PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tiaret

Faculty of Letters and Languages
Section of English

The Place of English language in Algeria: The Case of students at Ibn Khaldoun University, Tiaret

A Dissertation submitted to the Department of English as partial fulfilment of the requirements for Master Degree in Language Studies

Presented by: **Supervised by:**

Mr. Bouasba Osmane Mohamed   Dr. Toubeida Mustapha

Mr. Kedjnane Houssem

Mr. Kamel Hicham

Board of Examiners:

Dr. Belarbi Khaled	Examiner	University of Tiaret
Dr. Toubeida Mustapha	Supervisor	University of Tiaret
Dr. Mehdaoui Ahmed	Chairman	University of Tiaret

Academic Year: 2020-2021

Dedications

First of all, we are thankful and grateful to Almighty Allah for his guidance in finishing this work successfully.

We dedicate this work to our beautiful parents and families.

To our friends and relatives who supported us in this work.

To our teachers and classmates

Finally, we dedicate this work to the souls of our heroes to the martyrs of the nation.

Acknowledgments

Abstract

English language is the global language of the modern world, it becomes the most used language in the world, and it is the language of development and technology.Recently, any nations around the world have worked to establish English in their mainbodies even the former French colonies such as Rwanda, Based on these circumstances, this research tried to shed light on the status of English language in Algeria being a former French colony or a francophone country. To uncover the efforts of the Government have been applied toward English and attitudes of English and non-English students from university of Tiaret, a descriptive case of study was conducted based on two instruments of data collection documents analysis, and questionnaire. Our results depended on students of Ibn Khaldoun University through an analysis of their attitudes towards the use of English language in Algeria. Finally, Recommendations and some conclusion are drawn to resume the place of English language in Algeria.

Key Words: English Language, Status, Global language, Attitudes, Modern World, Former French Colony.

List of Acronyms

- CA = Classical Arabic

- MSA = Modern Standard Arabic

- AA = Algerian Arabic

- IELTS = International English language Testing system

- CIA = Central Intelligence Agency

- IVLP = International Visitor Leadership Program

List of Figures

List of Bar graphs

List of Tables

List of Charts

Table of contents

General Introduction

General Introduction

Approximately 1.5 billion people who speak English around the world, about 360 million people speak English as their first language, That means over 1 billion speak it as a secondary language, it is considered as the world Lingua Franca since it is widely spoken and being used in many countries. English language has become language of science, technology, business and has dominated in many other fields. Therefore, English is the access to all the important domains which a country like Algeria considersit as a crucial key of development and changing the complex situation of its language territories. Consequently, ministers and politicians expressed several times through campaigns and press conferences that Algeria has the intention to integrate English language as its second official language.

Regarding to the language policy that Algeria follows, English language has not gained an official status yet, matter fact, the current policy does not seem to be in favor of this language. Despite government still imposing French language, English still find its way in this country and is increasing from a day to another.

The aim of this case study is to check if the English language has its place in Algerian people, and see how the government is dealing with this situation, to approach theaims of this study, the following question were formulated:

- What is the Algerian government attitude towards English language?
- How are students' perceptions toward the English language?

The questions have been formulated through the following hypotheses:

- The Algerian government is making some efforts to integrate English language in its society but still not enough.

- Most Algerian students are with a positive support using English language.

To validate the above research questions and hypotheses, the researchers designed a descriptivestudy to investigate the position of English language in Algeria. Therefore, this study is divided into three chapters, the first chapter of this study deals with Globalization and languages and their impacts on nations while exploring the field of language planning and policy. Moreover, it provided a short account on countries like Rwanda and Algeria as an example of former French colonies who both intended to integrate English language in their society. Furthermore, the second chapter defines the linguistic diversity in Algeria by presenting the spoken languages of this country and present the research method of this work. Finally, the third chapter of this study is practical where the researchers focus more on proving the hypotheses of this descriptivestudyin which two research instruments are used: document analysis and questionnaire.

Document analysis consists of three section, the first one deals with the demand of English in economic, the second section deals English in education in primary, middle and high school and the third and the last section deals with English in media and social life.

The second instrument is Data analysis where the researchers handed 100 questionnaires to students of IbnKhaldoun University to collect data from respondents to prove their attitudes towards English language. Finally, a general conclusion is drawn to check the validity of the hypothesis through the data collected.

1 Chapter One:Globalization and Language and Policy

1.1 Introduction

A perennial challenge facing all of the world's countries, regardless of their level of economic development, is achieving financial stability, economic growth, and higher living standards. There are many different paths that can be taken to achieve these objectives, and every country's path is different given the distinctive nature of national economies and political systems. One of the ingredients contributing to a high growth in every domain is language. In this chapter, researchers tries to emphasize the impotence of Globalization and how a Lingua Franca can contributes in many aspects in developing nations while exploring the field of language planning and policy and how former French colonies intended to integrate English language I their society as an official status.

The increasing intensity of global knowledge flows points to important benefits of Globalization. While Globalization has been much criticized for its possible negative side effects, this work shows that Globalization has amplified the spread of technology across borders in many fields.Even though the world is already so connected, most people do not notice Globalization at work every single day. But the world is getting smaller.Globalization created a platform for the world's people, firms, and governments to become more integrated. It enhances the networks between countries and creates more opportunities.

Consequently, the aim of this theoretical chapter is to reveal the importance of Globalization and languages and the benefits that it can bring to nations and explore the field of language planning and policy and how former French colonies attempted to integrate English in a Non-English society.

1.2 Globalization

Globalization is a term of muchusage in recent years, its general definition, it can be defined as an extensive network of economic, cultural, social and political interconnections and processes which goes beyond national boundaries' (Yeates 2001).

Globalization is one of the most important phenomena within the contemporary business and public environment, Globalization is a combination of economic, technological, socio-cultural and political forces and it refers in general to the worldwide integration of humanity and the compression of both the temporal and spatial dimensions of planet-wide human interaction, Globalization has a long history; it appeared when the European big economic powers occupied Asia, Africa, and America. Globalization was developed in the twentieth century but it became recognized as a research phenomenon about three decades ago, at the time its political and economic associations began to be studied (Odel, 2016).

However, while the theorists tend to agree on the general parameters of Globalization, there are different views about when it actually started. Some scholars situate its origins in the modern era, while others regard it as a phenomenon with a long history.

Robertson (2003)acknowledge, that Globalization is perhaps a pre-modern phenomenon with beginnings in the 15th century. Thomas L. Friedman (2008) divides the history of its development into three main periods: period one (1492-1800) – the Globalization of countries, period two (1800-2000) – the Globalization of companies and period three (2000-present) – the Globalization of individuals. Some other theorists take more here-and-now positions, situating the beginning of the global processes at the time of the first major fuel crisis of 1973, the decline of traditional modes of industrial production and the subsequent move towards a demand-led economy.

GLOBALIZATION: THEN VS NOW

Enter your sub headline here

20TH CENTURY	21ST CENTURY
Tangible flows of physical goods	Intangible flows of data and information
Flows Mainly between advanced economies	Greater participation by emerging economies
Capital-and Labor-intensive flows	More knowledge-intensive flows
Transportation infrastructure is critical for flows	Digital infrastructure becomes equally important
Multinational companies drive flows	Growing role of small enterprises and individuals
Flows mainly of monetized transactions	More exchanges of free content and services
Ideas diffuse slowly across borders	Instant global access to information
Innovation flows from advanced to emerging economies	Innovation flows in both directions

Figure 0.1: Globalization thenvs now.

1.2.1 Globalization and Languages

Besides the economic meaning, the term "Globalization" has been discussed in the more popular discourse, where it was equalized with the word "Internationalization", the growth of interconnectedness between all people over the world, so the world needs a global language to be the lingua franca of the world shared between all people with different races and different nations.

A lot is written about Globalization and languages. According to its general definition, "language" is a body of words and the systems of their use common to a people who are of the same community or nation, the same geographical area or the same cultural tradition. Language is usually regarded as a sense substance of the culture, which contributes to its formation through vocabulary, greetings and humour. It serves as an important symbol of group belongings, enabling different groups of people to know what ethnic groups they

belong to and what common heritages they share. Without a language people lose their cultural identity (Gvelesiani, 2011).

In the wider sense, "Globalization" refers to the transnational circulation of ideas and languages through acculturation. Moreover, researchers always overlook the extraordinary nature of the language as an economic good.

Globalization is a process of the integration of different cultures, languages, organizations, countries, etc from across the globe. Due to the Globalization everyone is connected in the world for the sake of personal and business. Influence of Globalization is everywhere. English language has a great impact of Globalization and because of Globalization vast number of students has started learning English as a second language and foreign language (Mohammed, 2020).Even though the number of countries where English is the native language is little; Great Britain, Ireland, the United States, Australia, New Zealand and South Africa, the number of countries where it is the official language is very high, namely 67. Especially countries that used to be part of the former British Empire use English for numerous official functions, in addition to their respective native languages. English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South. English language is spread all over the world into almost all the fields such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy and to name a few. Undoubtedly, English occupies a unique place as it is the language that is so extensively used and so firmly established as a dominant global language in the above mentioned fields (Parupalli, 2019).

1.2.2 English as a Global Language

There has never been a language spoken more widely in the world than English is today, the number of non native speakers of English is bigger and more than its native speakers, about fifty years ago the notion of English as a global language was merely a theoretical prediction which is still diffuse and vague. However, realities have created it as a real world language at the present time. People in every part of the world feel its urgent role in their life: for academic purposes, for business goals and for other purposes. English is spoken by people throughout the world as their first language, second language and foreign language. Indeed, English is now a world language, English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

One of the outcomes of this Global world is the raise of English as a global language, English enjoys a status of being a world language, it is now the language of business, diplomacy and scientific fields. English it becomes an important part in the life of many people around the world.

Kachru (1992) on his book the other tongue says that "there has never before been a single language which has spread as a lingua franca over most of the world as English has done this century the spread of English is as significant in its way as is the modern use of computers ".

There has never been a language which enjoys a significant status as the world wide language than English is today, David Crystal (1997) describes the status of English as "global language", English it becomes an integrate part of the life of many people across the world, the number of the non-native speakers of English is increase and bigger than the

number of its native speakers, at the present time according to David Crystal (2003), 'nearly a quarter of the world's population is already fluent or content in English'. English becomes the world language because People in every place in the world have known its urgent role in their life for education purposes, also for business goals, and also for diplomacy, and other purposes (Li s, 2002). "Except English, no other languages dominate international business, academia, media, the Internet, and international air/sea traffic".

According to David Crystal (1997), there are more than seventy countries that place English as a second language. English in these countries is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system Indeed, English is now the lingua franca (the communicative language of individuals in different nationalities) in the modern world of the global world, it is not only applied when people communicate with English people, but it is used to communicate in every part of the world with different people who hold a different linguistic background, so it is used in different contexts in the world, Therefore, English is not only an international language, but also a global language.

1.2.3 The Spread of English Language in the World

The Indian linguist scholar BrajKachru (1985) divides and describes the spread of English in the world by three concentrate circles to explain his claim. The first circle or the inner circle refers to the native speakers of English language where English is the first language as in USA Canada, Britain.The second/outer circle refers to those countries who are considered as former colonies of Britain, in these countries English is considered as a second language such as India, Nigeria and South Africa.The third circle is expanding circle which is made up of countries in which English has no special administrative status but is recognized as a lingua franca and is widely studied as a foreign language.

The British colonialism was one of the important reasons that led to the spread of English in the world, the British imperialism as a powerful and very strong colonial power during the 18ᵗʰ and 19ᵗʰ centuries (Crystal, 1997; Graddol, 1997; Kachru, 1986). In the earlier era, the spread of English from Britain to other territories was mostly through colonization. Britain controlled the quarter of the world north of America, Asia, Africa, Australia and New Zealand, and at the same time the British imperialism dominated commerce in countries that were not part of the British Empire that leads to the expanded of the use of English over an bigger area, after the British colonialism was finished many countries considered English as their first language such as USA, Canada and Australia while many other countries considered English as their second or foreign language.

English has also grown and spread through the world because of political reasons exactly after the end of the World War II, many powerful countries lost their power, and the only strong country that stayed undamaged was the United States, and the USA as an English-speaking country, was truly safe in all fields and by the contrast it becomes the most powerful country in the world. Therefore, the United States of America planned to organize the world by create of many international organizations such as the United Nation. English was then one of the four official languages spoken in the UN. This made English gain stronger status in the world.

Furthermore, English has spread in the world due to economic reasons,English now is the language of the world capitalism, the purely goal of Globalization is to reinforce and encourage trends and business between different nations and that raise the demand of an international means of communication used between international companies as a lingua franca for achieve the goal of international commerce.

Another reason of the spread of English is the development in technology, and mass entertainment, David Crystal (1997) mentioned that coupled with economic development on a global scale, new communication technologies, the explosion in international marketing and advertising and mass entertainment, have also supported the continued expansion of English as a global lingua franca.

Crystal 2003 also says that "In the novel, the media are at the centre of everyone's life" – the press, radio, advertising, and especially television. Even the 'hint of a nuance' can make a difference. The English language has been an important medium of the press for nearly 400 years" (Crystal, 2003, p. 91).The World Wide Web, by the mid of the 90's, 80% of the web are in English, the majority of the scientific researches done in English because scholars and scientists would like to share their researches with others and the only way to do that is through English language, because it is the most accessible language in the modern world. Also the domain of entertainment is one of the big reasons of the spread of it in the world according to Tuhus-Dubrow (R, 2002) people want to speak English, because it is the language of advertising, blockbuster movies, and pop music, as well as a vital tool for success.

Moreover, the education plays an important role in the spread of English in the world, English is the medium means of instruction in most scientific fields, it is the only language where the information are stored in both forms printed and electronic form.

English 1,121

Chinese 1,107

Hindi 534

Spanish 513

French 285

Arabic 274

Russian 265

Bengali 262

Portuguese 236

Indonesian 198
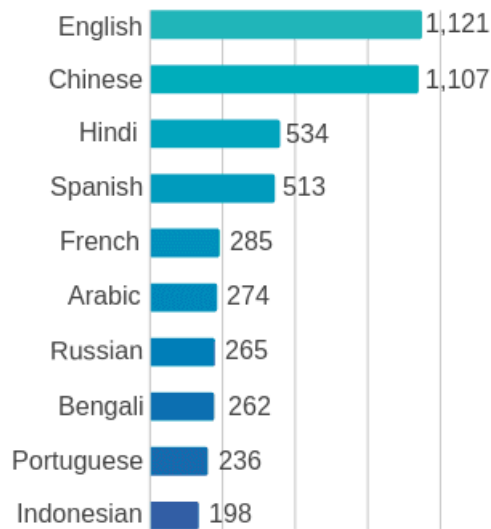
**Top 10 languages by number of
speakers (native + non-native)**

Source: Ethnologue, 21st edition

Figure 0.2: Top languages spoken around the world including natives and non natives.

1.2.4 The Contribution of English in Development of Nations

With the growing levels of interconnectivity and Globalization in the contemporary world,
the emergence of immediate and appropriate means for communication has been increasingly
in this global world. There is a need for a common language for communication between
nations parallel with this present growing of commerce and trade in the world. After the
development of the Informatization it is evident that most people over the world communicate
with each other from different regions and different nations through only one language which
is English language. English it is the lingua franca the world language and it is the most
widely used language in the earth in all levels in different fields.A study into the economic
impact of learning English in developing countries has concluded that the language can
increase the earning power of individuals by around 25% and that developing economies need

access to English if they are to grow and position themselves in the global economy (Lotbiniére, 2011).

1.2.4.1 In Business

English has fast become the most widely used language in the world of trade and commerce over the past decade or two. As a result, having an excellent knowledge of English for business has become vital for success in any employee's career. No more so than in that of international students seeking better career prospects in an English speaking country. As a global language, English is used for all international business and commerce. Graddol (1997) says, about 80% people use English while they are in Europe, it is also used in global business which is happened under the control of World Trade Organization WTO.

English serves the purposes of the international companies as being a tool used for communication between international companies. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English.

1.2.4.2 In Science and Technology

English, according to Drubin and Kellogg (2012), is now used almost exclusively as the language of science. Though up till now, the world Scientist Association has not officially declared the language as the official language of science, but almost all activities in science and technology are carried in the language.

English is the universal form of communication in science. Although many countries still publish journals in their native tongue, English is trending and a way to share one's research findings with scientists in other parts of the world.

English is the language of the scientific fields. Adam Huttner-Koros (2020) says that the academic papers outnumber in publications in the English language several times more than that of their countries' own language. Scientists who they wish to produce influential and accessible and globally recognized work have to publish their research in English language 81% of the scientific articles written around the world are written in English language (Parupalli, 2019) .English language plays an essential role in people's lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. And with the knowledge and skills that you gain from learning English, limitless personal and business opportunities are made wide open. Moreover, the use of English as an International language is growing with time because it is the only medium for communication in many countries. English is also used widely in the literature and media section to publish books, most of the writers write in the English language due to the vast majority of readers know only the English language and they can describe their ideas best in the English language.

English language is the broader exposure to knowledge since there are a lot of available online English courses to choose from, and make the learner not limited to the knowledge of one instructor alone and can learn from various online instructors and training modules from across the globe. Also, learning English online exposes the learner to different English concepts that are applied in real business operations which are not available in most of books.

1.2.4.3 The Internet

After the widespread of the Internet in the world which has no boundaries, the whole world becomes a global Village. English it is the global language and in all levels and in all domain also in the usage of the Internet, there is no other language that is used for Internet sites are designed than in English, that means that English is the language of the Electronic communication development. As the internet has accelerated the pace of Globalization, the relationship between the English language and the internet had an impact on our emerging digital culture. The English language is the universal language of the internet. This has come about because the internet was invented in the English speaking world the United States of America. English is the lingua franca of the internet. Most texts accessed through the internet are in English. Most of the major search engines are in English. English has assisted and hastened the process of Globalization.

Language	Percentage
English	54%
Russian	6.0%
German	5.9%
Spanish	5.0%
French	4.0%
Japanese	3.4%
Portuguese	2.9%
Italian	2.3%
Persian	2.0%
Polish	1.7%
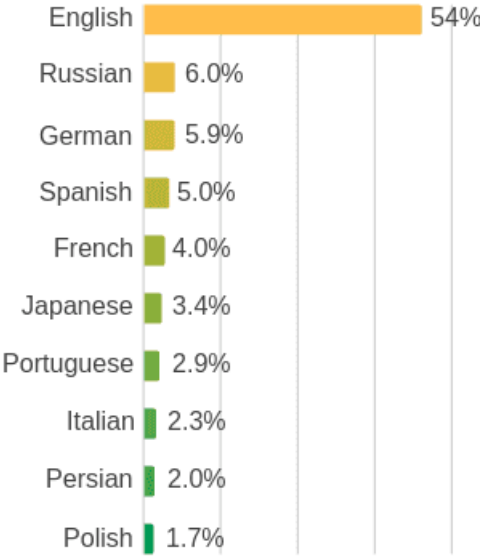
Top 10 languages on the internet

Source: W3Techs

Figure 0.3: English is the language on internet Nearly 54 percent of content on the internet is in English.

1.2.4.4 In Education

English is important for higher studies as with the help of this language to become aware of new technologies as maximum details are available today in English language only. So, it is important for everyone to have complete knowledge of this. Higher studies English require good English skills. Today, most of the publishing companies are publishing books in English language only for students who are studying for higher education. One can achieve success in any field because of English as the vocabulary and terminology used in different fields like technology, medicine is available in English only. Apart from schooling many competitive exams also reflect importance of English. Through these exams, the language proficiency of a candidate is assessed. They test communication skills, vocabulary and pronunciations.

English is used in different fields of study, it is the only language in the world where the information is stored in both forms printed or electronic, any student, learner, and researcher around the world needs to be qualified and competent in English in order to get better understanding on their field of study, because of the most of studies and literature were written in English.

1.2.4.5 In Employment

In the last few years, thanks to jobs becoming global, the importance of English has increased manifold. It has over the years become an important medium of communication, both at the international and intra-national levels. The importance of spoken English is even more, because there are many cases where one knows his subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential.

Learning English in a country where it is not a native language opens a number of opportunities for the individual. In today's corporate world, the need for effective

communication has been recognized and accepted more than the technical knowledge. English as a key for unlocking development opportunities assumes that a lot of published information and research is in English and that acquiring English skills can grant access to a lot of that information.In this global world most of the companies are dealing with the international companies. English for the purpose of employability assumes that someone with English skills would be more competitive for a job.

1.2.4.6 In Entertainment

Many of the world's top films, books and music are published and produced in English. Therefore, English language is the access to a great wealth of entertainment and be able to have a greater cultural understanding.

The most popular and biggest famous Televisions and Music industries in the world their basic formulation is in Hollywood in the US, which they use English to convey and send their messages such as Netflix which is a popular American content platform and production company headquartered and present it content mostly in English, also cartoons for the kids there are a lot and many movies in English language. Different kinds of games are made in the English language. People like to play a different kind of games which is made in the English language for people to easily understand.

