, 2005). Modern Standard Arabic has been the first language used for official purposes in the country. Algerian Arabic is the most famous language that is used among Algerians when they are communicating. Tamazight was the first language of the country, but due to the Islamic conquests and French colonialism, its use decreased. In 2016, it was officially recognized. Also, the French language has its place in Algerian society and is used in many fields (Rouabah, 2020).

Modern Standard Arabic

Regional variation and the development of lexical structures for political and technical terminology in the 19th century aided the development of Modern Standard Arabic as a contemporary form of Classical Arabic (Versteegh, 2014, cited in Rouabah, 2020). Al-Wer et al. (2017) assert that local dialects have a big impact on how modern standard Arabic is spoken in different countries. However, it is written in a relatively standard manner throughout the Arab world. (Cited in Rouabah , 2020).

MSA is used in Algeria for official purposes. For instance: education, politics, administration, etc. After Algeria's independence, the government implemented an Arabization policy in order to promote the use of Arabic in administration and education and reduce the use of French in the country (Bellalem, 2012). The goal was to reinforce Algeria's Arab-Islamic identity and promote Arabic as the language of independence (Mize, 1978, cited in Bellalem, 2012). The policy had a significant impact on the status of French in the country, leading to debates between those who supported French as a global language and those who saw the promotion of MSA as a way to encourage the language of Islam (Mostari, 2004). However, despite the efforts of authorities, Arabization was unable to fully displace French in Algeria (Mostari, 2004). Therefore, it is only used for official purposes in conjunction with French.

Algerian Arabic

Berger (2002) asserts that Algerian Arabic is the language of daily life; it is used in the streets, homes, and social settings by the majority of Algerians for communication purposes. Algeria also boasts various local dialects of Arabic with different accents (cited in Rouabah, 2020).

AA is a composite language that incorporates elements from French, MSA Arabic, Spanish, Turkish, English, and Berber. This intricate language system, known as Algerian Arabic, is the result of the intermingling and blending of linguistic elements from these different languages. According to Esayahi (2016), while AA shares many similarities with MSA, it is not interchangeable with it due to its heavy influence from Berber, Turkish, and French, from which it has adopted many words. Moreover, it lacks a formalized structure, unlike MSA and French.

French

Algeria, having been colonized by France, has had a significant influence on the language used in the country. According to Saadi (2002), Algeria is ranked as the second-largest Francophone nation globally after France. As a result, many Algerians use French loanwords in their everyday language.

Despite efforts to promote the use of MSA, the Algerian government continued to use French in some fields, particularly in the scientific field, even after the country gained independence in 1962. However, in 1990, the use of French in public administration was prohibited as part of a broader effort to encourage the adoption of MSA and English (Abbassia, 2021). Rouabah, (2020), asserts that in 1993, these attempts were not successful, as French remained an essential foreign language in Algeria, with it being taught in schools beginning in grade three. Also, it is used for various purposes such as jobs, social interaction, administrative services, scientific research, and higher education.

Berber (Tamazight)

The vast territory of Algeria has given rise to numerous dialects and languages. Among them, Berber (or Tamazight) is a national language in Algeria and the oldest existing variety there. Maddy-Weitzman (2011) states that there are various languages under the Berber category, including Taqbaylit, which is spoken in Kabylia; Chaoui in the Auras region southeast of Kabilya; Tamazight, Znati, Tachenouit, and Tamesheq.(Cited in Sebti et al., 2020).

Despite being the first language for many Algerians, Tamazight did not have official language status after independence. In 1977, the Algerian president Boumedian argued against integrating Tamazight in schools, claiming it did not serve social needs or facilitate communication with Arab countries like Syria (Sadi, 1991). In 2002, Bouteflika campaigned

to ensure Berber participation in the electoral process, recognizing Tamazight as a national language. After winning the elections, he approved both Tamazight and Arabic as Algeria's national languages (McDougall, 2010).

Following on from the complex sociolinguistic situation in Algeria, the following part highlights the status and the spread of English in Algeria.

The status and the spread of English in Algeria

To travel from one country to another, the first thing that people need to do is to acquire languages to facilitate communication. However, due to globalization, people in recent decades, up until today, only needed to speak English. Regardless of whether someone speaks the English language fluently or not, it is the most widely spoken language worldwide .The presence of English in Algeria started to emerge after gaining independence. The English language has been used in various fields. The emergence of the English language can be attributed to the Arabization arrangement that took place in 1971. Moreover, it was also due to the intimidation policy against the French and their language during that time (Mami, 2013).

Although the Algerian government at that time prioritized the use of English in its policies, French had been given more importance by Algerians. Rezig (2011) states that in 1993, the government asked children to choose between learning English or French as a foreign language in primary schools. The students could have chosen either language, but their parents decided to keep them learning French. Consequently, the government abandoned the idea of teaching English in primary schools and decided to integrate it into the curriculum starting from grade six. Also, it was prevalent in higher education as a branch. Since the beginning of 2006, the English language has begun to attract Algerians more than previously. Belmihoub (2017) asserts that although French is the first foreign language in

Algeria, English has begun to attract Algerians. Among several reasons that helped increase the situation and the spread of English in Algeria are:

First, one of the key reasons is the social situation of Algerians. While the wealthy can travel and entertain themselves, the majority of the population relies on TV and the internet to entertain themselves. Films, series, and cartoons are popular among Algerians of all ages. English-language content broadcasted on MBC TV channels has contributed to the growing interest in the English language among the Algerian population (Medjahdi, as cited in Sarnelli et al., 2017). Additionally, the internet has been credited with the spread of English in Algeria. For example, it helps people access Instagram and Face book, where they can see publications written in English.

Moreover, looking for better life conditions is a wish shared by all human beings. Several Algerians have applied for visas, either studying or working visas, in search of better opportunities outside their country. In countries like Canada, Turkey, Qatar, which are the most chosen places by Algerians to live in, English there is utilized as the most popular means of communication. Consequently, the demand for English language proficiency has surged in Algeria due to the language requirements imposed by these countries. Belmihoub (2012) noted in his book "Better Future" that a multitude of issues within Algeria have motivated its citizens to seek better living conditions overseas. With many opting to work for Algerian companies operating abroad or migrating to European nations, as a result, the importance of English language skills has grown significantly.

Finally, the Algerian government saw that to develop the Algerian economy, engineering programs, tourism, etc., the English language had to be introduced in Algeria. For the purpose of developing English there, the authorities made several deals with the US embassy. Sebti et al. (2020) affirm that the Algerian government cooperated with the US

Embassy's Bureau of Cultural and Educational Affairs in teaching American English and culture. The cooperation supported knowing and learning about the English and American languages and cultures. Some American programs were introduced to them. For instance, the American English E-Teacher Program, MEPI Student Leader Program, Teaching English to Speakers of Other Languages (TESOL), etc. Moreover, the different American centers in Algiers, Oran, Constantine, and Ouargla give definitive cutting-edge data to the Algerian people. These centers provide information about U.S. strategy, advance public mindfulness, and work on common comprehension of political, financial, exchange, social, and environmental issues.

In the last five years, English has taken a bigger place than in the past and has opposed the French situation, partially due to the reasons mentioned above. Simply put, the status of English has changed. In 2022, the Algerian president, Abdelmadjid Tebboune, made a significant announcement that both English and French are of equal status in Algeria. From grade three on, both languages were taught in primary schools. Furthermore, he emphasized that English would be utilized in higher education for all scientific fields. University students studying scientific fields would learn everything in English rather than just a foreign module, as was previously the case. To confirm this, Abdelmadjid Tebboune(2022) stated that "French is a spoil of war... while English is the language of research and science, and it must be taught and given more attention". He also expressed his determination to make English the first foreign language used for all official purposes, alongside Modern Standard Arabic. His decisions reflect the changing status of English in Algeria and its importance for the development of the country.

To sum up, however, although English took over Algeria's economy, politics, and many other fields after independence, most Algerians still preferred French at that time. As a result, English was taught as a subject and in some universities' faculties as a branch. After

time, Algerians started being attracted to English through films, the internet, looking for good life conditions, and the government's support of the language. During this period, English could be in the same place as French among educated Algerian speakers, whether they speak it fluently or as a primary language. The question now is: after all these events, could English have a bigger situation in the sociolinguistic situation of Algeria than French in the coming years?

This part pointed out how English spread in Algeria and its previous and current status. The following sub-section will give details about the teaching of English in Algeria and what educational reforms have been done.

Teaching English in Algeria

Since 2000, the English and French languages in Algerian schools have competed against one another. English in Algeria is considered the second foreign language which is mostly absent in daily life compared to the French language since it is not a part of Algerian history but this is not a barrier to learning this language. As knowledge of other languages might improve ours in some way (Barrow, 1990) English may improve the Algerian students' inheritance, and since it is seen as the language of future potential, the significance of studying this language is strongly emphasized (Benrabah,2013) explained, There is a rising recognition that excellent English language abilities open doors to improved professional chances both at home and abroad, underscoring the necessity of learning this language because it is seen as the language of future possibility.

Teaching the English language in Algeria starts from the age of 11 from middle school to university and it is limited only to writing, reading, speaking, and listening, and this is the reason behind its absence as we mentioned before, the student spends four years learning English, follows that with three years of secondary schooling, and then continues his

academic career at the university until graduation (Benrabah, 1999). The middle school students are expected to have taken roughly 250 hours of English instruction. They should be able to communicate in the four linguistic abilities of description, instruction, narration, and socialization using the fundamental English language structures and terminology (listening, speaking, reading, and writing) for the sake of acquiring the linguistic features of the language at the end of middle school education which is (according to Algerian directives of June 1999) the understanding of simple oral messages and its guided production, reading writing simple letters and passages with understanding them without any oral intervention besides to complete a form or a letter. According to the official texts published by the Algerian government in June 1999, the goal of English language courses for Algerian students is to give them the language they need to communicate effectively in everyday social and professional settings, whether speaking or writing, but according to teachers, the unsatisfying results are always on the exam paper because first-year middle school student seriously struggle to learn a new language and they are expected to end this level by the ability to describe and compare between people, places and things not to mention to being able to discuss and participate by telling stories or expressing oneself.

Educational Reforms

After Algeria's independence from French colonialism, the state sought to erase all traces of colonialism and to rebuild Algeria in all respects, including educational reforms, just as most countries work to improve education at all levels.