1.3 The Planning for English Language in Former non-Englsih Colonies: theCase of Rwanda and Algeria

Rwanda and Algeria, both former Belgian and French colonies, has implemented the use of English in their land despite the poor Historical background with the Anglo-Saxon countries, they have both realized the importance of this lingua franca and how it can be a key development to many fields to them. Both language planners of these countries took serious actions about integrating English language in their homeland so they can develop new opportunities and change the linguistic dimension affected by the former colonies.

1.3.1 Language Planning

The term language planning and policy was firstly introduced in 1959 by the Norwegian American sociolinguists Einar Haugen when he tried to study the language problems and change in Norway and studying the efforts which done to spreading language (Karam 1974).

Many definitions were provided by many scholars and linguists to explain the field of Language planning and Such as:

- Cooper (1989) identifies language planning and policy and he says that "Language planning refers to deliberate efforts to influence the behaviour of others with respect to the acquisition, structure, or functional allocation of their language codes." (p.45).

- According to Fishman 1972, Language planning is a systematic activity of regulating and improving existing languages or creating new common, regional, national or international languages. Also Fishman (1974) says that language planning is decision making in relation with language problems.

- Kaplan and Baldauf (1997), identify language planning as an attempt to change the way in which is used, remarks that language planning is also a means of preventing change to take place.

- Other definition of language planning and policy is the definition provided by Marry McGroatry a professor in applied linguistic in the English department in Northern Arizona University she says " the combination of official decisions and prevailing public practices related to language education and use" (McGroarty, 1997).

In general language planning and policy refers to the efforts that aimed at changing the linguistic behaviours (function, structure, acquisition) of a particular speech community, it means that Language planning and policy dealt with all the policies explicit (planned) and implicit (unplanned) which influence the language use in a specific speech community.

Language planning is generally done by the Government (the decision makers), or by Non-Gov Organizations, or could be even done by individuals, according to Fasold (1987) Governments are in a position to make the widest ranging, but not the most successful, decisions that influence language. By the leadership of government, there were individuals and organizations who took charge in their language planning processes.

1.3.2 Stages of Language Planning

According to Haugen (1966), there are four major stages to establish a language in a particular speech community: selection, codification, implementation and elaboration.

The first stage is Selection, which refers to the choice, the selection of a particular language which is hoped to be used and be developed in the country, selection of the language

consider the needs of the community, it means that the language selected is going to fulfil certain functions in a given speech community

The second stage is Codification, this stage is done by the linguists and sociolinguists, it is a compulsively to create or produce a linguistic standard (rules, norms. etc) this stage is divided into three sub-stages, the first one is Graphization which deals with the creation and the development of a writing system that befits the selected language, the second stage is Grammaticalization which is concerned with setting or deciding upon rules(grammar), the third one focuses on the identification of the repertoire(vocabulary) this stage in known as Lexicalization.

Moreover, the third stage according to Haugen is Implementation, after the selection of the language and identify the structure and norms of the language to internalizes the language in the target society to be used by people and gain the status of an official language, this stage includes the production of books, print of newspapers, encourage the use of the codified language in television, radio programs, in schools and in universities.

Finally, the fourth stage is concerned with the development of the language under the society, this stage is not simultaneous but it is not instantaneous, the language needs to develop to meet the communicative needs of people in the target society.

1.3.3 Types of Language Planning

To establish and plane for a language to be an official language of a country, there are four main stages to be followed as mentioned before, in addition there are also types of language planning. The first type is status planning, this level contains both selection (select language) and implementation (integrate the language in society).Status planning is done by the official agencies such as government agencies and is associated with decision makers, people in the

country have the right to select and implement a language that serves the needs and demand of the society. For example in many countries in the world, decision makers added and planned for a particular language to be used as an official language hand by hand with the first language, the case in Canada, the government chooses French hand by hand with English to be the official language in the country, another example is the case of Tamazight in Algeria, the policy makers planned for Tamazight to be the official language of the country hand by hand with Arabic.

Figure 0.4: The Tamazight language used alongside Arabic after it was promoted as an official language.

1.3.4 The Case of Rwanda

Rwanda or the republic of Rwanda is a small country. At 26,338 square kilometres, or 10,169 square miles, Rwanda is approximately the size of Belgium or the State of Maryland (Twagilimana, 2007) sited in the great lakes region in east central Africa, the population of Rwanda is estimated around 12.3 Million (July 2014 estimate; CIA, 2014), Rwanda contains

three major ethnic groups the first one is Hutu 84%, and Tutsi 15%, and Twa1% (Adekunle, 2007; CIA, 2014).

In 06/04/1994, Rwanda has witnessed the beginning of one of the most horrible events that humanity ever seen, Rwanda witnessed a terrible genocide more than 800.000 Rwandan persons were killed during 100 days starting from the capital and spread all over the country, after the 1994 genocide, Rwanda enter a new era and a rapid development in all domains this development was due to the aspiration and ambitious of the policy makers after the genocide, one of the domain that witnessed changes was the field language planning, the government planned for a new language to be the official language hand by hand with the Kinyarwanda. The constitutional amendment in 1996 added English as an official language in Rwanda, for two main reasons the first one is directed with the position of English in the world as being the global language, and also this decision enacted in order to accommodate the huge number of refugees from the neighbour English speaking countries such as Kenya, Tanzania, Uganda.

Figure 0.5: The map of Rwandaincluding its borders.

23

1.3.4.1 Language Planning in Rwanda

Kinyarwanda, French and English have each played a major role in Rwanda's social and political history. The current Constitution of Rwanda, Article 5, states that "The national language is Kinyarwanda. The official languages are Kinyarwanda, French, and English" (Republic of Rwanda, 2003, p. 5). The designation of Kinyarwanda alone as a national language reflects a widespread sentiment that Kinyarwanda is the language that indexes the heart and soul of Rwandan culture (Gafaranga&Niyomugabo, 2010). Although official statistics are difficult to obtain, an estimated 99% of the population can speak Kinyarwanda, and 90% speak only Kinyarwanda. Estimates of the total number of English speakers range from 1.9% - 5%. Approximately 5% to 15% of the population speaks French (Calvet, 1994; LeClerc, 2008; Munyankesha, 2004), although this percentage has probably dropped due to the large number of Francophone Hutu who has left for exile. Estimates run as high as 11% of the population able to speak Kiswahili, but these numbers are likely higher now that the country has joined the East African Union. Other languages present in Rwanda include Luganda, Lingala, and Runyankole-Ruchiga (Munyaneza, 2010).

Rwanda is essentially a mono-linguistic state, with the first language of practically all citizens being Kinyarwanda. In addition, most Rwandans speak a little of at least one international language. Historically, French was the most widely recognized European language, thanks to almost 50 years of Belgian colonization. These days, however, English probably has the greater presence, partly because so many long-term exiles who returned after the genocide were educated in Uganda, Kenya or Tanzania, partly because it replaced French as the international language of education in 2009.

While English has been taught as a school subject since the 1960s (Sibomana, 2010) and used as medium of instruction for about 20 years and many efforts were made to enhance its

acquisition and use in Rwanda, proficiency in English by many educated people in Rwanda has been found wanting (Sibomana, 2010; Kagwesage, 2012; Pearson, 2013; Uwubuntu, 2013). As a result, the English language hardly finds its way in Rwandans' daily communication.

1.3.4.2 The Linguistic Situation in Rwanda Before 1994

Before the 1994 the linguistic landscape in Rwanda was not complicated, there was two official languages in Rwanda:

- The Kinyarwanda as a national and official language, Kinyarwanda is the spoken language in the country, it is the mother tongue of the Rwanda's society.

- The French language, as the most of the Africans former colonies the language of the colonized was used as an official language, Rwanda was colonized by Belgium, French was used as language of instruction in schools and universities, English was taught in secondary schools.

1.3.4.3 The Implementation of English in Rwanda

After the genocide in 1994 the linguistic situation is changed the policy makers in Rwanda designed English to be the official language in addition to Kinyarwanda and French languages, according to David Crystal (1997) the number of Rwandan people who were able to speak in English before the genocide was about 24000 persons. After 8 years since the genocide in the census of 2002 the number of the speakers of English in Rwanda was approximately 190.000 (Republic of Rwanda, 2005, conversion to numeral from reported). That means that English is gaining more influence and gaining positive social attitudes. English in Rwanda at that time was considered as something new and everyone would like to

adopt with this new language, for example the names of Organizations and government offices which were written in French language were changed or shifted to English such as Rwanda Defence Force (RDF), Rwanda Development Board (RDB).

1.3.4.4 Factors Affecting the Acquisition of English in Rwanda

English is one of the three official languages in Rwanda, the others being Kinyarwanda, which is also a national language, and French. English is taught as a school subject from nursery to tertiary education and is used as a medium of instruction from Grade 4 onwards. This language is also used on all public and private radio and television stations and in printed media and is the only language used by the New Times, the only Rwandan daily printed newspaper in English. It is also a lingua franca between Rwanda and other member countries in the East African Community and the Commonwealth that Rwanda has recently joined. This situation gives an impression that English is used in daily communication in Rwanda and, therefore, that a considerable number of Rwandans can speak it. However, this is not necessarily true. In fact, only 7% of the population can read and write as shown by the 4th Population and Housing Census in Rwanda (National Institute of Statistics of Rwanda - NISR, 2014). However, the National Institute of Statistics of Rwanda notes that this information was self-reported and was "not verified through a literacy test or similar means" (p. 43), which suggests that the percentage may be even lower. I suggest that the analysis of the Rwandan sociolinguistic and language education context factors, which is the focus of the next section, can provide some elements pointing to the reasons for this limited use of English in the Rwandan community.

1.3.4.5 Motivation and attitudes to learning English in Rwanda

There are several reasons that motivate people in Rwanda (especially those that are educated and/or involved in business) to learn English. Globally, English is becoming a lingua franca and is associated with several advantages: education, power, prestige, decent jobs and many other advantages (Bhatt, 2001; Nunan, 2003; Altbach, 2004; Seidlhofer, 2005; Guilherme, 2007). In Rwanda, English is the only medium of instruction from Grade 4 onwards and has been portrayed as the only medium of instruction in the country (Sibomana, 2014). English also links Rwanda to the East African countries with which it does most of its trade and the Rwandan Government encourages its public servants to learn it (Government of Rwanda, 2008, Kwibuka, 2013). Some adults actually regret not having managed to achieve proficiency in English when they were still at school and are determined to do all it takes to give it to their children (Tabaro, 2013; Kwibuka, 2013). This remorse in the face of the need for English today is another reason why more and more adults in Rwanda are investing in learning English (Kwibuka, 2013), which has increased private schools meant to offer English courses in a non-formal way . Kwibuka (2013) notes that such schools are found in almost every business centre in the country.

Based on the situation described in the above paragraph, it can be argued that most of the adult people who study English in Rwanda are more instrumentally than integratively motivated to learn English. Some people, especially those who are pushed by the system to study English may not be integratively motivated at all especially when failure to achieve the required level of proficiency can have negative effects including job loss (Samuelson and Freedman, 2010). For instance, the Rwanda Education Board indicates that English proficiency tests shall be administered from 2015 and they "will impact on future teacher mobility, promotion, career development, transfer, dismissal, etc."Such people as teachers

may have negative attitudes towards English because its advent represents a threat for them. Such attitudes may decrease their success in their learning and/or push them to strive for the minimal level that is required of them. This level may not necessarily mean success in using English for daily communication especially because it is measured using written tests, which do not account for communicative competence in all its facets.

Young people, on the other hand, may be more integratively motivated because of positive attitudes that they may have towards English, as a result of the good picture that has been painted of English through such platforms as meetings, official instructions and media and everyday conversation about the importance of this language globally and nationally (Sibomana, 2014). Thus, young people in Rwanda considering that speaking English is cool (Kwibuka, 2013), may long to speak the language of the world and to be part of the global English community (Plaut, 2012).

1.3.4.6 The current status of English language in Rwanda

Over the past decade, Rwanda has introduced several language changes without much evidence of planning. Before 2008, teachers taught primary students using the local language, Kinyarwanda, before switching to French in fourth grade. But that October, the government announced it was changing the language of instruction used in all schools to English. The Ministry of Education ran a crash course for teachers in English over the term break and expected them to use English in early 2009.

Yet many primary school teachers in Rwanda do not speak English, a 2018 study found just 38 percent of those teachers likely to be affected by the change have a working knowledge of English. This statistic likely obscures much lower percentages of spoken English in rural areas outside of Rwanda's Anglophone-friendly capital city of Kigali. Things

didn't go well. After three years, 8 in 10 teachers still had a "beginner" or "elementary" knowledge of English. Under pressure from international donor agencies, the government modified the policy in 2011: Teachers would use Kinyarwanda for the first three years of instruction and then shift to teaching in English for the upper three grades of primary school (Timothy, 2020).

Switching the language of instruction would be difficult in any context, but the lack of planning compounded the challenge. Normally, education officials make policy decisions in Rwanda through strategic planning processes that guide priorities and budgeting. But Rwanda's presidential cabinet bypassed these processes to issue the 2008 language directive. Some primary schoolteachers resorted to translating their old French textbooks to plan for lessons.

The acquisition of English as a second language in Rwanda is still facing challenges mainly due to a very limited use of this language in everyday communication in the Rwandan community. This situation mainly results from Rwanda being a practically monolingual community of which all members share the same mother tongue: the indigenous Kinyarwanda. However, the need to be able to use this language is becoming more and more significant in this country, especially because English is becoming the language of the world and Rwanda does not want to be left behind (Kagire, 2008). This global nature of English has resulted in the reinforcement of the status of this language in the Rwandan formal and non-formal education systems and of the need for proficiency in this language by many Rwandans.

1.3.5 The case of Algeria

The French colonizer has been imposing the French language in Algeria for more than 130 years, and it became the language of wider communication even if there were fewer French

soldiers but thousands of Algerians whose mother tongue is Arabic. Later on, French became the official language of Algeria during the colonial period.

The long French presence in Algeria caused a linguistics issue and disorder in the use of language after it was forced to be used during the colonization period which caused Arabic language to lose its status and was spoken only between natives themselves. After the independence in 1962, For Algeria's language planners, the purpose of a substitute for French was twofold. First, the language to be adopted needs to be more dominant than French in the world as a vehicle of modernity and technological progress. Second, there was a need for a language not irredeemably tainted by its colonial provenance. English proved to be the ideal candidate and planners intended to return the favour by adopting the arch-enemy of French. In fact, claims to substitute English for French were made immediately after independence (Benrabah, 2013). However, replacing a language that lasted 132 years in a land that speaks Arabic seemed hard due to the critical situation which Algeria got out from it. Arabisation seemed the most logical move for most of language planners.

1.3.5.1 Arabisation as a Language Policy

Arabisation means the replacement of French by Arabic; this means making Arabic the official language in all social, cultural and economic activities. In a wider sense, it means teaching the new Algerian generation Arabo-Islamic culture and values, and it means also that Arabic would gain its legal position which it lost to the French language for many years. Arabisation means the replacement of French by Arabic; that means making Arabic the official language in all social, cultural and economic activities. In a wider sense, it means teaching the new Algerian generation Arabo-Islamic culture and values, and it means also that Arabic would gain its legal position which it lost to the French language for many years (Djabri, 1981).

Leaders of Algeria back then launched campaigns of Arabization as one of the major steps of the reconstruction, and banish the French cultural and linguistic domination. Their goal was a country where Arabic is the national language, Islam is the religion, and Algerian is the national identity. Ben Bella was first to launch it and in the first Constitution of 1963confirmed this and sanctified the Arabo-Islamic formulation of national identity. At the level of status planning, Algeria's leadership imposed monolingualismin Literary Arabic at the expense of the country's pluralism and the real mother tongues, dialectal Arabic and Berber. Ben Bella declared that Arabic was to be introduced in the schooling system. Confronted with the religio-conservatives who demanded the systematic Arabization of education, the first Education Minister warned that Arabization would only be implemented gradually (Benrabah, 2013).

During the presidency of HouariBoumediene (1965-1978), Arabization Policy was confirmation that Algeria is an Arabo-Islamic entity. However, French was still widely used in public places, and that was considered as one of the criticisms about the Arabization Policy that made a linguistic disorder in Algeria which was badly planned and unsystematically launched. In general, Arabization Policy faced a huge failure, and its weaknesses are still seen in the present time.

1.4 Conclusion

One of the main benefits of Globalization is that it made a global language which is English language, it is also referred as a lingua franca of the world so the communication between nations can be easy. This chapter discusses how English spreads all over the world, and the contribution that it can brings in different fields, its shows also how English can be a major key in development of nations and how a Non-English speaking countries as Rwanda and Algeria tempted to adopt this Anglo-Saxon language because of its advantages by

exploring briefly the field of language planning and policy. Furthermore, it presents how language planners of these countries dealt with the linguistic issue after their independence and how their decisions went and to recap how the current situation of English is going at this period of time.

2 Chapter Two:Description of Linguistic Situation and Research Methodology

2.1 Introduction:

In thischapter, the researchers tried to describe the linguistics situation in Algeria by presenting all the languages spoken in this country including English language which is the hub of this chapter and explore its historical background and the dimension it is taking in Algeria while showing the attitudes towards this language by mentioning different examples and situations. Moreover, this chapter introduces the research methodology which the researchers have followed in this work**.**

Algeria is vast country in size with over two million km and a population around 44 million. However, Algeria is not only big in size and population but also it is rich in terms of culture and diversity which was influenced by invasions and a crossroad of civilizations that made the linguistic plurality reign among its speakers since the Antiquity from the Roman conquest to the French conquest which produced languages contacts and created a huge and complicated linguistic structure for this land.

Comparing to all conquests that Algeria have faced throughout history, English is very new to Algeria regarding to every civilization that has made contact with which has lasted at least more than a century. English has been introduced first in 90's to a society that is not quite familiar with this Anglo-Saxon language. The government argued that it is an international language. Even though, it is a short period of presence comparing to other languages' domination, it seems that English language is taking another dimension in Algeria while it is improving and used on a daily basis by younger generation specifically, which pushed ministers, politicians , writers and even students to promote and support the use of English language and ask for integrating it as a second official language due to the benefits that this language can bring and develop many fields and have access to technology, business and more importantly knowledge.

Actually in Algeria there are two main groups of speakers among the Algerian population: Algerian Arabic speakers and Berber speakers, among the Berbers, there are the Chaoui, the Kabyles, the Mozabites, and the Tuareg ethnic groups. Language users in Algeria use a variety of Algerian Arabic known as Derja, Berber and French which make code-switching and code-mixing present in most of their speech (Blemihoub, 2018).

2.2 Description of linguistic situation: The current Linguistic diversity in Algeria

According to John Algeo (2009) a language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail in the following sections. Those terms are system, signs, vocal, conventional, human, and communicate.

The linguistic situation in Algeria is very variable and complex, this variation has created what is known today as Algerian Arabic, a spoken language but not a written one due to its complexity and its combination of different words from different languages such as Classical Arabic, Berber, French, Spanish and English.

2.2.1 Classical Arabic

The classical Arabic (ELFUSHA) it is the language of HOLLY QURAN it is the language which is used in mosques the language of worshiping ALLAH, CA is used for prayers by Muslims all over the world regardless to whatever their mother tongue may be. Classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse."Houghton and Miflin (1994, p.412). Classical Arabic has a great literary heritage and the language of ancient poetry, and also it has grammar books. The Classical Arabic has

a prestigious position in writing. Classical Arabic is the language of a strict formal context such in mosque and in official discourses.

2.2.2 Modern Standard Arabic

MSA is a modern literary form derived from it to meet social and linguistic needs. This contemporary variety of Arabic, which is definitely less formal than CA, has a higher rate of frequency. A huge number of foreign words and expressions were introduced into Arabic during the 19th century. Hence, they gave birth to MSA. The label MSA has been applied to the written language of contemporary literature, journalism, some political speeches, television and radio newscast, administration and diplomacy. It serves as the vehicle for current forms of literature, and seen as a resource language for communication between literate Algerians. Saïd (1967) states that MSA is: "that variety of Arabic that is found in contemporary books, newspapers, and magazines, and that is used orally in formal speeches, public lectures, and television."

2.2.3 Algerian Arabic

Algerian Arabic is the mother tongue of most of the Algerian people. It refers to the variety that Algerians use in oral communication. It is a Colloquial Arabic used for daily life situations and all interpersonal interactions. It is unwritten although one might encounter an informal written text in the Arabic script The few cases when Algerian Arabic was written down can be traced back to the 80's and 90's, satirical newspapers such as: EL Munshar, EL Quardash and SahAfa (Mokhtar, 2018). Even though it is a common and mutual Language of Algerians, its variety from place to place still imposing problems in communicating between them, for instance, someone who lives in Annaba city may have difficulties in understanding someone from Tiaret city.