In a world of globalization, Algeria is neither an exception nor something novel. Education reforms are being implemented all over the globe to address the demands imposed by the quick socioeconomic changes. In this context, the United States and Canada are two excellent examples of nations that experienced significant reforms starting in the 1980s. By

Waks (2007), the release of "A Nation at Risk" in 1983 paved the way for several educational reforms in the United States, and corresponding reforms were then implemented in Canada and many other industrialized nations. In 2002, Algerian policymakers prepared to change the country's educational system the main modification in this reform was the introduction of English instruction in the sixth year (middle school), which is a two-year advance. This massive reform effort, which began in July 2002, paved the way for a strategy that prioritizes the learner in the learning process as opposed to a model driven by teachers. It is clear that the driving force behind educational reform is a wish to modernize educational goals to make them relevant to modern life and offer learners a sufficient education.

Global reform aimed at establishing an effective educational system is, therefore, necessary right now to enable Algerian society to address the many challenges of the twenty-first century. To enable Algerian society to meet the many challenges of the 21st century. The LMD reform was first implemented in Algeria's higher education system during the 2004–2005 academic years; it is a new university system that was originally known as the B.M.D and was established by Executive Decree 04–371 of November 21, 2004, regarding the establishment of a new baccalaureate degree. Lakhal (2008) has stated that the LMD was originally developed in Anglo-Saxon nations, but it has since spread throughout the world. Algerian officials have chosen to implement it in part to replace the current system. The duration of the courses is also altered by this degree, going from four to three years. The teachers want to use it with the goal of increasing student mobility and degree recognition across the nation and even overseas. The LMD created three primary grades: a license that is awarded after three years of study, a master's degree that is awarded after two years of study, and a doctorate that is awarded after at least three years of research and thesis defense. Another noticeable improvement is in higher education, where technical and scientific fields are given top priority, large funds are allocated to scientific research through National

Research Projects, and university professors are encouraged to take advantage of international scholarships. The LMD created three primary grades: a license that is awarded after three years of study, a master's degree that is awarded after two years of study, and a doctorate that is awarded after at least three years of research and thesis defense.

An initiative to reform universities in Algeria has also been declared by the country's Ministry of Higher Education and Scientific Research (universities), which will emphasize "openness to foreign languages, especially English." The Algerian Ministry reaffirmed its desire for the university to serve as the engine for economic growth through the spread of the English language and agreed with Belfast and London to make it easier for researchers to travel between the three nations and Algeria. Even though English is a language that is taught in primary schools starting at the age of 8, the younger generation is very attached to it and insists that they acquire it. Perhaps this is what threatens the French language's dominance in the educational curriculum, particularly in primary schools, and it raises several issues regarding replacing it with French or keeping it optional. Some parents and teachers have stated that the French language cannot be replaced by a foreign language and that it should remain optional by both students and parents or be taught simultaneously, resulting in three languages being taught in primary schools while others welcomed the idea of adding the English language, as it is an international language and mastering it has become necessary in all fields.

Earlier Empirical Studies

To situate our study in its relevant context, we shall review below related earlier empirical studies on teachers' and learners' perceptions and practices towards the ownership of English language.

In Kubota's study (2001), aimed to explore both teachers and learners perceptions on

how the English language should be practiced. Through a qualitative study, the findings revealed that, despite the fact that they think English is a global language with numerous varieties, both teachers and learners believe that it should be used according to native norms.

Matsuda (2003) conducted a study titled "The ownership of English in Japanese secondary schools". This study was conducted using semi-structured interviews with Japanese high school students. The findings revealed that, although students recognize the status and widespread use of English as an international language, they do not believe that it belongs to foreign users.

Jenkins (2006) conducted a research aims to explore the perceptions of teachers and learners towards the ownership of English as a lingua franca through a qualitative case study using both a questionnaire and an interview. The findings indicated that both teachers and learners believed that all speakers of English are equal in owning the English language, whatever their first languages are, since English is regarded as the global language.

Phan Le Ha (2009) interviewed eight Asian international graduate students in Thailand to study their common sense of ownership of EIL and their relationship to language. The findings showed that these students own EIL for themselves, which means making English useful in their multifaceted relationship with language, feeling included in a foreign country as a student or an expatriate, and becoming an EIL teacher. In addition, their multiple identities as Asian international students are constructed around English and their Asian identity.

Ke (2010) interviewed 19 Taiwanese university students about their experiences learning and using English. The findings revealed that the students found that native English speakers and their accents are something of great value, and they are unlikely to own English even though the language becomes part of their national literacy.

Boonsuk et al. (2019) investigated a study aims to explore Thai English major university students' perceptions towards the ownership of English and its uses. Through semi-structured interviews with 20students across different universities in southern Thailand who participated in this study, the findings revealed that English does not belong solely to a particular group but rather is a global lingua franca. Moreover, the findings indicated that every user of the English language should use it how he prefers rather than following the native speaker norms.

Fang et al. (2020) conducted research aims to explore students' attitudes towards their own and native English accents and describe the influence of English accents in ELT. Using a semi-structured interview to collect the data from different international students studying at a university in southern Thailand. The findings indicated that most students still think that their accents are not proper and good, and they believe that the accents of native speakers' are the appropriate norm of English.

Raja et al. (2022) conducted a study aims to explore perceptions of her four dimensions of her EIL among EFL pre-service teachers in Indonesian higher education institutions. This study followed a quantitative approach using questionnaires. The study found that participants had positive attitudes towards different variations of English. Furthermore, the results indicated that these teachers use language style, which was influenced by their background.

From the above yet growing body of studies, it can be said that no study has been conducted to explore the perceptions and practices of Algerian learners and teachers of English. As such, and based on the reviewed literature and previous studies, this current study aims to add new empirical studies to the body of literature by exploring teachers' and learners' perceptions and practices towards English language ownership.

Conclusion

This chapter has reviewed the main theoretical points relating to the main concepts of our research. First of all, it has provided an overview of the emergence of English and the position it occupies in the world. It includes world Englishes, English as a lingua franca, and the differences between them. Then the chapter spotted light on the concept of the ownership of the English language, which is the main core stone of our study. Moreover, it pointed out the spread of English in Algeria and its status, as well as its educational reforms. Finally, the chapter reviewed some previous empirical studies on teachers' and learners' perceptions and practices related to the ownership of English language.

The next chapter discusses the selected research design and analysis for this study.

Chapter Three : Methodology

Introduction

The previous chapter described the literature related to the topic of this study. This chapter describes the methodology employed to answer the research questions. It covers the research design and methods used, settings, populations, instruments (including pilot studies and the design of questionnaires and interviews), and data collection procedures used and why they have been chosen. Moreover, it conveys the data analysis processes in detail and the reasons for their selection. Finally, the chapter discusses the ethical measurements that are used to express the quality of the study.

Research Questions

Although it is important to investigate teachers' and learners' perceptions and practices towards the ownership of the English language to enhance language teaching and learning, there is a lack in the Algerian context. As such, we try to fill this knowledge gap by answering the following research questions, which formed the guide to the study:

RQ1: How do teachers and learners perceive the ownership of English?

RQ2: How do teachers and learners practice ownership of English?

Research Design

This research employed a mixed-methods approach, according to Dörnyei (2007) , a mixed-method study includes gathering or analysing both quantitative and qualitative data for one study while making some effort to combine the two approaches at any number of stages of the investigation process. Creswell (2008) also provides a definition, saying that mixed Method Research is an approach to inquiry that combines or associates both qualitative and quantitative approaches. Particularly, mixed-method research combines quantitative and qualitative trends, either for data collection or analysis.

Moreover, Creswell states that the quantitative approach is a way to test objective theories by looking at how different variables relate to one another. In turn, these variables can often be measured using instruments, allowing for the statistical analysis of numbered data (Creswell, 2008).In other words; it entails collecting data in a way that enables statistical analysis of numerical data. In light of this, Dawson (2007) claims that quantitative research generates statistics through the use of large-scale surveys, using techniques like questionnaires or structured interviews. Unlike quantitative research, which is carried out in a controlled environment, qualitative research is carried out in a natural context and involves data gathering procedures that provide non-numerical data that are then analyzed using non-statistical approaches. Additionally, a researcher selects the factors to study and the instruments to produce highly reliable and valid scores. (Deniz et al., 2005) assert that "qualitative researchers studying things in their natural settings, attempting to make sense of, or interpret phenomena in term of the meaning people bring to them»(p. 3).In other words, qualitative approach focuses on the analysis and justification of data. Additionally, it is founded on instruments like interviews that are used to look at the participants' attitudes, behaviors, and experiences.

This research is a case study in nature as it attempts to investigate the perceptions and practices of ownership by teachers and their learners. A case study refers to a comprehensive investigation into the complexity and distinctiveness of a specific project, policy, institution, program, or system in a "real life" context from various viewpoints (Simon, 2009). A case study is a creative framework that can include a variety of techniques, when it is impossible to manipulate the pertinent behaviour; case study research is useful for current occurrences. The range of sources of evidence used in case study research typically goes beyond those that may be available in historical study and includes papers, artefacts, interviews, and observation.

In general, we have chosen both quantitative and qualitative methodologies using a case study approach to make our work more comprehensible, evident, and clear. The next subsections offer the justifications for our choice to use this research design which is research instrument.

Research Instruments

To generate data for answering the research questions, two instruments were utilized to collect data in order to investigate the learners' and teachers' perceptions and practices towards the ownership of English language.

Students' Questionnaire

For the purpose of this study, a questionnaire (Appendix A) was chosen to collect data. As stated by Cohen (2003), questionnaire is an instrument for collecting primary data. It is a formalized set of questions to obtain information from the participants. A questionnaire is a useful tool that allows the researcher to collect attitudes, views, and beliefs from a large sample. It facilitates the gathering of quantitative data in a standardized way, ensuring that the data is consistent and coherent for analysis. As such, it was chosen to collect students' perceptions in our study because they have been proven to be highly time- and cost-effective tools for gathering valuable data on a wide range of topics and obtain background information about the study population.

Dörnyei (2007) indicates that questionnaires can contain either closed-ended or open-ended types of questions that are used to generate different types of data (e.g., nominal data, ordinal data … ect). This is beneficial as; it means both quantitative and qualitative data can be obtained. In this study, the questionnaire included both open-ended and closed-ended questions. Typically, open-ended questions are posed with the aim of obtaining impartial responses; they encourage participants to offer their own opinions. Foddy (1993) points out

those open-ended questions allow the respondent to provide a response without being influenced by the researcher's viewpoint. While closed-ended questions may force participants to answer in a particular way, they provide a present response (McNamara, 1999; Creswell, 2012). The use of closed-ended questions is advantageous because they come in a variety of forms. They are typically categorized based on the need to provide respondents with specific options so they can choose with confidence. However, if the questionnaires are not planned very carefully and follow the right steps, they do have some limitations. Gilham (2008) notes that people might have an easier time expressing their views verbally than writing them down, potentially leading to a lower response rate. To counteract this, the researcher could conduct a pilot study using different respondents and employ additional methods to explore the expressed opinions and increase the overall quality of the study.

Design of the Questionnaire

Based on the research questions and aim of the study, the questionnaire's items were developed by us with the help of our supervisor. The questionnaire consisted of twelve questions (both closed-ended and open-ended in nature). In the closed-ended part of the question, participants are asked to select the most appropriate response according to them, whereas in the open-ended part, they are given the opportunity to justify their choice by freely sharing their thoughts and opinions. The questionnaire is divided into three sections:

1: General information: tends to have a piece of general information about students' gender and their attitudes towards learning English.

2: Learners' perceptions towards the ownership of English: attempts to get information about how do learners perceive the ownership of English.

3: Learners' practices of ownership of English: sheds light on how English is used by learners, and how ownership of English is implemented generally in the classroom.

Piloting the Questionnaire

The questionnaire has been piloted in order to ensure the reliability and validity of the questionnaire items before collecting the data from the students by sharing it with our colleagues who are currently preparing for their master's. The pilot study sought to identify any potential ambiguities or uncertainties in the questionnaire. As Brace (2004) asserts, it is always a good idea to pilot a questionnaire before conducting a live survey. By doing this, we made the necessary adjustments to ensure the questionnaire's validity. For example, many repeated questions have been omitted, like "I can claim English ownership," which is similar to "English is associated only with inner circle 'speakers (where English is their mother language)". Furthermore, the format of several questions has been changed, for instance, from "I should use standard English" to "It is important to use English standard varieties (UK, USA)".The pilot study allowed us to improve and refine the questionnaire before the live survey, ensuring the survey results' accuracy and validity.

Teachers' Interview

According to Creswell (2012), an interview (Appendix B) is typically a face-to-face conversation between a researcher and a participant in which information is exchanged between the interviewer and the respondent. From a scholarly perspective, Sewell (2008) defines interviews in qualitative research as attempts to understand the world from the subjects' perspective, to reveal the meaning of people's experiences, and to uncover their lived world before scientific explanations. As noted by other researchers, the qualitative interview is essential to data collection (Gill et al., 2008). However, the most important component is that the researcher must establish a good connection to the source so that the information obtained is more authentic.

A semi-structured interview was chosen in our study in order to achieve the objectives of the study and explore teachers' perceptions and practices towards the ownership of the

English language. Interviews are the most commonly utilized data collection method (Taylor, 2005), and the semi-structured format is the most commonly used interview approach in qualitative research (DiCicco et al., 2006) . However, the semi-structured interview is a popular survey method because it has proven to be versatile and flexible enough to enable the researcher to adjust the questions' order and structure. It can be combined with both individual and group interview methods (DiCicco et al., 2006), and the rigor of its structure can vary depending on the study objectives and research questions (Kelly, 2010). The semi-structured interview is frequently seen as a simple data collection method (Wengraf, 2001).

Design of the Interview

The interview with the teachers included four parts, with prompts and probes used as necessary to delve into each topic thoroughly. The first part focused on the teachers' educational background, qualifications, and teaching experience, which could potentially influence their perspectives and practices. The second part aimed to understand the teachers' perceptions of English ownership, including their views toward its use and control. In part three, the teachers' practices in relation to English ownership were explored. This included how they use the language and how ownership is implemented in the classroom. Lastly, in part four, the teachers were asked for their suggestions on how to enhance English language teaching and learning in Algeria.

Setting and Sampling

The research setting is the place where the research study takes place. According to Creswell (2014), "the research setting is the physical, social, and cultural site or location where the researcher conducts the study" (p. 179). Therefore, the setting chosen to attempt the fieldwork was the Department of English at Mohammed El- Bachir El -Ibrahimi BBA University during the study years 2022–2023. This university was chosen for several factors,

including the possibility of obtaining permission to conduct the research and gaining easy access to the students since we are studying there. Moreover, the university is situated in close proximity to us; thus, it is the most practical choice for our research purposes.

In a research study, the "target population" refers to the selection of the appropriate individuals that are helpful to investigate the research study and draw conclusions about it. (Creswell, 2014). Hence, the target populations under investigation were both students and teachers at the English department. However, for the target population, the researcher needs to specify the sample he worked on. According to Fraenkel et al. (2022), a research sample consists of specific individuals that are picked by the researcher to generate data on all populations. In this research study, we chose purposive sampling. Purposive sampling is defined as "the deliberate selection of certain individuals or groups for inclusion in a study because they possess characteristics of importance to the research question" (Fraenkel et al., 2022, p. 238). We chose it because we required in-depth information and extensive experience. As such, our sample consisted of first year EFL master's students and the permanent teachers at the English department. Master one students were chosen because they are in a position to give perspectives on the ownership of English based on their experience of studying the language extensively and level proficiency. The permanent teachers were chosen because they implement language teaching materials and curricula. Moreover, they are in a position to give perspectives on the ownership of English based on their experience teaching the language. Table 3.1 below presents the profile of the teachers who responded to the semi-structured interview.

Participants	Gender	Qualifications	Teachingexperience
Kylie	Female	PHD degree	16
Katherine	Female	MAdegree	10
Joe	Male	PHD degree	10
Richard	Male	MAdegree	29
John	Male	MAdegree	36
Mick	Male	PHD degree	12
William	Male	MA degree	8

Table 3.1.The profile of teachers' interview respondents.

Among the teachers we asked to participate, it is important to mention that these seven permanent teachers were the only ones who replied to emails, agreed face-to-face, and accepted to participate with us. Three teachers have earned PHD degrees in English, while four of them have an MA degree. The participating teachers were all experienced teachers with 8 to 36 years. (To mention that these names are pseudo names).

As for students, there were 109 respondents in total. 17 of which were male and 92 were female. Table 3.2 below presents the profile of the students who responded to the questionnaire.

Number of participants	Gender number
109	Male : 17 Female : 92

Table 3.2.The profile of students' questionnaire respondents.

Data Collection

After we chose the research design, piloted the questionnaire, and got access to the research instruments and the participants, we started the data collection phase of the study. The data was collected over a period of eight (8) days, from March 12th to March 20th, 2023.

Conduct of Students' Questionnaires

As it was mentioned previously, the aim of the questionnaire was to gather information regarding learners' perceptions and practices towards the ownership of English. Thus, it is important to take appropriate measures to ensure that the questionnaire is administered appropriately. Therefore, we distributed questionnaires to 109 students over the course of three sessions from March 19 to March 20, 2023. We obtained permission from the teacher before distributing the questionnaires during the final 30 minutes of each session. Before distributing the questionnaire, we introduced ourselves and explained the purpose of the questionnaire. We kindly requested that the students answer all questions and informed them that they could answer in Arabic or even Algerian dialect. During the data collection process, we also provided additional explanations for any terms that the students did not fully understand.

Conduct of Teachers' Semi-structured Interviews

We conducted interviews with six (6) teachers from March 12 to March 20, 2023. We sent emails to the teachers in advance, allowing them to choose a time that was convenient for them to participate in the interview. We also asked some other teachers face-to-face if they were willing to participate. To ensure a suitable environment for the interviews, we conducted them in quiet rooms to minimize noise and distractions. We obtained permission from the teachers to audio-record the interviews, which allowed us to capture a detailed account of their answers. All teachers used English during the interviews, with occasional switches to French and Algerian dialects. We made sure that each interview followed the same format and asked the same set of questions, and its duration varied from seven to twenty minutes. While the seventh interview was done online as the teacher could not participate face-to-face.

Data Analysis

In the analysis process, the gathered information becomes data to be used to accomplish the aim of the study. Since the findings are both quantitative and qualitative, three techniques are used: statistical analysis, qualitative content analysis, and qualitative thematic analysis, as will be explained below.

Statistical Analysis of the Questionnaire's Closed-ended Items

In order to analyze the closed-ended questions of the students' questionnaires, we have relied on Excel 2013 version (15.0). "Excel 2013 offers a wealth of new features and capabilities that make it an essential tool for anyone who works with data." (Alexander et al., 2013, p. 1). It is one of the programs that empower the control and treatment of statistical facts all the more easily and quickly. In addition, given the nature of the data obtained by the

questionnaire, we decided to use bar charts to represent the results, as they can convey the data in a visually appealing manner.

Qualitative Content Analysis of the Questionnaire's Open-ended Items

Qualitative content analysis (QCA) is the classical method of describing, interpreting, and analyzing responses to open-ended questions in both questionnaires and interviews. For this purpose and to explore learners' perceptions and practices towards the ownership of the English language, we chose qualitative content analysis to analyze their responses and justifications. It has been defined as "a research method for the subjective interpretation process of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh et al., 2005, p. 1278). That is to say, QCA is a critical method for analyzing and interpreting texts. Moreover, Hsieh and Shannon assert that the main aim of this technique is "to provide the knowledge and the understanding of the phenomenon under study" (ibid) . In other words, it promotes deeper comprehension of the subject matter.

Thematic Analysis of the Semi-structured Interviews with Teachers

According to Braun and Clarke (2006), a method for identifying, analyzing and reporting patterns (themes) within data is the fundamental definition of thematic analysis as a stand-alone qualitative descriptive methodology. It has also been introduced as a qualitative descriptive technique that provides researchers with fundamental abilities for carrying out a variety of different qualitative analytic techniques (Braun and Clarke, 2006). In this regard, theme analysis should be better understood by qualitative researchers as an impartial and trustworthy method of analysis. Braun and Clarke (2006) provided a six-phase framework, which we adopted as a starting point for our study's thematic analysis.