2.2.4 Tamazight

Berbers were the first inhabitant of north Africa in general and Algeria in specific, and they present a large number of population in Algeria Berber language or Tamazight it is a very old language which is belong to the Afro Asiatic languages family, Tamazight it becomes an official language in Algeria in the earliest beginning of the 21th century, in the latest years and due to the kabylien movement the former president of Algeria Mr AbdelazizBouteflika considered that YENAYER as a national feast. Kabyle is the second Berber speech most used with six million speakers. It is spoken in the provinces of Bejaia, Tizi-Ouzou, Bouira, Boumerdes and in some communes like Setif and Bordj-Bou-Arreridj. Also, a significant number of Kabyles live in other major Algerian cities such as Algiers, Blida, Annaba or Oran, and the Algerian diaspora in France and Canada must be taken into account. In addition to Thasahlite which is generally regarded as a Kabyle dialect. It is a Berber variant distinct from eastern Kabylia and in the Babors massif that is more or less influenced by the kabyle and the chaoui dialects according to the geographical proximity with these two variants. These speakers are thus found in the eastern communes of the province of Bejaia (Aokas, Ait Smail, TaskhrioutMelbou, TiziN'Berber), the western communes of the province of Jijel (Ziama-Mansouriah, Erraguene) and the northern province of Setif (Arab, 2017).

The Chaoui (Thashawith) dialect is spoken by about two and half million people in the east of the country, especially in the province of Batna(Aures), Khenchela, Oum-El-Bouaghi, Tebessa, Souk Ahras, Part of the province of Guelma, and Biskra. It is the second most spoken Berber language in Algeria. It forms a linguistic continuum between the Kabyle and the Chaoui. (Arab, 2017).

The languages of the North Algerian Sahara and the Sahara include Mozabite (Thamzabith) which is the vernacular language in the valley of the Mzab (South of the

Saharan Atlas), spoken by more than 200,000 speakers, Tuareg (the Tamasheq) which is spoken in southern Algeria like Hoggar, Tamanrasset…(Arab, 2017).

2.2.5 French

At the time Algeria gained independence, French was commonly used in urban areas, schools of lower and higher education, news media, and even the governing body of the FLN. Hussein Ait Ahmed, a leader of the FLN, confessed "It cannot be concealed that…the French language has been the principal, if not exclusive, vehicle, on a certain level of abstraction, of communication, oral and written, in the hearts of the leading organs of our district and party." Despite the fact that the majority of the Algerian population did not speak French, the language could not be expunged easily. Generations of Algeria's elites who now found themselves in power had attended French schools and spoken the French language in official settings. (Hetman, 2018).
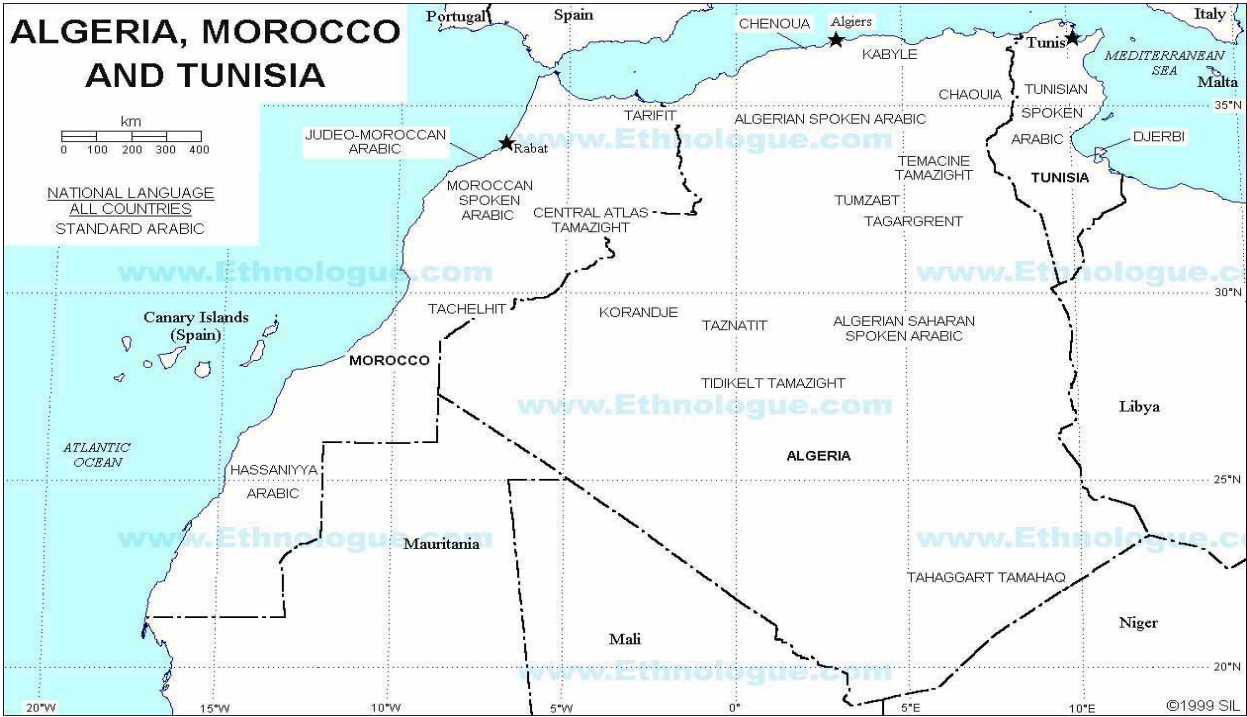

Figure 2.1: The different dialects in Algeria

38

2.2.6 English

The evolution of spoken English began from the fifth century, with waves of attack and eventual occupation by the Angles, Saxons, Jutes and Frisians. They spoke the same West Germanic tongue but with different dialects. Their intermingling created a new Germanic language; now referred to as Anglo-Saxon, or Old English. The first significant step in the progress of English towards its status as a global language did not take place for another 300 years. The spread of English began in 16th century, when the language became a tool of imperial expansion, and end up by gaining a special place in the history of a significant number of countries. This was what happened in USA, but also in other colonial areas. British colonialism was the first step of the expansion of English across the world. But it is also very important the Industrial Revolution in terms of the spread of English. Britain was the leader of the Industrial Revolution, and large-scale manufacturing and production machinery were just some of the major technological advancements being pioneered there. Countries which needed this new industrial knowledge could access it via the medium of English, something which made powerful again the language internationally.

And the development of technology was side by side with the spread of English. For instance, English was the language in which the system of telegraph was developed, and English became the international language of all telegraph operators (Manmen, 2013).

Even though English language has not gained an official status yet in Algeria, the government has shown many times its intention to integrate English as an official language due to the befts it can bring in multiple domains and fields. It use is increasingly spoken, and the youth are showing a positive attitudes towards this language.

2.3   The Presence of English in Algeria: a HistoricalBackground

After the independence in 1962, in his book according to Hayan's (1989) when he made a comparison between French-produced and Algerian-produced English textbook, He found that Algerian-produced textbooks were modified to suit the cultural and pedagogical values. English language was not very welcomed at the beginning, students did not want their culture to be reflected in English textbook, and instead, they would rather prefer to promote Classical Arabic and Berber in order to improve foreign language teaching.

According to the British council's report in 1984, English language was the third language in Algeria (British Council 1984). At that point, there were many British teachers in Algeria, the government wanted to recruit more but there were multiple obstacles that came in the way such as problem of currency, visas and university requirement for PHD degree. Also, there was an appealing from individuals including the Francophone to make it as a primary language to be taught and also was receiving support from USA and Britain in 1980 by awarding scholarships to Algerian students, it was believed that English language is a language of science and knowledge and to be one of the keys of development (Belmihoub, 2018).

In the late 1980s, Algeria went through a tough period of its history, with the deterioration of the sector of economics where it witnessed a sharp drop in the prices of oil in which Algeria depends on it the most. Also, the deterioration of the social sector also known as Black Decade, where there was instability in the society which was marked by civil war. All these factors affected the presence of English language. Consequently, all the support and efforts were disappeared due to lack of safety. Despite this situation, the government attempted to include English language in fourth grade as optional alongside French, most of

the parents have chosen French over English because French was easier to acquire and used in many fields in Algeria (Benrabah, 1999).

After Algeria got over the Black Decade, and back little by little to normal life things started to continue where it began, the cultural and the academic collaboration kept going between Algeria and UK. Britain planned to prepare 500 Algerian PhD students in British universities between 2015 and 2020.

2.4   The Current Status of English Language in Algeria

The use of English language in Algeria is increasing on a daily basis especially among the young generation. Thanks to the internet many Algerian mostly are accessing to gaming, series, movies and even chatting through English language and this was one of the reasons pushed ministers, politicians, writers and students to support the enhance the use of English language in Algeria and attempt to make it as a second official language.

Despite English has not gained an official status yet, there are many attempt to integrate English language in Algeria and making of it an official language in the land. One of these attempts was done by the former minister of Ministry of Higher Education and Scientific ResearchTayebBouzid who took serious actions in order to enhance the use of English language in Algeria especially in the field Higher education and scientific research. According to him, steps of enhancing English language comes gradually and the use of English language is inevitable due to the necessity of this language in important fields as The hydrocarbons field, international trade, economics and political science.

Figure 2.2: Tayeb Bouzid on his official Facebook page posting about enhancing the use of English language.

The minister assured the importance of promoting English as a research language at the Algerian University, as a necessity and imperative for several considerations, such as building an understanding generation emphasizing the need to create an environment for scientific research and to value the studies of laboratories and research centers by economic institutions. The inclusion of the English language in university education is a necessity. The minister explained that teaching this language is a "reality from which it cannot escape" and that "it will gradually be generalized after the installation of a committee of experts to study this proposal."(El Bilad, 2019).

The former minister also declared to the Algerian media that "Nobody speaks French" (ELBILAD TV, 2019). The move is designed as a step towards having English replacing French as the dominant foreign language in Algeria,it sparked fierce debate about the country's strong linguistic and cultural ties to France (59 years after the end of French colonial rule that lasted 130 years). Replacing French language by English became inevitable and that the replacement of the French language with English has become one of Hirak's requests and the protesters considered at the time that the French language is nothing but an extension of the French tutelage over Algeria. The French hegemony is not limited to the

economy only, but the Algerians have shown in recent years their dissatisfaction with the cultural dependency of this country, with the emergence of a new generation that has become more dependent on the English language and are demanding the authorities to upgrade it to the foreign language number one in Algeria, in light of the increasing number of institutes and private schools to teach Algerians are the language of Shakespeare. The British Council in Algeria receives hundreds of requests to learn English in a way that reflects openness to this language.

The determination of the former minister to enhance English language in Algeria was due to his confidence that the new generation is more involved with English language and depends on it more and that pushed him to make a poll in his official Facebook page to see public thoughts about the enhance of English language in higher education and scientific research.
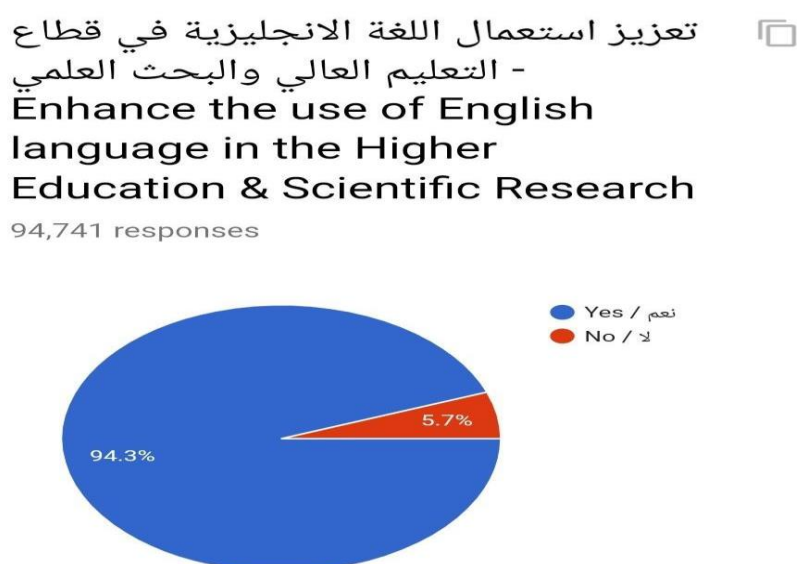

Figure 2.3: a poll done by the former minister Tayeb Bouzid abou Enhancing the use of English language

The results revealed that 95% of those polled are in favour of promoting Shakespeare's language. It was Minister TayebBouzid who published the results of the poll on his Facebook page, out of 94,741 responses of which 95% are for the promotion of Shakespeare's language while 5% are against (Bouzid, 2019).

One of TayebBouzid's campaign benefits of enhancing the use of English is to introduce youth to the world and be able to get international opportunities and develop them so they can be compatible internationally and also recruiting foreign students to the Algerian universities and give chance to students to interact with foreign students from other cultures and which help the Algeria students to develop more.

On 02/25/2021, the Ministry of Foreign Affairs changed the writing language of its logo from Arabic-French to Arabic-English on its official website on Twitter. The public wonders whether this initiative is considered an important step indicating Algeria's trend towards adopting the English language and abandoning the French language, considering English the official language of teaching and learning.

Figure 2.4: The new slogan of Ministry of Foreign Affairs in written in Arabic - English after it was written in Arabic – French

The education sector and living languages in Algeria made a supportive step by launching an educational branch in the city of Boumerdes, in partnership with the Eplanet Foundation, which is based in London, and has several branches around the world, including England, Greece, Brazil, Egypt, Tunisia, Morocco, where it provides its full services and certificates compatible to international and European standards. Eplanet was founded in 2014 in Britain, by experts in education, development and management, and it aims to teach English in the world as a second language, in fun and entertaining ways. Thus, it offers courses for young people starting from four years, as well as for adults, and other online courses, as well as workshops for institutions, along with "IELTS exam" preparations.

The charged of affairs at the Embassy of the United States of America, Gotham Rana, confirmed that the embassy would launch training programs and provide scholarships for teachers in Algeria to learn English.Rana revealed that there is coordination between the Faculty of Teachers at the American Columbia University and the Ministry of Higher Education and Scientific Research in Algeria to develop a program for Algerian universities for online training and curriculum development.He also added that the goal of this program is that all students, regardless of their field of study, be able to acquire the English language skills they need (Echourouk, 2021).

Moreover, the Embassy of the United States of America provided a training opportunity for students at the General Services Office at its headquarters in the capital. The intern aims to work with the housing team of the General Services Office to identify new housing opportunities for staff, develop a system for preparing new housing for potential rental, and analyze trends and changes in the real estate market in Algiers.

2.5 Opinions of Experts about the Use of English Language in Algeria

The talk about strengthening the English language in Algeria comes at a time when the country is in a state of political instability, and the ongoingHirak movement in order to renew the system with youth competencies and banish the windows of corruption based on holding the symbols of the old regime accountable. Concerning this step, which some consider a necessary and not optional departure imposed by reality and the digital world, while others see the preparation for promoting English at the present time, improvisation and hidden intentions that exploit political turmoil.

The idea of generalizing the English language in Algeria did not find a general consensus among the people of the country, and it created an extensive debate about its dimensions, especially as it came in light of an unusual political scenes witnessing a sharp debate related to identity. Thisdebate has split people into supportive and opponents, for instance, the member of the Education Committee of the National Assembly, AbdelkarimQureshi, director of the Institute of Literature and Languages, former dean of the Faculty of Humanities in Ouargla declared to Echourouk media that promoting the English language does not mean excluding or marginalizing other languages, as after a few years the Chinese language may become necessary for many.

But according to him, English has ground for the Algerian youth today, because, according to him, even simple workers and vehicle drivers in private institutions are fluent in speaking English, and it is necessary to start the step of strengthening this language in educational institutions and institutes before 2020.

Abdul KarimQureshi(2019) said: "Whoever refuses to use English in scientific research is an irrational person...Going to it is a necessity and not a choice, it does not mean rejecting other languages." He called for the formation of professors who are well proficient in the

English language and have scientific and pedagogical foundations to teach it to pupils and students, considering high training, and focusing on the pedagogical aspect, the most important step for strengthening this language. Qureshi explained that the role of the family is important in granulating the English language among students and students, and according to him, it is necessary to search for ways to prepare Algerian families for this (Slimani, 2019).

Moreover, AbdelhafidMilat (2019), the national coordinator of the National Council of Higher Education Teachers in Algeria, expressed his support through an interview with Independent Arabic and suggested that the transition to the use of the English language should be gradual and deliberate, as at the beginning only some major universities and some precise scientific disciplines must be chosen, in which the English language is usually the language of action and the only scientific interaction in it, after which the transition to the rest of the universities and other scientific discipline and also enabling university professors to take intensive courses in the English language, and making it the first foreign language instead of French in the primary, intermediate and secondary levels (Owaimer, 2019).

On the other hand, Shams El Din Chitour revealed, in his first media appearance, on the sidelines of his inauguration for the members of the National Conference for Research Institutions, that he was not enthusiastic about continuing the project to promote the English language started by his predecessor, TayebBouzid, as he said that he did not care about the language in which sciences are taught, adding, "The most important for Himself is the content, if it is in French or English", which is a severe blow to all those who have been enthusiastic about those who has been excited about enhancing the use of English as an official language in this country (El Ikhbaria, 2020). These statements drew harsh criticism due to the fact most of the experts considered this as a step backward after most of them were in favour of enhancing the use of English language. The National Council of Professors of Higher Education and Scientific Research criticized the statement of the Minister of Higher

Education, about his lack of interest in the two languages in English, not even in French in the field of higher education and scientific research, as he considered languages just "tools" and the statement was considered by the "CNAS" as ignoring the former minister's project, which was valued with the pursuit of its implementation, and a devaluation of the value of the referendum in which the majority voted to switch to the English language (Slimani, 2020).

2.6 Factors Affecting the Integration of English in Algeria

Even though the spread of the use of English language in Algeria is increasing, there are several factors that impede the implementation of this language and deny it to gain its official status and make it hard for language planners to have a systematic plan to integrate it in this society. One of these obstacles is the long presence and dominance of French language and the growing of the Chinese economy in Algeria and the probability of a possible competition with the Chinese language.

2.6.1 The Competition between French Language and English Language in Algeria

After independence in 1962, language planners of Algeria had two purposes. First, the language adopted needs to be more ideal and more dominant than French in the world to present more progress to be well developed. Second, there was need for a language that Algeria has no past colonial with. English language seemed ideal for the planners that they intended to return the favor by adopting the arch-enemy of French. In fact, claims to substitute English for French were made immediately after independence (Benrabah, 2013).

As to status and acquisition planning activities, there was some talk in 1975 of Algerian administrators who planned to replace French by English in the long run (Gordon, 1978). But

impassioned debate on this issue was triggered in the 1980s and 1990s by plans to introduce English as the preferred foreign language because scientific education at university level found English of greater use than French (Benrabah, 2013).

Under pressure from the pro-Arabisation lobby, the Minister ofEducationrevealed in September 1996 that, from then on, his departmentprivileged English over French. He argued that 'experience has proved that schoolchildren prefer English in many schools'. What is remarkable is thatin the same year, the Ministry of Education made public the results of a survey on language preferences among parents and teachers in Algeria. Over 73% of the parents polled agreed with the maintenance of French as the first foreign language in schools. Around 71% preferred their children to learn French and 29% English. Among the group of teachers polled, less than 52% refused the replacement of French by English against 46% who supported this switch. So, the competition between the two European languages turned unexpectedly in favour of French and the prediction made in 1963 by the Algerian poet/writer quoted earlier in this chapter was startlingly wrong. Between 1993 and 1997, out of two million schoolchildren in grade 4, the total number of those who chose English was insignificant – between 0.33% and 1.28%. Finally, by the end of the 1990s, Algeria became, from a statistical point of view, the second largest Francophone community in the world after France (Asselah-Rahal et al, 2007: 16; Queffélec et al., 2002, p 38, 118).

The French language was present in Algeria for more than a century and three decades which resulted in total emergence and contact of French languageand 132 years of dominance cannot be eradicated in an overnight. Consequently, even after independence French language is still active in Algeria and still running its big sectors, it is widely used and dominant in all important fields.

Many Algerians still think that they are not fully independent, and they still getting the cultural colonialism from France which affects their attitudes towards French language is complex due to the colonial period (Berabah, 2007).
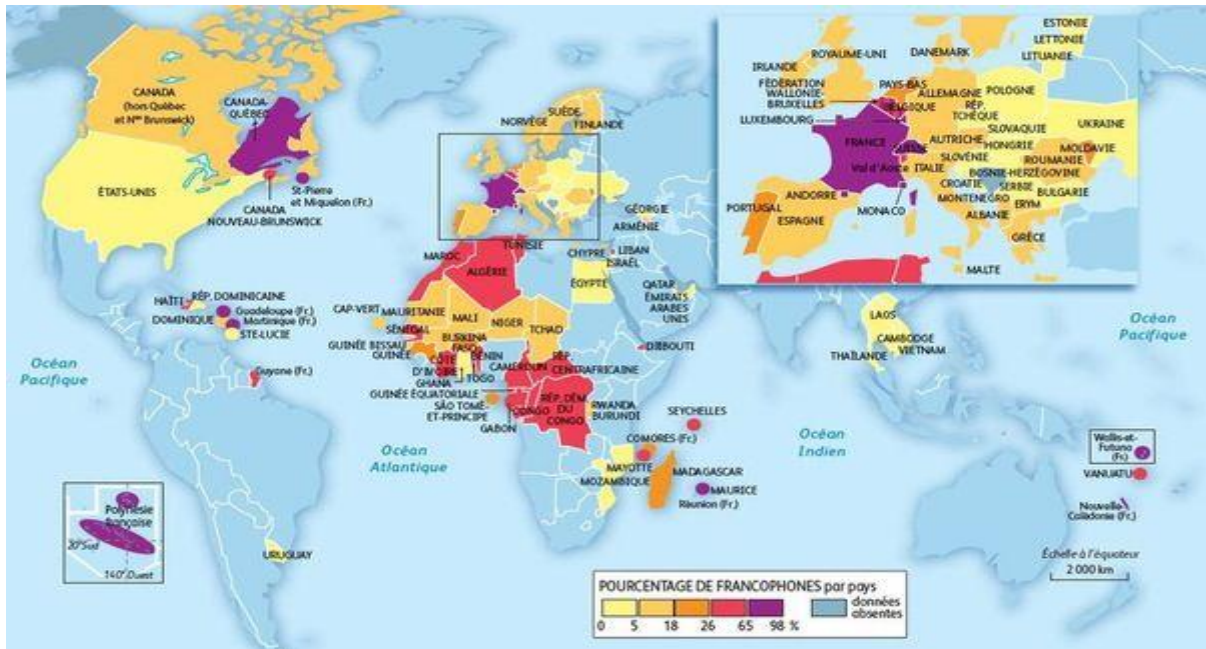

Figure 2.5: percentage of Francophones in the world.

2.6.2 The growth of the role of China in Algeria

Chinese economy is in the center of the new globalized economy, the Chinese economy is in growth and raised influence to the global world economy, a powerful economy means a powerful language.

Algeria as a part of this global world influenced by China, according to the statistics shared by CIA (2006-2011) shows the Algerian's top six imports partners, in 2006 China was the sixth one with 5% of total imports of Algeria, in 2011 China stood as the second import partner just behind France with 11.72% (CIA 2006.2011).

The official web of the ministry of commerce also shared information says that the most export or caterer of Algeria in 2019 is China followed by France the former colony, according to the Observatory Economic Complexity 2019, Algeria imports $6.94 billion from China.

The construction sector, China has controlled a great part of the construction of projects in Algeria, it is widely normal when a person takes a look to the majority of construction in Algeria, he/she is going to see the Chinese language written in the wall for example the Great Mosque in Algiers is built by helping from a Chinese company. The Chinese government invests over the Algerian territory and that may create direct interaction with the Algerian society, and may change the linguistic landscape in Algeria due to the importance of China in this contemporary world and due to its role in Algeria.

2.7   Research method

It is the process of enquiry and investigation; it is systematic, methodical and ethical; research can help solve practical problems and increase knowledge (Neville, 2007). This research method adopted for this research is a descriptive one, is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the *how, what, when, and where* questions If a research problem, rather than the *why*. This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place (Formplus, 2020)

According to Collis & Hussey (2003), there are several of research method purposes as:

- Review or synthesize existing knowledge.

- Investigate existing situations or problems.

- Provide solutions to problems.

- Explore and analyse more general issues.

- Construct or create new procedures or systems.

- Explain new phenomenon.

- Generate new knowledge.

2.8 Research aims and objectives

This research is conducted to reach a clear understanding of the current situation of English in official and non-official context in Algeria,it also stresses the need for it in important domains such as the economical and educational ones.In addition, this research aims to highlight students' attitudes towards English language at the University of IbnKhaldoun in Tiaret through surveying students' perceptions from all disciplines and levels about English language.

The purpose of this descriptive case study is also to provide a clear idea about the socioeconomic and linguistic situation of languages in Algeria particularly the English language.

2.8.1 Sample population

Sampling is a technique used in statistical analysis of selecting a number of individuals, called a population, to participate in the research. Arlene Fink (2003, p.3) explains why sample populations are necessary for research work, stating:

> "Sampling is efficient in that resources that might go into collecting data on
> an unnecessarily large number of individuals or groups can be spent on other
> activities, such as monitoring the quality of data collection.Sampling helps to
> focus a survey on precisely the characteristics of interest. For example, if you
> want to compare older and younger parents of differing ethnicities, sampling

strategies are available (in this case, stratified sampling) to give you just what

you need. In many cases, it is more suitable for survey researchers to examine

a sample of the population with precisely defined characteristics than to try to

look at the entire population."

In this research, different students from different departments in IbnKhaldoun University were selected to participate in collecting data during the academic year of 2020-2021, the target population were selected randomly from different departments and were composed of 100 respondents with different ages, most of the respondents has studied English either as a minor module, or as a main English field of study.

2.8.2 Research Site

The study was conducted at the Faculty of Literature and Languages, IbnKhaldoun University, in Tiaret. This university was founded in 1980. The Faculty offers a several disciplines such as Arabic, English, French. The system used in this university is the LMD system (plus three years for License students, plus five years for Master students, and plus eight years for Doctoral students).

2.8.3 Research instruments

In this case of study, two instruments are used, the first one is document analysis, this tool is conducted to provide bothquantitively and qualitative data, it provides statistics about English in Algeria as being the global language providing improvementto both economy and education everywhere. The second research instrument is the questionnaire which is conducted with a target population in Algeria being represented by the students of IbnKhaldoune University of Tiaret.

2.8.4 Document Analysis

According to Scambor (n. d.) It is an investigation method, that focuses on data material and documents, which already exist. The analysis includes exclusively documents, no interviews or other survey material (collected data material).

Document analysis in this research is conducted to collect data concerning the presence of English in the Algerian society, and the drive demand for it in the economic sector, and the efforts thathave been done by the government to highlight the presence of English in the educational sector. The researchersused different types of documents such as books, international reports, articles, discourse, newspapers and internet similar content.

2.8.5 Students Questionnaire

Questionnaires are commonly used research tools to collect data. They can reach large populations no matter where they are (i.e. can be administered remotely/virtually). According to Brown (2001), a questionnaire is any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers.

During the research phase, the researchers used a questionnaire to gather formation from students of the University of IbnKhaldoun in Tiaret. The researchers administered a questionnaire to 100 students studying at this University. The questionnaire was given out during the academic year of 2020-2021 and aims to discover the nature of respondents' attitudes towards English language. In this case, the tool seeks to know whether participants have a positive attitude towards English language or not. Moreover, it aims at acknowledging whether respondents prefer English to dominate the linguistic territory and enhance the use of this language in Algeria as a second language.

For this research, questions are all close-ended and aiming at realising the actual attitudes of English language among students of the University of IbnKhaldoun in Tiaret. The questionnaire was conducted in both English and Arabic languages (English for students of English and Arabic for the rest of the other educational Specialties). The following table sums up each question and its objective.

Rubric	Question	Objective
➤ Section One: Contextual information	• Background about students studying at the University of IbnKhaldoun of Tiaret.	• Gender. • Specifying whether he/she is a current student at the University of IbnKhaldoun of Tiaret. • Age group. • The educational degree.
➤ Section Two:Your views on English Language	• What language do they prefer to read for? • Do they wish to learn more about English language? • What are the students' points of views on many fundamental issues related to the English	• The aim is to know the language in which students prefer to read for pleasure from English, French, Arabic or other languages. • The objective is to look over whether students would like to learn and acquire more English language skills further. • Investigating the extent of agreement or disagreement and finding out the areas of needs of

	language?	these students to know if they really care for the position of English language in their personal and professional development.
	• Do they think that people who speak more than one language are very knowledgeable?	• The objective is to inquire whether they are aware of the amazing benefits of being bilingual and about the importance of the language in developing knowledge, including the English language.
	• Which language they like to study as a foreign language from English, French, both of them or another language?	• Exploring the language that students attach more importance and readiness to study it as a foreign language, especially between English and French.
	• Do they use English language in their daily communication?	• Knowing if they are interested in using and interacting with English in their daily life, at least on special occasions.
	• Do they use English language in internet chatting?	• This aims to know whether students are motivated and interested to the use of English language.
	• What is their attitude	• Finding out if the

	towards English language?	students' attitude towards the English language is positive, negative or neutral.
	• What is the main reason of lack of communication in English in Algeria in students' point of views?	• Exploring the reasons behind the deficiencies and shortcomings to communication and use of the English language in Algeria.
	• How do they see the status of English language in Algeria?	• The aim is to know students' perceptions about the position of English language in Algeria whether it is strong, weak, in progress or blocked.
	• Which language deservers to dominate the language territory in Algeria in students' point of views?	• Investigating whether students support the Globalization of English to acquire the linguistic territory in Algeria.
	• Are they in favor of integrating English language as a second official language in Algeria instead of French	• Exploring whether students support the integration of the English in Algeria's linguistic policy by the government in its competition with the French.
	• Do they support campaigns led by some politicians to enhance the use of English language in	• This aims whether they are in favor of the voices seeking to promote the use of the English language in

	Algeria? And if yes, what do they suggest as solutions and recommendations to do so?	Algeria, and if yes, what can be suggested as solutions and recommendations in order to do so.

Table 1: Researchers' Questionnaire overview.

2.8.6 Data Analysis

The collected data from question and different materials analysis were analysed both qualitatively and quantitively in this research. Marshall and Rossman (1999) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. Broadly speaking, while it does not proceed in linear fashion.

In this section, the researchers tried to present numbers, stats, and other methods to make an assessment about the use of English language and determines whether English language can be enhanced and take another dimension in Algeria.

Morover, Philipp Mayring (2002) formulates six criteria which cover the knowledge utilization of documents:

1. The form of the document: reports, documentations, project descriptions, applications, invitations, newsletter, homepage, movies, ………

2. The physical characteristics of the document (How does the document look like? Material? Condition?)

3. The internal characteristics of the document / the content in the document.

4. The aim of the document: What is the aim of the document? What is the message?

5. How near or far away is the document from the content? Does the document really represent the intended content?

6. Where does the document come from? Who wrote the document? Who takes responsibility for it?

2.9 Conclusion

In order to describe the linguistic situation in Algeria, the researchers presented a brief summary about the spoken languages in Algeria while focusing more on the English language which is the hub of this work, by presenting its historical background and its current position in Algeria. In addition to that, the researchers also mentioned what is thought about English by Algerian experts and the attitudes towards it. This language cannot be easily integrated though the positives intentions towards it, that is why the researchers had to stress the factors that affect the integration of this language and its competition with languages as French and Chinese. Moreover in this chapter, the research methodology used in this work was presented as well. The researchers explained the variety of techniques that helped the research process to achieve the aim of this work.

3 Third Chapter:Data Analysis and Recommendations

3.1 Introduction

This chapter present, the practical part of the research, is divided into two main parts, the first part dealt with data analysis to prove that the derived knowledge can be used to make informed decisions and verify the results whether it is valid, reproducible and unquestionable. The second partbased on some recommendation proposed by the researches on why Algeria should consider integrating English language as an official language.

3.2 Data Analysis: the Results of Documents Analysis

Sectionone: Economical Sector Documents:

Economy is one of the main reasons for the growth of English in Algeria due to the impact of Globalization which considered English as a language of business and international economic, the World Trade Organization(WTO) considered English as one of its main languages. In the matter of strengthening the economical relations with the global world, Algeria built a partnership with international companies and opened the national market such as Continental, Henkel, Huawei Technologies, Schlumberger, and many other companies, the majority of these companies recruits bilingual employees to facilitate communication. The main drive of demand for English language in Algeria is basically in the domain of oil and gas industry.

The economy of Algeria is mostly based on the petrochemicals industry, and it represents the main part of the budget revenue for the country. Algeria has the 17th largest proven oil reserves, and the 10th largest proven gas reserves in the world and its hydrocarbons sector represented 60% of the budget comes from oil revenuesand 97% of its export earnings (CIA, 2017).
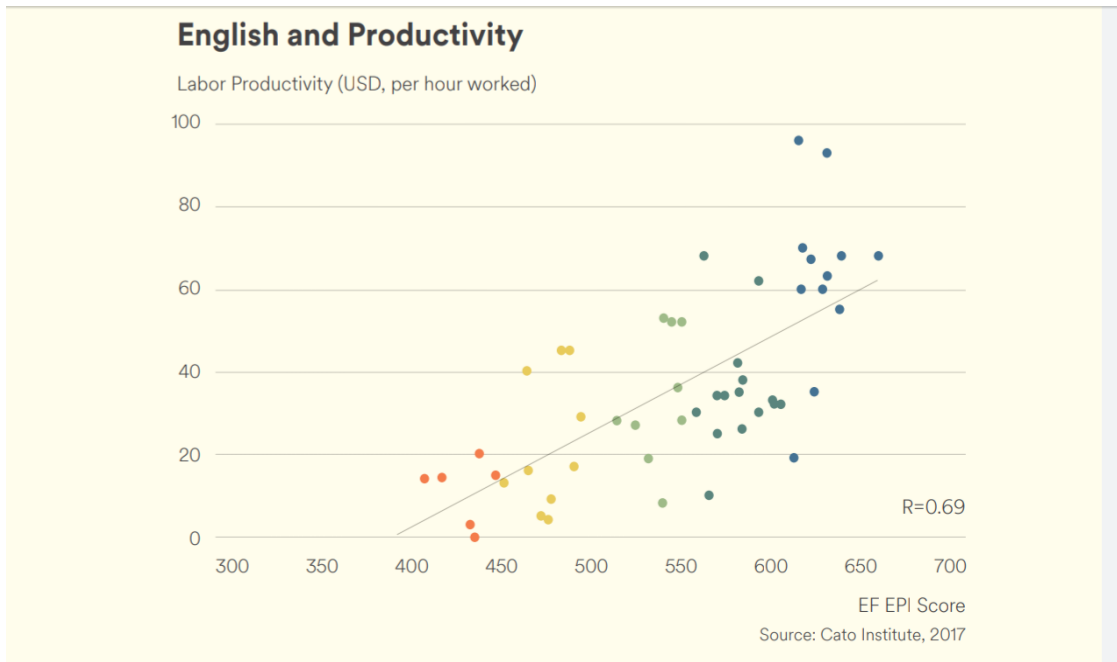
Industries that Demand the Most English Speakers - %, 2011

- Oil and gas — 96.5%
- Others — 5.0%
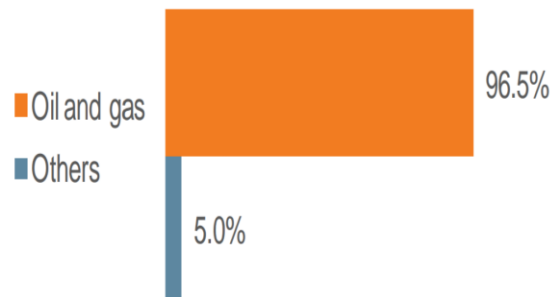
Chart 3.1 : Euromonitor International from trade interviews, 2011.

This energy power in Algeria attracts the international companies not only in the domain of oil and gas industry but companies in different branches such as BoehringerIngelheim, a German company located in Algiers specialized in Pharmaceuticals and Animal Health requires an English Fluency for its job appliers. Another example of an English fluency speaking demanding s Honeywell is an American publicly traded, multinational conglomerate located in Algiers. (Naukrigulf,2020).
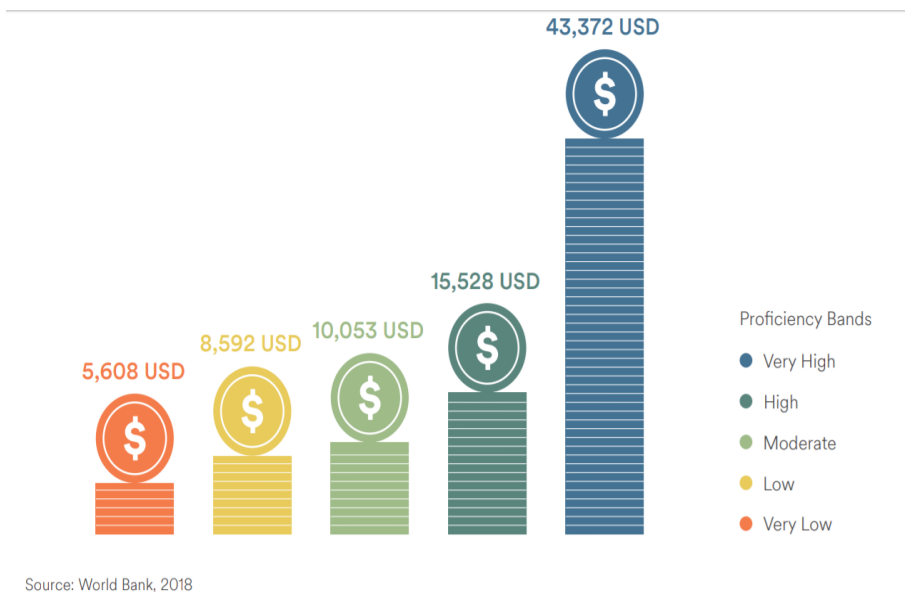
Furthermore, according to the EF English Proficiency Index (2020) the economies around the world shows that there are a relation between higher English proficiency correlates with higher gross domestic product, higher net income, higher productivity and improve that through the relationship between language skills and economic growth that mastering English skills helps in economies and highlight the role of English that it can play in the economic growth (EF English Proficiency Index 2020).

English and Productivity

Labor Productivity (USD, per hour worked)

R=0.69

EF EPI Score

Source: Cato Institute, 2017

Chart 3.2: English and productivity

English proficiency has also contributed positively in the improvement of indicators of human and economic development, such national income, gross national productand also net income per capital.

This energy power in Algeria attracts the international companies in the domain of oil and gas industry such as the British Petroleum(BP), Total(French company), Petronas (Malaysian company), Anadarko (American company) and other multinationals companies from different parts of the world, these companies demand for most of its employees to be skilful in English besides their values in their specific domains.

43,372 USD

15,528 USD

5,608 USD   8,592 USD   10,053 USD

Proficiency Bands

● Very High
● High
● Moderate
● Low
● Very Low

Source: World Bank, 2018

Chart 3.3: Net income per capital.

Sectiontwo: English in Education in Primary, Middle and High School

After independence, the language of education in Algeria was totally in French language, all modules were taught in French, but due to the policy of Arabization, the role of French is very reduced and Arabic language becomes the medium of instruction on the three levels, English started to be taught in schools in but it was difficult to find books, newspapers or magazines in English apart from the prescribed textbooks (Hayane, 1989). Hayane also predicted that the importance of the English language will be hardly less than French language.(1989, p. 169).

In 1976, a new system was introduced by the ministry of education known as fundamental system, English in this new system was taught in the middle school at the age of 13. In the 1980's, English in Algeria got supports from the UK and USA , there were many teachers who got their experience from the British one, at that time the British council provided courses in English in the capital Algiers (Rezig, 2011).

By the end of the 20th century, the government became aware for the importance of English as being the first foreign language in education because English leads to a development in the

domain of science and technology and looked for methods to enhance English teaching at early ages, thus for the first time in the history of Algeria when English was introduced in primary schools in fourth grade, English was offered as an option with French language, the parents of pupils at that time were asked to make choice between these two languages, this process lasted 4 years from 1993 to 1997 (Miliani, 2000). Unfortunately the process failed because the majority of parents were illiterate and uneducated they believe that French is better for their children, according to Miliani (2000) only 0.33% of 2 Million pupils at the period from 1993 to 1997 have chosen English.

After the end of the civil war in 1990's and in the earliest beginnings of the 21st century exactly in 2003, the ministry of education stated an official announcement admit teaching English in middle and secondary school, studying English is obligatory in Algeria from the first year in middle school (Benrabah, 2007).

Now English in the educational system is taught and studied at middle school in all the four years in a simple way of teaching English through very simple texts and dialogues, the main concern is to enable pupils to acquire the four skills(writing, reading, listening, speaking), the number of hours of teaching English in middle school is three hours per week, and the coefficient is only two.

Moreover English is also studied at all the three levels in secondary school with different number of hours due to the different streams,the scientific streams do not study English much hours as literary streams, the hours of teaching English for scientific streams is three hours per week and the coefficient is three, on the other literary streams the number of hours vary fromfour to five hours per week and the coefficient of English vary from three, four and five depending on the level.