Step1: Familiarising ourselves with the data

When finished the transcription of the interviews, we read them several times in order to become familiar with the data gathered (Braun & Clarke, 2006). While we were reading the transcriptions, we found segments from the data that can be helpful in responding to the research questions and aligning with the research aims. Thus, we searched for comments from teachers that are related to research aims (perceptions and practices on the ownership of English) and grouped them under categories. Through this process, we were able to understand and become familiar with the provided data before moving on to the next stage, the coding process.

Step2: Generating initial codes

After we read the data several times, understood it, and grouped it, we started the coding process. The coding process means "taking raw data and identifying relevant categories, concepts, and themes" (Yin, 2018, p. 116). We read the transcripts of the interviews, which were all printed line by line. We began reading each meaningful piece of data and assigning codes to it. We picked the inductive coding approach by producing codes and allowing the categories and themes to emerge from the data. For the coding method, we chose in vivo coding, which was helpful in getting participants' words and phrases as codes and analysing them. Table 3.3 presents an example of initial coding.

Data Extract(*Joe)*	Initial Code
" I use Algerian accents because i can not escape my Algerian accent, it affects my pronounciation"	Mother tangue effect

Table 3.3.Example of initial coding from of teacher's interview.

Step3: Searching for themes

We conducted a search for themes, followed grouping codes into possible themes, after this, we collected all information related to each possible theme .With our research questions in mind, we sorted and examined the codes in this stage to find themes (Braun and Clarke, 2006). This stage code placement was done manually using highlights and colors.

Step 4: Reviewing the themes

Reviewing topics, and figuring out whether they link to the coded extracts (Level 1) and the entire data set (Level 2) are all steps in this process (Braun and Clarke,2006). Using a two-level analysis of the codes, this phase was devoted to improving the draft themes that were discovered in phase three. Reading through the codes for each theme at the first level included assessing whether a consistent pattern had emerged (Braun & Clarke, 2006). We continued to the second level of analysis if a cohesive pattern was found; otherwise, we had to decide if the codes and information for a given theme were the problem or the theme itself. We read over the entire data set to complete the second-level analysis to make sure the themes and made sense in light of the facts. This gave us the chance to see if we missed any information that needed to be coded in addition (Braun & Clarke, 2006).

Step 5: Defining and naming themes

At this stage, we identified and named the themes and, with continuous analysis and improvement of the details of each theme and the overall story the analysis tells. We also created clear definitions and names for each theme (Braun & Clarke, 2006). Some of the most important steps in the analytical process are to be able to "...clearly define what your themes are and what they are not" which is the aim of this phase, as stated by (Braun& Clarke, 2006, p.92). To achieve this, we concentrated on defining each topic, pinpointing its

core, and figuring out which component of the data and research questions the theme

correspond to. The analysis revealed five main themes which were distributed throughout two

categories for example:

1. English is not owned only by natives

2. Authenticity of materials

Step6: Producing the report

After making sure that all themes are defined, named, and revised, the final Stage of the

analysis was writing the research report. We started with selecting the appropriate extracts for

each category. After that, we added our interpretations of the extracts. Moreover, to present

the participants' responses, we also presented the quotes as they were expressed by the

participants.

Trustworthiness

One of the most important things the researcher needs to do in his qualitative research

is acknowledge trustworthiness. According to Shenton (2004), trustworthiness refers to "the

extent to which the research findings are credible, transferable, dependable, and confirmable"

(p. 634). Therefore, in the subsections below, we mentioned the measures and steps taken to

ensure the trustworthiness of the study.

1. Credibility

The first measure to approach trustworthiness is credibility. "Credibility is the degree

to which the findings of a study are accurate and trustworthy and the methods used to collect

data are reliable and valid" (Polit et al., 2017, p. 147). We ensured credibility by relying on

multiple gathering methods (triangulation). Triangulation refers to "the use of multiple

methods, data sources, and/or investigators to increase the credibility and validity of the study

findings." (Creswell, 2014, p. 210). In this regard, we collected data from various sources (interviews and questionnaires) using a mixed methods approach. This helped validate results and avoid discrimination.

2. Transformability

The second measure is transformability. The term transferability refers to "the extent to which findings from a qualitative study can be transferred or applied to other settings or groups" (Creswell, 2014, p. 203). In this study, our aim was to investigate teachers' and learners' perceptions and practices towards the ownership of English in the Algerian context. The results might be transferred to any other context that uses the English language in its teaching programs. We provided enough details regarding the design, the settings of the data collection, the selection of our participants, and how we analyzed the data and interpreted the study findings for the study to be replicable in other contexts. This approach could be helpful for those who are interested in working on this research study or a close topic to it in their contexts, as it presents information in a simple and clear way that can be comprehended and applied in several settings.

3. Dependability

The third measure is dependability. Shenton (2004) defines dependability as "the stability and consistency of data collection procedures and the findings obtained through them, as well as the accuracy and reliability of the analysis of the data." (p. 586). In order to approach dependability, we have been in constant contact with our supervisor during the different stages of data collection and analysis for guidance and support. Furthermore, we made sure to describe for the reader how we collected the data by highlighting the challenges that faced us and how we fixed them.

4. confirmability

The last measure of trustworthiness in qualitative research is confirmability. Polit et al. (2017, p. 581) define confirmability as "the degree to which the results of a study are based on the data and the interpretations made by the researcher, rather than on researcher bias, theoretical predispositions, or other extraneous factors." In other words, confirmability refers to the lack of bias in changing findings and putting them as the participants said, not as the researcher wants. In this study, confirmability was addressed by providing the transcript quotations as they were told by the participants as evidence to support the data interpretations. However, it is important to mention that while collecting the data and undergoing translation, transcription, analysis, and interpretation, our comprehension and understanding involved a component of subjectivity because it was based on our experience and commitment with the participants (Bouacha, 2021).

Conclusion

In this chapter, the data collection and analysis that guided this study to explore teachers' and learners' perceptions and practices towards the ownership of English are described in detail. Through this chapter, the research design, setting, and sample of population, data collection instruments, and how the data were gathered were introduced in detail, and the reasons behind their selection were mentioned. Moreover, it highlighted the data analysis techniques used: statistical analysis, qualitative content analysis, and qualitative thematic analysis have also been deeply described, with references for their selection. In order to increase the trustworthiness of the research, various stages were carried out with consideration given to ethical measures and the incorporation of quality strategies.

The following chapter presents and discuss the findings obtained from the questionnaire and interview.

Chapter Four :

Reaults and Findings

Introduction

This chapter presents the findings regarding teachers' and learners' perceptions and practices of ownership of English. It is divided into two parts. The first part presents the results of students' questionnaire which are demonstrated in figures along with content analysis findings. Part two presents the findings gathered from the permanent teacher semi-structured interviews.

Results from Students' Questionnaires

Question two: Do you like learning English?
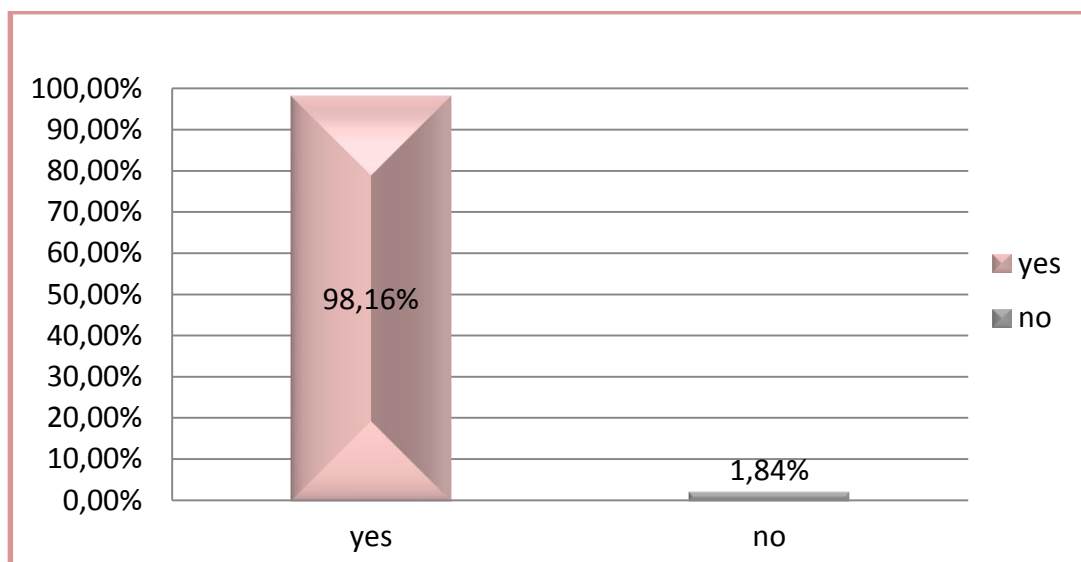
Figure 4.1.Students' responses to loving or hating learning the English language.

We can see from the graph that most students (98.16%) like learning English, while a few of them (1.84%) do not like learning it. Learners whose answers who like learning English argued that English is an international language that helps facilitate communication between people from different countries. Moreover, it is very easy, enjoyable, and a language of science. The few students who do not like learning the language towards shared the same

answer that they feel English language does not interest them to learn it and it was just a

random choice to study it. In short, every learner chose to learn English for his own reasons.