English in the Algerian universities represented in two forms the first one as being English the main domain of study this occurs in the department of English language over the country, the departments of English are spread in most of the Algerian territory in Ouragla, Lagheouat, Tiaret, saida, Mostaghanem,Oran, Algiers, Boumerdes, Tiziouzou, and many other universities, the spread of the foreign language departments over the country prove that English take an important place by the government and also by students, the number of English students is increasingly every year for example the number of English students in university of Biskra in the year of 2019/2020 according to the web site of the university is 1458.

The second way that English is presented in is as being taught as a mandatory module in all other scientific fields, all students in Algeria are obliged to study the module of English language which is represented as an ESP courses in all scientific discipline such as mechanic, law, medicine, architecture..., the only institution that use English as a medium of instruction is the institution of Electrical and Electronic Engineering at the university of Boumerdes.

According to Benrabeh (2004) on his article named "The Competition between the four World Languages in Algeria, he mentioned a study which is conducted in west of Algeria in the Univeristy of Maascara a questionnaire is conducted among 204 master students from three different departments , he says that :

> Algerian youth's awareness of the unique global position of English has increased significantly since the 2004 survey. To measure their perception of today's global language system, 204 advanced (Master) students from three language departments in the University of Mascara (west of Algeria) answered a written questionnaire in April 2013. The following question was presented in Arabic and French: "Out of the following 10 languages, what is the language you consider the WORLD language today? (ONE choice only)". The 10 language options were presented in French

alphabetical order with their Arabic translation as follows: German, English, Arabic, Chinese, Spanish, French, Hindi, Japanese, Portuguese, and Russian. These come from De Swaan'ssupercentral languages – Malay and Swahili were not included. In their 204 responses, students chose six languages . Out of the total number of responses, 188 chose English – that is over 92% – and only 16 chose some other language. So, English outdistances the other five languages by a very large margin.p.51-52

Borni (2017) investigates the use of English among Algerian students outside of the classroom, Borni surveying 30 English Master's students, the result of this survey is that 70% of the participants says that they use English at home, also 70% of the respondents says that they set their phones in English, 86% of them strongly agree that if English won the status of French language, the Algerian were going to use it more general.

Consequently, one of the most drive demand of English in Algeria are the doctorate students who have to prepare their PhD thesis or doctorate thesis in English,As an example of this view, Slougui (2009) says that, out of 1,410 national projects published in Algeria between 1998 and 2003, 681 (48%) were published in English.

 The former minister of higher education and scientific research Dr TayebBouzid called for a movement in 2019 about enhancing and supporting the use of English language in universities, TayebBouzid highlights the important of English as being the language of technology, also he mentioned that reinforcing the presence of English language in the universities is a must for many reasons. The former minister conducted a popular survey on his Facebook page in 2019 about enhancing the use of English language in universities the result is that 94.3% of the participants voted for yes while only 5% voted for no, this result prove the importance and the demand of English among students(Bouzid, 2019).

According to the official web of ministry of higher education and scientific research (mesrs.dz) in 19/09/2019, the Minister TayebBouzid on Tuesday, September 17th 2019 appointed two commissions to enhance the use of English language, namely a sectoral and multi-sectoral one, whose missions are respectively: to enhance the use of English language at the University level and draft an action plan to be sent to the prime minister and extended to other ministries. Also he highlighted the main objective of such initiativein attracting foreign students. Opting for this direction to generate revenues for Algeria.

3.1: The official document presented by Tayeb Bouzid to promote the use of the English language.

Another drive for the raise of the role of English in Algeria is the exchanging programs which is offered by the English speaking countries such as USA and UK, for example the U.S. Embassy in Algeria sponsors a variety of international exchange programs each year, in conjunction with the U.S. department of state's bureau of educational affaires (ECA). This exchanges are designed to enhance mutual understanding between the people of the US and

Algeria. Some examples of these exchange programs is FULBRIGHT, Teachwomen, international visitors leadership program (IVLP) (U.S.Embassy in Algeria. Education and culture).

So many scholarship given to Algerian students to study abroad in Britain, the Great Britain provides scholarship to the Algerian students, for example the scholarship at the University of Kent in UK, and also the Durham University Business school Dean'sscholarship in the UK, Britain plans to prepare 500 Algerian PhD students in British universities between 2015 and 2020.

The current minister Ben ZiyaneAbdelbaki has done many meetings with different ambassadors of English speaking countries. One of these meetings that highlight to the raise of awareness towards English is the meeting of him with the ambassador of United Kingdom in 17/03/2021 on his ministry office (Elhiwardz, 2021).

3.2: Bin Zayan discusses with the British Ambassador the strengthening of relations in the field of higher education (2021, 16 march).

Section three: English in Media and Social Life

Internet nowadays provide many essential things for humans life, as a matter of fact, it became a crucial part for the humans' daily life, one of the benefits it brought to people's routine is the fact that they can reach and join each other by through social medias and keeping them updated about whatever they look for.

The number of Algerians who use English in internet in general or social media is really increasing, the Algerian society becomes more Anglophone then being francophone due to the spread of awareness about the role of English in the world. The media offers a platform for Algerians especially the youth generations (because they are more related with it) to express themselves in Face book, You tube, Twitter, Instagram..., According to Simon Kemp (2021),there were 46.82 million mobile connections in Algeria in January 2021, Algerians users of Internet reached 26, 25 Million users in January 2021 which represent 59, 6% of its population, the number of internet users in Algeria increased by 3.6 million between 2020 and 2021, social media users reached 25 Million with an increase of 3 Million between 2020 and 2021.

English is being demanded and used on a daily basis by the Algerians in the recent period especially by Internet surfers and social media users where they promote most of their content in English through hashtags, captions and multiple ways to convey messages to their audience**,** bloggers and Youtubers in the other hand tries to target a bigger fan baseby promoting their content in English since this language is widely used in the world wide and for the reason that most of the popular social media are English made. Consequently, this fact led some famous Algerian social media users such as DZjokerChemsou, a famous Algerian Youtuber with over 2, 56 Million subscriber to his Youtube channel and over 5, 7 Million combining his Facebook, Instagram and Twitter.

Dzjoker made a comedian video in English in 2014 where he titledit as "DZjoker2015:L'Anglaisen Algerieالجزائر في الانجليزية" where he talked about the use of English language in the Algerian context, his video impressed the viewers and it got more than 79, 000 likes for over 5, 1Million views.
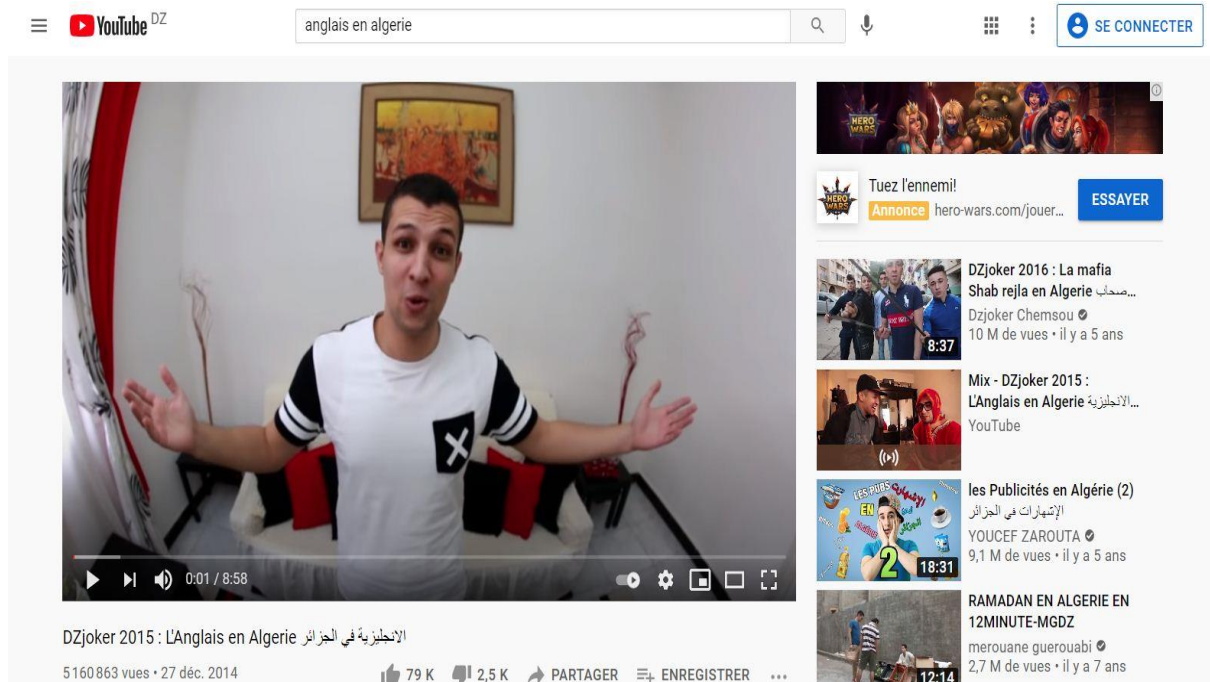
3.3: Dzjoker introducing the video of English in Algeria.

Moreover, in 2017, He also posted a political video which was a reaction to the Israeli attacks on Gaza where he spoke in English subtitling in Arabic with an English hashtag "#SAVEPALESTINE" which gathered more than 3, 3 Million views on his Youtube channel.
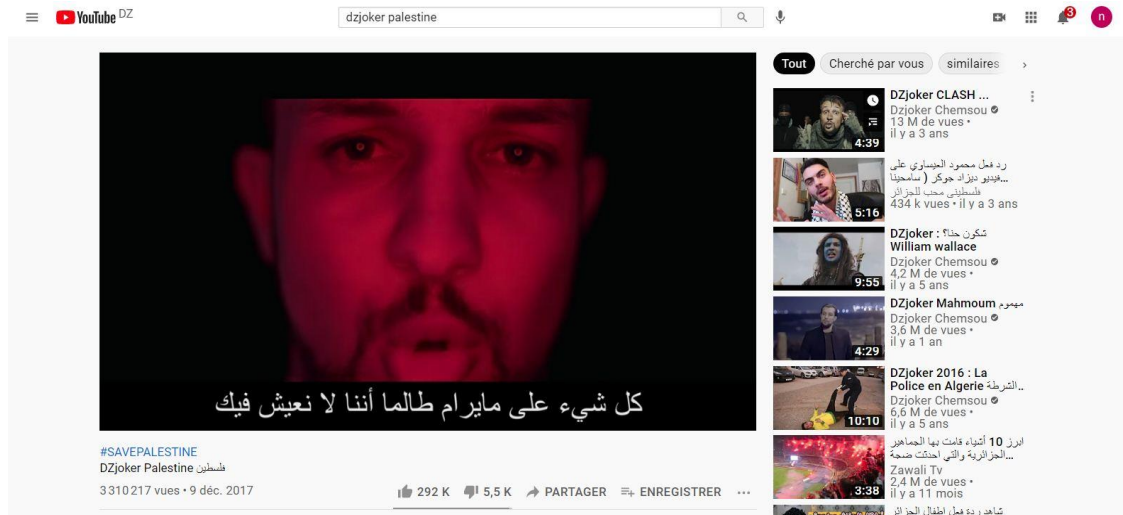
3.4: Dzjoker Plaestine animated in English.

Another example of a famous Algerian Youtuber using English in his context is MouradOudiawith more than 1, 92 Million subscriber to his Youtube channel and   2, 4 Million followers on his Instagram page where he posted a numerous posts there written in an English caption.

Figure 3.5: an English caption made by Mourad Oudia in his Instagram page

The English language is being demanded more and more by Algerian after realizing it is the language of the world and can be used anywhere in different contexts from tourism, entertaining, professional life and may other activities. Since the internet is being an access to learning and filling the gaps of its users, many language learners take their first step in learning any language by searching in internet how to learn that targeted language by learning some words through translation sites or dictionaries or searching for tutorial videos that explain and gives tips on how to learn the wanted language. For the Algerian Youtube users many of them follow an Algerian Youtuber named by Inés Nayli which most of her content is based on lessons on how to learn English language in Algeria, her most viewed video was about her experience on how she learned English language in the Algerian context with over 640, 000 views.

Figure 3.6: Inés Nayli with her video on how she learned English language.

And also the entertainment, the Algerian society is one of the societies that is influenced by the cinema production from the earliest time when the Egyptian cinema dominate the Algerian territory to the current time when the American products dominate the Algerian

territory, the best top and popular movies and series in the world are made in English, English movies and series are widely shared in the Algerian society especially between the young generation which they are really influenced with this content. Moreover, most of the popular platforms in the Internet that provide movies and series in the world such Netflixwhich they present their content to the world in English.

The Algerian society influenced by the American culture and this influence can be simply viewed in the way of dressing of some Algerian people as for example the t-shirt of NBA clubs are widely wired among youngest people and also hats of New York, Los Angeles and Chicago Bulls. In addition, the new Rap school which is spread in Algeria where it is originated from the U.S, manymusicians are influenced by this wave of Rap such as Phobia, Didine Canon 16 andZako, and who are among famous Algerian rappers and being listened especially by the young people of Algeria.

Furthermore,English language is being a prestigious idiom, English is considered as new fashion by Algerians for example it is easy to see the presence of English language in the shop signs in most of cities in Algeria as in the state of Tiaretwhere there is a stores adopting English names such as, Mini Market, Family Shop, coffee Uber(Uber is an American unicorn).

3.3 Students' Questionnaire Analysis

Section one:contextual personal information

➢ *Question 1: What is your gender?*

From 100 questionnaire handed, 67 females and 37 males participated in this survey.

Number of Females and Males who answered the Questionnaire
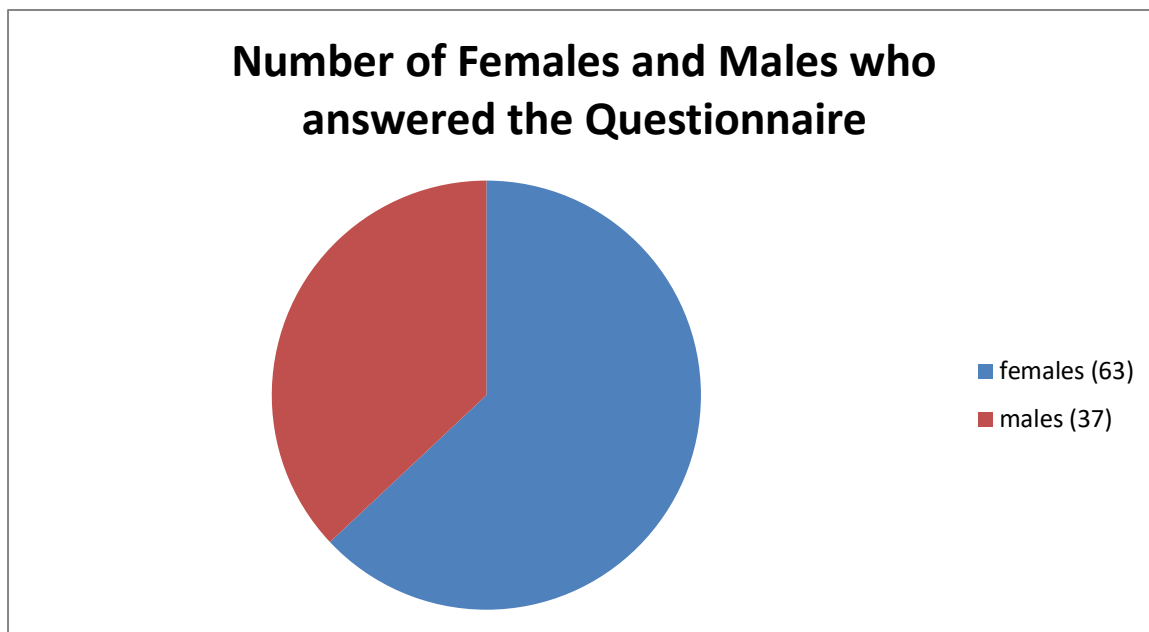
- females (63)
- males (37)

Chart pie 3.1: The number of males and females in this questionnaire.

➢ *Question 2: Are you a current student at IBKT University*

As they are students of this university, all respondents indicated yes to this question.

➢ *Question 3: Which group age you belong to?*

All students are between the age of 17 and 40 years old according to the results.
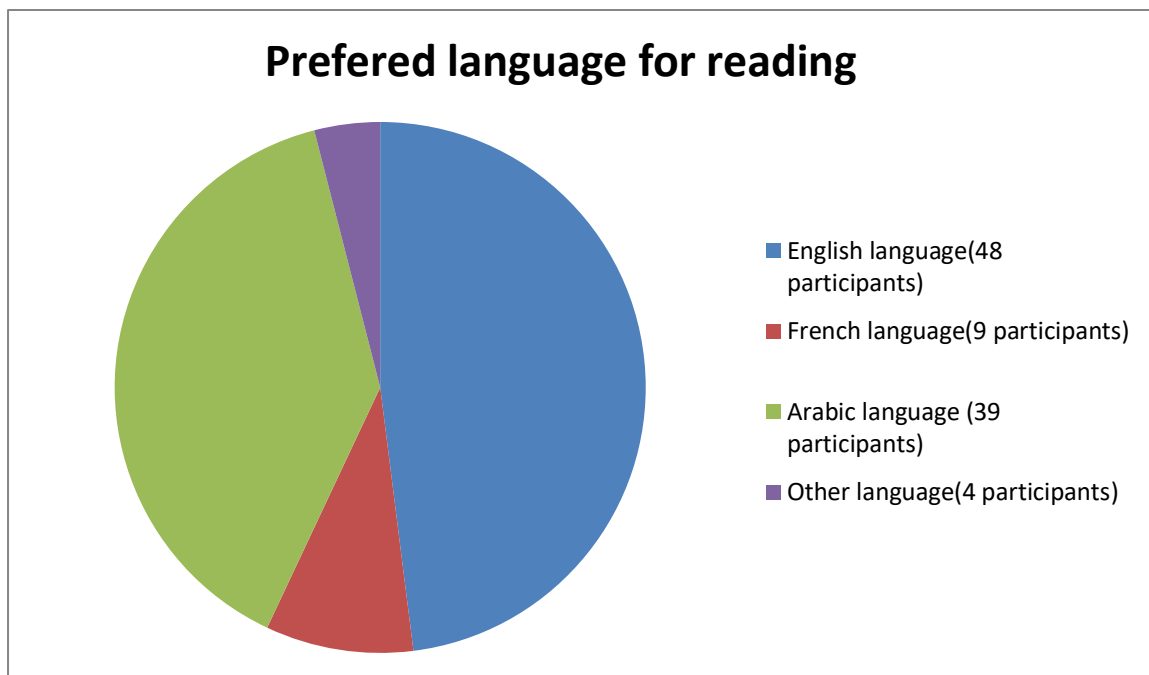
➢ *Question 4: What is your educational degree?*

The results showed that 70 students study License degree and 30 students study Master degree.

Section two: students' preference in reading

➢ *Question 5: What language do you prefer to read for?*

According to the results, 48 participants (48%) said that they prefer English language to read books, documents and journals. 9 participants (9%) reported that they prefer to read in French language. 39 participants (39%) said that they prioritize Arabic language to read for and 4 participants (4%) reported that they prefer to read in another language.

Prefered language for reading

- ■ English language(48 participants)
- ■ French language(9 participants)
- ■ Arabic language (39 participants)
- ■ Other language(4 participants)

Chart pie 3.2: The preferred languages for the respondents.

➢ *Question 6: Do you wish to learn more about English language?*

The given results show that 98% (98 participants) of the participants said that they wish to learn more about English language, while 2% (2 participants) of the participants reported that they did not want to learn more about English language.

➢ Question 7: Respondents' point of views onEnglish language.

This section asked participants about a large number of fundamental points concerning English language of the 100 participants who took part in discussing the status of English language.

- 51 participants (51%) expressed that they are encouraged and strongly agree to suggest new and improved ways to learn English language. 36 participants (36%) reported that they somewhat agree. 9 participants (9%) said that they had a neutral position for neither disagreeing nor agreeing to encourage and propose modern ways to learn English language. 1 participant (1%) claimed that he/she somewhat disagree

to suggest that improved ways and 3 participants (3%) expressed that they strongly disagree.

- A significant number of participants get a feeling of pleasure in exploring English language with 54 participants (54%) saying that they strongly agree and 37 participants (37%) stated that they somewhat agree. Then, 6 respondents (6%) choose to neither agree nor disagree with the proposition while very little percentage of the respondents answered in the somewhat disagree with 1 participant (1%) and strongly disagree manner with 2 participants (2%).

- Nearly half of the respondents 49% (49 participants) think that they strongly agree to feel enthusiasm and optimism when speaking and using the English language in interactions with others. 33% (33 participants) also indicated that they somewhat agree. 8% (8 participants) expressed their neutral attitude. However, 8% (8 participants) and 2% (2 participants) indicated that they somewhat disagree with and strongly disagree with feeling positivity when interacting in English, respectively.

- A large number of respondents 62% (62 participants) ticked strongly agree, and that they really have big interest in studying English language and improving their level and language skills in it. 24% (24 participants) also marked somewhat agree. Whereas, 5% (5 participants) said they somewhat disagree with having an interest in studying English language and 3% (3 participants) said they strongly disagree. 6% (6 participants) of the rest of the participants indicated that they neither disagree nor agree with the proposal.

- 28 participants (28%) strongly agree that they have the resources and tools to learn and improve English. 31 participants (31%) expressed that they somewhat agree.16 participants (16%) reported that they somewhat disagree, 10 participants (10%) strongly disagree and 15 participants (15%) stayed neutral.

- Setting goals is arguably one of the most important steps to ensure success for learning language including English. Therefore, 20 participants (20%) strongly agree that they have defined goals for learning English and 40 participants (40%) reported that they somewhat agree. 25 participants (25%) expressed that they neither agree nor disagree. Whereas, 11 participants (11%) claimed they have not defined objectives to learn English as they said that they somewhat disagree and 4 participants (4%) reported that they strongly disagree.

- 20 participants (20%) said that they are satisfied and strongly agree with the support that the English language gets in Algeria and another 26 participants (26%) agree to some extent that they are satisfied with this support. 15 participants (15%) had a neutral stance on the idea. 20 participants (20%) reported that they somewhat disagree to be satisfied with the support for the English language in Algeria and 19 participants (19 %) said that they strongly disagree.

- The highest numbers of participants which are 52 and 24 (76%) viewed that switching to English language as a second official language in Algeria is beneficial as they answered in the strongly agree and somewhat agree manner respectively. 11 participants (11%) had a neutral attitude towards the opinion. 6 participants (6%)

believed that they somewhat disagree and 7 other participants (7%) claimed that they strongly disagree with the assumption.

- Only a small number of participants which are 6 (6%) strongly agree that their environment allows them to employ their abilities and skills, including the use of the English language. 25 participants(25%) said that they somewhat agree. 21 from the participants (21%) reported they neither agree nor disagree. While, 46 of the participants (46%) stated that they either somewhat disagree or strongly disagree that their surroundings help them to employ and invest their energies and skills.

- 44 participants (44%) strongly agree that learning English language could increase their personal growth and intellectual capacities.33 participants (33%) expressed that they somewhat agree. 11 of the participants (11%) stated that they neither agree nor disagree. 4 participants (4%) reckoned that they somewhat disagree that English language is going to develop them intellectually and 4 other participants (4%) claimed that they strongly disagree.

- 83 % of the answers are in favor of the idea that English language is an essential language to access to knowledge, science and technology as 59 participants (59%) strongly agree and 24 of them (24%) somewhat agree with the notion.14 participants (14%) had a neutral view. While only 2 participants (2%) claimed that they somewhat disagree and one participant (1%) strongly disagree with the idea.

- 87% of the respondents believed that English language is going to help them in higher academic achievement as 60 participants (60%) strongly agree and 27 of them (27%)

somewhat agree with the idea. 9 participants (9%) stated that they neither agree nor disagree and only 4 participants (4%) expressed that they somewhat disagree.

- 43 participants (43%) expressed that they strongly agree that learning English language is going to help them to get more job opportunities since it is considered as the global business language. 31 participants (31%) reported that they somewhat agree and 14 participants (14%) said that they neither agree nor disagree. However, 6 participants (6%) reported that they somewhat disagree and another 6 participants (6%) strongly disagree with the proposition.

➢ *Question 8: Do you think that people who speak more than one language are very knowledgeable?*

The given results show that 78 % (78 participants) of the respondents believed that people who speak more than one language are more knowledgeable and smarter from those who speak only their mother language, due to the fact that multilingualism enables access to more cultures and broader ideas which contributes to improving the creativity of the bilingual or multilingual person, while 22% (22 participants) believed that it is not necessary to speak more than one language to be more knowledgeable and intelligent.

➢ *Question 9: Which language you like to study as a foreign language?*

According to the results 47% of the respondents affirm that English language is the most favorite foreign language to study because it has become the language of science and technology. Then, 9% choose French language and 38% of them preferred both of them to study as foreign language while only 6 % preferred other language.
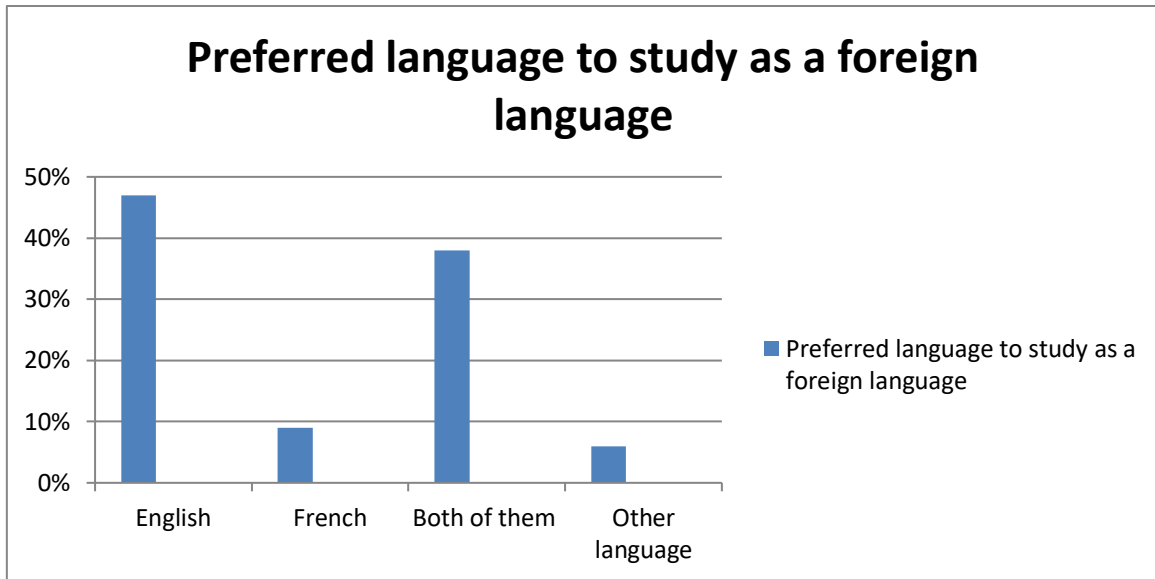
Bar graph 3.1: Preferred foreign language to study.

➢ *Question 10: In your daily communication, do you use English language?*

Results show that 47% of the respondents claimed that they use English language in their daily conversation, while 53% of them reported that they do not use English in their daily language interactions.
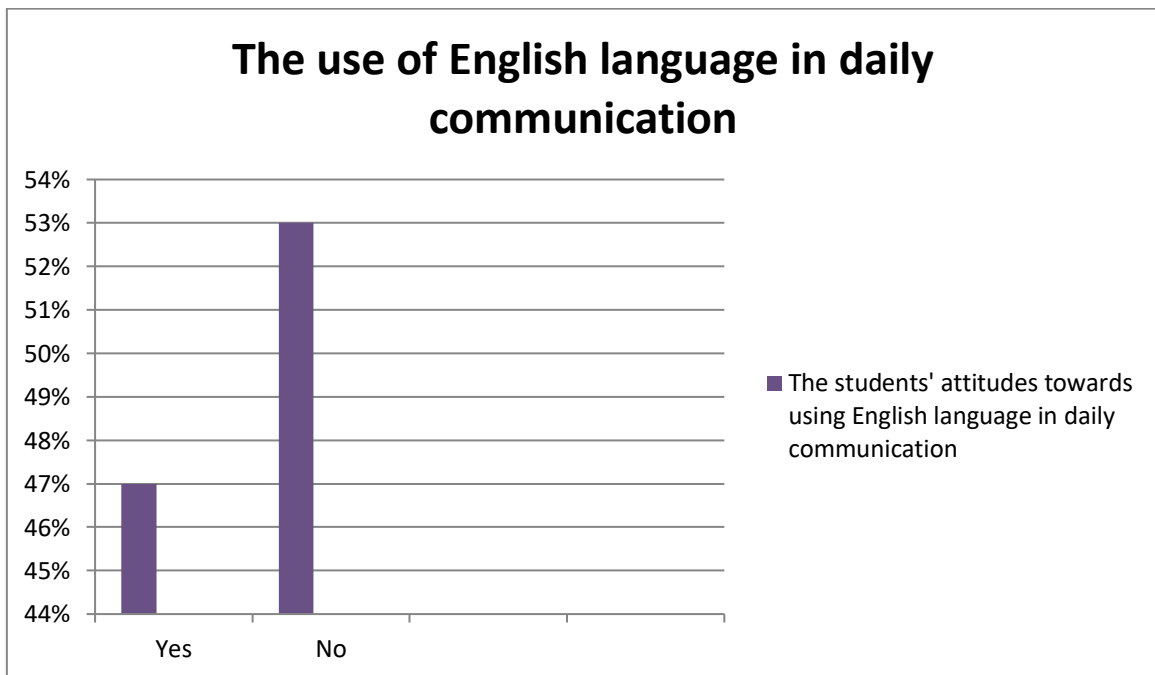
Bar graph 3.2: The use of English language in daily communication.

➢ *Question 11: Do you use English language in internet chatting?*

Most of the respondents are users of technology and social networks as they are a young generation. Therefore, 63% of them asserted that they use English language in their conversation with foreigners or with their friends to improve their English or to make conversation easier. As for the rest of the respondents (%37), they affirmed that they do not use the English language in their internet chatting.

The use of English language in internet chatting
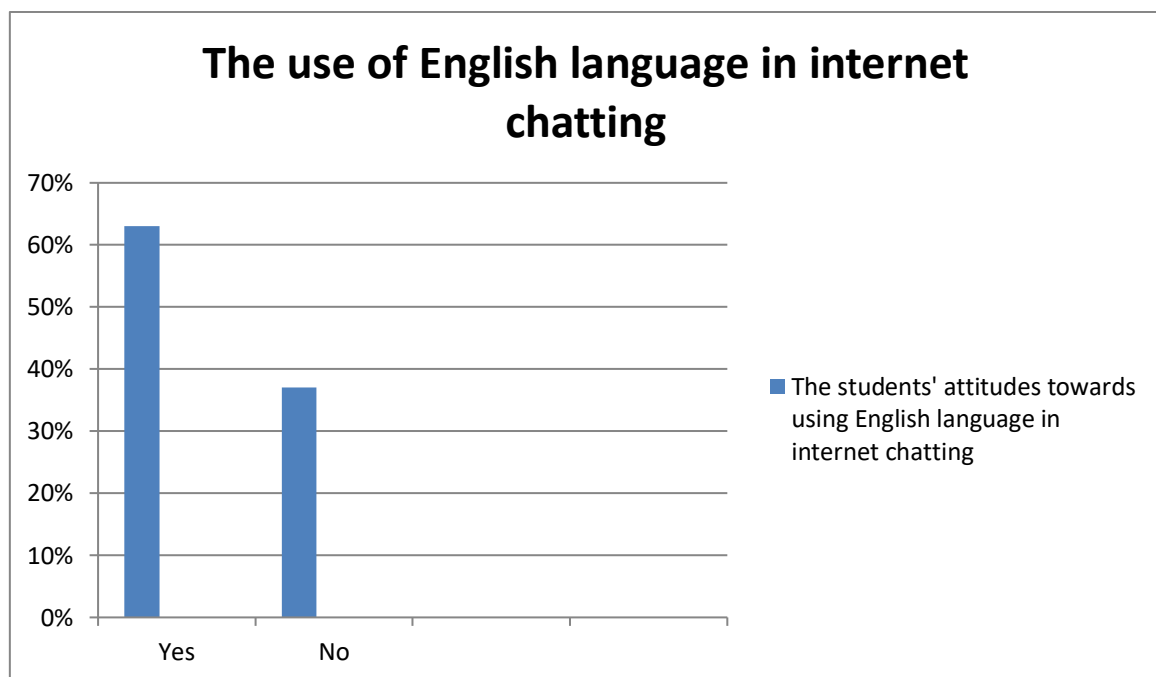
Bar graph 3.3: The use of English language in internet chatting.

➢ *Question 12: What is our attitude towards English language?*

The majority of respondents (%85) said that their general attitude towards the English language is positive. None of the respondents expressed their negative attitude and 15% of the respondents maintained their neutral stance. Thus, we can confirm that English language is widely accepted through the students' evaluative reactions.
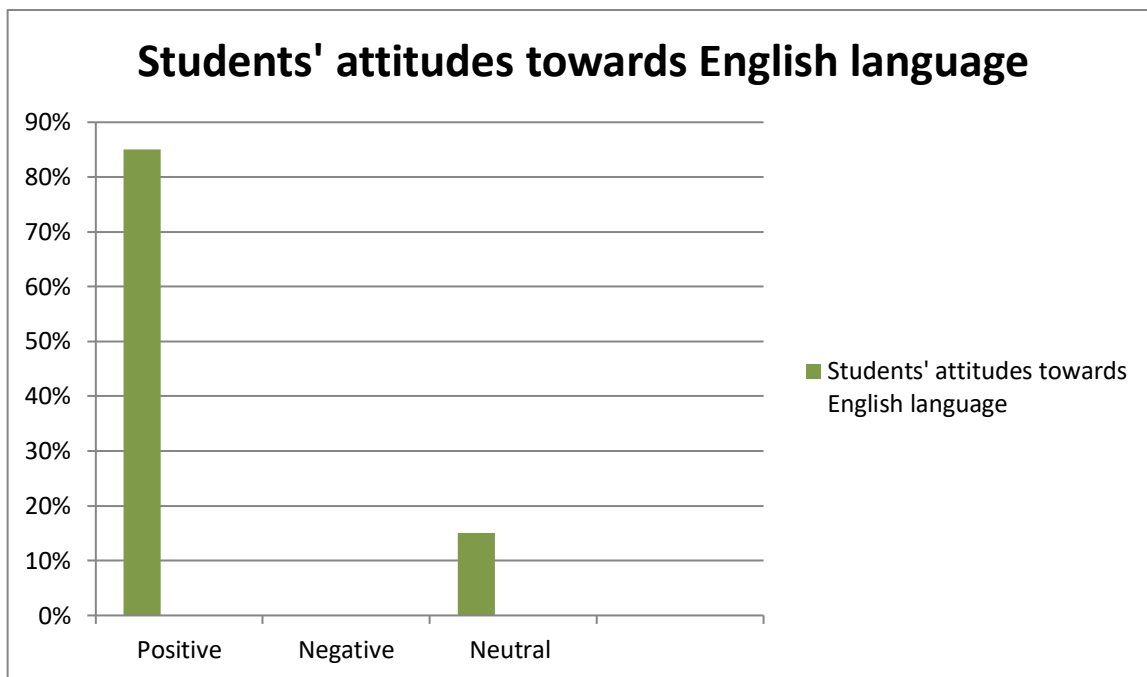
Bar graph34.: Students' attitudes towards English language

➢ *Question 13: In your point of view, what is the main reason of lack of communication in English in Algeria?*

The lack of communication and prominent use of English in Algeria is undeniable, due to several different causes; the following percentages show the main reasons that prevented the progress of English language in terms of communication and usage:

- 21% (21 participants) said that the lack of knowledge in English language is the primary cause.

- 48% (48 participants) believed that this lack is mainly due to the dominance of the French language in Algeria.

- 23% (23 participants) reckoned that the government policy of language is the real reason.

- 8% (8 participants) believed that there are other influential reasons.

The main reasons behind the lack of communication in English in Algeria

- Lack of knowledge in English language
- The domination of French language
- Government policy of language
- Other reasons

■ The main reasons for the lack of communication in English in Algeria
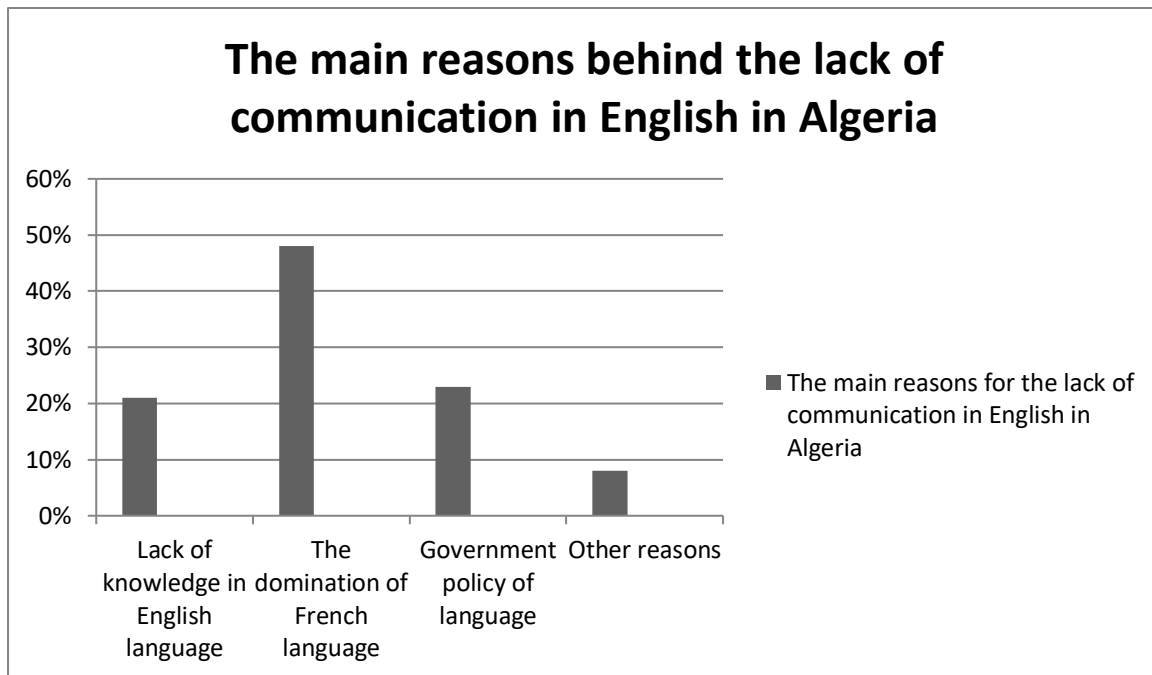
Bar graph 3.4: The main reasons behind the lack of communication in English in Algeria.

> *Question 14: How do you see the status of English language in Algeria?*

Despite the fact that English language has not gained an official status yet in Algeria, the use of this language is increasing on a daily basis especially among the young generation. Therefore, only one respondent (%1) believed that the English language is in a strong position in Algeria and about 55% of the respondents viewed that the position of the English language in Algeria is progressing.35 % reported that there is a weak status for the English language in Algeria. And 9 % viewed its situation as blocked.
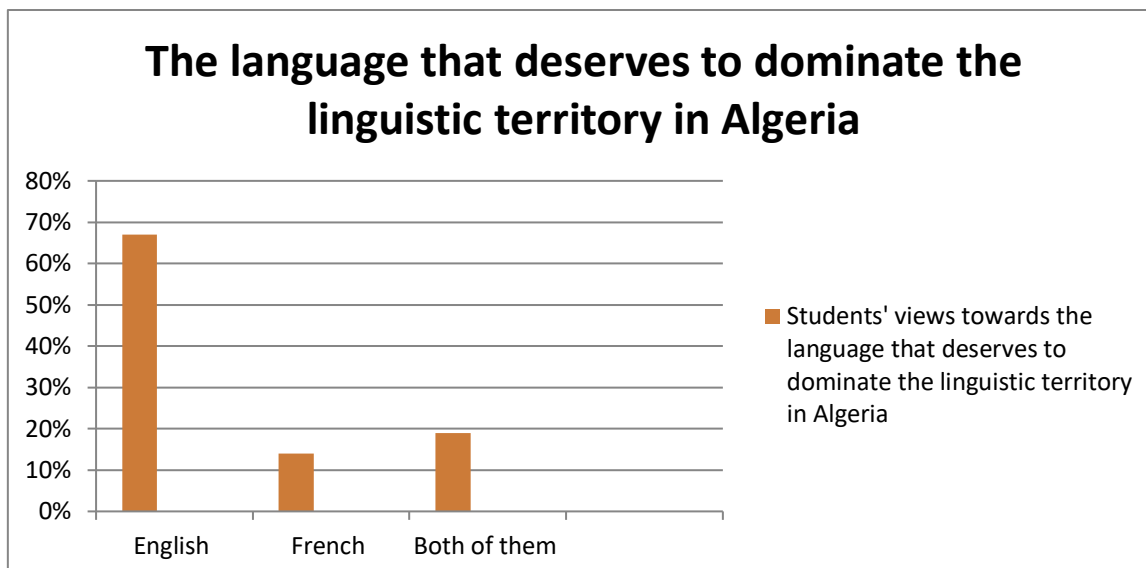
The status of English language in Algeria
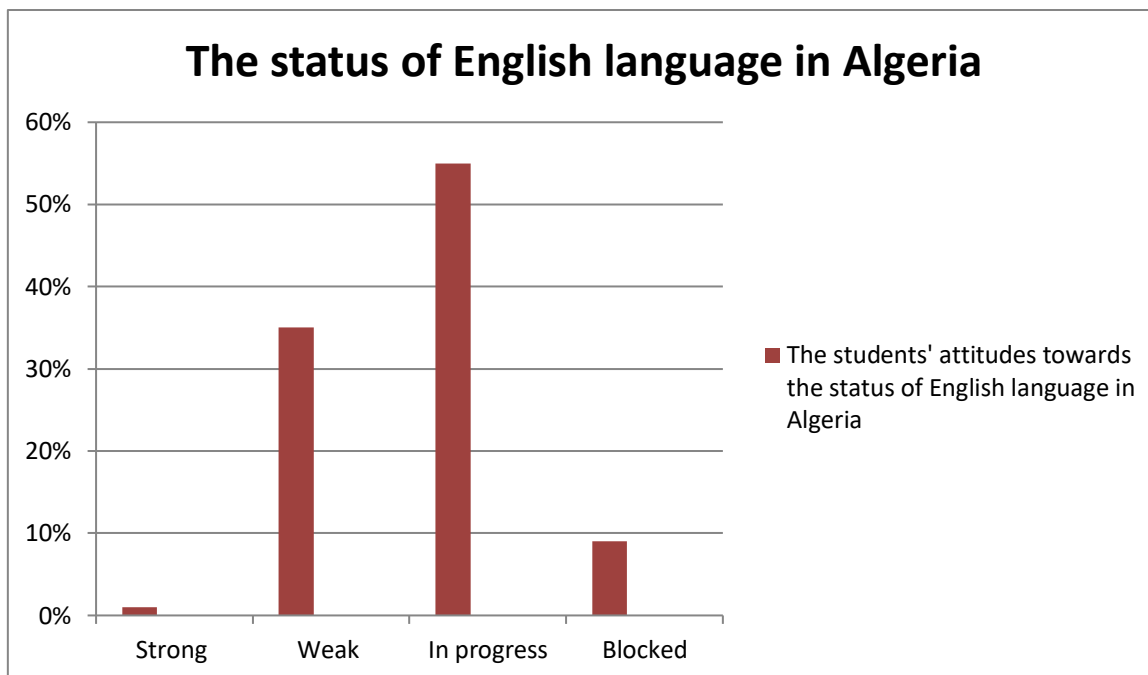
Bar graph 3.5: The status of English language in Algeria.