Students' Perceptions towards the Ownership of English

Question three: English is associated only with inner circle speakers (where English is the native language).
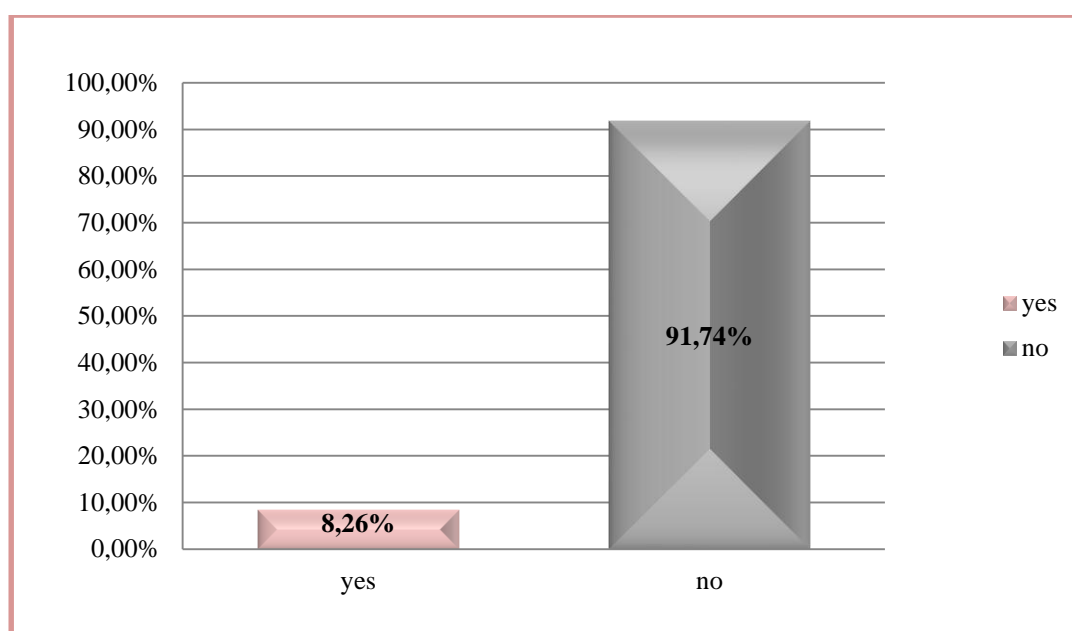
Figure 4.2.English language association.

As illustrated in graph 2, a large number of participants (91.74%) declared that English

is not only associated with its native speakers. However, a small percentage (8.26%) asserted

that English is related to native speakers. Students who were against the idea that English was

only owned by its native speakers argued that English is nowadays considered a global

language that is used by all humans to satisfy their needs. Also, they claimed that the number

of non-native speakers is larger than that of natives. Which means the language does not

belong to specific groups, but to everyone who speak it. The other students who found

English to be associated only with its native speakers justified their answers by saying that

English, by its nature, is their right and property. Moreover, non-native speakers are not able to master it like natives.

Question four: I prefer: Native accent varieties (UK, USA) / Non-native accent varieties.
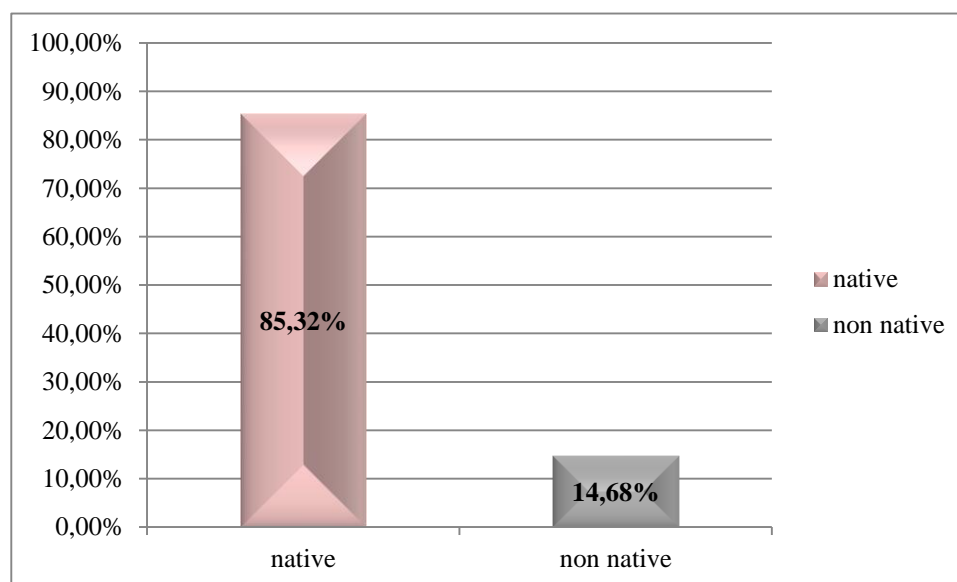
Figure 4.3.Accent varieties' preference.

It appears from the above graph that the majority of students stated that they prefer native accent varieties (85, 32%), while only (14,68%) prefer non-native varieties .Learners who prefer native accent varieties justified their answers by saying these varieties are more understandable and authentic and can be used formally in different situations. In addition, these varieties are helpful for acquiring the language properly. However, students who like non-native varieties alleged that the accent does not mutter and only the content does. Additionally, as stated by them, these accents are simple, enjoyable and provide the ability for everyone to use them.

Question five: English is the world ELF
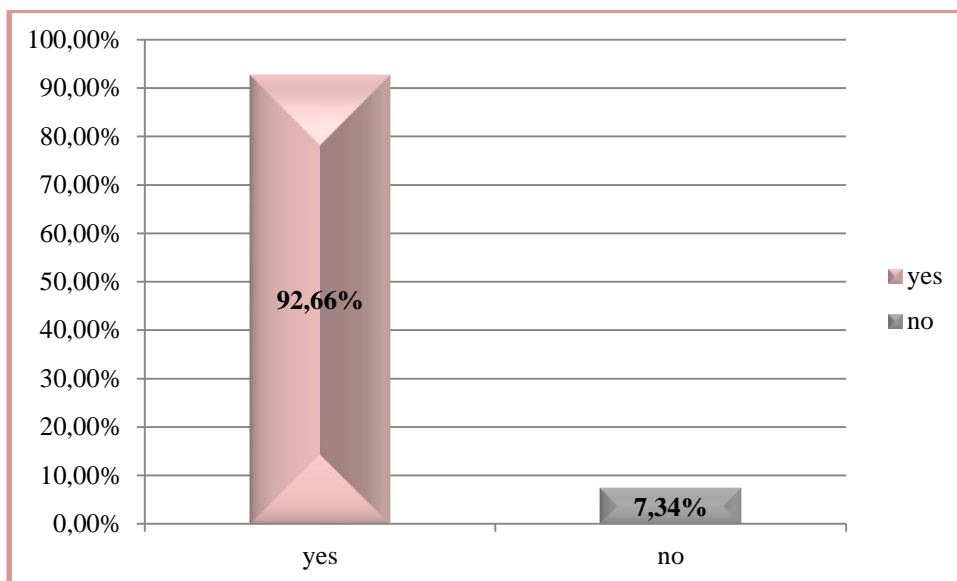
Figure 4.4. English is the world ELF.

As can be seen in graph 4, a great number of students (92.66%) confirmed that English is the world's ELF. Few of them (7.34%) said the opposite. Students who agreed with the idea that English is the world's ELF illustrated their answers by saying that ELF is the most understandable English variety. It is a widely used mode of communication that facilitates understanding among individuals, irrespective of their cultural and ethnic backgrounds. That is to say, it facilitates communication and enhances mutual understanding. As for those who were against the idea, their answers were explained by the fact that the English language is related only to natives. In other words, in their perception, any language is only the property of its native speakers

Students' Practices the Ownership of English

Question six : It is important to use English standard varieties (UK USA)
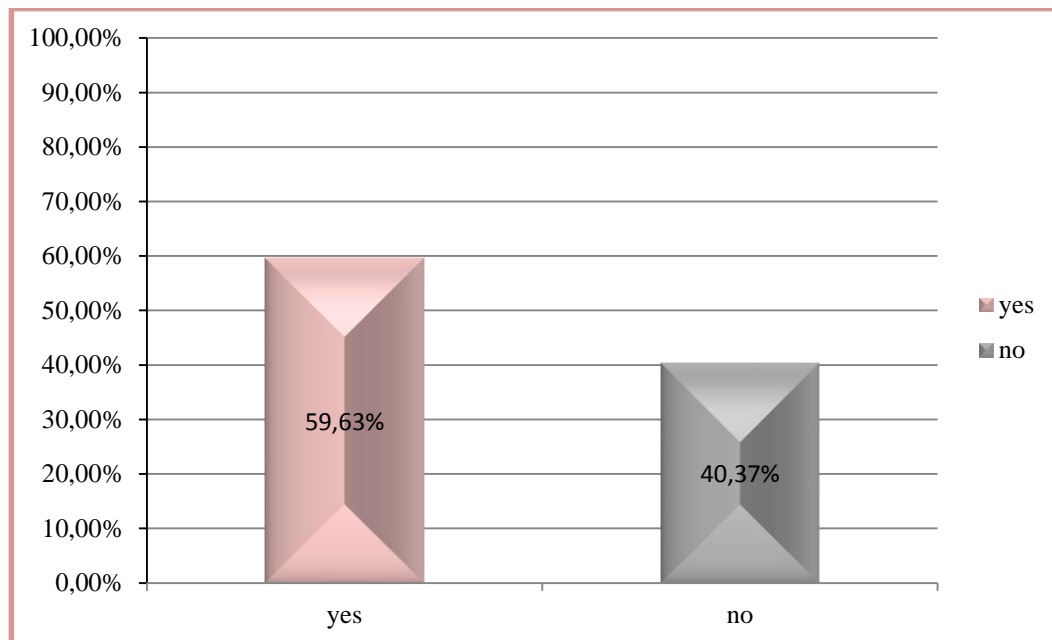
Figure 4.5.The importance of using English standard varieties.

The results showed that the majority of participants (59, 63%) confirmed that it is important to use English standard varieties, whereas the rest of them (40, 37%) asserted that it is not important to use them. For the participants who selected that it is important to use English standard varieties, they argued that these varieties are more suitable for academic purposes and are the most professional and proper ones. These varietals provide a typical semantic system that advances common comprehension and limits distortion. Through them, speakers are able to convey their ideas precisely and accurately if they adhere to established guidelines. The other participants justified their "no" selection as the varieties do not mutter. The important thing is that the message is delivered. Moreover, it depends on the person's abilities, which are affected by his identity. This means everyone has the right to express and use varieties that suit his abilities.