➢ *Question 15: Which language deserves to dominate the language territory in Algeria in your point of view?*

According to the students' perceptions, 67% of them believed that English is the appropriate language to take over the linguistic territory in Algeria. While 14% of the respondents chose French language and 31% chose both of them.

The language that deserves to dominate the linguistic territory in Algeria

Bar graph 3.6: The language that deserves to dominate the linguistic territory in Algeria.

> ➢ *Question 16: Are you in favor of integrating English language as a second official language in Algeria instead of French?*

Amalgamating English language as a second official language in Algeria instead of French is highly demanded as 91 respondents (91%) were in favor of the proposition due to the necessity of this language in important fields such as international trade, economics and political science, while only 9 respondents (9%) were against the idea.

The students' views towards integrating English language as a second official language in Algeria instead of French
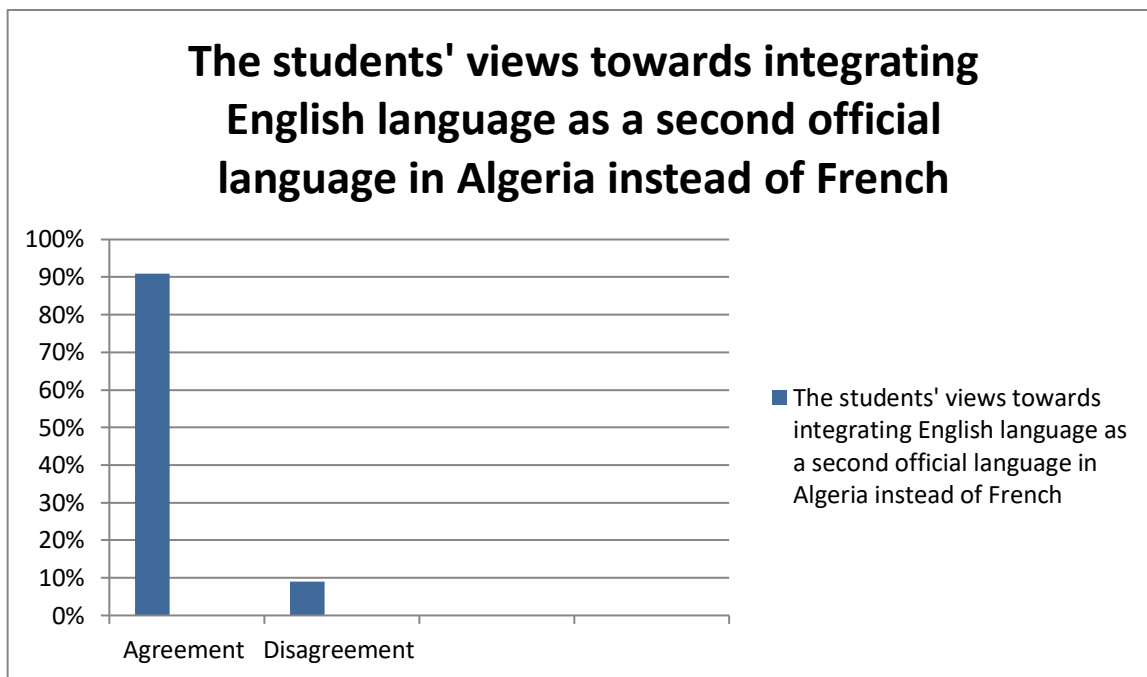
Bar graph38.: The students' views towards integrating English language as a second official language in Algeria instead of French

> *Question 17: Do you support campaigns led by some politicians in order to enhance the use of English language in Algeria?*

According to the results, 63% (63 participants) expressed their support for the seeking voices to enhance the use of English language in Algeria in all domains. 6% (6 participants) of the respondents expressed their disapproval of this campaigns.31 % did not express their opinions concerning whether they support attempts to reinforce the use of English language or not.

As a result, for those who expressed their support for these campaigns, they suggested some solutions and recommendations that would raise the status of the English language in Algeria as following:

- Establishing branches and training centers to learn English at the public and private levels, and taking care of its promotion.

- Integrating English language in more official contexts such as official documents and business transactions.

- Merging the English language in media circles, advertising and publicity instead of French language.

- Integration of the English language into primary education that enables the learner to acquire English at an early age since this period is strongly believed to be beneficial at many levels.
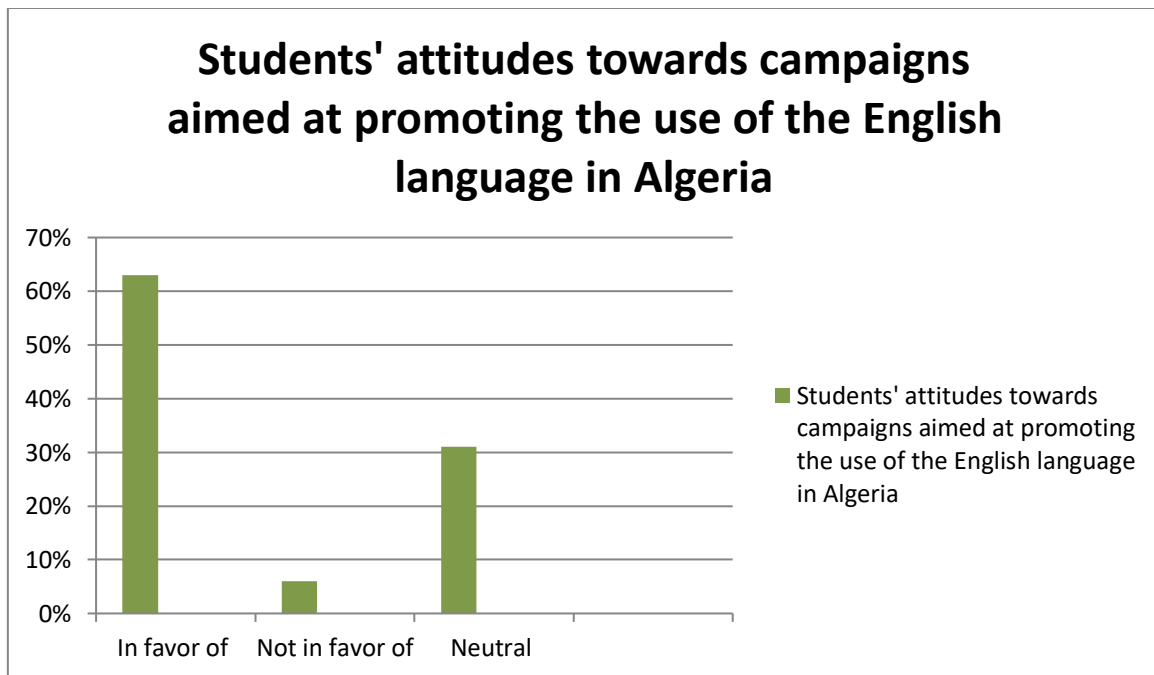
Bar graph 3.7: Students' attitudes towards campaigns aimed at promoting the use of the English language in Algeria.

3.4 Analysis of the main finding of the questionnaire

Overall, the results clearly show that students perceive that English language can enhance and influence their personal and professional development positively in almost all aspects. The results also showed that the students realize the importance and status of the English language by expressing their desire and consent to support and enhance the use of English language at personal and social levels, considering that this global language can help them in their cognitive and academic development. About 76% (76 participants) of the students

expressed that switching to English as a second official language in Algeria is beneficial from the political, economic and social aspect, although most of them expressed their dissatisfaction with the insufficient support and lack of motivational drive for English language in Algeria.

3.5   Analysis of the main results

First of all, based on different documents analysis, the Algerian government seems possessing certain characteristics that makes English match the economical, educational and social fields. In the economic field,many main English companies are taking over the Algerian economy which requires English speaking employees. Moreover, the use of English in social media is increasing especially between youth where most of them start using English language in their content due to benefits that it can brings to them. Despite the field of education did seem effortless about English due to the linguistic politics of the nation, there were some campaigns and meetings aims to enhance of the English sector in Algeria which confirms this hypothesis of " The Algerian government is making some efforts to integrate English language in its society but still not enough."

On the other hand, results of the questionnaire show that students that are studying in the University of IbnKhaldoun of Tiaret have almost the same perceptions about the status of English language. Most of the students' participants expressed their interest in learning and improving the English language because they realize it benefits which can help them from the intellectual and academic side and gives them access to multiple cultures, in addition to opening them to future and professional horizons. These students also showed their willingness to expand the areas of using the English language to advance in several fields through their positive attitude towards it despite the lack of interaction and communication with it which can be attributed to the dominance of the French language and the government's

language policy. Apparently,most of the participants expressed their strong desire to integrate English into the linguistic area of Algeria and give it an official status by employing it in more formal contexts, considering it a major key in the development of the nation which in turns confirms our second hypothesis " The Algerian students are in favour of using English language." This starts by allocating greater attention to it through supporting the voices and campaigns demanding to the expansion of the use of the English language and teaching it to the emerging generations.

3.6 Recommendation

English has been considered to be the first global Lingua Franca. In today's modern world, the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. Focusing on these benefits it is important to mention recommendations in order to enhance the use of English language in Algeria.

- Algerian government should renew its linguistic policy and consider the integration of English language in its society as an official status.

- Algerian government should assign experts who are aware of the importance of English language in education sectors.

- Algerian government should consider reducing and limiting French language in an official use as it is seen one of the major obstacles for English.

- Algerian government must increase and intensify its collaboration with English programs and launch English scholarships that students can benefits from.

- Algerian government must develop its universities and change its systems.

- Algerian government should consider recruiting English speaking students from different countries to make contacts with the Algerian ones to develop their inter-communication.

- Algerian students must express their desire to switch to English in order to send a clear message to the government

- Algerian English students must promote the use of English language through meetings and start-ups.

- Algerian students who belong to "Hirak" must definitely express the importance of integrating English as one of the keys of development.

- Algerian students must be supportive to all the campaigns and meetings that call for the enhancement of the use of English language.

3.7 Conclusion

This chapter was the practical part of this research paper. It focused on the analysis and the discussion of the collected data from students' questionnaire. The discussion of the results revealed the status of the English language among the students which was positive since they showed that they are familiar with the advantages of this global language from various aspects.

General conclusion

General conclusion

Studying a second foreign language carries with it several possible causes. Supposedly a large number of language students in the world do so since it is on the curriculum. Certainly, students' views and preferences about language differ according to their way of thinking and the trends of their linguistic communities. Some students prefer to study English or another foreign language because they believe it offers more chances for advancement in their professional lives. Since English language has become the international language of communication, the attention towards it increased among students because of several considerations as it can help them both intellectually and professionally for being an essential language to access to knowledge, science and technology.

This research tried to investigate the place of English language in Algeria and both government and students' perceptions towards this language, this case study possess a theoretical part and a practical part. The theoretical part included two chapters, the first chapter was concerned about Globalization and languages and it impact on the world, whereas the field of language planning and policy is dug to better understand how former French colonies intended to integrate English language as an official status.

Meanwhile, the third chapter was practical and it dealt with Data analysis and recommendation, the researchers used two instruments in this part: document analysis and questionnaire. Document analysis implied to the importance of English in three sectors: economic, education and insocial life. A questionnaire was used in data analysis to check the students' perception towards English language.

The collected data in this case study approved the two main hypothesis made for this research, the first hypothesis was concerned about the fact that the Algerian government is

making some efforts to integrate English language in its society but still not enough, this hypothesis was validated to be true in the theoretical and the practical part by mentioning some real actions made in the Algerian context and confirming that in the practical part through the respondents of the questionnaire.

The second hypothesis was formulated to check if Algerian students are in favor of using English language, this hypothesis was approved to be true for the reason that most of the respondent were in favor of integrating English language as a second official language in Algeria.

Finally, one of the objectives of this research was to show it support to the use of English language in the Algerian context regarding to all the elements that are in favor of this language to be integrated and be used on an official term because this language has so many benefits and can be one of the major reason of a nation development.

List of References

Adekunle, J. O. (2007). Culture and customs of Rwanda.Westport: Greenwood Press.

Arab, S. (2017). Language Variation in

    Algeria.*AboutAlgeria*.https://www.aboutalgeria.com/2017/09/language-variation-in-

    algeria.html

Belmihoub, K. (2018).2018*). English in a multilingual*

    *Algeria.*ResearchGate.https://doi.org/10.1111/weng.12294

Benrabah,M. (1999). *Langue et pouvoir en Algérie: Histoire d'un traumatisme linguistique*

    [*Language and power in Algeria: History of a linguistic trauma*]. Paris: Edition Seguie.

Benrabah, M. (2004).*Competition between four "world" languages in*

    Algeria.ResearchGate.https://www.researchgate.net/profile/Mohamed-

    Benrabah/publication/271926486_Competition_between_four_world_languages_in_Algeri

    a/links/54fdc2f20cf2c3f52425497d/Competition-between-four-world-languages-in-

    Algeria.pdf

Benrabah, Mohamed (2007). *Language-in-Education Planning in Algeria: Historical*

    Development and Current Issues.Language Policy. 225, 252.10.1007/s10993-007-9046-7

Benrabah,M. (2013). *Language conflict in Algeria: From colonialism to post independence.*

    Bristol:MultilingualMatters.Multilingual Matters.

Borni, I. E. (2017).*The effects of Algerian culture on EFL students' speaking English outside*

    classroom a case study: Master one EFL students at Mohamed Khider University of

    Biskra[Unpublished dissertation]. Biskra: University of Biskra].

Bouzid, T. (2019, June 28). عزيز استعمال اللغة الانجليزية في قطاع التعليم العالي والبحث العلمي ---

[Status] [Image attached] بِمِثلَمَا أشرتُ إليه سابقًا عبر منصّة التواصل هذه

update].Facebook.https://www.facebook.com/ministre.mesrs.dz/posts/326875334905549/

Bouzid, T (2019, July 17). --- # قطاع في #الانجليزية #اللغة #تعزيز يخص ما في #الوطني #الاستطلاع نتائج

[Status] [Image attached] ---. #العلمي والبحث #العالي #التعليم

update].Facebook.https://www.facebook.com/ministre.mesrs.dz/posts/338556417070774/

Bouzid, T. [ELBILAD]. (2019, July 23). وزير التعليم العالي: اللغة الفرنسية لا قيمة لها.. ولهذا السبب قررنا

اعتماد الانكليزية في الجزائر

[Video].Youtube.https://www.youtube.com/watch?v=uNAG5e_OhjQ

British Council. (1984). English teaching profile: Algeria. London: British Council.

Brown, J.D. (2001). *Using Surveys in Language Programs.* Cambridge, UK: Cambridge

University Press.

Chemsou, D. [Dzjoker]. (2014, December 24). *L'Anglais en Algerie* الانجليزية في

الجزائر.[Video].Youtube.https://youtu.be/ZL6bAgqmslY

Chemsou, D. [Dzjoker]. (2017, December 09*). #SAVEPALESTINE DZjoker Palestine*

فلسطين[Video].Youtube.https://youtu.be/-R9WxxZLbx8

Cooper, R.L. (1989). *Language Planning and Social Change*. Cambridge: Cambridge

University Press.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating*

quantitative and qualitative research. (4th ed.). Boston, MA: Pearson.

Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University

Press.

DE Klerk, V &Barhuizen, G. (2002).*English in the prison services: a case of breaking the

law.*

*Academia.*https://www.academia.edu/27827209/English_in_the_prison_services_a_case_o

f_breaking_the_law

Djabri, A. (1981). *LANGUAGE IN ALGERIA : THE CONTINUING PROBLEM.*Université

Des Frères Mentouri Constantine 1. https://bu.umc.edu.dz/theses/anglais/DJA093.pdf

Echoroukonline.(2021). '' إيبلانات'' الدولية في خدمة اللغة الانجليزية

بالجزائرEchorouk.https://www.echoroukonline.com/%D8%A5%D9%8A%D8%A8%D9%8

4%D8%A7%D9%86%D8%A7%D8%AA-

%D8%A7%D9%84%D8%AF%D9%88%D9%84%D9%8A%D8%A9-

%D9%81%D9%8A-%D8%AE%D8%AF%D9%85%D8%A9-

%D8%A7%D9%84%D9%84%D8%BA%D8%A9-

%D8%A7%D9%84%D8%A7%D9%86%D8%AC

Fasold , R. (1987). *The Sociolinguistics of society.*Oxford; Blackwell Publishers Ltd.

Fink, A . (2003). *The survey handbook*. Thousand Oaks, CA: Sage.

Fishman J.A. (1972) *Advances in the sociology of Language.*(Volume 2). De Gruyter.

Formplus. (2019). Descriptive *Research Designs: Types, Examples & Methods*.

Formplus.https://www.formpl.us/blog/descriptive-research

France 24. (2019). إدراج اللغة الإنكليزية في جميع الوثائق الرسمية بدلا من الفرنسية في الجامعات

الجزائرية.[Video].Youtube.https://youtu.be/1JC9lqUipgU

Gafaranga, J., Niyomugabo, C. and Uwizeyimana, V. 2013.*Micro declared language policy or not?: Language-policy-like statements in the rules of procedure of the Rwandan Parliament*. Language Policy. 12: 313 – 332.

Gradoll, D. (1997). *The Future of English*.The British Council.https://www.academia.edu/12529756/The_Future_of_English_by_David_Graddol

Gvelesiani, I. (2011). *Globalization and the World Languages*.Tbilisi State University.https://www.researchgate.net/publication/287980152_Globalization_and_the_World_Languages

Haugen, E. (1966). *Dialect, language, nation*.American Anthropologist, 68, 922–935.

Hayane,O. (1989). *English language teaching in Algeria since 1962*.Algiers:Office des Publications Universitaires.

Hetman , Z. (2018). *Prevalence of the F alence of the French language in Algerian online news : a ench language in Algerian online news : a remnant of the colonial past.*University of Louisville.https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1214&context=honors

Huttner-Koros, Adam. (2020). The hidden bias of science's universal language. *The Atlantic.* https://www.the atlantic.com/science/archive/2015/08/english-universal-language-science-research/400919/

Kachru, B. (1985). Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk & H. Widdowson (eds), English in the World: Teaching and Learning the Language and Literatures (pp. 11–30). Cambridge: Cambridge University Press.

Kachru, B. (Ed.) (1992). *The other tongue* , University of Illions Press, Chicago

Kachru, B. (1985). 'Standard codification and sociolinguistic realism: the English language in the outer circle ', in R Quirk and H Widdowson (eds.), English in the world : teaching and learning the language and literatures, pp 11-30, Cambridge University Press, Cambridge

Kagire, E. (2008, December 21). *Use of English in Schools on Track*.The New Times.

Kaplan R. &Baldauf R. (1997).*Language Planning from practice to Theory*. Great Britain. Multilingual Matters.

Kemp, S (2021, February 11). DIGITAL 2021: ALGERIA. *DataReportal*.https://datareportal.com/reports/digital-2021-algeria

Kwibuka, E. (.2013). Speaking English becomes cool. Global: the International Briefing. Retrieved from http://www.global-briefing.org/current-issue/ , on 10 September 2014.

La Croix. (2014). *Le nombre de francophones augmente dans le monde.* La Croix. https://i.la-croix.com/729x486/smart/2014/11/05/1232556/Pourcentage-francophones-pays-2014_0.jpg

Lotbiniére, M. (2011, 5 July). *Research backs English as key to development*. The Guardian.https://www.theguardian.com/education/2011/jul/05/research-backs-english-language-delotbiniere

Mamen, P. (2013). *The spread of English across the Globe: Social, Political and Cultural factor*. http://historialenguainglesa.blogspot.com/2013/01/the-spread-of-english-across-globe.html

McGroarty, M. (1997) Language policy in the USA. In W. Eggington and H. Wren (eds.) Language Policy (pp. 1-29). Amsterdam: Benjamins

Mers. (2021, March 17). *M. Benziane reçoit l'Ambassadrice du Royaume-Uni de Grande Bretagne et d'Irlande du Nord en Algerie.*https://www.mesrs.dz/fr_FR/activite/-/asset_publisher/ylWq1hBeIHRB/content/---126?inheritRedirect=false&redirect=https%3A%2F%2Fwww.mesrs.dz%2Ffr_FR%2Facti vite%3Fp_p_id%3D101_INSTANCE_ylWq1hBeIHRB%26p_p_lifecycle%3D0%26p_p_s tate%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-1%26p_p_col_pos%3D2%26p_p_col_count%3D3%26p_r_p_564233524_resetCur%3Dfal se

Miliani, M. (2000).*Teaching English in a multilingual context: The Algerian case. Mediterranean Journal of Educational Studies*, 6(1), 13–29.

Mokhtar, K. (2018). *The Linguistic Friction in Algeria*.ResearchGate.https://www.researchgate.net/publication/328141366_The_Linguisti c_Friction_in_Algeria/link/5bbb64ae4585159e8d8c3a45/download

Mustapha, K. (2020). *بالصور.. بنزيانيبحثمعسفيرةبريطانياتعزيزالعلاقاتفيمجالالتعليمالعالي* [JPEG].Elhiwar.https://www.elhiwardz.com/featured/195688/?fbclid=IwAR0EyjWvDvIw qpX-WIPeGXD6oDkX87HhdhiGF1oDflUzoZ8c-aBl4iUY-f4

Naukrigulf. (2020, June 08). Field Service Engr II Honeywell. *Naukrigulf*.https://www.naukrigulf.com/field-service-engr-jobs-in-algiers-algeria-in-honeywell-5-to-6-years-n-cd-10000034-jid-080621500225

Nayli, I.[InésNayli]. (2017, April 07). *Comment j'ai appris l'anglais SANS COURS !! (enAlgérie) /* كيفتعلمتاللغةالانجليزيةفيالجزائر[Video]. YouTube.https://youtu.be/Q8SW6lWqero

Oudia, M. [@mourad_oudia]. (2020, April 08). *YOUR MAN JUST WANT TO TAKE A SEC TO THANK YALL* Thanks for supporting me in my Youtube*channel* [Photograph]. Instagram. https://www.instagram.com/p/CNaup_UJDNF/

Owaimer, I. (2019). ‏هل تستبدل اللغة الفرنسية بالإنجليزية في الجزائر؟.‏ https://www.independentarabia.com/node/37911/%D8%A7%D9%84%D8%A3%D8%AE%D8%A8%D8%A7%D8%B1/%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A/%D9%87%D9%84-%D8%AA%D8%B3%D8%AA%D8%A8%D8%AF%D9%84-%D8%A7%D9%84%D9%84%D8%BA%D8%A9-%D8%A7%D9%84%D9%81%D8%B1%D9%86%D8%B3%D9%8A%D8%A9-%D8%A8%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%84%D9%8A%D8%B2%D9%8A%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D8%AC%D8%B2%D8%A7%D8%A6%D8%B1%D8%9F?fbclid=IwAR1hr_pu4Ah91cTSDeekrDg43Kqp8_1__OssDYlyiC4Js43H1dX-PxOrxEM

Parupalli, R. (2019). *THE ROLE OF ENGLISH AS A GLOBAL LANGUAGE*.ResearchGate.https://www.researchgate.net/publication/334282978_THE_ROLE_OF_ENGLISH_AS_A_GLOBAL_LANGUAGE

Philipp, M (2002). *Einführung in die qualitative Sozialforschung*.BeltzVerlag.

Plaut, D. (2012, December 11). *Rwanda: Speaking the Language of the World?*. Think Africa Press.

Republic of Rwanda (2005). General population and housing census 2002: Analysis of results. Kigali: Ministry of Finance and Economic Planning/National Census Commission.

Samuelson, B & Freedman S. (2010).*Language policy, multilingual education, and power in Rwanda*.Springer Link.https://doi.org/**10.1007/s10993-010-9170-7**

Sayahi, L. (2014). *The languages of the Maghreb*.[PNG]. Cambridge.

https://www.cambridge.org/core/books/diglossia-and-language-contact/languages-of-the-maghreb/137277735B065ACD6352D84ADFB17E2B

Scambor, E. (n, d). *Guideline - Document Analysis*.http://www.peerthink.eu/peerthink/images/stories/guideline.pdf

Sibomana, E. (2010). *Challenges faced by postgraduate French speaking students who are learning in English: a case study of Rwandan students in the School of Education at the University of the Witwatersrand*. [Unpublished MA Research Report].University of the Witwatersrand, Johannesburg.

Sibomana, E. (2014). *The acquisition of English as a second language in Rwanda: challenges and promises*. Ajol. https://www.ajol.info/index.php/rje/article/view/117147/106745

Sketchbubble.(n.d.).*Globalization: Then Vs Now* [PNG]. Sketchbubble.https://www.sketchbubble.com/en/presentation-globalization-then-vs-now.html

Slimani, W. (2019). *الإنجليزية لغة علم و"بزنس" وهي حتمية وليست اختيارا*. Echorouk https://www.echoroukonline.com/%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%84%D9%8A%D8%B2%D9%8A%D8%A9-%D9%84%D8%BA%D8%A9-%D8%B9%D9%84%D9%85-%D9%88%D8%A8%D8%B2%D9%86%D8%B3-%D9%88%D9%87%D9%8A-%D8%AD%D8%AA%D9%85%D9%8A%D8%A9-%D9%88%D9%84

Slimani, N. (2020). *الوزارة تراجعت عن تعهدها بتطوير استعمال الانجليزية*.

Echourouk.https://www.echoroukonline.com/%D8%A7%D9%84%D9%88%D8%B2%D8
%A7%D8%B1%D8%A9-%D8%AA%D8%B1%D8%A7%D8%AC%D8%B9%D8%AA-
%D8%B9%D9%86-%D8%AA%D8%B9%D9%87%D8%AF%D9%87%D8%A7-
%D8%A8%D8%AA%D8%B7%D9%88%D9%8A%D8%B1-
%D8%A7%D8%B3%D8%AA%D8%B9%D9%85

Slougui, D. (2009). *A social-context approach to writing for international publication: The case of Algerian scientists*. http://bu.umc.edu.dz/theses/anglais/SLO1051.pdf

Souiki, S. (2021).*الانتقال من الفرنسية إلى الإنجليزية.. وزارة الخارجية تغير شعارها*.[JPEG]. El Djazairia one.https://www.eldjazairia.net/one/wp-content/uploads/2021/02/EvERxZ0XcAAn77m-1536x1536.jpg

The map of Rwanda.(2002). *Rwanda Map*.[PNG].Maps of World.https://www.mapsofworld.com/rwanda/

Timothy, W. (2020, 24 January). *For the third time in 11 years, Rwanda changed the language used in primary schools*. The Washington Post.https://www.washingtonpost.com/politics/2020/01/24/third-time-11-years-rwanda-changed-language-used-primary-schools/

Tit, M. (2020). *بلدية الجزائر الوسطى تضيف، اللغة الأمازيغية على اللافتة الرسمية لها، اليوم الجمعة و الذي يصادف* *الاحتفال برأس السنة الأمازيغية 2968*[PNG].Algerie 24.https://www.facebook.com/eljazair.24/photos/747376808792820

Twagilimana, A. (2007). *Historical dictionary of Rwanda* (new edition; Historical dictionaries of Africa, no. 105).Lanham: Rowman and Littlefield.

لقاء القائم بأعمال السفارة الأمريكية في الجزائر حول العلاقات الثنائية .U.S. Embassy Algiers. (2021, 07 April)

[Video]. YouTube.https://youtu.be/E2jNjHMqhcE

Wazani, I. (2019). *وثيقة (وزارةالتعليمالعاليالجزائريةتلغياستعمالالفرنسيةفيوثائقهاوتدعوأطرهاالاستعمالالإنجليزية).*

Howiya Press. http://howiyapress.com/%D9%88%D8%B2%D8%A7%D8%B1%D8%A9-

%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-

%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%8A-

%D8%A7%D9%84%D8%AC%D8%B2%D8%A7%D8%A6%D8%B1%D9%8A%D8%A

9-%D8%AA%D9%84%D8%BA%D9%8A-%D8%A7/

Yadav, A. (2018). *Top 10 language by number of speakers (native + non-native)*

[PNG].Lemongrad.https://lemongrad.com/english-language-statistics/

Yadav, A. (2018). *Top 10 language on the internet* [PNG].

Lemongrad.https://lemongrad.com/english-language-statistics/

Yeates, N. (2001). *Globalization and Social*

Policy.ResearchGate.https://www.researchgate.net/publication/42794293_Globalization_a

nd_Social_Policy

Appendices

Students' Questionnaire

STUDENTS' ATTITUDES TOWARDS ENGLISH LANGUAGE

This questionnaire aims to look at the attitudes of English Language. All the information you provide is fully confidential, and will not be used for any purposes other than research for this project.

Section1: Contextual information

1. What is your gender?   Male ☐   Female ☐

2. Are you a current student at Ibn Khaldoun University in Tiaret ?   Yes ☐   No ☐

3. Which group age you belong to?   17-24 ☐   25-32 ☐   33-40 ☐   More than 40 ☐

4. What is your educational degree?   License ☐   Master degree ☐   PHD degree ☐   Other degree ☐

Section 2: Your views on English Language

In this survey, questions are asked to consider the real position of the English language among students and the extent of its importance and future in the development of the linguistic territory of Algeria.

1. What language do you prefer to read for?   English ☐   French ☐   Arabic ☐   Other language ☐

2. Do you wish to learn more about English language?   Yes ☐   No ☐

3. Please take a few moments to let us know about your point of view for English language. (✓)

	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree
a) I am encouraged to suggest new and improved ways to learn English language.					
b) I get a feeling of pleasure in exploring English language.					
c) I feel enthusiasm when I speak and use the English language in interactions with others.					
d) I really have big interest in studying English and improving my level in it.					
e) I have the resources and tools to improve my English.					
f) I have defined goals for learning English.					
g) I am satisfied with the support that English language gets in Algeria.					
h) Switching to English language as a second official language in Algeria is beneficial.					
i) My entourage allows me to use my abilities and skills.					
j) English is going to develop me intellectually.					
k) English is an essential language to access to knowledge, science and technology.					
l) English language is going to help me in higher academic achievement.					

1

m) Learning English language is going to help me to get more jobs opportunities.					

Please place an X or check mark next to the word or phrase that best matches your response

4.   Do you think that people who speak more than one language are very knowledgeable ?

a.) Yes ☐   b.) No ☐

5.   Which language you like to study as a foreign language?

a.) English ☐   b.) French ☐   c.) Both of them ☐   d.) Other language ☐

6. In your daily communication, do you use English language?

a.) Yes ☐   b.) No ☐

7. Do you use English language in internet chatting?

a.) Yes ☐   b.) No ☐

8. What is your attitude towards English language?

a.) Positive ☐   b.) Negative ☐   c.) Neutral ☐

9. In your point of view, what is the main reason of lack of communication in English in Algeria?

a.) Lack of knowledge in English language ☐   b.) The domination of French language ☐

c.) Government policy of language ☐   d.) Other reasons ☐

10. How do you see the status of English language in Algeria?

a.) Strong ☐   b.) Weak ☐   c.) In progress ☐   d) Blocked ☐

11. Which language deserves to dominate the language territory in Algeria in your point of view?

a.) English ☐   b.) French ☐   c.) Both of them ☐

12. Are you in favor of integrating English language as a second official language in Algeria instead of French?

a.) Yes ☐   b.) No ☐

13. Do you support campaigns led by some politicians in order to enhance the use of English language in Algeria?

a.) Yes ☐   b.) No ☐   c.) Neutral ☐

If yes, What do you suggest as solutions and recommendations to enhance the use of English language in Algeria?

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

Thank you for your co-operation.

2

106

استبيان الطلاب

مواقف الطلاب تجاه اللغة الإنجليزية

يهدف هذا الاستبيان إلى إلقاء نظرة على السلوكيات اتجاه اللغة الإنجليزية. جميع المعلومات التي تقدمها سرية تمامًا ، ولن يتم استخدامها لأي أغراض أخرى غير البحث في هذا المشروع.

1. ما هو جنسك   ذكر [ ]   انثى [ ]

2. هل أنت طالب حالي في جامعة ابن خلدون بتيارت؟   نعم [ ]   لا [ ]

3. . ما الفئة العمرية التي تنتمي إليها؟   24-17 [ ]   32-25 [ ]   40-33 [ ]   اكثر من 40 [ ]

4. ما هي درجتك التعليمية؟   ليسانس [ ]   ماستر [ ]   دكتوراه [ ]   اخرى [ ]

-آرائك حول اللغة الإنجليزية

1. ما هي اللغة التي تفضل القراءة بها ؟   لغات أخرى [ ]   عربي [ ]   الفرنسية [ ]   الإنجليزية [ ]

هل ترغب في التعلم المزيد في اللغة الإنجليزية   نعم [ ]   لا [ ]

3.يرجى قضاء بضع دقائق لإعلامنا بوجهة نظرك للغة الإنجليزية (√) .

	غير موافق بشدة	غير موافق إلى حد ما	حيادي	موافق إلى حد ما	موافق بشدة
أ)أنا متحمس على اقتراح طرق جديدة ومتطورة لتعلم اللغة الإنجليزية.					
ب) أشعر بالسرور والمتعة في استكشاف اللغة الإنجليزية.					
ج) أشعر بالحماس عندما أتحدث اللغة الإنجليزية وأستخدمها في التفاعل مع الآخرين.					
د) لدي اهتمام كبير بدراسة اللغة الإنجليزية وتحسين مستواي فيها.					
ه) أملك الموارد والأدوات لتحسين مستوي في اللغة الإنجليزية.					
و)لقد حددت أهدافًا لتعلم اللغة الإنجليزية.					
ز) أنا راضٍ عن الدعم الذي تحصل عليه اللغة الإنجليزية في الجزائر.					
ح) يعد التحول إلى اللغة الإنجليزية كلغة رسمية ثانية في الجزائر مفيدًا.					
ط) بيئتي تسمح لي باستخدام قدراتي ومهاراتي.					
ي) اللغة الإنجليزية سوف تطورني فكريا.					
ك)اللغة الإنجليزية هي لغة أساسية لمواكبة تطور المعرفة والعلوم والتكنولوجيا.					
ل) ستساعدني اللغة الإنجليزية في التحصيل الأكاديمي العالي.					
م) سيساعدني تعلم اللغة الإنجليزية في الحصول على المزيد من فرص العمل.					

1

107

الرجاء وضع علامة الاختيار(√) بجوار الكلمة أو العبارة التي تتطابق بشكل أفضل مع إجابتك.

4. هل تعتقد أن الأشخاص الذين يتحدثون أكثر من لغة هم واسعو المعرفة ؟

أ) نعم ☐   ب) لا ☐

5. ما هي اللغة التي تحب دراستها كلغة أجنبية؟

أ) الإنجليزية ☐   ب) الفرنسية ☐   ج) كلاهما ☐   د) لغة أخرى ☐

6. في تواصلك اليومي، هل تستخدم اللغة الإنجليزية؟

أ) نعم ☐   ب) لا ☐

7. هل تستخدم اللغة الإنجليزية في الدردشة عبر الإنترنت؟

أ) نعم ☐   ب) لا ☐

8. ما هو موقفك من اللغة الإنجليزية؟

ا) إيجابي ☐   ب) سلبي ☐   ج) محايد ☐

9. من وجهة نظرك ، ما هو السبب الرئيسي لقلة التواصل باللغة الإنجليزية في الجزائر؟

أ) نقص المعرفة باللغة الإنجليزية ☐   ب) هيمنة اللغة الفرنسية ☐   ج) سياسة الحكومة للغة ☐   د) أخرى ☐

10. كيف ترى وضع اللغة الإنجليزية في الجزائر؟

ا) قوي ☐   ب) ضعيف ☐   ج) قيد التقدم ☐   د) مسدود ☐

11. ما هي اللغة التي تستحق أن تهيمن على الإقليم اللغوي في الجزائر من وجهة نظرك؟

أ) اللغة الإنجليزية ☐   ب) اللغة الفرنسية ☐   ج) كلاهما ☐

12. هل تؤيد دمج اللغة الإنجليزية كلغة رسمية ثانية في الجزائر بدلاً من الفرنسية؟

ا) نعم ☐   ب) لا ☐

13. هل تؤيد الحملات التي يقودها بعض السياسيين من أجل تعزيز استخدام اللغة الإنجليزية في الجزائر؟

أ) نعم ☐   ب) لا ☐   ج) محايد ☐

إذا كانت الإجابة بنعم ، فماذا تقترح كحلول وتوصيات لتعزيز استخدام اللغة الإنجليزية في الجزائر؟

....

....

....

شكرا لمساهمتكم

2

Abstract

English language is the global language of the modern world, it becomes the most used language in the world, and it is the language of development and technology. Recently, any nations around the world have worked to establish English in their mainbodies even the former French colonies such as Rwanda, Based on these circumstances, this research tried to shed light on the status of English language in Algeria being a former French colony or a francophone country. To uncover the efforts of the Government have been applied toward English and attitudes of English and non-English students from university of Tiaret, a descriptive case of study was conducted based on two instruments of data collection documents analysis, and questionnaire. Our results depended on students of IbnKhaldoun University through an analysis of their attitudes towards the use of English language in Algeria. Finally, Recommendations and some conclusion are drawn to resume the place of English language in Algeria.

ملخص

اللغة الإنجليزية هي لغة العالم الحديث، فهي اللغة الأكثر استخدامًا في العالم،و هي لغة التطور والتكنولوجيا. في الآونة الأخيرة،عملت العديد من الدول حول العالم على ترسيخ اللغة الإنجليزية في قطاعاتها الرئيسية حتى المستعمرات الفرنسية السابقة،ورواندا،وبناءً على هذه الظروف ،يسعى هذا البحث إلى إلقاء الضوء على مكانة اللغة لإنجليزية في الجزائر كونها مستعمرة فرنسية سابقة أو بلد فرنكوفوني. للكشف عن جهود الحكومة التي تم تطبيقها تجاه اللغة الإنجليزية ومواقف طلاب اللغة الإنجليزية وغيرا لإنجليزية في جامعة تيارت، تم إجراء هذه الدراسة الوصفية بناءً على أداتين لتحليل مستندات جمع البيانات والاستبيان. اعتمدت نتائجنا على طلاب جامعة ابن خلدون من خلال تحليل مواقفهم تجاه استخدام اللغة الإنجليزية في الجزائر. أخيرًا،تم تقديم اقتراحات وبعض الاستنتاجات لمكانة اللغة الإنجليزية فيا لجزائر.

Resumé

La langue anglaise est la langue dominante du monde moderne, elle devient la langue la plus utilisée au monde, c'est la langue du développement et de la technologie. Récemment, toutes les nations du monde ont travaillé pour établir l'anglais dans leurs corps principaux, même les anciennes colonies françaises telles que le Rwanda. Sur la base de ces circonstances, cette recherche a tenté de faire la lumière sur le statut de la langue anglaise en Algérie en tant qu'ancienne colonie française ou un pays francophone. Pour découvrir les efforts du gouvernement ayant été appliqués envers l'anglais et les attitudes des étudiants d'anglais et de non anglais de l'université de Tiaret, un cas d'étude descriptif a été mené sur la base de deux instruments d'analyse de documents de collecte de données et d'un questionnaire. Nos résultats dépendaient des étudiants de l'Université Ibn Khaldoun à travers une analyse de leurs attitudes envers l'utilisation de la langue anglaise en Algérie. Enfin, des recommandations et quelques conclusions ont été tirées pour reprendre la place de la langue anglaise en Algérie.