Question Seven: Non native English speakers are allowed to use their own English varieties.
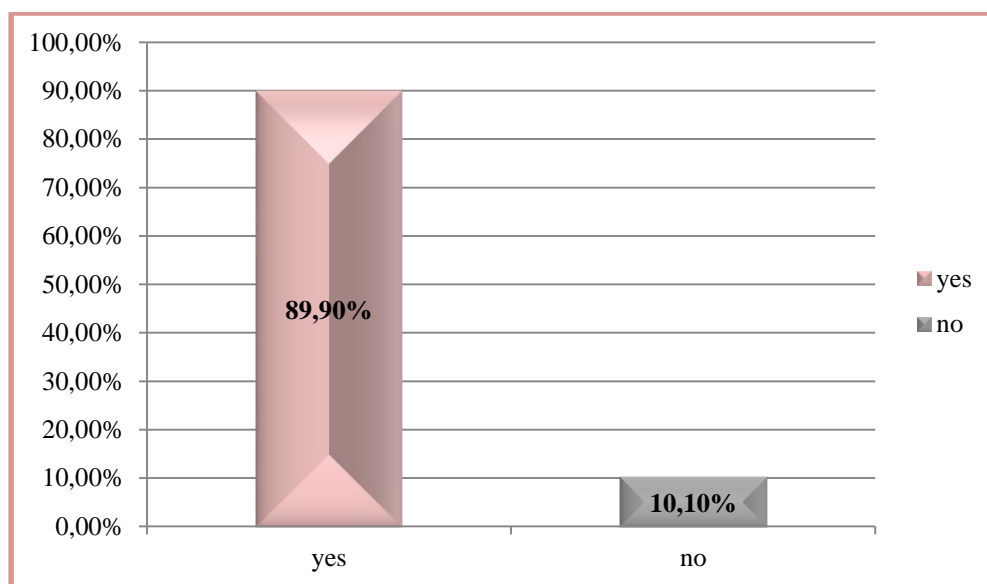
Figure 4.6.The ability of non-native speakers to use their own English varieties.

As it shown in the graph above, most of students (89, 90%) believed that non-native English speakers are allowed to use their own English varieties. However, only (10, 10%) of them thought the opposite. The majority of the students believed that non-natives have the right to use English in their own way due to these reasons: The first reason was their inability to use native varieties, as it is quite impossible for them. As non-natives nativism impacts their use of the English language. The second reason was their desire to express their accents and varieties since all of them are acceptable and useful, native or non-native. For the "no" justification, students argued that the native norms should be followed as these norms are still the correct once. English has its rules and instructions that should followed and taken into consideration. Not to mention that English is not their mother language. As a result, it should be used as its natives practice it.

Question eight: I try to modify my English to suit native English users.
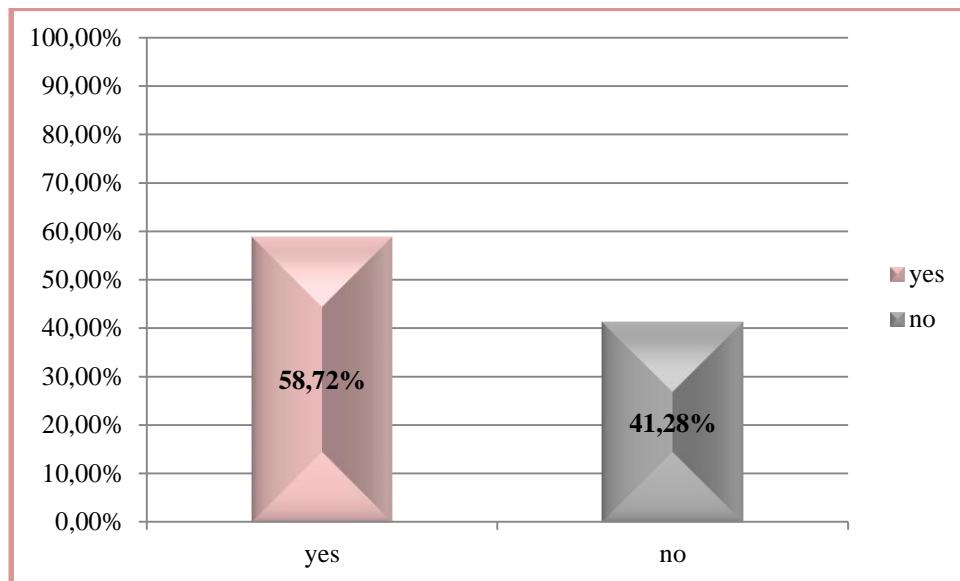
Figure 4.7.students' English modification.

Graph 7 reveals that the majority of students (58.72%) try to modify their English to suit native English users, whereas (41.28%) prefer using their own English. Most students justified their answers by saying they like the native accents because they seem easier, more fluent, and more attractive, and it is a good choice to learn the language by following the original norms. So, the more you speak like a native speaker, the easier it will be for the locals to understand you and thus avoid misunderstandings. In contrast, the others explained their point of view that they prefer their own accents, which distinguish them from others, and they also declared that it expresses their original identities, which means that their accents reflect them, and the important thing is to be comprehensible. Everyone has his own unique way of speaking, and that should be recognized by all the people

Question nine: I feel intimidated when I listen to someone Speaking English with native pronunciation.
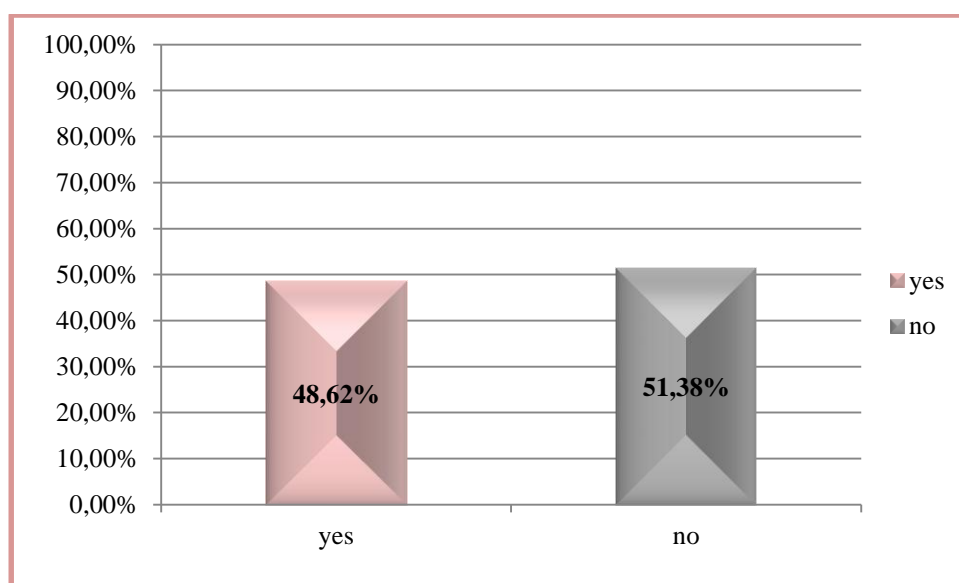
Figure 4.8.Students' intimidation feelings towards listening with native pronunciation.

According to graph 8,(48.62%) said yes, they feel intimidated, while (51.38%) do not feel the same. Participants who said they feel intimidated when listening to native speakers justified their answers by saying they are not natives and that native speakers speak so fast, which makes it difficult to understand them; this is what makes them feel uncomfortable and stressful. Non-native speakers have a different phonetic background and accent that sometimes cannot be easily understood by a native, and it makes the non-native feel his language skills are not good enough. As for those whose answers were no, they confirmed that they have no problem because their level allows them to be like natives. They stated that native accents are so clear, normal, and motivated to learn the language, and they considered it a chance to learn from them several things that help in developing their English language skills.

Question ten: My nativism affects my English accent.
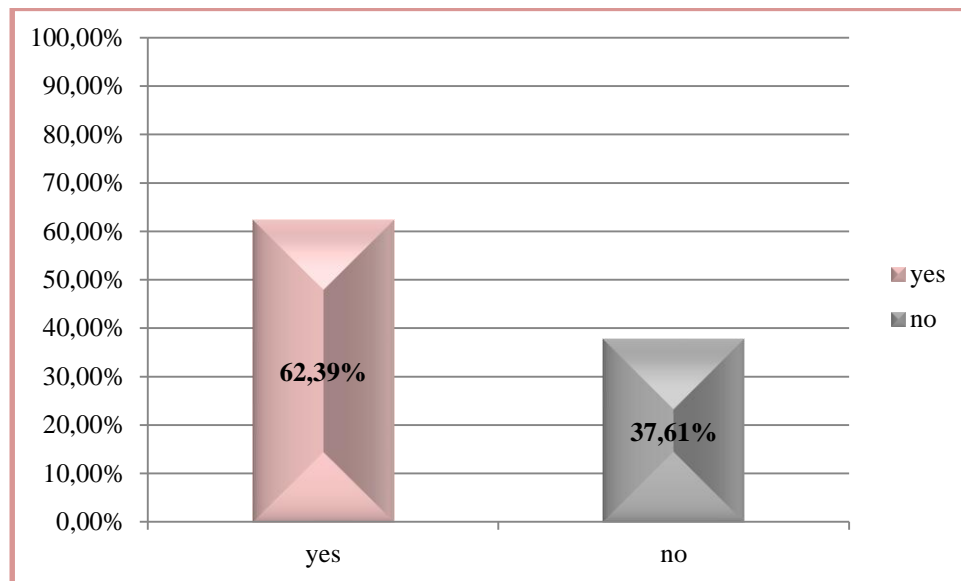
Figure 4.9. Affection of L1 on L2.

The above graph indicates that (62.39%) are affected by their nativism, while (37.51%) do not. On the one hand, those who said it affects their accents' only justification for their answers is that my mother tongue plays a big role in affecting words pronunciation. This is what meant by the influence of L1 on L2 which is an innate. On the other hand, those who said L1 does not effect on their L2 accent confirmed their answers by saying that each language has its own rules and characteristics that should be followed, in addition to the fact that each person can master different languages. Some of them asserted that they speak English fluently, which means that it does not affect them at all.

Question eleven: I want to be exposed only to native authentic teaching materials (videos, documentaries, and podcasts)
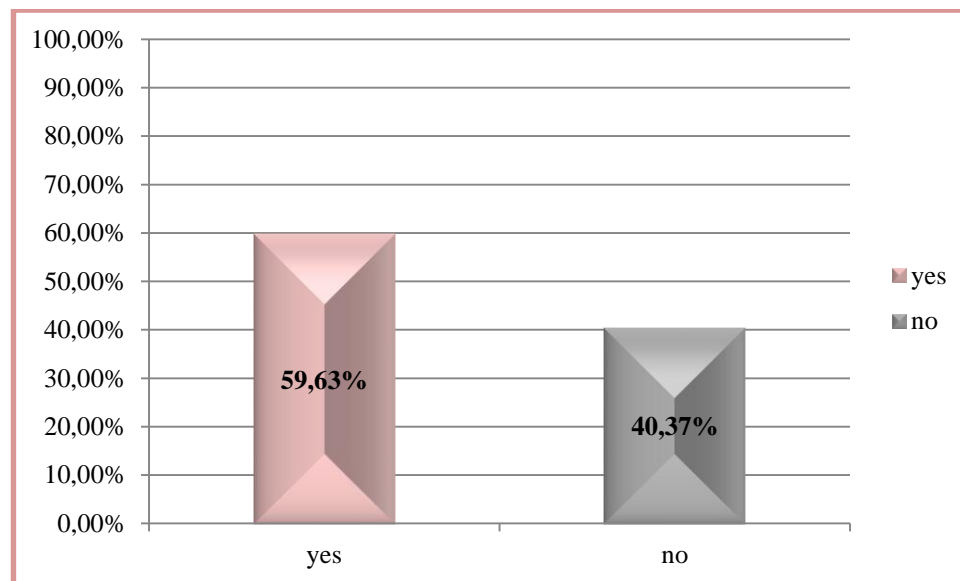
Figure 4.10.Students appropriate teaching materials preference.

The result indicated in graph showed that (59.63) of students want to be exposed to only authentic native teaching materials, whereas(40.37%)would like to be exposed to non-native ones. According to the yes answers of the students, native authentic teaching materials are considered the proper varieties to learn in an effective way and also   considered as the most useful, valid, and professional material that help the learner to acquire the language well . Whereas, for those who prefer non-native teaching materials, they think that native authentic teaching materials are hard to understand, which makes it difficult in acquiring the information. They mentioned that there is no problem with the kind of material since it is beneficial.

Question twelve: I have experienced a situation where my English teachers showed bias towards some students based on particular accent, while ignoring others.
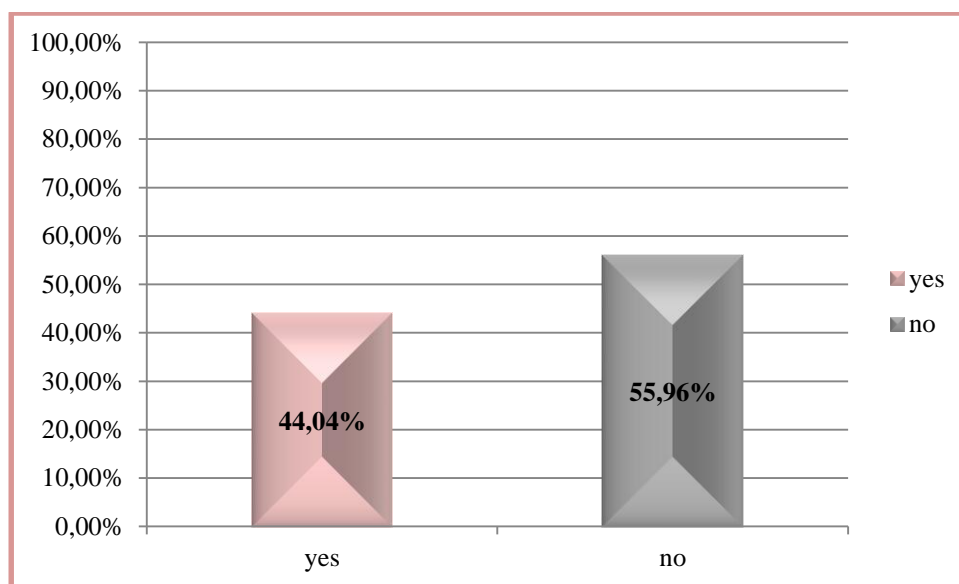
Figure 4.11.Teachers' bias between students level.

The outcomes of graph 11 showed that near to half (44.04%) of students did not experience the situation where their English teachers showed bias between them; however, more than half (55.96%) did. The ones who experienced the situation saw that their teachers differentiated between them as they criticized their English and liked to work with those who had good accents, ignoring the weak ones which lead them to feel unmotivated to engage in the learning process, and can negatively affect their self-esteem and academic performance. In contrast, those who did not experience that situation stressed on the equality of their teachers between them. They confirmed that teachers concentrated more on the information given by students than on their accents, and the important thing is that even the teacher does not have a perfect accent, so he should not judge others. Since the teacher and learners cannot master English pronunciation as native speakers , teachers cannot judge his learners' English .

Findings from Teachers' Semi-structured Interviews

1. Teachers' perceptions towards the ownership of the English language

Concerning the research aim and question of finding teachers' perceptions towards the ownership of English, three themes have been developed: English is not owned only by natives, World Englishes, and English as a mean of communication.

English is not owned only by natives.

All teachers indicated that English does not belong to a specific group as claimed by John.

"English has gotten out of the inner circle …."

It can be said from the above quote that the English language is no longer primarily confined to the countries where it is the native language, it implied that English has gained widespread usage and importance in countries belonging to the outer circle or expanding circle. Richard confirmed this idea by saying:

" English is the international language number one in the world and most people use it around the globe"

World Englishes

Teachers revealed that there are a lot of types of English as evinced by Mick:

"Now, we are talking about world Englishes "

It is evident that there is a diversity of the language as such there are several varieties and accents of English have surfaced that reflect diverse cultures, backgrounds, and linguistic influences and uses.

English as a means of communication

During the interviews, all teachers mentioned that English is now considered a global means of communication as argued by Kylie:

"All people around the world use English as a means of communication with each other"

The above quote highlighted that English is currently the most commonly spoken language in the world and that it helps individuals from different countries and mother tongues communicate with one another.

2. Teachers' practices of Ownership of the English language

Concerning the research aim and question for investigating teachers' practices towards the ownership of English, two themes have been generated: Return to Nativism and Authenticity of materials.

Return to Nativism

The 6 interviewees indicated that they use English with their mother's pronunciation, as stated by Joe:

"I use an Algerian accent because I cannot escape it; it affects my English pronunciation."

From the above quote, the pronunciation of L2 seems to be affected by the rhythms of the Algerian dialect; this is a frequent phenomenon among people who speak English as a second language. Kylie expressed the same idea in another way by saying:

"I use non-native varieties because 100% I cannot escape my accent."

Unlike the above participants, Richard stated that he uses native accents as evidenced by him:

" I don't use nonnative varieties , we should use the language with its original norms ."

From the above quote, it is illustrated that it is vital to practice the language with its correct rules.

Authenticity of materials

From the interviews, four teachers stated that they use native authentic teaching materials. According to them, language should be exposed to its native norms, as illustrated by Kylie and William:

"Yeah, sure. If we want the students to learn the language, we have to expose them to native authentic materials. How can he learn to acquire the correct pronunciation and grammar if I am going to use videos from Algeria or lists from South Africa? I have to expose my students to native authentic materials to learn the language properly."

"I use native American teaching materials because an excellent source teaches students better."

It is apparent from the above quotes that it is essential for students to be exposed to genuine materials in order for them to acquire correct pronunciation, grammar, and language skills. Utilizing materials from explicit areas or lingos may not give the ideal etymological precision, so it's vital to utilize materials that mirror the regular utilization of the language.

While three teachers asserted that they use both native and non native authentic teaching materials for various reasons as noted by Mick and John:

"I think that we cannot limit teaching materials to one group because it is a way of doing things how we use the material and for what."

"I used to teach listening, for example, I used to give students scripts of in which we have speakers of different dialects as I said Spanish, Italian, Indian, and sub-African. The reason for this is just to show that English is not the only one variety, and in order to understand English, we should train ourselves to listen to these different varieties"

Such views revealed that the choosing authentic teaching materials should be depends on what the subject requires. Mick also suggested that the selection of authentic teaching materials should be based on students' needs as it is quoted by him:

" .....OK, I use my resources and adapt the textbook's lessons, for example, to meet the needs of the students...."

Conclusion

In this chapter, teachers' and learners' perceptions and practices towards the ownership of English were presented. The findings indicated the both teachers and learners claim the ownership of English language. Moreover, the findings showed that both teachers and learners practice the English language in different ways that are affected by different reasons such as: the mother tongue interference , and the English language should be practiced with its native norms..

Chapter Five :

Discussion and Conclusion

Discussion of the Findings

Teachers' and learners' perceptions towards the ownership of English

The first research question of the study aimed to explore teachers' and learners' perceptions of ownership of the English language. The findings indicated that both teachers and learners claimed to own the English language. Both teachers and learners argued that English does not belong anymore to its natives; it becomes a global language used by all people around the world, and its ownership is equal between natives and non-natives. Moreover, they acknowledged the idea of the existence of different types of English, which are shaped by different accents and dialects. Furthermore, both teachers and learners recognized the importance of English as a lingua franca as it is a global means of communication between people from different first languages. Such perspectives confirm that the association with the English language is not related to its native speakers but to everyone who utilizes it. The results are similar to Jenkins (2006)'s findings, which indicated that both teachers and learners believed that all speakers of English were equal in owning the English language, whatever their first languages were, since English is regarded as the global language. Also, these findings were similar to Boonsuk et al.'s (2019) findings, which revealed that English does not belong solely to a particular group but rather is a global lingua franca. However, these results were deferred by Matsuda's (2003) findings, which indicated that although Japanese high school students recognize the status and widespread use of English as an international language, they do not believe that it belongs to foreign users. Also, to Ke (2010) result, which revealed that Taiwanese university students believe that native English speakers and their accents are something of great value, they are unlikely to own English even though the language becomes part of their national literacy.

Teachers' and learners' practices of ownership of English:

Concerning the second research question, which aimed to investigate teachers' and learners' practices of ownership of English, the findings of students' questionnaires and teachers' interviews indicated that there is a difference between their practices of ownership of the English language.

Most students and teachers use non-native varieties by using English with their mother's pronunciation. Besides, the findings indicated that teachers and learners are satisfied with their English pronunciation since it is acceptable, well understood, and expresses their backgrounds. These findings suggest the use of different English language varieties, as they are acceptable and reflect people's linguistic and cultural backgrounds. Similar to the above findings, Raja et al. (2022), who investigated teachers in higher education institutions in Indonesia, found that these teachers used language styles that reflected their linguistic background. The findings are also parallel to those of Boonsuk et al. (2019), who examined 20 students across different universities in southern Thailand, and their findings revealed that students believe that every user of the English language should use it how he prefers rather than following native speaker norms. However, the findings indicated that most teachers and learners use their native English varieties; a few students and one teacher asserted that they use English with its native varieties since any language should be practiced with its correct rules. This result is similar to Kubota's (2001) finding that both teachers and learners believe that it should be used according to native norms. This finding is also aligned with the findings of Fang et al. (2020), who found that different international students studying at a university in southern Thailand believe that the accents of native speakers are the appropriate norm of English.

Opinions also differed regarding the use of teaching materials. Almost more than half of both teachers and learners use native teaching materials, as they are considered the appropriate tools to learn the language effectively. The remaining uses of learners showed that

they use non-native teaching materials because the native ones are hard to understand. As well, they concluded that there is no problem with the kind of materials since they are beneficial, similar to teachers' opinions. These different attitudes suggest the inclusion of different teaching materials based on students' requirements.

Conclusion

English has a prominent place in the global community, being one of the most widely spoken languages, serving as an effective tool for international communication, and being the most used language in all fields. In light of the recent educational reforms undertaken by the Algerian government, which involve the integration and reorganization of English language usage, it is essential to examine how English is perceived and practiced to enhance language learning. Thus, this study is set to investigate EFL teachers' and learners' perceptions and practices towards the ownership of the English language.

This research has been segmented into five chapters. The first chapter is the general introduction. It introduced the statement of the problem, the aims and significance of the research, the research questions, and the outline of the thesis. The second chapter is the literature review, which covered some of the work's core themes, including a theoretical overview of the spread of English as a global language, world Englishes, English as lingua franca, and ownership of the English language. Then, it discussed the position of English in Algeria, along with its status and educational reforms. Finally, it highlighted some empirical studies related to the study. The third chapter presented the framework of the study, which involved collecting data through questionnaires completed by 106 master' s students and interviews conducted with seven permanent teachers. Moreover, thematic, statistical, and content analyses were used to analyze the gathered data. The fourth chapter maintained the presentation of the findings gathered from both teachers' interviews and learners

'questionnaires. The fifth chapter discussed the findings in relation to research questions and the reviewed literature.

This research led to the conclusion that both English department teachers and learners at Mohamad El Bachir EL Ibrahimi, BBA University perceive English as a global language used as a lingua franca that belongs to everyone who speaks and uses it, regardless of linguistic and cultural backgrounds. Additionally, the study showed that teachers and learners use an English variety that reflects their Algerian background. Furthermore, the findings of the gathered data supported the inclusion and selection of different teaching materials that consider all variations of English and address the abilities and requirements of Algerian learners.

This study is considered the initial contribution to Algeria. Therefore, there is a need for further studies in order to investigate how the English language should be taught, learned, and it is used in

Limitations

The study has limitations as all previous studies. Thus, the following limitations may have influenced the study's results:

➢ The lack of full access to the previous studies that related to our study.

➢ The study's data were collected only from BBA University. For that reason, the data are not enough to present the perceptions and practices of all Algerian EFL teachers and learners towards the ownership of the English language.

➢ The number of participants in the study was insufficient to make generalizations about the entire population. In spite of inviting several teachers via email and in person, some of them did not respond. Additionally, during the three mandatory TD sessions of the same

module, not all 173 students were present, although we knew them before, and only 109

students participated. As a result, the study's findings may not demonstrate all

perceptions.

➢ Due to the lack of participating teachers, a pilot study had not been done.

➢ Some negative feedback was provided by participants about the topic's difficulty, which

confused us and made the data collection process late.

Recommendations for Practice

In line with the aim of this study and based on its findings, some recommendations would

be provided to various stakeholders, decision-makers, researchers, teachers, and learners who

hope to improve the teaching and learning process of English in Algeria and other similar

settings.

➢ Other researchers are able to conduct similar research in other universities to

knowhow students and their teachers think about the language and how it should be practiced

in Algeria.

➢ Learners are recommended to use the English language as a means of communication

and expression, regardless of their backgrounds and accents.

➢ Offering workshops, seminars, or training sessions for teachers that focus on global

English, cultural competence, and inclusive teaching practices. These opportunities enable

them to expand their knowledge and skills, empowering them to create a more inclusive and

supportive learning environment.

➢ EFL teachers are recommended to foster an encouraging atmosphere in their English

classes to cultivate positive attitudes among their students towards the language. They should

motivate them to learn English, highlighting its importance. This can be accomplished by

implementing the appropriate techniques and activities for teaching English proficiently.

➢ EFL teachers should use different teaching materials that take into consideration all world varieties, including Algeria, to help learners be confident and understand the information provided.

➢ EFL teachers should use different teaching materials that take into consideration all world varieties, including Algeria, to help learners be confident and understand the information provided.

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Appendices

Appendix A : Student's Questionnaire

Title of the Study: Teachers' and learners' perceptions and practices towards the Ownership of English language.

Dear Participants,

You are kindly invited to participate in completing this questionnaire as part of a study that we are conducting .The purpose of this questionnaire is to collect your views and your practices of the ownership of the English language .These have nothing to do with a test and your answers will not affect your school grades and will be kept strictly confidential and used for this study purposes only. Thank you so much.

Please tick (√) the relevant box and justify your answer in the provided space (You can use Arabic when justifying)

Section A: Genaral information.

Gender: Male   ☐   Female   ☐

➤   Do you like learning English?   Yes ☐   No ☐

Justify your answer :

……………………………………………………………………………………………

……………………………………………………………………………………………

Section B: Learners' perceptions toward the Ownership of English .

➤   English is associated only with inner circle ' speakers (where English is their mother language):

Yes ☐   No ☐

Justify your answer:

……

……

➢   I prefer : Native accent varieties (UK,USA) ☐   Non native accent varieties ☐

Justify your answer :

……

……

➢   English is the world ELF(English as a lingua franca refers to the use of English as a

common means of communication for speakers of different native languages.):

Yes   ☐   No   ☐

 Justify your answer :

……

……

Section C : Learners' practices of the Ownership of English language.

➢   It is important to use English standard varieties (UK,USA):   Yes   ☐   No   ☐

Justify your answer :

……

……

➢   Non native English speakers are allowed to use their own English varieties:

Yes   ☐   No   ☐

 Justify your answer :

……

……

➢   I try to modify my English to suit native English users: Yes ☐   No ☐

Justify your answer :

……

……

➢   I feel intimidated when I listen to someone speaking English with   native

pronunciation:

   Yes   ☐   No   ☐

 Justify your answer :

……

……

➢   My nativism affects my English accent: Yes ☐   No ☐

Justify your answer :

……

……

➢   I want to be exposed only to native authentic teaching materials .

Yes   ☐   No   ☐

 Justify your answer :

……

……

➢ I have experienced a situation where my English teachers showed bias towards some students based on particular accent, while ignoring others:

        Yes ☐   No ☐

Justify your answer:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Appendix B : Teachers' Semi-structured interview Guide .

Title: Teachers' and Learners' perceptions and practices towards the

Ownership of English language.

Part 1 : Teachers' profiles

1- Could you tell me about your academic and professional background?

➢ …………………………………………………………………………………

2- How long have you been teaching?

➢ ……………………………………………………………………………….

3- Have you ever been to an English-speaking country? And what for ?

➢ ………………………………………………………………………………..

Part 2: Teachers' perceptions towards the ownership of English language.

4- Do you think that French can be replaced by English in Algeria ? And why ?

➢ …………………………………………………………………………………

5- Do you prefer native or non - native accents ?Why ?

➢ ………………………………………………………………………………..

6- Do you think that English is associated only with inner circle ' speakers ? Why ?

➢ …………………………………………………………………………………

7- Do you think Algerians can master English as a second or native language without

living in foreign country (native speaking country)? Why ?

➢ …………………………………………………………………………………

Part : 3 Teachers' practices the ownership of English language.

8- Do you think that your students use ELF or standard English ?

➢ …………………………………………………………………………………………

9- Do you use native or non native pronunciation and varieties in the classroom ?Why?

➢ ………………………………………………………………………………………….

10- Are you satisfied on how the English language is practiced by your students ?Why?

➢ ………………………………………………………………………………………….

11- Do you think that your students feel at ease or intimidated when they listen to native

pronunciation ?

➢ ………………………………………………………………………………………….

12- If your students mis-pronounce a word do you consider it a mistake or an error? Do

you accepte such errors/ mistakes?

➢ …………………………………………………………………………………………

13- Do you expose your students to only native authentic teaching materials ?Why ?

➢ ……………………………………………………………………………………………

Part 4 : Teachers' suggestions for improving teaching and learning English in Algeria

➢ …………………………………………………………………………………………..

14- Do you have any suggestions for improving the teaching and learning of English in

Algeria!?

➢ …………………………………………………………………………………………

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أدناه،

السيد(ة): ....نور ليوناس ليسا حمس.............. الصفة: طالب، أستاذ، باحث ......طالبة......

الحامل(ة) لبطاقة التعريف الوطنية رقم:١٩٢٠٥٣٠٥٤٠ والصادرة بتاريخ........ 24 ـ 03 ـ 2023

المسجل(ة) بكلية / معهد ....الآداب واللغات..... قسم.....اللغة الانجليزية...

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

عنوانها: ....*EFL teachers' and learners' perceptions and practices*

towards the ownership of English language

. أصرح بشرفي أني، ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية

المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 2023/07/09

توقيع المعني (ة)

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أدناه،

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الحامل(ة) لبطاقة التعريف الوطنية رقم..53282..... والصادرة بتاريخ......26..03..2023.....

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عنوانها: ....

EFL teachers' and learners' perceptions and practices

towards the ownership of English language

- أصرح بشرفي أني، ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2023/07/03

توقيع المعني (ة)

1

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 الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

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الحامل(ة) لبطاقة التعريف الوطنية رقم 405579263 والصادرة بتاريخ ..19-04-2023...

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عنوانها:......E.F.L teachers' and learners' perceptions and practices towards the ownership of English language.....

- أصرح بشرفي أني، ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: ...09./07./2023

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